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UNIVERSITY OF NEBRASKA MEDICAL CENTER

Welcome to the 2017-2018 UNMC Catalog. The catalog provides curricular requirements, course descriptions, policies and current information for the 2017-2018 academic year.

UNMC is home to six colleges: allied health professions, dentistry, medicine, nursing, pharmacy and public health. UNMC’s graduate studies, as part of the university-wide Graduate College, offers research degrees in a spectrum of health and biomedical sciences.

Nationally-ranked programs, award-winning faculty and cutting-edge approaches to learning are just a few reasons why our graduates go on to rewarding careers and will continue to shape the future of science, academia and health care.
I want to welcome you to UNMC and our hospital partner, The Nebraska Medical Center. Our common vision is to be a world renowned health science center and health system.

This means:
- Delivering state-of-the-art health care through academic and private practice models;
- Preparing the best educated health professionals and scientists;
- Ranking among the leading research centers;
- Advancing our historic commitment to community health;
- Embracing the richness of diversity; and
- Creating economic growth in Nebraska.

UNMC is a dynamic environment in which to learn. The opportunities in health care and the health sciences today are limited only by your aspirations. We challenge you to reach your full potential with appropriate faculty guidance, encouragement and support. Your success is our success. No calling is more important.

My best wishes as you begin this exciting journey.

Jeffrey Gold, M.D.
Chancellor
ORGANIZATIONS AND ADMINISTRATION OF THE UNIVERSITY

The University of Nebraska is composed of four campuses: the University of Nebraska Medical Center (UNMC), the University of Nebraska at Kearney (UNK), University of Nebraska-Lincoln (UNL), and the University of Nebraska at Omaha (UNO). Each campus is headed by a chancellor, who is also a Vice President of the University. Each campus reports to the President of the University, who is ultimately responsible to the Board of Regents, which consists of eight representatives elected from designated regions of the state and four non-voting student regents.

The Medical Center is composed of seven administrative units. These include the Colleges of Dentistry, Nursing, Pharmacy, Public Health, Medicine and the College of Allied Health Professions, and the UNMC Graduate Studies division of the University Graduate College. Each of these is led by a dean, associate dean or vice chancellor. Three other administrative units – the Munroe-Meyer Institute, the Eppley Institute for Research in Cancer and the McGoogan Library of Medicine – are led by a director.

In addition, five vice chancellors report to the UNMC chancellor, in the areas of Academic Affairs; Business, Finance, and Economic Development; External Relations; Research; and, Student Success. Each of the vice chancellors oversees a team to carry out specific roles of the university.

THE BOARD OF REGENTS

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<tr>
<td>Timothy Clare</td>
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<tr>
<td>Hal Daub</td>
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<tr>
<td>Howard Hawks</td>
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<td>Bob Phares</td>
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<td>Austin Partridge</td>
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UNIVERSITY OF NEBRASKA MEDICAL CENTER ADMINISTRATION

CHANCELLOR’S OFFICE

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<td>Senior Vice Chancellor for Academic Affairs</td>
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<td>Interim Vice Chancellor for Business, Finance, and Economic Development</td>
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<td>Vice Chancellor for Student Success</td>
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STUDENT AFFAIRS

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ACADEMIC RESOURCES

Matthew C. Hammons                Interim Vice President for University Affairs
Joel D. Pedersen                  Vice President and General Counsel
Ronnie D. Green                   Vice President and Chancellor of UNL
Ronald E. Yoder                   Vice President and Vice Chancellor of IANR
Jeffrey P. Gold                   Interim Vice President and Chancellor of UNO
Jeffrey P. Gold                   Vice President and Chancellor of UNMC
Douglas A. Kristensen              Vice President and Chancellor of UNK

UNIVERSITY ADMINISTRATION

Varner Hall
3835 Holdrege Street
Lincoln, Nebraska 68583

Hank M. Bounds                    President
Susan M. Fritz                    Executive Vice President and Provost
Carmen K. Maurer                  Corporation Secretary
David E. Lechner                  Senior Vice President for Business and Finance
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<td>WHM 6004A</td>
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<td>Emily McElroy, MLIS, Director</td>
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<td>Center for Continuing Education</td>
<td>AX10 3006</td>
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<td>Kelly Caverzagie, MD, FACP, FHM, Interim Associate Dean for CME</td>
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<tr>
<td>Eppley Institute for Research in Cancer Fred &amp; Pamela Buffett Cancer Center</td>
<td>BBC 10.12.314</td>
<td>559-4238</td>
</tr>
<tr>
<td>Kenneth Cowan, M.D., Ph.D., Director</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACADEMIC CALENDAR

2017 – 2018 ACADEMIC CALENDAR

Dates and events listed are for the Graduate Studies and for the Colleges of Dentistry, Medicine, Nursing, Pharmacy, Allied Health and Public Health. Exceptions are noted where applicable.

FALL SEMESTER 2017

FALL 2017 ORIENTATION

IPE – Inter-Professional Education Orientation Event – Omaha
Orientation/Registration for ALL NEW STUDENTS
Medical Laboratory Science (MLS)
College of Medicine
Medical Nutrition PBC/M
Incoming Allied Health, Pharmacy

FALL 2017 First Day of Classes

Pharmacy 4
Medical Laboratory Science (MLS)
Postgraduate Dental Certificate
Medicine 3/4, PA 3
IPAP Phase I
IPAP Phase II

Students will receive email notifications on the 10th day of the term regarding their billing statement. A late fee will be assessed on any tuition and/or fees not paid in full by the due date on the billing statement.

Last Day to ADD/DROP Classes (MLS) May 23, 2017
Last Day to ADD/DROP Classes (August 21, 2017 start date) August 27, 2017
Last Day to ADD/DROP Classes (IPAP Phase I) September 3, 2017
Last Day to WITHDRAW from Classes (MLS) October 13, 2017
Last Day to WITHDRAW from Classes (August 21, 2017 start date) November 10, 2017
Last Day to WITHDRAW from Classes (IPAP Phase I) November 13, 2017

Course(s) dropped by the withdraw dates listed above will appear on the UNMC transcript with a grade of 'W'. Course(s) cannot be dropped after the withdraw dates listed above, and the UNMC transcript will reflect grade earned.

Deadline for waiving student insurance is during the first 14 days of the semester.

Deadline for filing for December graduation October 10, 2017

Student Breaks and Holidays:

Memorial Day May 29, 2017
Independence Day July 4, 2017
Labor Day September 4, 2017
Fall Break October 16-17, 2017

Dental Students National Board Exam for seniors will be administered by computer.
Dental Admissions Test will be administered by computer throughout the year.

Medicine:

Medicine 3 will follow a 2-week clerkship schedule starting 7/3/17 through 12/15/17.

Medicine 4 Clerkship Schedule:

July 3 – July 30 September 25 – October 22
July 31 – August 27 October 23 – November 19
August 28 – September 24 November 20 – December 15

USMLE, Step 1 & Step 2, will be administered by computer throughout the year.

Pharmacy:
P1/2 IPPE Clerkship Schedule:

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
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<tbody>
<tr>
<td>May 8</td>
<td>May 26</td>
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<tr>
<td>May 29</td>
<td>June 16</td>
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<tr>
<td>June 19</td>
<td>July 7</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
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<tbody>
<tr>
<td>July 10</td>
<td>July 28</td>
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</table>

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
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<tbody>
<tr>
<td>May 29</td>
<td>June 16</td>
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<tr>
<td>June 19</td>
<td>July 7</td>
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<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
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<tbody>
<tr>
<td>July 31</td>
<td>August 25</td>
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</table>

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
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<tbody>
<tr>
<td>May 8</td>
<td>June 2</td>
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<td>June 5 – June 30</td>
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<tr>
<td>July 3 – July 28</td>
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<tr>
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<table>
<thead>
<tr>
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<td>October 23 – November 17</td>
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<td>November 20 – December 15</td>
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Pharmacy 4 Clerkship Schedule:

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<tr>
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<table>
<thead>
<tr>
<th>Start</th>
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<tbody>
<tr>
<td>August 28 – September 22</td>
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<tr>
<td>September 25 – October 20</td>
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<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
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<tbody>
<tr>
<td>May 30 – June 2</td>
<td></td>
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<tr>
<td>June 29 – July 17</td>
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<tr>
<td>July 18 – August 25</td>
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<tr>
<td>August 26 – September 21</td>
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<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
</tr>
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<tbody>
<tr>
<td>September 25 – October 22</td>
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<tr>
<td>October 23 – November 19</td>
<td></td>
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<td>November 20 – December 15</td>
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</table>

Physician Assistant Clerkship Schedule:

<table>
<thead>
<tr>
<th>Start</th>
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</tr>
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<tbody>
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<td>July 3 – July 30</td>
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<tr>
<td>July 31 – August 27</td>
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<tr>
<td>August 28 – September 24</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>September 25 – October 22</td>
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<tr>
<td>October 23 – November 19</td>
<td></td>
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<tr>
<td>November 20 – December 15</td>
<td></td>
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</tbody>
</table>

SPRING SEMESTER 2018

SPRING 2018 First Day of Classes:  
Dentistry 3/4, Medicine 1, 3, 4, PA 2, 3, Pharmacy 4, PT 3, Clinical Perfusion 6,  
IPAP Phase I/II, Postgraduate Dental Certificate

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 8, 2018</td>
<td></td>
</tr>
<tr>
<td>January 2, 2018</td>
<td></td>
</tr>
</tbody>
</table>

Students will receive email notifications on the 10th day of the term regarding their billing statement. A late fee will be assessed on any tuition and/or fees not paid in full by the due date on the billing statement.

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 8, 2018</td>
<td></td>
</tr>
<tr>
<td>March 29, 2018</td>
<td></td>
</tr>
</tbody>
</table>

Course(s) dropped between January 8, 2018 and March 29, 2018 will appear on the UNMC transcript with a grade of ‘W’. Course(s) cannot be dropped after March 29, 2018 and will appear on the UNMC transcript and reflect grade earned.

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14, 2018</td>
<td></td>
</tr>
<tr>
<td>March 30, 2018</td>
<td></td>
</tr>
</tbody>
</table>

Course(s) dropped between January 14, 2018 and March 30, 2018 will appear on the UNMC transcript with a grade of ‘W’. Course(s) cannot be dropped after March 30, 2018 and will appear on the UNMC transcript and reflect grade earned.

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 10, 2018</td>
<td></td>
</tr>
<tr>
<td>February 14, 2018</td>
<td></td>
</tr>
</tbody>
</table>

IPE – Inter-Professional Education Day Year 2

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 28, 2018</td>
<td></td>
</tr>
</tbody>
</table>

Student Holidays and Breaks:

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King Day</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 18 - 25, 2018</td>
</tr>
<tr>
<td>Clinical Perfusion 6</td>
<td>February 25 – March 4, 2018</td>
</tr>
<tr>
<td>Medicine 1</td>
<td>March 3 - March 11, 2018</td>
</tr>
<tr>
<td>Medicine 2</td>
<td>March 17 – March 25, 2018</td>
</tr>
<tr>
<td>Medicine 3/4, PA 2, Pharmacy 4</td>
<td>March 24 - April 1, 2018</td>
</tr>
<tr>
<td>Last Day of Classes including exam week</td>
<td>May 4, 2018</td>
</tr>
<tr>
<td>IPAP Phase I</td>
<td>April 20, 2018</td>
</tr>
<tr>
<td>Medicine 4</td>
<td>April 27, 2018</td>
</tr>
<tr>
<td>Pharmacy 4</td>
<td>April 29, 2018</td>
</tr>
<tr>
<td>Medicine 1</td>
<td>May 25, 2018</td>
</tr>
<tr>
<td>IPAP Phase II</td>
<td>June 8, 2018</td>
</tr>
<tr>
<td>PA 2, Medicine 3</td>
<td>June 22, 2018</td>
</tr>
<tr>
<td>Postgraduate Dental Certificate</td>
<td>June 30, 2018</td>
</tr>
</tbody>
</table>

Commencement:

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kearney, Norfolk</td>
<td>May 3, 2018</td>
</tr>
<tr>
<td>Lincoln</td>
<td>May 4, 2018</td>
</tr>
<tr>
<td>Omaha, Scottsbluff</td>
<td>May 5, 2018</td>
</tr>
</tbody>
</table>

Special Notes:

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry</td>
<td></td>
</tr>
<tr>
<td>Profession Day: TBA</td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene National Board Exam will be administered by computer.</td>
<td></td>
</tr>
<tr>
<td>Regional Board Exams: TBA</td>
<td></td>
</tr>
<tr>
<td>American Dental Educ. Association: March 17 - 20, 2018</td>
<td></td>
</tr>
<tr>
<td>American Association of Dental Research: March 21 - 24, 2018</td>
<td></td>
</tr>
<tr>
<td>Nebraska Dental Association Meeting: April 26 - 27, 2018</td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td></td>
</tr>
<tr>
<td>Medicine 3 will follow a 2-week clerkship schedule starting 1/2/18 through 6/24/18.</td>
<td></td>
</tr>
<tr>
<td>Medicine 4 Clerkship Schedule:</td>
<td></td>
</tr>
<tr>
<td>January 2 – January 28</td>
<td>February 26 – March 23</td>
</tr>
<tr>
<td>January 29 – February 25</td>
<td>April 2 – April 29</td>
</tr>
<tr>
<td>USMLE, Step 1 and Step 2, will be administered by computer throughout the year.</td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td></td>
</tr>
<tr>
<td>Pharmacy 4 Clerkship Schedule:</td>
<td></td>
</tr>
</tbody>
</table>

Deadline for waiving student insurance is during the first 14 days of the semester.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Programs and Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2 – January 26</td>
<td>PA 1/D, Canadian, MITS/D/Post Bacc, Cytotechnology/D</td>
</tr>
<tr>
<td>February 26 – March 23 April 2 –</td>
<td></td>
</tr>
<tr>
<td>April 27</td>
<td>Clinical Perfusion 5/D, Medical Family Therapy, Medical Nutrition M</td>
</tr>
<tr>
<td>February 26 – March 23 March 28</td>
<td></td>
</tr>
<tr>
<td>April 2 – April 27</td>
<td>Last day to ADD/DROP classes May 16, 2018</td>
</tr>
<tr>
<td></td>
<td>Last day to WITHDRAW from classes July 15, 2018</td>
</tr>
<tr>
<td>SUMMER TERM 2018</td>
<td>Course(s) dropped between May 16, 2018 and July 15, 2018 will appear on the UNMC</td>
</tr>
<tr>
<td></td>
<td>transcript with a grade of 'W'. Course(s) cannot be dropped after July 15, 2018 and</td>
</tr>
<tr>
<td></td>
<td>will appear on the UNMC transcript and reflect grade earned.</td>
</tr>
<tr>
<td>Accelerated Nursing May 7 – Aug. 10, 2018</td>
<td>Medical Nutrition PBC, PT 1/2 May 14 – June 7, 2018</td>
</tr>
<tr>
<td></td>
<td>Last day to ADD/DROP classes May 16, 2018</td>
</tr>
<tr>
<td></td>
<td>Last day to WITHDRAW from classes June 20, 2018</td>
</tr>
<tr>
<td>RN-BSN Nursing May 14 – Aug. 10, 2018</td>
<td>Course(s) dropped between May 16, 2018 and June 20, 2018 will appear on the UNMC</td>
</tr>
<tr>
<td></td>
<td>transcript with a grade of 'W'. Course(s) cannot be dropped after June 20, 2018 and</td>
</tr>
<tr>
<td></td>
<td>will appear on the UNMC transcript and reflect grade earned.</td>
</tr>
<tr>
<td>Allied Health</td>
<td>Dentistry:</td>
</tr>
<tr>
<td>IPAP Phase I April 30 – Aug. 17, 2018</td>
<td>DDS 1/2 &amp; DH (clinics &amp; classes) May 14 – July 6, 2018</td>
</tr>
<tr>
<td>Last day to ADD/DROP classes May 6, 2018</td>
<td>Last day to ADD/DROP classes May 16, 2018</td>
</tr>
<tr>
<td>Last day to WITHDRAW from classes</td>
<td>Last day to WITHDRAW from classes June 20, 2018</td>
</tr>
<tr>
<td></td>
<td>Course(s) dropped between May 16, 2018 and July 20, 2018 will appear on the UNMC</td>
</tr>
<tr>
<td></td>
<td>transcript with a grade of 'W'. Course(s) cannot be dropped after July 20, 2018 and</td>
</tr>
<tr>
<td></td>
<td>will appear on the UNMC transcript and reflect grade earned.</td>
</tr>
<tr>
<td></td>
<td>Graduate, Public Health, DNP, MSN/POST MS:</td>
</tr>
<tr>
<td>IPAP Phase II May 7 – October 5, 2018</td>
<td>Eight Week Session May 14 – July 6, 2018</td>
</tr>
<tr>
<td>Last day to ADD/DROP classes May 13, 2018</td>
<td>Last day to ADD/DROP classes May 16, 2018</td>
</tr>
<tr>
<td>Last day to WITHDRAW from classes</td>
<td>Last day to WITHDRAW from classes June 20, 2018</td>
</tr>
<tr>
<td>Course(s) dropped between May 13, 2018 and July 15, 2018 will appear on the UNMC transcript with a grade of 'W'. Course(s) cannot be dropped after July 15, 2018 and will appear on the UNMC transcript and reflect grade earned.</td>
<td></td>
</tr>
</tbody>
</table>
Last day to WITHDRAW from classes | June 27, 2018
---|---
Course(s) dropped between June 6, 2018 and June 27, 2018 will appear on the UNMC transcript with a grade of "W". Course(s) cannot be dropped after June 27, 2018 and will appear on the UNMC transcript and reflect grade earned.

Second Five Week Session | July 9 – Aug. 10, 2018
Last day to ADD/DROP classes | July 11, 2018
Last day to WITHDRAW from classes | August 1, 2018
Course(s) dropped between July 11, 2018 and August 1, 2018 will appear on the UNMC transcript with a grade of "W". Course(s) cannot be dropped after August 1, 2018 and will appear on the UNMC transcript and reflect grade earned.

Deadline for filing for August graduation | June 10, 2018

Holidays:

Memorial Day | May 28, 2018
Independence Day | July 4, 2018

Special Notes:

Dentistry: National Board Exams: Part I will be administered by computer.

UNMC Commencement (no ceremony) | August 17, 2018

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**Fall Semester 2017**

**FALL SEMESTER 2017**

Dates and events listed are for the Graduate Studies and for the Colleges of Dentistry, Medicine, Nursing, Pharmacy, Allied Health and Public Health. Exceptions are noted where applicable.

**FALL SEMESTER 2017**

**FALL 2017 ORIENTATION SCHEDULE**

IPE – Inter-Professional Education Orientation Event – Omaha | August 16, 2017
Orientation/Registration for ALL NEW STUDENTS | August 17 - 18, 2017
Medical Laboratory Science (MLS) | May 16, 2017
College of Medicine | August 14 - 16, 2017
Medical Nutrition PBC/M | August 15 - 16, 2017
Incoming Allied Health, Pharmacy | August 16, 2017

**FALL 2017 First Day of Classes**

Pharmacy 4 | May 8, 2017
Medical Laboratory Science (MLS) | May 17, 2017
Postgraduate Dental Certificate | July 1, 2017
Medicine 3/4, PA 3 | July 3, 2017

**IPAP Phase I** | August 28, 2017
**IPAP Phase II** | September 4, 2017

Students will receive email notifications on the 10th day of the term regarding their billing statement. A late fee will be assessed on any tuition and/or fees not paid in full by the due date on the billing statement.

**Last Day to ADD/DROP Classes (MLS)** | May 23, 2017
**Last Day to ADD/DROP Classes (August 21, 2017 start date)** | August 27, 2017
**Last Day to ADD/DROP Classes (IPAP Phase I)** | September 3, 2017
**Last Day to WITHDRAW from Classes (MLS)** | October 13, 2017
**Last Day to WITHDRAW from Classes (August 21, 2017 start date)** | November 10, 2017
**Last Day to WITHDRAW from Classes (IPAP Phase I)** | November 13, 2017

Course(s) dropped by the withdraw dates listed above will appear on the UNMC transcript with a grade of ‘W’. Course(s) cannot be dropped after the withdraw dates listed above, and the UNMC transcript will reflect grade earned.

Deadline for waiving student insurance is during the first 14 days of the semester.

**Deadline for filing for December graduation** | October 10, 2017

**Student Breaks and Holidays:**

**Memorial Day** | May 29, 2017
**Independence Day** | July 4, 2017
**Labor Day** | September 4, 2017
**Fall Break** | October 16-17, 2017

- MITSD/Post Bacc, Medical Nutrition PBC/M,
- Clinical Perfusion/D, Nursing, Graduate, Public Health, PT 2/3
- Public Health, Dentistry, Dental Hygiene
- Thanksgiving | November 22-25, 2017
- PA 1, PA/D, PT 1/2, MITSD/Post Bacc, Medical Nutrition PBC/M,
- Clinical Perfusion/D, Cytotechnology/D, Nursing,
- Thanksgiving | November 23, 2017
- PA 2/3, PT 3
- Thanksgiving | November 23-24, 2017
- Medicine
- Thanksgiving | November 23-25, 2017
- Medical Laboratory Science, Pharmacy, Radiation Oncology,
- Medical Family Therapy, Graduate
Dental Students National Board Exam for seniors will be administered by computer.
Dental Admissions Test will be administered by computer throughout the year.

Medicine:

Medicine 3 will follow a 2-week clerkship schedule starting 7/3/17 through 12/15/17.

**Medicine 4 Clerkship Schedule:**

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<th>Start Date</th>
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USMLE, Step 1 & Step 2, will be administered by computer throughout the year.

Pharmacy:

**P1/2 IPPE Clerkship Schedule:**

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**Pharmacy 4 Clerkship Schedule:**

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**Physician Assistant Clerkship Schedule:**

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<td>October 23 – November 19</td>
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<tr>
<td>August 28 – September 24</td>
<td>November 20 – December 15</td>
</tr>
</tbody>
</table>

**Spring Semester 2018**

**SPRING SEMESTER 2018**

**SPRING 2018 First Day of Classes**  
Dentistry 3/4, Medicine 1,3,4, PA 2/3, Pharmacy 4, PT 3, Clinical Perfusion 6.  
**January 8, 2018**

**Dentistry:**

**Postgraduate Dental Certificate**  
**December 31, 2017**

**IPAP Phase II**  
**February 2, 2018**

**Commencement:**  
*Omaha*  
**December 15, 2017**

**Special Notes:**

**Dentistry:**

Dental Students National Board Exam for seniors will be administered by computer.
Dental Admissions Test will be administered by computer throughout the year.

**Medicine:**

Medicine 3 will follow a 2-week clerkship schedule starting 7/3/17 through 12/15/17.

**Medicine 4 Clerkship Schedule:**

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USMLE, Step 1 & Step 2, will be administered by computer throughout the year.

**Pharmacy:**

**P1/2 IPPE Clerkship Schedule:**

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<th>Start Date</th>
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<td>July 31 – August 18</td>
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**Pharmacy 4 Clerkship Schedule:**

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**Physician Assistant Clerkship Schedule:**

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**Spring Semester 2018**

**SPRING SEMESTER 2018**

**SPRING 2018 First Day of Classes**  
Dentistry 3/4, Medicine 1,3,4, PA 2/3, Pharmacy 4, PT 3, Clinical Perfusion 6.  
**January 2, 2018**

**Dentistry:**

**Postgraduate Dental Certificate**  
**December 31, 2017**

**IPAP Phase II**  
**February 2, 2018**

**Commencement:**  
*Omaha*  
**December 15, 2017**

**Special Notes:**

**Dentistry:**

Dental Students National Board Exam for seniors will be administered by computer.
Dental Admissions Test will be administered by computer throughout the year.

**Medicine:**

Medicine 3 will follow a 2-week clerkship schedule starting 7/3/17 through 12/15/17.

**Medicine 4 Clerkship Schedule:**

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USMLE, Step 1 & Step 2, will be administered by computer throughout the year.

**Pharmacy:**

**P1/2 IPPE Clerkship Schedule:**

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**Physician Assistant Clerkship Schedule:**

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**Spring Semester 2018**

**SPRING SEMESTER 2018**

**SPRING 2018 First Day of Classes**  
Dentistry 3/4, Medicine 1,3,4, PA 2/3, Pharmacy 4, PT 3, Clinical Perfusion 6.  
**January 2, 2018**
Special Notes:

Dentistry:

Profession Day: TBA
Dental Hygiene National Board Exam will be administered by computer.

Regional Board Exams: TBA
American Dental Educ. Association: March 17 - 20, 2018
American Association of Dental Research:
Nebraska Dental Association Meeting: April 26 - 27, 2018

Medicine:

Medicine 3 will follow a 2-week clerkship schedule starting 1/2/18
through 6/24/18.

Medicine 4 Clerkship Schedule:
January 2 – January 28
January 29 – February 25
February 26 – March 23
February 26 – March 23
February 26 – March 23
February 26 – March 23

USMLE, Step 1 and Step 2, will be administered by computer throughout the year.

Pharmacy:

Pharmacy 4 Clerkship Schedule:
January 2 – January 26
January 29 – February 23
April 2 – April 29
April 2 – April 27

Physician Assistant 2 Clerkship Schedule:
January 2 – January 28
January 29 – February 25
April 2 – April 29
April 30 – May 27
May 28 – June 24

Summer Terms 2018

SUMMER TERM 2018

Students will receive email notifications on the 10th day of the term regarding their billing statement. A late fee will be assessed on any tuition and/or fees not paid in full by the due date on the billing statement.

Accelerated Nursing: May 7 – Aug. 10, 2018
Last day to ADD/DROP classes: May 16, 2018
Last day to WITHDRAW from classes: July 15, 2018

Course(s) dropped between May 13, 2018 and July 15, 2018 will appear on the UNMC transcript with a grade of ‘W’. Course(s) cannot be dropped after July 15, 2018 and will appear on the UNMC transcript and reflect grade earned.

RN-BSN Nursing: May 14 – Aug. 10, 2018
Last day to ADD/DROP classes: May 16, 2018
Last day to WITHDRAW from classes: July 15, 2018

Course(s) dropped between May 16, 2018 and July 15, 2018 will appear on the UNMC transcript with a grade of ‘W’. Course(s) cannot be dropped after July 15, 2018 and will appear on the UNMC transcript and reflect grade earned.

Allied Health

IPAP Phase I:
May 14 – Aug. 10, 2018
Last day to ADD/DROP classes: May 16, 2018
Last day to WITHDRAW from classes: July 15, 2018

Course(s) dropped between May 13, 2018 and July 15, 2018 will appear on the UNMC transcript with a grade of ‘W’. Course(s) cannot be dropped after July 15, 2018 and will appear on the UNMC transcript and reflect grade earned.

Bacc, Cytotechnology/D
Clinical Perfusion 5/D, Medical Family Therapy, Medical Nutrition

PA 1/D, Canadian, MITS/D/Post
Medical Nutrition PBC, PT 1/2

PA 1/D, Canadian, MITS/D/Post
Medical Nutrition PBC, PT 1/2

Dentistry:

DDS 1/2 & DH (clinics & classes): May 14 – July 6, 2018
Last day to ADD/DROP classes: May 16, 2018
Last day to WITHDRAW from classes: June 20, 2018

Course(s) dropped between May 16, 2018 and June 20, 2018 will appear on the UNMC transcript with a grade of 'W'. Course(s) cannot be dropped after June 20, 2018 and will appear on the UNMC transcript and reflect grade earned.

DDS3
May 14 – Aug. 17, 2018
Last day to ADD/DROP classes: May 16, 2018
Last day to WITHDRAW from classes: July 20, 2018

Course(s) dropped between May 16, 2018 and July 20, 2018 will appear on the UNMC transcript with a grade of 'W'. Course(s) cannot be dropped after July 20, 2018 and will appear on the UNMC transcript and reflect grade earned.

Graduate, Public Health, DNP, MSN/POST MS:

Eight Week Session
May 14 – July 6, 2018
Last day to ADD/DROP classes: May 16, 2018
Last day to WITHDRAW from classes: June 20, 2018

Course(s) dropped between May 16, 2018 and June 20, 2018 will appear on the UNMC transcript with a grade of 'W'. Course(s) cannot be dropped after June 20, 2018 and will appear on the UNMC transcript and reflect grade earned.

First Five Week Session
June 4 – July 6, 2018
Last day to ADD/DROP classes: June 6, 2018
Last day to WITHDRAW from classes: June 27, 2018

Course(s) dropped between June 6, 2018 and June 27, 2018 will appear on the UNMC transcript with a grade of 'W'. Course(s) cannot be dropped after June 27, 2018 and will appear on the UNMC transcript and reflect grade earned.

Second Five Week Session
July 9 – Aug. 10, 2018
Last day to ADD/DROP classes: July 11, 2018
Last day to WITHDRAW from classes: August 1, 2018

Course(s) dropped between July 11, 2018 and August 1, 2018 will appear on the UNMC transcript with a grade of 'W'. Course(s) cannot be dropped after August 1, 2018 and will appear on the UNMC transcript and reflect grade earned.

Deadline for filing for August graduation: June 10, 2018

Holidays:

Memorial Day: May 28, 2018
Independence Day: July 4, 2018

Special Notes:

Dentistry: National Board Exams: Part I will be administered by computer.

UNMC Commencement (no ceremony): August 17, 2018
The purpose of the UNMCAA Directory Project is to open new doors for inter-professional collaboration, improve career outcomes for UNMC graduates, enhance the sense of UNMC community and inclusion, and help visually highlight the success of alumni.

Students are eligible to request a login and password to the UNMC Alumni Directory by contacting the UNMC Alumni Relations Office. Once credentials are obtained, users are encouraged to sign in and update their profile of information that will display in the directory. Users will have the ability to determine how much of the information about themselves will be shared. However, the more you share the more opportunities that exist for collaboration and networking.

The UNMC Alumni Relations Office also includes student representation on the Alumni Engagement Councils. Interested students may contact alumni@unmc.edu to get involved.

For more information about the UNMC Alumni Association, visit www.unmc.edu/alumni.

Bookstore

The UNMC Bookstore carries required or recommended textbooks for on-campus and online courses. In addition, the bookstore carries an extensive selection of reference titles for students and health care professionals. A special order service allows customers to order at no additional charge, desired books not already in stock. The bookstore accepts Visa, MasterCard, American Express, Discover and debit cards (no checks accepted). Other goods and services the bookstore offers include medical instruments and diagnostic equipment sales and repair, school supplies, insignia items, lab coats/jackets and snack items. UNMC Bookstore offers textbook rentals every semester, and book buy back is offered throughout the year on our website.

Additionally, the UNMC Bookstore manages a convenience store inside the Sorrell Center on the 2nd Floor. The convenience store provides a variety of drinks, snack items, fresh coffee and cappuccino and a selection of student supplies. Monday thru Friday, a variety of different food vendors sell fresh meals thru the serving window on the west end of the convenience store. Please visit our website (http://www.unmcbookstore.com/outerweb/005852_Campus%20Food %20Vendor%20flyer.pdf?).

Center For Continuing Education

The Center for Continuing Education assists the Colleges and Institutes of the University of Nebraska Medical Center and Nebraska Medicine in providing educational programs for healthcare professionals throughout the state and region. While most programs are oriented to the practicing healthcare professional, students may find aspects of programs of personal and professional interest. UNMC students are invited to attend programs or portions of programs on a space available basis often at no charge. Students should inquire in advance if interested in attending a program. The Center also offers BLS, ACLS and PALS classroom and online courses.

For a list of current course offerings, please visit our website: www.unmc.edu/cce or access the Calendar of Events on the UNMC Intranet.
Center for Healthy Living

CENTER FOR HEALTHY LIVING (Fitness Center)
Jayme Nekuda, Associate Director Human Resources, Benefits & Work-Life Programs
Student Life Center
www.unmc.edu/cfhl

The Center for Healthy Living (CFHL) provides a variety of leisure activities in addition to fitness and wellness services for the UNMC students, faculty, staff, volunteers, alumni and their families. The CFHL includes two activity courts (for basketball, volleyball, badminton, pickleball & indoor walking/running track), dedicated space for table tennis, three fitness studios, men’s and women’s locker rooms and over 90 stations in the Heiser strength, conditioning and cardio areas. Fitness studios offer Fitness on Demand, spinning classes, and TRX suspension strap classes and yoga to name just a few. The Heiser area contains cardio exercise alternatives such as treadmills, elliptical trainers, step machines, rowing machine, versa-climber, expresso bicycles, stationary and recumbent bicycles. Strength exercise options include weight machines as well as free weights.

Center for Healthy Living memberships include use of all facilities and the following services:

- Fitness classes
- Fitness assessments
- Personalized exercise program designs
- Equipment orientation
- Daily-use lockers
- Towels

Additional Options:

- Intramural leagues in basketball, volleyball, pickleball, dodgeball, broomball, curling, disc golf, bocce ball, golf and softball are also available for an additional fee (you do not need to be a member of the CFHL to participate in leagues).
- Student-sponsored memberships (for spouses or friends) are available for an additional fee.

Summer Hours
(June 1 – August)
Monday – Thursday  5:00 a.m. - 9:00 p.m.
Fridays  5:00 a.m. - 7:00 p.m.
Saturdays  8:00 a.m. - 5:00 p.m.
Sundays  8:00 a.m. - 5:00 p.m.

Fall / Winter / Spring Hours
(August - 1st day of classes – May 31)
Monday – Thursday  5:00 a.m. - 10:00 p.m.
Fridays  5:00 a.m. - 8:00 p.m.
Saturdays  8:00 a.m. - 7:00 p.m.
Sundays  8:00 a.m. - 7:00 p.m.

We are closed (or close early) on some holidays so please check our website, www.unmc.edu/cfhl or call 402-559-5254 for these occasional closings and general information.

We are also on Facebook - facebook.com/unmccfhl (https://www.facebook.com/unmccfhl)and Twitter - https://twitter.com/UNMCWellness.

Child Development Center

CHILD DEVELOPMENT CENTER
The Center was established in 1991 to meet the childcare needs of parents and grandparents who are students, staff, faculty and alumni of UNMC/THE NEBRASKA MEDICAL CENTER/UMA and UNO. Children are provided a quality program designed to meet their physical, emotional, social and intellectual needs through stimulating activities in a nurturing and accepting atmosphere. This is done with sensitive, caring staff working in partnership with parents and families. Our goal is for each child to realize his or her potential in a secure and loving environment. The Center operates Monday through Friday from 6 a.m. to 6 p.m. We are licensed to serve children from 6 weeks of age through 7 years.

For more information contact Kris Swan or Kelly Rasmussen at 402-559-8800 or e-mail us at kswana@unmc.edu or kmrasmus@unmc.edu. You may also visit our website at http://www.unmc.edu/unmcchildcare/.

Counseling and Student Development Center

COUNSELING AND STUDENT DEVELOPMENT CENTER
David Carver, Ph.D., Director, Licensed Psychologist
Phone: 402-559-7276
E-mail: dcarver@unmc.edu

Susan Bauer, LMHP, Clinical Counselor
Phone: 402-559-7276
E-mail: susan.bauer@unmc.edu

Kelly Swoboda, MHR, LMHP, Academic Success Counselor
Phone: 402-559-7276
E-mail: kelly.swoboda@unmc.edu

Pat Oberlander, BS, Office Manager
Phone: 402-559-7276
E-mail: poberlander@unmc.edu

Bennett Hall, Room 6001

For information and appointment scheduling, call 402-559-7276

The UNMC Counseling and Student Development Center offers a wide range of professional counseling and psychological services, including general problem-solving, individual psychotherapy, stress management.
training, couples/marital counseling, communication consultations, psychological testing, substance dependency screening and academic skills enhancement. These services are provided free-of-charge to all UNMC students and medical residents. Counseling Center staff members are licensed and have advanced degrees in mental health counseling, clinical social work or psychology. Medical referrals are available if needed.

The Counseling Center staff makes confidentiality the highest priority. With the exception of life-threatening situations (clear danger to self or others), no private information is released without the written consent of the student. Counseling files cannot be accessed through UNMC or hospital electronic medical records systems. Since there is no charge to students, there is no need to file insurance claims for services provided in our office.

In addition to personal counseling and consultation services, the Counseling Center houses a wide variety of academic support and student development programs that enhance the overall quality of campus life. Programs include: the Academic Success Program (learning styles assessment, study skills improvement, test-taking strategies); Student Senate advising and administrative support; Services for Students with Disabilities; Student Health Major Medical Insurance (policy interpretation, claims filing); Substance Abuse Education; and the Ombudsperson Referral Service (call 402-559-2491).

The Counseling Center also provides information and confidential services for students and residents with concerns regarding substance abuse or dependency. The initial counseling interview may lead to a referral for a comprehensive chemical dependency evaluation. The office has information on: 1) volunteer UNMC faculty and staff with specialized training in substance abuse issues who are willing to meet with students on an informal, confidential basis, 2) local meetings of support groups such as alcoholics anonymous (AA), Al-Anon (for family and friends of the alcoholic), Narcotics Anonymous (NA), and Gamblers Anonymous (GA). These programs use similar 12-step recovery programs as a foundation, 3) inpatient and outpatient chemical dependency treatment programs in Nebraska, and 4) UNMC student health insurance coverage for chemical dependency treatment.

The goal of the Counseling & Student Development Center is to help students have the most productive, enjoyable learning experience while enrolled at the University of Nebraska Medical Center. We invite students from every UNMC academic program to stop by our office or call if you have any questions. If we don’t know the answer, we can probably help you find the right person. Information is also available on our website at: http://www.unmc.edu/stucouns/.

**Academic Success Programs**
Academic support services are provided free-of-charge for students by the Counseling and Student Development Center and the Recruitment and Student Engagement Office. These services are focused on enhancing the academic performance of UNMC students. Although students admitted to UNMC programs are among the most academically accomplished, the demands of health science education sometimes outstrip a student’s ability to maintain an adequate learning pace using their customary study habits. Student-to-student academic tutoring services are coordinated by the Office of Recruitment and Student Engagement. Academic counseling for improved study skills, test taking, concentration, time management, and stress management services are offered through the Counseling & Student Development Center. For further information go to: http://www.unmc.edu/stucouns/services/academic-success.html.

**Services for Students with Disabilities**
Coordinator of Services for Students with Disabilities
Counseling & Student Development Center
Bennett Hall, 6001
402-559-7276
FAX: 402-559-9671

**Student Documentation of Disability Policy Statement**
To be eligible for disability-related services, students must have a documented or visible impairment as defined by the Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) 1990 and the ADA Amendments Act of 2008. The ADA regulations broadly define impairments to include a wide variety of disorders or conditions affecting any number of body systems, including the neurological or musculoskeletal systems, special sense organs, respiratory, cardiovascular, reproductive, digestive, genitor-urinary, hemic, lymphatic, or endocrine systems, or the skin. Impairments also include mental or psychological disorders, including mental retardation, organic brain syndrome, emotional or mental illness, and certain learning disorders.

The University of Nebraska's Student Individual Accommodation Procedure relies on documentation from appropriate, licensed professionals including educational information such as Individual Education Plan (IEP), 504 plan, Summary of Progress (SOP) or other information about a student’s education and accommodation history and interview information from the student. The cost of obtaining documentation will be borne by the student. If the initial documentation is incomplete or inadequate and the student interview does not provide the relevant information, the services for students with disabilities office will have the discretion to request additional information focused on providing the clarification needed to provide the student reasonable accommodation.

**Determination and Provision of Reasonable Accommodations**
Accommodations, modifications, or adjustments to a course, academic program, service, or activity may enable a qualified student with a disability to have an equal opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to similarly-situated individuals without a disability.

The University of Nebraska is obligated to provide reasonable accommodations, adjustments, and/or auxiliary services only to the known limitations of an otherwise qualified student with a disability. The student with a disability is responsible for informing the Services for Students with Disabilities Office that an accommodation or change in accommodation is needed and to participate in the interactive process to formulate a reasonable accommodation plan. When a qualified student with a disability requests accommodation, reasonable efforts to provide the accommodation, adjustment and/or auxiliary service that is deemed effective will be made.

Evaluation of performance, including admissions decisions, course examinations and other measures of achievement, will be provided with appropriate reasonable accommodations or modifications to ensure that the evaluation represents achievement rather than reflecting the impact of disability.

**Process for Application**
To be eligible for accommodations, students are responsible for completing a Request for Services form and providing documentation of
disability. Please go to the Counseling and Student Development web site at www.unmc.edu/stucouns/ to complete the form and find additional information, or contact the Disabilities Coordinator (see above).

This must be done well in advance of the semester for which the accommodation is needed (6 weeks is suggested). Instructors are not required to provide classroom accommodations without prior approval.

Once the request has been approved, an individualized accommodation plan will be formulated and an official “Letter of Disability Accommodation” will be issued to the student. With this letter, it is then the student’s duty to discuss with each course instructor how to best implement the plan.

Ombudsperson for Students
David S. Carver, Ph.D.
Bennett Hall, Room 6001, 402-559-2491
(Call for a confidential appointment)

Purpose of the Ombudsperson
The word “ombudsman” originated in Sweden and means “representative of the people.” UNMC has established a team of ombudspersons to help students, residents, faculty and staff resolve problems and to promote fair and equitable treatment for all members of the UNMC community. Dr. David Carver is the student/employee ombudsperson and Dr. Susan Swindells is the faculty/employee ombudsperson. Although Dr. Carver is the designated student ombudsperson, Dr. Swindells is also available for consultation with students. More specifically, the Ombudsperson services are:

1. **Confidential**—no written records are kept, and any information shared by a student remains private except in cases of direct threats of physical harm to self or others
2. **Informal**—the ombudsperson is a “behind the scenes” sounding board or consultant; but is not an UNMC “officer of notice” for filing formal complaints, grievances, or appeals and does not participate in formal hearings or disciplinary processes
3. **Independent**—the ombudsperson program is not part of the formal UNMC administrative chain of command and reports only general problem trends and other summary data (without identifying individuals) to the Vice Chancellor for Academic Affairs and the Chancellor
4. **Neutral**—the ombudsperson advocates for fair processes but does not take sides or serve as an advocate for a student in formal complaints, appeals, or grievances

Functions of the Ombudsperson

**Information and Referral Source** — The ombudsperson is an information source on policies, procedures and regulations that apply to students, staff or faculty. In a complex organization like UNMC, it is often difficult to figure out where to go with an issue or concern. The ombudsperson can answer the question “Where do I start?” by referring the student to the appropriate person or office. The ombudsperson can also help students to locate and interpret relevant policies.

**Identification of Options** — the ombudsperson listens carefully and non-judgmentally to a student’s concern and then assists the student in identifying various options for solving a particular problem. This confidential conversation may help the student to decide on a specific course of action after weighing the potential rewards and risks of various options.

**Facilitating Conversations** —With the permission of the student, the ombudsperson may act as an informal, neutral facilitator between parties in a dispute. This can be done by bringing the parties together for a face-to-face conversation with the ombudsperson present, or it can be accomplished through “shuttle diplomacy” where the ombudsperson talks with each party separately. The dispute may be between a student and a faculty member, two or more students, or a student and an employee. The ombudsperson may also provide information about formal “due process” grievance procedures, but the ombudsperson will not participate directly in any formal grievance or appeal hearings.

**Policy Recommendations** — Ombudspersons gather facts and data on recurring problems experienced by students, faculty or staff. Ombudsperson team members may recommend changes in policies, procedures and organizational structures to promote greater fairness and equity.

Consult an Ombudsperson . . .

- If you are unsure about which UNMC policies, procedures or regulations apply in your situation.
- If you have a specific problem or complaint that you have not been able to resolve through regular UNMC channels (or if you are unclear about where to start or what to do next).
- If you need help in deciding whether to appeal an evaluation, a grade, or an administrative decision.
- If you feel that you have been treated improperly or unfairly and would like to identify your options.
- If you have a problem that requires assistance in facilitating communication and understanding between you and another party.
- If you need help in deciding whether to file a formal complaint or grievance.

Students and residents can get more information about the Ombudsperson service by calling the Ombuds Team Hotline at 402-559-2491.

**Food Services**

**FOOD SERVICES**

Nebraska Medicine provides a variety of food services for students, faculty, staff and visitors. A complete list of options can be found online (https://www.nebraskamed.com/patients/amenities/eat).

Vending machines with assorted beverages, candies and snacks are located in various locations throughout the campus.

**Sorrell Center Convenience Store**

Additionally, the UNMC Bookstore manages a convenience store inside the Sorrell Center on the 2nd Floor. The convenience store provides a variety of drinks, snack items, fresh coffee and cappuccino and a selection of student supplies. Monday thru Friday, a variety of different food vendors sell fresh meals thru the serving window on the west end of the convenience store. Please visit our website (http://www.unmcbookstore.com/outerweb/005852_Campus%20Food%20Vendor%20flyer.pdf?).

**Housing**

**HOUSING**

UNMC Rental Property is available for lease to full time students, residents and fellows at the Medical Center in Omaha. The UNMC
Rental Properties consist of one, two and three bedroom units located on the UNMC campus. All rental agreements are made through the Business Services Department, Rental Property Management. For more information on availability contact Esther Collins at 402-559-5201 or email: ecollins@unmc.edu. For property details contact Esther Collins or visit our web-site: www.unmc.edu/housing.

**Housing for UNMC Students in Lincoln**

Students enrolled in the College of Dentistry and the Lincoln Division of the College of Nursing may obtain housing through UNL by contacting the following office:

Division of University Housing
1115 North 16th St.
P. O. Box 880622
University of Nebraska-Lincoln
Lincoln, Nebraska 68588-0622
http://housing.unl.edu

**Housing for UNMC Students in Scottsbluff**

Western Nebraska Community College will provide dormitory space for UNMC Scottsbluff nursing students. Students are responsible for their own arrangements and payments in regard to dormitory rooms.

Students are given a “Housing Opportunities” pamphlet when they are admitted to UNMC CON-West Nebraska Division. This pamphlet provides contact information for local apartment complexes and the dorm style housing offered at the “Inn Touch” facility of the Regional West Medical Center. Students are responsible for their own arrangements and payments in regards to housing.

**Housing for UNMC Students in Kearney**

Kearney nursing students interested in living in student housing please contact the Residential and Greek Life Office, Conrad Hall, UNK, Kearney, NE 68849, 308-869-8519. Students are responsible for their own housing arrangements and payments.

**Housing for UNMC Student in Norfolk**

At this time, there is no UNMC housing for Northern Division students. Once admitted to UNMC CON-Northern Division students are given a listing of all local apartment complexes. Students are responsible for their own arrangements and payments in regards to housing. UNMC-Northern Division students may also apply to Northeast for on campus housing. A separate housing application is required and the student is responsible for the filing fee, which must be paid at the time the application is submitted. Northeast on campus housing is limited, so priority for placement is given to Northeast students. As a result, most UNMC students live in private housing in the community.

**Housing Discrimination Hotline**

800-669-9777

Students who believe that they have been denied housing because of race, color, sex, religion or national origin can have their rights explained by calling the Housing Discrimination Hotline. The service is open 24 hours a day, seven days a week.

**ID Badges**

**ID BADGES**

Student Life Center (SLC), Room 1048
Hours: 8:00 am to 4:30 pm Monday thru Friday
402-559-8414

Every student enrolled at UNMC is required to obtain a student identification card. Aside from serving as University Identification, the ID card functions as your membership card to the Center for Healthy Living, and as your library card. You will need to use your ID card to gain access to computer clusters and other secure areas.

Students who open an account with Metro Health Services Federal Credit Union may have their ID cards activated to function as a banking card. The ID card may then be used in ATMs on campus and as a debit card to make purchases.

Your first ID card is free. You must show a driver’s license, government ID, or passport in order to obtain a card. The cost of replacing a lost ID card is $15 (Cash or Personal Check Only). The PhotoID Office is located in room 1048 at the Student Life Center. Lost cards are deactivated and will not be reactivated. If a lost card is found, return card to the PhotoID Office. Damaged cards will be replaced at no charge only if the old card is returned. If your ID card is lost or stolen, you need to immediately report it to the Photo ID Card office (402-559-8414). After business hours you may report it to the Security Dispatch office (402-559-5111). This will help protect you from misuse of your ID card and associated access privileges.

ID cards are not transferable. A student may not allow any other person to use his/her ID card for any purpose. Any misuse of your ID card regarding access control may result in your dismissal from UNMC.

Your Student ID Card remains the property of UNMC and must be surrendered upon graduation or separation. If you do not turn you ID Card in when picking up your cap & gown, you are required to either:
- Turn it in to the UNMC PhotoID Office in the Student Life Center, Room 1048
- Mail it to: UNMC PhotoID Card Office, 984290 Nebraska Medical Center, Omaha, NE 68198-4290

Secure Card Access on campus can be either by Magnetic Stripe swipe or touchless Proximity card readers. It is important to care for your PhotoID as punctures, cracks and/or creases can disable the card access feature of the card. The PhotoID Office DOES NOT authorize or approve access to secured areas. You must contact the Access Control Representative at the building or department where you need access.

Student ID badges must be worn above the waist and be visible at all times while on UNMC property. For more information about ID cards, including locations where you may utilize the Metro debit card function on campus, visit http://info.unmc.edu/safety/id-badge/

**Information Technology Services (ITS)**

**INFORMATION TECHNOLOGY SERVICES (ITS)**

Information Technology Services (ITS) designs and deploys innovative technology solutions for UNMC and provides comprehensive infrastructure services for UNMC and Nebraska Medicine.

A comprehensive list of services can be found on the ITS website (https://unmc.edu/its/services) where you can learn about:

1. UNMC's Mobile App
2. Your NetID and password
3. OneDrive Storage (5 TB of Free Storage)
4. Email on campus and on your mobile device
5. Information Security
6. Instant Messaging
7. Computer clusters and printing
8. Get Microsoft Office FREE

Contact the ITS Helpdesk at 9-7700 or by email at helpdesk@unmc.edu for assistance with computers and phones.

ITS VIDEO SERVICES
Room 2078 BSC ( Annex 10)
402-559-7111

ITS Video Services supplies the following services to UNMC and The Nebraska Medical Center's faculty, students and staff:
1. Video Conferencing Service
2. Operation of distance learning and Telehealth networks linking hospitals, classrooms and other locations throughout Nebraska as well as worldwide
3. Desktop and Mobile Video Conferencing Service
4. Telemedicine Infrastructure
5. Audiovisual equipment — projectors, portable TV equipment, and computer-controlled presentation equipment on campus
6. Duplication of CD's and DVD's

To generate a request for AV ROOM EQUIPMENT: http://app1.unmc.edu/forms/videoservices/room_equipment_request.cfm
To generate a request for a VIDEO CONFERENCE EVENT: http://app1.unmc.edu/forms/videoservices/videoconference_event_request.cfm

Contact Information:
Video Services Main Number 402-559-7111
Classroom Assistance 402-559-7665

Insurance

INSURANCE

Student Health Insurance — In addition to payment of Fund B (as described below), UNMC requires that full-time students have inpatient (hospitalization) insurance. Full-time students who wish to waive/decline UNMC's endorsed student health insurance program may do so by providing proof of coverage through their parents, spouse, employer or their own personal plan. If the student wishes to waive/decline the United Healthcare Student Insurance, they must fill out an electronic waiver form that can be found on their UNMC MyRecords account.

The waiver can be completed 14 - 21 days prior to the beginning of the student's semester and up until 14 days after classes begin. Failure to complete the waiver will result in an automatic payment for insurance from the student's tuition bill. The student cost per month for the 2017-18 academic year is $196.36, which includes medical, dental, and prescription coverage.

Note that all Ph.D. students, regardless of enrollment status, must either accept the fee or file the paperwork to formally waive the charging of the insurance fee.

Part-time students may also enroll in the health insurance program by contacting the Counseling and Student Development Center Office at 402-559-7276 during the first two weeks of the student's semester. In order to participate in the student insurance plan, the part-time student must also pay the Fund B fee ($99.75 per semester) which entitles the student to use the outpatient Student Health Clinic facilities located on the third level of the Durham Outpatient Center. It is the responsibility of the part-time student to make arrangements each semester with the Student Counseling and Development Office in order to be billed for the United Healthcare Student Health Insurance and Fund B.

Questions concerning the student insurance plan, procedures for filing claims and/or problems with the claims process may be directed to Patricia Oberlander, 402-559-7276, Bennett Hall, Room 6001.

Dependent Insurance: The United Healthcare Plan does offer dependent insurance. If the student is interested in purchasing an insurance plan for their dependents, they may go ahead and enroll on the insurance Ascension Insurance Company website: https://myaccount.ascensionins.com/StudentPortal?PolicyId=27875.

Students who waive the University's endorsed student health insurance plan through United Healthcare will not have their own personal insurance deductible waived since the University has no agreement with other companies.

Emergency Room Services with United Healthcare:
Students covered by the United Healthcare Student Insurance Plan are encouraged to use the Nebraska Medical Center Emergency Department (but only for an "Emergency Medical Condition", otherwise United reserves the right to deny payment of the student's bills). In order for United to waive the $500 deductible, students must call the UNMC Student Health Office within 48 hours to report their Emergency Room visit and to receive a referral. Students who use the Emergency Department on campus will be covered at 80% of Eligible Expenses; if an outside emergency room is used, the coverage will be at 80% if it is an in-network provider.

Please Note: students who use an emergency department other than the Nebraska Medical Center will be charged the $500 deductible before United will pay any of the student's emergency room charges. Students may file a claim form on the United website, https://www.uhcsr.com/unmc, or contact the Counseling & Student Development Center at 402-559-7276 for a claim form.

Please Note: Follow-up emergency department care must be done in the Student Health Clinic if the student has their insurance plan through the United Healthcare Student Resources Plan.

International Health and Medical Education

INTERNATIONAL HEALTH AND MEDICAL EDUCATION
Sara E. Pirtle, M.B.A., Coordinator
4230 Building
402-559-6414

International Health and Medical Education (IHME) serves the students, faculty and staff of UNMC through a variety of programs and services. Individual assistance is offered to students who wish to study or volunteer abroad. Over 100 UNMC students annually go abroad for global health experiences, ranging from one week to nine months, to destinations as close as Canada and as far away as Russia.
Services include the following: information on medical/health electives and programs offered in dozens of sites around the world, information on liability insurance, information on financial assistance, assistance in selecting an appropriate program, assistance in correspondence/application arrangements and pre-departure orientation information. IHME, along with the Student Alliance for Global Health (SAGH), organize annual medical service spring break trips abroad for UNMC students and offer informative presentations related to global health and medicine. IHME and SAGH also sponsor a philanthropy project every year and offer Medical Spanish classes.

For international participants, services offered include non-immigrant visa processing and support of various social and cultural activities. These include a four-day international student orientation program for new-to-the US students, coordinated prior to the start of the Fall semester courses and the Ambassador program to support new international students. US tax preparation assistance is offered to F and J visa holders (who are considered non-residents for tax purposes) each year in March and early April. For further information regarding IHME activities, call 402-559-6414.

**Lactation Rooms**

**LACTATION ROOMS**

UNMC recognizes the importance of supporting new mothers who wish to continue to breastfeed while they are attending school. UNMC acknowledges the health benefits of breastfeeding and believes that UNMC should make private, accessible and comfortable lactation rooms available to its students who want to express milk while on campus and away from their infant. Please contact Human Resources/Employee Relations at 402.559.5827 with any questions regarding lactation facilities.

**Nebraska Medical Center**

**Hixon-Lied**
- Neonatal Intensive Care Unit; Room 48218; Phone: 402-559-4442; contact NICU receptionist to schedule a time; Medela symphony pump available

**Clarkson Tower**
- Room: 4811, two stations; Phone: 402-552-3440
- Room: 08174, two stations; Phone: 402-559-6363; Medela symphony pump available

**Lauritzen Outpatient Center**
- Room 3.14.079A, third floor; contact Lindsay Davis to obtain access

**ECCP**
- Room 2092
- Room 4077
- Room 3056

**UNMC**

**Durham Outpatient Center**
- Mamava lactation suite; located in the lobby, behind the escalators. To unlock Mamava, contact the Information Desk or call Security at 402-559-5111
- Olson Center for Women’s Health; fourth floor
  - Room: 4654; Phone: 402-559-6345; Call to schedule an appointment for the first time; Medela symphony pump available

**Durham Research Center I**
- Room: 1007, three stations; Phone: 402-559-3231; call to get card access

**Durham Research Center II**
- Room: 004, Level B; Phone: 402-559-3231

**Information Technology Services**
- Business Service Center; Room: 2057; Phone: 402-559-7253
  - Hours: Monday – Friday, 8 a.m. – 5 p.m.
  - Employee or student ID required for admittance

**College of Nursing**
- Room: 4064; Phone: 402-559-5414

**College of Public Health**
- Room: 3029; Phone: 402-559-4960; Medela symphony pump in room

**Wittson Hall**
- Room WH3051; third floor, off main walkway; Medela symphony pump in room (two seat room)
- Room WH4031; fourth floor, right off the hallway that leads to the skywalk

**Bellevue**
- Room 0H346, ground floor, next to EVS Office
- Room 1J159, level one, ICU/ED admin hallway
- Room 2E554, level two, outside of Women’s Services next to doctor's sleep room
- Room 3G944A, level three, inside staff break room area
- Room 4B172, level four, inside staff break room area

**Library**

**LIBRARY**

**LEON S. MCGOOGAN LIBRARY OF MEDICINE**

Emily McElroy, MLIS, Library Director and Assistant Vice Chancellor for Academic Affairs

**Levels 6, 7, 8; Wittson Hall; 402-559-4006**

http://www.unmc.edu/library

The McGoogan Library of Medicine is the health sciences library of UNMC and the only state-supported academic health sciences library in Nebraska.

The library is located on the sixth, seventh, and eighth floors of Wittson Hall. To reach the library take 42nd Street south from Dodge Street. The library is located on the west side of 42nd Street between Emile and Dewey.
Library hours:

- Monday - Thursday 7:30 a.m. – 9:00 p.m.
- Friday 7:30 a.m. - 9:00 p.m.
- Saturday 10:00 a.m. - 6:00 p.m.
- Sunday 1:00 p.m. – 9:00 p.m.

The library is open to the public, Monday through Friday, from 7:30 a.m. to 5:00 p.m. After 5pm and on weekends, UNMC and Nebraska Medicine employees and students must use their ID badge to access the library.

Note: Library hours may change due to holidays, finals week, or summer schedules. Call the library at 402-559-4006 to obtain current library hours.

Student Library Fee

A student fee of $6.25 per credit hour is assessed to all UNMC students for purchasing library collections. Regardless of location, students can access McGoogan Library collections. Students enrolled in online programs have the same electronic access as students physically located on the different campuses.

McGoogan Library Website

The McGoogan Library website, http://www.unmc.edu/library, serves as a gateway to online information resources. Library users can access online journals, books, and clinical resources through the website.

Borrowing Privileges

All UNMC students may borrow library materials by presenting their UNMC photo identification card and completing additional registration information at the library's AskUs Desk. Borrowing privileges will not be granted without a valid UNMC photo identification card.

Loan Periods for Library Materials

- Books: 2 weeks, with 2 two-week renewals
- Review Books: 1 week, with 1 one-week renewal
- Print Journals: 3 days, with 2 three-day renewals
- Multimedia and anatomical models: 1 week

Items may be renewed in-person at the AskUs Desk, by phone (402-559-4006) and online. Items may be renewed as long as no one else has placed a hold on the item.

Overdue Fines, Lost Book Fees and Unpaid Library Charges

Overdue Fine: Overdue fines are 20 cents per day, per item. Fines can be paid at the AskUs desk.

Lost Book Fees: In addition to the full replacement cost of the item, a standard fee of $10, which includes processing costs, will be charged for lost books, single issues of journals, and bound journals. Overdue fines may also be charged if the lost item is not reported to the library within the check-out period.

Unpaid Library Charges: If there are unpaid library charges on your account, library borrowing privileges will be suspended and you will not be able to register for classes, request transcripts, access records on the student website, or request any type of enrollment verification. Holds will also be placed on your account for activities on other NU campuses.

Reserve Materials

Journals, articles, books, and audiovisual materials that have been placed on reserve by faculty or staff may be checked out for a two-hour period. These items must be used in the library.

Book and Journal Collection

The library subscribes to more than 29,000 electronic journals and 39,000 eBooks. Library staff can assist you in locating specific items. Books, journals, and online resources can be found through the library's online catalog, http://helix.unmc.edu/. Online resources require a UNMC Net ID and password for off-campus access.

Education & Research Services

Education and Research Librarians are on duty to provide assistance from 8:00 a.m. to 5:00 p.m., Monday through Friday. Librarians offer an online search consultation with assistance in developing effective search strategies for information retrieval. Librarians can be reached at:

AskUs Desk, sixth Floor of Wittson Hall
- 8:00 a.m. to 5:00 p.m., Monday-Friday
  - 402-559-6221
  - Toll free: 1-866-800-5209
- 402-559-4006 (after 5:00 p.m. and on weekends)
- Chat via https://www.unmc.edu/library/
- Email: askus@unmc.edu
- Text: 402-370-5016

Educational sessions are available for groups or individuals throughout the year.

Audiovisual Materials

A small collection of audiovisual materials, including anatomical models and charts, are provided at the AskUs Desk.

Study Rooms

The library has 16 study rooms available to students, faculty, and staff of UNMC located on the seventh floor of the library. Reservations can be made online at http://unmc.evanced.info/Dibs. Patrons must have a UNMC or Nebraska Medicine email address to reserve a room. After creating a DIBs account, Evanced Solutions will send you an email seeking verification of email address. After confirming your account, you will be able to reserve rooms.

Study rooms may be reserved for up to four hours with one renewal (unless the room is reserved by another). There is a limit of two reservations within a 24-hour period. The date and time of a reservation must pass before you can make another reservation. Reservations may be made up to two weeks in advance.

Interlibrary Loan

The library’s interlibrary loan (ILL) service can obtain journal articles, books, and book chapters (which are not available in the collection), or can make scans of articles that are in the collection. You can request these services online through the ILL link found on the library's website (under Services) or via the GetIt!@UNMC button found within literature databases. To set up your account, complete the one-time registration process at: https://unomaha.illiad.oclc.org/illiad/UNM/logon.html. Turnaround time for article requests is usually 1-2 business days. There
is no charge for this service, but copyright fees may apply in certain circumstances.

**Online Resources**

The McGoogan Library provides access to several literature databases, including MEDLINE, CINAHL, Scopus, and Embase. Additionally, thousands of online journals and ebooks can be accessed through the library’s catalog. Online articles are embedded within the literature databases via the GetIt!@UNMC button. Clinical resources, such as UpToDate, AccessMedicine, and LexiComp are also available.

**Consumer Health Information Resource Service**

Do you need consumer health information for patients or a patient’s family? The library provides information at no charge through the Consumer Health Information Resource Service (CHIRS). CHIRS provides a tailored package of information that may include journal articles, book chapters, pamphlets, and web resources. CHIRS information is provided for informational purposes only. More information on this service is available at https://www.unmc.edu/library/consumer.

**Linder Lounge**

The Linder Lounge is located near the library’s main entrance on the sixth floor. Vending machines containing a variety of food items and beverages are available. Free coffee is also available. Bring your own cup.

**3D Printing**

The McGoogan Library provides 3D printing services and a makerspace to support students’ research, educational, and clinical projects. All students are welcome to use technologies in the library’s makerspace to design and print 3D models, following a basic orientation. The library also provides a printing service for ready-to-print files. The UNMC Makers Club, sponsored by the library, is a network of students and others who are interested in making or working with 3D printing technologies.

**Dissertation / Thesis Binding**

Upon request, McGoogan Library will arrange for bound copies of student dissertations and theses. A fee of $20 per copy covers the cost of binding and processing. The bound items can be picked up at the library, or mailed to the student for an additional fee of $10.

**Lockers**

**LOCKERS**

Lockers in the Sorrell Center and College of Nursing will be available for a rental fee of $15 per year. Students are able to rent/renew a locker by visiting the care website at https://care.unmc.edu. Lockers are not available to rent/renew in June and July. Lockers that are not renewed are cleaned out May 31st, and everything is disposed. The staff is not responsible for items left in lockers. If you have any questions regarding lockers, please call 402-559-3967 or visit the Sorrell Center Convenience Store.

**Lounges**

**LOUNGES**

All UNMC students are invited to use the student lounges in the Student Life Center and in the Colleges of Dentistry, Nursing, Pharmacy and Medicine. The UNMC Student Senate requests that students help care for the lounges and respect the rights of others in regard to the use of phones and equipment.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Lounge:</td>
<td>Main Lounge</td>
</tr>
<tr>
<td>Location:</td>
<td>Student Life Center Level 2</td>
</tr>
<tr>
<td>Hours:</td>
<td>5 AM - 10 PM M-F</td>
</tr>
<tr>
<td></td>
<td>6 AM - 5 PM Sat</td>
</tr>
<tr>
<td></td>
<td>Open on request of a UNMC student who presents photo identification to Campus Security</td>
</tr>
<tr>
<td>Vending:</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Phone:</td>
<td>Yes - 402-559-5254 and 402-559-8437</td>
</tr>
<tr>
<td>Questions:</td>
<td>Counseling &amp; Student Development</td>
</tr>
<tr>
<td></td>
<td>Office Bennett Hall, Room 6001</td>
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<tr>
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<tbody>
<tr>
<td>Lounge:</td>
<td>College of Dentistry Lounges</td>
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<tr>
<td>Location:</td>
<td>Lower Level</td>
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<tr>
<td>Hours:</td>
<td>Normal Business Hours</td>
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<td>Vending:</td>
<td>Adjacent</td>
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<tr>
<td>Student Phone:</td>
<td>Yes - 402-472-1440 Paging Services</td>
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<td>Questions:</td>
<td>Main Offices 402-472-1440</td>
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</table>

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<tr>
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<tbody>
<tr>
<td>Lounge:</td>
<td>College of Nursing Commons</td>
</tr>
<tr>
<td>Location:</td>
<td>Level 2</td>
</tr>
<tr>
<td>Hours:</td>
<td>6:30 AM-6:00 PM M-F</td>
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<tr>
<td>Vending:</td>
<td>Yes</td>
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<tr>
<td>Student Phone:</td>
<td>Yes 402-559-4110 / 402-559-5414</td>
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<td>Questions:</td>
<td>Main Offices Room 2007</td>
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<th>Title</th>
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<tbody>
<tr>
<td>Lounge:</td>
<td>College of Pharmacy Commons</td>
</tr>
<tr>
<td>Location:</td>
<td>Level 2</td>
</tr>
<tr>
<td>Hours:</td>
<td>6:30 AM-5:30 PM M-F</td>
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<td>Vending:</td>
<td>Yes</td>
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<tr>
<td>Questions:</td>
<td>Dean's Office 402-559-4333</td>
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<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Lounge:</td>
<td>College of Medicine</td>
</tr>
<tr>
<td>Location:</td>
<td>Level 2 &amp; 3 MSC</td>
</tr>
<tr>
<td>Hours:</td>
<td>24 hours a day</td>
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<td>Vending:</td>
<td>Yes</td>
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<td>Student Phone:</td>
<td>Yes - 402-559-4169</td>
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<tr>
<td>Questions:</td>
<td>Counseling &amp; Student Development</td>
</tr>
<tr>
<td></td>
<td>Office 402-559-7276</td>
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</tbody>
</table>

**Notary Public Services**

**NOTARY PUBLIC SERVICE**

Notary Public officers authorized by law to certify documents, take affidavits and administer oaths are located in the Student Life Center, Rooms 2034 and 2042 and many other locations on the UNMC campus. Complete listing may be found at the UNMC website http://
Parking

PARKING
Robert Jennings, Manager
Student Life Center, 2nd Floor
Phone: 402-559-8580 Fax: 402-559-3500

All student/employee vehicles parked on campus must properly display a valid parking permit. Annual student parking permits are $216, or $18 per month, and can be purchased from Parking Services.

Students will be assigned to park in designated student lots. Vehicles may be parked only in the designated parking area covered by the permit displayed. Individuals parking a vehicle without a valid permit (i.e. rental) or in an area other than the assigned lot are required to call Parking Services for authorization at 402-559-8580. Please refer to the Parking Handbook (link below) for specific details.

All students utilizing parking are obligated to obtain, read, and abide by the parking regulations. Please access the following link for a complete guide to all current parking regulations: https://net.unmc.edu/eserv/pk_manual.pdf.

How to Properly Display Parking Permit
A valid student permit consists of one moveable permit. The permit must be affixed on the inside of the front windshield, lower left hand corner (driver’s side). No material may be placed between the permit and the window. Any variation from this is a violation.

Parking Map
https://net.unmc.edu/care/docs/ParkingMap.pdf

Printing Services

PRINTING SERVICES
Lori Fuller, Manager of Printing Services
Location: ANNEX 22, 601 S Saddle Creek Rd ZIP 7000
Telephone: 402-559-4282, Fax: 402-559-9020
Web-online ordering: www.unmc.edu/printmail
E-mail: print4u@unmc.edu
Hours: 7:30 am – 4:30 pm

Types of printed materials produced:
- Business cards, appointment cards, announcements, invitations
- Forms (single, carbonless)
- Letterhead, notepads, table tents
- Labels, nametags, stickers
- Envelopes (department # 9, #10 regular and window, business reply, invitation, catalog and booklet)
- Digital color copies, digital black and white copies
- Tab dividers
- Wide prints, posters, banners
- Newsletters, booklets, brochures, flyers, programs, pamphlets, journals, bulletins
- Certificates

Types of services provided:
- Typesetting, digital editing, scanning
- Graphic Design
- Electronic storage of digital copy files
- Offset printing (from single color to process color)
- Wide format printing (posters, banners, etc. up to 42” wide, up to 100’ long)
- Poster mounting
- Laminating (from ID card to poster size)
- Labeling or inkjet addressing, inserting of envelopes, tabbing
- Numbering
- Cutting, padding, folding, collating, stapling, hole drilling, spiral binding, coil binding, perfect binding, embossing, tab cutting, die cutting, perforating
- Dissertations
- Rx pads
- Variable data printing and management

Public Relations

DEPARTMENT OF PUBLIC RELATIONS,
Bill O'Neill, M.A., Director
AX10 3000
Campus ZIP 5230 • E-mail: woneill@unmc.edu

The Department of Public Relations expresses the vitality of UNMC through several avenues: informing the public, building relationships, and generating support and advocacy for the university. It creates awareness and promotes UNMC’s academic, research and community service missions. Public Relations also serves as an accurate, comprehensive source of health information for Nebraska and beyond. As part of this mission, Public Relations responds to media requests for experts, educated opinions and local angles to national news and look for every opportunity to tell the UNMC story. Public Relations is divided into five teams: Media Relations; Publications & Creative Services (including image/brand); Events & Community Relations; Web & Interactive Media; and Administrative.

Security

SECURITY
Gary Svanda, Director of Security
Security Business Office, 4215 Emile Street
Academic Research and Services Building
EMERGENCY — 402-559-5555
Security Dispatch — 402-559-5111
Security Business Office — 402-559-4439
Fax — 402-559-8625

A Security substation is located in University Tower, Room 2202 - 402-559-6344
A Security substation is located in Clarkson Tower, Room 1830 - 402-552-2430

Security personnel are on duty 24 hours a day, 7 days a week. The Security Business Office, ext. 9-4439, is located at 4215 Emile Street, in the Academic Research Service Building.
For help or to report unusual activities and crimes, call ext. 9-5111. After hours, Security will escort individuals to their vehicles upon request.

Blue Light Emergency Phones are available at 33 locations throughout UNMC/Nebraska Medicine campus. The phones can be seen on 7 foot poles or on building walls, with the word “EMERGENCY” printed on them in large lettering. The continuously illuminated Blue Lights can also be seen any time of the day or night. The phones have a direct line to Security Dispatch. Equipped with an intercom face, the units are activated by a push button, which identifies the location, prompts security to respond directly to the location and opens a direct line to the security dispatchers. Pushing the button also activates a secondary blue strobe light on the unit. Students are encouraged to use the Emergency Phones for any emergency.

Campus Security posts Daily Summary Reports, Security Alerts, and other security and personal safety related information on the Intranet at https://info.unmc.edu/safety/campus-security/index.html. Students and employees are encouraged to review the information on a routine basis and contact Campus Security with any questions or concerns.

Student Health Services

STUDENT HEALTH SERVICES

- Michael A. Sitorius, M.D., Chairman, Department of Family Medicine, 402-559-7204
- Douglas Wheatley, M.D., Clinic Director, Family Medicine/Student Health, 402-559-7204
- Jessica Kapple, PA-C, Student Healthcare provider, 402-559-7204, Fax 402-559-5550
- Kimberly Battreall, Student Health LPN, 402-559-7204, Fax 402-559-5550
- Elva Medrano-Garcia, Student Health Receptionist, 402-559-7204, Fax 402-559-5550
- Tere Batt, Student Health Program Coordinator, 402-559-5158, Fax 402-559-8118
- Cristin Kohlscheen, Student Health Program Office Associate, 402-559-5691, Fax 402-559-8118
- Priscilla Debro, Office Assistant II, 402-559-8852, Fax 402-559-8118

Policy and Objectives of the UNMC Student Health Service

Student Health Services, operated by the Department of Family Medicine, are available to all UNMC students and their dependents who have paid Fund B. The Director of Student Health reports to the Chairman of the Family Medicine Department. The Directors of Student Health, the Student Health Coordinator and the Student Counseling/Student Senate Advisor along with a member from the Student Senate meet annually to discuss student health and any changes that are proposed. The Director of Student Counseling/Student Senate Advisor meets with the full Student Senate and the Executive Committee on a regular basis to get feedback on Student Health Services and the UNMC-sponsored Student Insurance Plan. Issues regarding Student Health policy, clinical services or fees are discussed with the full Student Senate and the Executive Committee prior to implementing any changes. Concerns about clinical services should be brought to the attention of Dr. Douglas Wheatley, Director of Student Health.

Objectives are:

- To provide high quality routine healthcare for our students to help them gain the best possible experience while attending UNMC.
- Healthcare workers are at risk for exposure to many serious diseases while working directly with patients or handling material that could spread infection. UNMC Student Health will make available immunizations and annual screenings for Tuberculosis and flu vaccinations necessary to assist students in staying compliant with UNMC immunization requirements.

The Student Health Clinic is housed in the Department of Family Medicine on the 3rd floor of the Durham Outpatient Center.

Students covered with United Healthcare Student Resource Insurance should make sure that all referrals necessary for appointments outside the Student Health Clinic are in place BEFORE the appointment with the exception of an Emergency Room visit or ICC visit. Please refer to the Emergency Services information.

Confidentiality

Your medical records are kept in strict confidence. Only with your written release can your records be copied and sent to a third party. Contact your health care provider if you would like to review or discuss your records.

Student Health Clinic

Visit the Student Health website: http://www.unmc.edu/familymed/studenthealth/

Location: Level 3 of the Durham Outpatient Center (Family Medicine/Student Health)
Phone: 402-559-7204 (Appointments)
Refills: Have your pharmacy fax in a refill to 402-559-5550
Email: StudentHealth@unmc.edu

What is Fund B?

Fund B is a fee all students pay. Some of these funds are used to cover services in the Student Health Clinic. Fund B is not medical insurance. Most of these covered services are only covered in the Student Health Clinic on UNMC Campus; to view coverages: Click Here.

Fund B is mandated by the Chancellor and is approved by the Board of Regents to support Student Health operations.

All UNMC STUDENTS are enrolled in Student Health Fund B during registration.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 or more hours as an undergraduate student;</td>
<td>99.75</td>
</tr>
<tr>
<td>4 or more as a graduate student (all PhD candidates are included);</td>
<td>99.75</td>
</tr>
<tr>
<td>Less than 4 hours as an undergraduate student;</td>
<td>50.00</td>
</tr>
<tr>
<td>Less than 4 hours as a graduate student (all PhD candidates are included);</td>
<td>50.00</td>
</tr>
<tr>
<td>4 or more hours during Summer Sessions (both undergraduate and graduate students)</td>
<td>50.00</td>
</tr>
<tr>
<td>All Summer Courses</td>
<td>73.00</td>
</tr>
</tbody>
</table>
Fund B services for Student Health begin at 12:01 a.m. on the first day of the month of each semester for which the fee covers. Fund B services cease for UNMC students at 11:59 p.m. on a student’s termination date, graduation date, or the last day of the semester (for continuing students). Fund B DOES cover students after the end of Fall Semester and before the beginning of Spring Semester (and during Spring break) as long as students have not graduated or separated from UNMC prior to this time.

**Students NOT ENROLLED in classes during the summer session (June 1 until the first day of classes in the fall), may pay a fee to the Finance Office/Cashier prior to June 1 to utilize the services of the Student Health Clinic.**

- Fund B will cover co-pays for eligible students at current Immediate Care Clinics.
- Immediate Care Clinics (http://www.nebraskamed.com/immediate-care-clinics):
  - Nebraska Medicine – Midtown Clinic
    139 S 40th St, Omaha, NE 68131
    Phone: 402-595-3939
    Immediate Care: 402-559-7800
    Fax: 402-595-3898
- Hours of operation (to be used outside of Student Health Clinic hours):
  - Weekdays: 6:00 PM to 10:00 PM
  - Weekends: 10:00 AM to 8:00 PM
  - Holidays: 11:00 AM to 4:00 PM

Questions regarding Student Health Fund B may be directed to StudentHealth@unmc.edu or by calling 402-559-5158 or 402-559-5691.

Students must present validated **PHOTO ID AND PROOF OF INSURANCE AT TIME OF VISIT**. Proof of insurance is required as not all needed services may be covered by Fund B. Fund B is not insurance, and covers only specific services as described below.

**Scheduling Appointments**

- Scheduling Desk (402-559-7204) - any type of appointment may be scheduled by calling the scheduling desk.
- Online – **Students who are established patients of the Family Medicine Student Health clinic may use the online system to make appointments.**
- **UNMC Mobile App** - Students who are established patients of the Family Medicine Student Health clinic may use the online system to make appointments.
- **Students must present validated** **PHOTO ID AND PROOF OF INSURANCE AT TIME OF VISIT**. Proof of insurance is required as not all needed services may be covered by Fund B. Fund B is not insurance, and covers only specific services as described below.

**Office Visit Services Covered by Fund B in Student Health Clinic Include**

- Contraceptive counseling, Health education *(Cost of all forms of contraception excluded)*.
- Comprehensive confidential counseling services (academic, career, interpersonal, couples and psychological counseling) are provided free-of-charge in the Counseling and Student Development Center (Bennett Hall 6001, phone: 402-559-7276).
  With a required referral from the Counseling Center, students may see a designated consulting psychiatrist in the UNMC Department of Psychiatry for up to 8 visits per year with $20 co-pay per visit.
- Eye exam - annually with referral from Student Health, 402-559-5158 *(Corrective lenses and associated fitting fees excluded)*. Performed at the Stanley M. Truhlsen Eye Institute, 3902 Leavenworth Street, Omaha, NE 68105. Phone: 402-559-2020.
- Physical Therapy/Pain Management *(8 visits per injury with referral)*
- Treatment of minor trauma and disease
- In Clinic Lab:
  - Glucose Finger Stick
  - Hemoglobin
  - Hemocult
  - KOH Skin Spraying (CPT 87220 only)
  - Urinalysis
  - Urine Pregnancy Test
  - Rapid Strep Test Swab
- **In Clinic Testing/Treatment:**
  - Ear irrigation
  - Inhalation Treatment
  - Oximetry
  - Peak Flow
  - Spirometry
  - Tympanogram
  - Skin Lesion removal not requiring pathology
  - **Office Visit Services Available, But Not Covered by Fund B in Student Health Clinic Include**
    - Proce...
Hospitalization (Inpatient) Coverage
Fund B does not provide coverage for hospitalization. UNMC requires full-time students to have inpatient hospitalization health insurance. Students may purchase the University endorsed student health insurance plan through United Healthcare Student Resources or purchase a private plan through an independent agency that is equivocal to the University endorsed student health insurance plan.

Illness or Injury Away from the UNMC Campus
Students outside a 50 mile radius for academic purposes requiring urgent/emergent care may be seen at an area outpatient facility. Fund B will cover the office visit. You should contact Student Health at 402-559-5158 within 48 hours of the incident to obtain a referral. Failure to obtain a referral could result in the student being responsible for all charges.

Services not listed above as provided by Fund B will need to be billed to your major medical insurance (UNMC Student Health Insurance or other personal insurance). Coverage by the student's insurance policy may involve a deductible, applicable co-insurance and/or policy provisions/limitations. If you are covered by Student Health Insurance, you may go to https://www.uhcsr.com/; 1) locate an In-network Provider; 2) review ER benefits in the Student Health Insurance Plan booklet; and 3) file a claim online. You may also contact Cindi Pickinpaugh at 1-800-351-4262 or by email at unebrakaaadvocates@uhcsr.com.

Dental Services
Dental services are not covered under Student Health Fund B. Check your coverage under the United Healthcare Student Recourses Insurance Plan. The College of Dentistry Clinics in Lincoln offers general dental services and specialty services in endodontics, oral surgery, orthodontics, pedodontics and periodontics. The College of Dentistry Clinic in the University of Nebraska Outpatient Care Center in Omaha offers services in general dentistry, pedodontics and oral and maxillofacial surgery. These services are available to the general public on an appointment basis.

Your Rights and Responsibilities as a Patient
Student Health staff strongly believe that each person is entitled to certain rights as a patient. Additionally, each patient has certain responsibilities. Together, these ensure that each individual receives the appropriate medical care and personal services he/she deserves. The following Patient Bill of Rights and Responsibilities was established.

• Each patient has the right to:
  • Access to care and treatment regardless of race, creed, sex, national origin, or religion.
  • Consideration and respect for personal dignity and privacy.
  • Expect that the diagnosis, prognosis, and methods of treatment be explained clearly and in terms you can understand, including the risks and possible side effects.
  • Be informed about the Health Center regulations, policies, and rules governing conduct as a patient.
  • Know what alternatives exist for your care and treatment.
  • Know if your treatment involves experimental, educations or research methods, and maintain the right to refuse treatment to the extent permitted by law.

• Each patient has the responsibility to:
Campus Specific Services

Services Specific to UNMC Students in Lincoln

UNMC students at the Lincoln campus (nursing and dental students) pay the University Program and Facilities Fee (UPFF) of the University of Nebraska-Lincoln. The complete description of these campus services and activities is contained in the University of Nebraska-Lincoln (UNL) Undergraduate Bulletin, and other appropriate UNL informational literature. A brief description of major services and activities for UNMC nursing and dental students at the Lincoln campus is provided in this catalog.

Academic or Physical Disability Accommodations

Students who require academic or physical accommodations should present documentation of the disability and need for accommodation to the Student Services Coordinator on the Lincoln campus who will assist in arranging contact with the UNL Services for Students with Disabilities office. The Lincoln College of Nursing contact person is Amy Frizzell, 402-472-7343 or amy.felthoeter@unmc.edu and the College of Dentistry contact person is Dr. David Brown 402-472-1341 or dgbrown@unmc.edu.

Bookstore

Dental and Dental Hygiene students pay for books and instruments through an assessed fee and these items are distributed at the beginning of the term in the College of Dentistry. Nursing students obtain books at the University of Nebraska-Lincoln Bookstore. Uniforms and supplies are purchased at the UNMC Bookstore – information is provided during New Student Orientation at the beginning of each academic year.

Recreational Facilities

UNMC students at the Lincoln campus have the same privileges and use of UNL recreational and gym facilities as do the UNL students through payment of the UNL fees.

Health Insurance and Health Insurance Waiver

All students are required to have health and accident insurance unless they provide evidence of comparable coverage through parents, spouse, or personal plan. Students may participate in the University-sponsored plan thru the United Healthcare Company. The cost of the United Healthcare Insurance Plan is automatically billed each semester on the full-time student’s tuition statement. Therefore, if students do not wish to participate in the University plan through United Healthcare, they must file a Waiver verifying alternate insurance. The waiver can be accessed here: MyRecords (https://myrecords.nebraska.edu). The waiver will become available to complete after August 1, 2017, for those who begin their fall semester in August. You have 14 days after the term starts to file. After that time you will be billed for coverage. Once a waiver is processed you will see a credit issued to your student account.

Libraries

UNMC students at Lincoln have library privileges at any branch of the UNL campus as well as the McGoogan Library at the UNMC campus. The College of Dentistry library is located in the C.Y. Thompson Library.

Reporting Criminal Actions, Sex Offenses and Other Emergencies

Potential criminal actions, sex offenses and other emergencies on UNMC Lincoln sites can be reported directly by any student, faculty member or employee to the agencies listed below:
Health and counseling services for UNMC students in the West Nebraska Division, Scottsbluff, are provided by RWPC-Urgent Care during the following hours.

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Friday</td>
<td>8 a.m. – 6 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>8 a.m. – 5 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>1 p.m. – 5 p.m.</td>
</tr>
</tbody>
</table>

Only if RWPC-Urgent Care is closed during one of the above scheduled times, students may be seen at the Gering Clinic during their regular hours Monday through Friday. Students may also be directed to the answering service by calling RWPC-Urgent Care.

Physician office services will be provided by RWPC-Urgent Care for routine illness and minor accidents. This service is limited to an initial visit and one follow-up visit for the same ailment.

Emergency health care, non-illness health care (e.g., health check-ups, pap smears, etc.), accidents not typically treated in a physician's office, diagnostic tests, and/or medications are all excluded from this service.

RWPC-Urgent Care will provide the required 2-step PPD or a QuanteFERON gold text, if indicated at no cost to each new student. TB skin testing will be repeated each year for enrolled students. Students who become skin test reactive during enrollment or who are reactive at enrollment will be evaluated and managed as deemed appropriate by RWMC.

Hepatitis immunizations as required by UNMC may be obtained through RWMC for cost. These immunizations will be given through the Infection Control Department or Occupational Health of RWMC.

Counseling services will be limited to three sessions per student per event and a maximum of 10 hours of service. The outpatient service is to be provided by the professional staff of the Psychological Services of RWMC. Students may contact the UNMC Student Services Coordinator, Karen Schledewitz, at 308-632-0413 to get counseling sessions set up and can contact Regional West Medical Center, Behavioral Health (308-630-1500) for chemical dependency information and referral resources.

Domestic, Dating or Sexual Violence victims can contact DOVES through their 24-hour help line at 866-95-DOVES or via e-mail through our website at www.DOVESProgram.com (http://www.DOVESProgram.com). During most office hours, the Doves on-line chatline is also available through their website. DOVES additionally provides a safe house for Domestic, Dating or Sexual Violence victims in the Nebraska Panhandle area.

**SERVICES SPECIFIC TO UNMC STUDENTS IN KEARNEY**

UNMC Student Services in Kearney will provide nursing students with assistance in processing application materials, course registrations, course changes, grade reporting and financial aid application materials. Information such as financial aid advice and payment of bills and/or other questions, may also be obtained from the UNMC Student Services – Omaha. Kearney campus nursing students pay the University Program and Facilities Fees (UPFF) of the University of Nebraska-Kearney Campus. The complete description of these campus services and activities can be found in the University of Nebraska-Kearney (UNK) Student Handbook and college catalogs. A brief description of major services and activities for UNMC nursing students at Kearney Campus is provided in this catalog and on the UNMC Student Blackboard – Kearney Student Information.

**Academic or Physical Disability Accommodations**

Students who require academic or physical accommodations should present documentation of the disability and need for accommodation to the Student Services Coordinator on campus who will assist in arranging contact with the UNMC Disability Services. The Kearney Division contact person is Hilary Christo, 308-865-8322 or hchristo@unmc.edu.

**Bookstores**

Both nursing and non-nursing textbooks will be made available for purchase through The Antelope Bookstore located on the Kearney campus (308-865-8555) and UNMC Bookstore.

**Recreational Facilities**

UNMC-Kearney students have access to recreational facilities at the new Wellness Center at the University of Nebraska-Kearney facilities.

**Libraries**

UNMC students at Kearney have library privileges at Calvin T. Ryan Library on the UNK campus as well as the McGoogan Library at the UNMC campus.

**Reporting Criminal Actions, Sex Offenses and Other Emergencies**

Potential criminal actions, sex offenses and other emergencies on UNMC Kearney sites can be reported directly by any student, faculty member or employee to the agencies listed below:

UNK Police (308-865-8911) or Call 911 – Kearney Police (for emergency assistance).

**Student Health Services**

UNK Student Health provides health services for UNMC Kearney Division Students.

**Clinic hours are:**

- Monday, Tuesday, Thursday & Friday 8:30 a.m. – 4:30 p.m.
- Wednesday 9:00 a.m. – 4:30 p.m.

Call 308-865-8218 for an appointment.

**The following are provided:**

1. Office Services for routine illness and minor accidents. If services beyond those available at UNK Student Health Services are required, a Student Health Service staff member will issue a referral to Kearney Clinic that waives the office call charge. Students will be charged for selected services.

2. Vaccinations and Testing Services for communicable diseases for a reasonable fee.

3. Gynecological Services for a reasonable fee, including annual exams, contraceptive services and testing and treatment for STDs.

**Procedures to Access Student Health Services:**

1. Call 308-865-8218 to schedule an appointment or go directly to UNK's Student Health Services office during the hours outlined above. Bring your UNMC /UNK identification card.

2. After treatment, complete the claim form if services other than an office visit were rendered (i.e. lab, x-ray, pharmacy) for your insurance.

**Counseling Care**

Professional counseling services are available for UNMC Kearney students at UNK's Counseling Center. UNMC Kearney students are allowed 3 counseling sessions per semester paid for through their fees. Obtain an appointment by calling the Counseling Center at 308-865-8218.
or go to the Counseling Care located in the Memorial Student Affairs Building, South Hallway, Room 144; hours Monday – Friday 8:00 a.m. to 5:00 p.m. Emergency Crisis Phone (after business hours): 308-865-8248. These services will be provided for the student only and not to any dependents.

Counseling Care also offers in addition to personal counseling, Alcohol and Drug counseling provided by qualified licensed therapists who have completed the State of Nebraska requirements to provide court-ordered drug and alcohol counseling services. There may be additional fees for those services.

SERVICES SPECIFIC TO UNMC STUDENTS IN NORFOLK

A general UNMC administrative office for the Northern Division of the College of Nursing is located in the J. Paul and Eleanor McIntosh College of Nursing building on the Northeast Community College campus at 801 East Benjamin. This office is the liaison between the Northern Division College of Nursing and the Omaha campus. Located in this office are: the Assistant Dean, the Office Associate, the Office Assistant, and the Student Services Coordinator. The Student Services Coordinator will provide nursing students with assistance in processing application materials, course registration, and accessing student services. UNMC students at the Northern Division campus pay the University of Nebraska Medical Center University Program and Facilities Fees (UPFF Funds A and B).

All students are assessed Fund A. Undergraduate and professional students enrolled for 7 or more credit hours (5 hours for graduate students) are assessed Fund B.

Academic or Physical Disability Accommodations
Students who require academic or physical accommodations should present documentation of the disability and need for accommodation to the Student Services Coordinator at the Northern Division campus who will assist in arranging contact with the UNMC Disability Services. The Northern Division contact person is Diana Rizzo, 402-844-7890 or diana.rizzo@unmc.edu. The UNMC Disability Services staff will coordinate provision of services with staff at Northeast.

Bookstore
Both nursing and non-nursing textbooks will be made available through the Northeast Community College Bookstore for nursing students to purchase.

Building Access
All UNMC-Northern Division students are issued a key card by Northeast, providing the student with 24/7 access to the J. Paul and Eleanor McIntosh College of Nursing building. Students are responsible to use care in use of the building and its equipment whenever they are in the building during regular or after hours. Students should not allow others to enter the building when they come into it after hours. Students should not allow anyone else to use their key card. The fee for replacement key cards is the responsibility of the student.

ID Cards
All UNMC-Northern Division students are issued a UNMC student identification card from the UNMC Photo ID office. UNMC-CON ID cards can be obtained from the CON-Northern Division. The card must be returned upon withdrawal or graduation from UNMC. Fees for replacement vary based on the reason for replacement.

Libraries
UNMC students at Norfolk have public access to the library on the Northeast campus and library privileges at the McGoogan Library at the UNMC campus and online at http://www.unmc.edu/library/.

Nursing Student Association
UNMC CON-Northern Division has a National Student Nurses’ Association (NSNA) chapter. UNMC nursing students are encouraged to become active in the UNMC NSNA as a means of building a network of nursing colleagues and becoming active in the professional community.

Parking
UNMC students at Norfolk must comply with Northeast parking and traffic regulations. All vehicles must be registered with Northeast Student Services if parked on campus. There is no fee for registration. The registration is valid from July 1 to June 30. Parking lots are available on a first-come, first-serve basis.

Reporting Criminal Actions, Sex Offenses and Other Emergencies
Potential criminal actions, sex offenses and other emergencies on UNMC Norfolk sites can be reported directly by any student, faculty member or employee to the agencies listed below:

College of Nursing – Northern Division – Call 402-841-5163 – Security. If using a campus phone dial 402-841-5163 or call 911 – Norfolk Police Department (for emergency assistance).

Student Health Services
UNMC Northern Division students have access to student health services through Faith Regional Health Services. Details regarding this plan will be made available to students during orientation.

Student Counseling Services
UNMC CON-Northern Division students may access a wide variety of counseling services through Northeast Community College, including personal counseling and/or chemical dependency counseling. To schedule an appointment or initial consultation for personal counseling, call (402) 844-7261.

Study Skills/Academic Assistance
The CON-Northern Division supports the Academic Success programs at UNMC. Specific programs exist to meet student needs, which can be accessed by contacting the Student Services Coordinator.

Recreational Facilities
UNMC students at Norfolk will have access to specified recreational facilities. Please check http://northeast.edu/Health-and-Wellness/ or http://www.northeast.edu/Fitness-Center/ for details.

Lincoln

SERVICES SPECIFIC TO UNMC STUDENTS IN LINCOLN

UNMC students at the Lincoln campus (nursing and dental students) pay the University Program and Facilities Fee (UPFF) of the University of Nebraska-Lincoln. The complete description of these campus services and activities is contained in the University of Nebraska-Lincoln (UNL) Undergraduate Bulletin, and other appropriate UNL informational literature. A brief description of major services and activities for UNMC nursing and dental students at the Lincoln campus is provided in this catalog.

Academic or Physical Disability Accommodations
Students who require academic or physical accommodations should present documentation of the disability and need for accommodation to
the Student Services Coordinator on the Lincoln campus who will assist in arranging contact with the UNL Services for Students with Disabilities office. The Lincoln College of Nursing contact person is Amy Frizzell, 402-472-7343 or amy.felthoelter@unmc.edu and the College of Dentistry contact person is Dr. David Brown 402-472-1341 or dgbrown@unmc.edu.

Bookstore
Dental and Dental Hygiene students pay for books and instruments through an assessed fee and these items are distributed at the beginning of the term in the College of Dentistry. Nursing students obtain books at the University of Nebraska-Lincoln Bookstore. Uniforms and supplies are purchased at the UNMC Bookstore – information is provided during New Student Orientation at the beginning of each academic year.

Recreational Facilities
UNL students at the Lincoln campus have the same privileges and use of UNL recreational and gym facilities as do the UNL students through payment of the UNL fees.

Health Insurance and Health Insurance Waiver
All students are required to have health and accident insurance unless they provide evidence of comparable coverage through parents, spouse, or personal plan. Students may participate in the University-sponsored plan thru the Blue Cross Company. The cost of the Blue Cross Student Insurance Plan is automatically billed each semester on the full-time student’s tuition statement. Therefore, if students do not wish to participate in the University plan through Blue Cross, they must file a Waiver verifying alternate insurance. The waiver can be accessed here: MyRecords (https://myrecords.nebraska.edu). The waiver will become available to complete after August 1, 2015. You have 14 days after the term starts to file. After that time you will be billed for coverage. Once a waiver is processed you will see a credit issued to your student account.

Libraries
UNMC students at Lincoln have library privileges at any branch of the UNL campus as well as the McGoogan Library at the UNMC campus. The College of Dentistry library is located in the C.Y. Thompson Library.

Reporting Criminal Actions, Sex Offenses and Other Emergencies
Potential criminal actions, sex offenses and other emergencies on UNMC Lincoln sites can be reported directly by any student, faculty member or employee to the agencies listed below:

- College of Dentistry and College of Nursing – Call 402-472-2222 – UN-L Campus Police
- Student Health
- Health services for nursing students in the Lincoln Division and College of Dentistry students are provided by the University of Nebraska-Lincoln Health Center located at 15th and U Streets. This University Health Center offers a wide variety of inpatient and outpatient services. Fees are charged for required laboratory tests and x-rays. For questions, contact the University Health Center at 402-472-5000 or http://health.unl.edu.
- Student Counseling Services
- In addition to advising services provided by the College of Dentistry and College of Nursing, UNMC students at the Lincoln campus are eligible to use the UNL Counseling and Psychological Services located in 213 University Health Center (402-472-7450). Services for chemical dependency are also available.

Scottsbluff
SERVICES SPECIFIC TO UNMC STUDENTS IN SCOTTSBLUFF
The Western Division of the College of Nursing is located in the Harms Building on the WNCC campus. This general office will provide nursing students with assistance in processing application materials, course registration, course changes, grade reporting and financial aid application materials. UNMC students at the West Nebraska campus pay the University of Nebraska Medical Center University Program and Facilities Fees (UPFF Funds A and B). All students are assessed Fund A. Undergraduate and professional students enrolled for 7 or more credit hours (4 hours for graduate students) are assessed Fund B.

Academic or Physical Disability Accommodations
Students who require academic or physical accommodations should present documentation of the disability and need for accommodation to the Student Services Coordinator on campus who will assist in arranging contact with the UNMC Disability Services. The Western Division contact person is Karen Schledewitz, 308-632-0413 or klschledewitz@unmc.edu.

Bookstore
Both nursing and non-nursing textbooks will be made available through the Western Nebraska Community College Bookstore for nursing students to purchase.

Recreational Facilities
The Scottsbluff community has recreational facilities at their local YMCA and several other privately owned gyms. One local gym gives special rates for nursing students.

Libraries
The Lockwood Memorial Library is located on the main floor of Regional West Medical Center, St Mary’s Plaza. Students also have access to the Western Nebraska Community College library.

Reporting Criminal Actions, Sex Offenses and Other Emergencies
Potential criminal actions, sex offenses and other emergencies on UNMC Scottsbluff sites can be reported directly by any student, faculty member or employee at the College of Nursing law enforcement at 308-632-7176 (to report crimes of non-emergent nature) or 911 – Scottsbluff Police Department (for emergency assistance).

Student Health and Counseling Services
Health and counseling services for UNMC students in the West Nebraska Division, Scottsbluff, are provided by RWPC-Urgent Care during the following hours.

- Monday – Friday 8 a.m. – 6 p.m.
- Saturday 8 a.m. – 5 p.m.
- Sunday 1 p.m. – 5 p.m.

Only if RWPC-Urgent Care is closed during one of the above scheduled times, students may be seen at the Gering Clinic during their regular hours Monday through Friday. Students may also be directed to the answering service by calling RWPC-Urgent Care.

Physician office services will be provided by RWPC-Urgent Care for routine illness and minor accidents. This service is limited to an initial visit and one follow-up visit for the same ailment.
Emergency health care, non-illness health care (e.g., health check-ups, pap smears, etc.), accidents not typically treated in a physician’s office, diagnostic tests, and/or medications are all excluded from this service.

RWPC-Urgent Care will provide the required 2-step PPD or a QuanteFERON gold text, if indicated at no cost to each new student. TB skin testing will be repeated each year for enrolled students. Students who become skin test reactive during enrollment or who are reactive at enrollment will be evaluated and managed as deemed appropriate by RWMC.

Hepatitis immunizations as required by UNMC may be obtained through RWMC for cost. These immunizations will be given through the Infection Control Department or Occupational Health of RWMC.

Counseling services will be limited to three sessions per student per event and a maximum of 10 hours of service. The outpatient service is to be provided by the professional staff of the Psychological Services of RWMC. Students may contact the UNMC Student Services Coordinator, Karen Schledewitz, at 308-632-0413 to get counseling sessions set up and can contact Regional West Medical Center, Behavioral Health (308-630-1500) for chemical dependency information and referral resources.

Domestic, Dating or Sexual Violence victims can contact DOVES through their 24-hour help line at 866-95-DOVES or via e-mail through our website at www.DOVESProgram.com (http://www.DOVESProgram.com). During most office hours, the Doves on-line chatline is also available through their website. DOVES additionally provides a safe house for Domestic, Dating or Sexual Violence victims in the Nebraska Panhandle area.

Kearney
SERVICES SPECIFIC TO UNMC STUDENTS IN KEARNY
UNMC Student Services in Kearney will provide nursing students with assistance in processing application materials, course registrations, course changes, grade reporting and financial aid application materials. Information such as financial aid advice and payment of bills and/or other questions, may also be obtained from the UNMC Student Services – Omaha. Kearney campus nursing students pay the University Program and Facilities Fees (UPFF) of the University of Nebraska-Kearney Campus. The complete description of these campus services and activities can be found in the University of Nebraska-Kearney (UNK) Student Handbook and college catalogs. A brief description of major services and activities for UNMC nursing students at Kearney Campus is provided in this catalog and on the UNMC Student Blackboard – Kearney Student Information.

Academic or Physical Disability Accommodations
Students who require academic or physical accommodations should present documentation of the disability and need for accommodation to the Student Services Coordinator on campus who will assist in arranging contact with the UNMC Disability Services. The Kearney Division contact person is Hilary Christo, 308-865-8322 or hchristo@unmc.edu.

Bookstores
Both nursing and non-nursing textbooks will be made available for purchase through The Antelope Bookstore located on the Kearney campus (308-865-8555) and UNMC Bookstore.

Recreational Facilities
UNMC-Kearney students have access to recreational facilities at the new Wellness Center at the University of Nebraska-Kearney facilities.

Libraries
UNMC students at Kearney have library privileges at Calvin T. Ryan Library on the UNK campus as well as the McGoogan Library at the UNMC campus.

Reporting Criminal Actions, Sex Offenses and Other Emergencies
Potential criminal actions, sex offenses and other emergencies on UNMC Kearney sites can be reported directly by any student, faculty member or employee to the agencies listed below:

UNK Police (308-865-8911) or Call 911 – Kearney Police (for emergency assistance).

Student Health Services
UNK Student Health provides health services for UNMC Kearney Division Students.

Clinic hours are:
Monday, Tuesday, Thursday & Friday 8:30 a.m. – 4:30 p.m.
Wednesday 9:00 a.m. – 4:30 p.m.
Call 308-865-8218 for an appointment.

The following are provided:
1. Office Services for routine illness and minor accidents. If services beyond those available at UNK Student Health Services are required, a Student Health Service staff member will issue a referral to Kearney Clinic that waives the office call charge. Students will be charged for selected services.
2. Vaccinations and Testing Services for communicable diseases for a reasonable fee.
3. Gynecological Services for a reasonable fee, including annual exams, contraceptive services and testing and treatment for STDs.

Procedures to Access Student Health Services:
1. Call 308-865-8218 to schedule an appointment or go directly to UNK’s Student Health Services office during the hours outlined above. Bring your UNMC /UNK identification card.
2. After treatment, complete the claim form if services other than an office visit were rendered (i.e. lab, x-ray, pharmacy) for your insurance.

Counseling Care
Professional counseling services are available for UNMC Kearney students at UNK’s Counseling Center. UNMC Kearney students are allowed 3 counseling sessions per semester paid for through their fees. Obtain an appointment by calling the Counseling Center at 308-865-8218 or go to the Counseling Care located in the Memorial Student Affairs Building, South Hallway, Room 144; hours Monday – Friday 8:00 a.m. to 5:00 p.m. Emergency Crisis Phone (after business hours): 308-865-8248. These services will be provided for the student only and not to any dependents.

Counseling Care also offers in addition to personal counseling, Alcohol and Drug counseling provided by qualified licensed therapists who have completed the State of Nebraska requirements to provide court-ordered drug and alcohol counseling services. There may be additional fees for those services.
Norfolk

SERVICES SPECIFIC TO UNMC STUDENTS IN NORFOLK

A general UNMC administrative office for the Northern Division of the College of Nursing is located in the J. Paul and Eleanor McIntosh College of Nursing building on the Northeast Community College campus at 801 East Benjamin. This office is the liaison between the Northern Division College of Nursing and the Omaha campus. Located in this office are: the Assistant Dean, the Office Associate, the Office Assistant, and the Student Services Coordinator. The Student Services Coordinator will provide nursing students with assistance in processing application materials, course registration, and accessing student services. UNMC students at the Northern Division campus pay the University of Nebraska Medical Center University Program and Facilities Fees (UPFF Funds A and B).

All students are assessed Fund A. Undergraduate and professional students enrolled for 7 or more credit hours (5 hours for graduate students) are assessed Fund B.

Academic or Physical Disability Accommodations

Students who require academic or physical accommodations should present documentation of the disability and need for accommodation to the Student Services Coordinator at the Northern Division campus who will assist in arranging contact with the UNMC Disability Services. The Northern Division contact person is Diana Rizzo, 402-844-7890 or diana.rizzo@unmc.edu. The UNMC Disability Services staff will coordinate provision of services with staff at Northeast.

Bookstore

Both nursing and non-nursing textbooks will be made available through the Northeast Community College Bookstore for nursing students to purchase.

Building Access

All UNMC-Northern Division students are issued a key card by Northeast, providing the student with 24/7 access to the J. Paul and Eleanor McIntosh College of Nursing building. Students are responsible to use care in use of the building and its equipment whenever they are in the building during regular or after hours. Students should not allow others to enter the building when they come into it after hours. Students should not allow anyone else to use their key card. The fee for replacement key cards is the responsibility of the student.

ID Cards

All UNMC-Northern Division students are issued a UNMC student identification card from the UNMC Photo ID office. UNMC-CON ID cards can be obtained from the CON-Northern Division. The card must be returned upon withdrawal or graduation from UNMC. Fees for replacement vary based on the reason for replacement.

Libraries

UNMC students at Norfolk have public access to the library on the Northeast campus and library privileges at the McGoogan Library at the UNMC campus and online at http://www.unmc.edu/library/.

Nursing Student Association

UNMC CON-Northern Division has a National Student Nurses’ Association (NSNA) chapter. UNMC nursing students are encouraged to become active in the UNMC NSNA as a means of building a network of nursing colleagues and becoming active in the professional community.

Parking

UNMC students at Norfolk must comply with Northeast parking and traffic regulations. All vehicles must be registered with Northeast Student Services if parked on campus. There is no fee for registration. The registration is valid from July 1 to June 30. Parking lots are available on a first-come, first-serve basis.

Reporting Criminal Actions, Sex Offenses and Other Emergencies

Potential criminal actions, sex offenses and other emergencies on UNMC Norfolk sites can be reported directly by any student, faculty member or employee to the agencies listed below:

College of Nursing – Northern Division – Call 402-841-5163 – Security. If using a campus phone dial (402-841-5163 or call 911 – Norfolk Police Department (for emergency assistance).

Student Health Services

UNMC Northern Division students have access to student health services through Faith Regional Health Services. Details regarding this plan will be made available to students during orientation.

Student Counseling Services

UNMC CON-Northern Division students may access a wide variety of counseling services through Northeast Community College, including personal counseling and/or chemical dependency counseling. To schedule an appointment or initial consultation for personal counseling, call (402) 844-7261.

Study Skills/Academic Assistance

The CON-Northern Division supports the Academic Success programs at UNMC. Specific programs exist to meet student needs, which can be accessed by contacting the Student Services Coordinator.

Recreational Facilities

UNMC students at Norfolk will have access to specified recreational facilities. Please check http://northeast.edu/Fitness-Center/ or http://www.northeast.edu/Health-and-Wellness/ for details.
STUDENT ORGANIZATIONS

STUDENT ORGANIZATIONS FOR UNMC

- Student Organizations A - D (p. 37)
- Student Organizations E - J (p. 38)
- Student Organizations K - Q (p. 39)
- Student Organizations R - S (p. 40)
- Student Organizations T - Z (p. 41)

UNMC's social, professional, service and advisory organizations are an integral part of life on campus. Membership in many is open to all Medical Center students. Others are open only to students of a particular health professional program or to persons with specified academic achievements.

All organizations invite the interest and attention of students and conduct meetings open to nonmembers.

NEW ORGANIZATIONS
UNMC students who wish to form new student organizations and who plan to use campus facilities and services must receive formal recognition and approval. Application forms and guidelines can be obtained from the Counseling and Student Development Office, Bennett Hall, Room 6001. For more information, contact Pat Oberlander or Dr. David Carver at 402-559-7276 or go to the Student Organizations website http://www.unmc.edu/stucouns/services/student-organizations/.

A - D

Organization: Aging Interprofessional Group
Advisor: Dawn Venema, PT, Ph.D. 9-6598, ZIP 4420
Advisor: Linda Sobeski, Pharm.D, BCPS 9-4374, ZIP 6145
Advisor: Denise Kreski, BS, MA 2-7205, ZIP 6155
Meetings: Monthly

Organization: American Assoc. of Neurological Surgeons Medical Student Chapter at UNMC
Advisor: Michele Aizenberg, M.D. 9-9605, ZIP 2035
Meetings: 5xs/year

Organization: AAWD - American Association of Women Dentists
Advisor: Mary Lynn Froeschle, D.D.S. - (402) 472-7993, COD ZIP 68583
Meetings: Weekly

Organization: AMSA - American Medical Student Association
Advisor: Jeff Hill, M.D. 9-4169, ZIP 5527
Meetings: Monthly

Advisor: Myrna Newland, M.D. 9-4081, ZIP 4455
Meetings: On Call

Organization: AOA - Alpha Chapter of Nebraska of Alpha Omega Alpha
Advisor: Jason Shiffermiller, M.D. 9-2874, ZIP 3331
Meetings: On Call

Organization: ASDA - American Dental Association Student Chapter
Meetings: Monthly

Advisor: Arun-Angelo Patil, M.D. 9-4648, ZIP 2035
Meetings: Bi-Weekly

Organization: Ambassadors Club - College of Dentistry
Meetings: On Call

Advisor: John Ridgway 9-5774, ZIP 6045
Meetings: Bi-Weekly

Advisor: Toby Free, M.D. (402) 595-2275, ZIP 8020
Meetings: Monthly

Organization: Campus Fellowship for Christ
Advisor: Thomas Porter, M.D. 9-5151, ZIP 2265
Meetings: Monthly

Advisor: Samer Sayyed, M.D. 9-4424, ZIP 2315
Meetings: Monthly

Advisor: Aleem Siddique, M.D. 9-4424, ZIP 2315
Meetings: Monthly

Organization: Cardiovascular Interest Group
Advisor: Chinese Scholar and Student Association
<table>
<thead>
<tr>
<th>Advisor:</th>
<th>Daniell Surdell, M.D. 9-9611, ZIP 2035</th>
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<td>Advisor:</td>
<td>Dele Davies, M.D. 9-5131, ZIP 7810</td>
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<td>Advisor:</td>
<td>Sheritta Strong, M.D. 2-6007, ZIP 5578</td>
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<td>Organization:</td>
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<tr>
<td>Advisor:</td>
<td>Asia Sikora, Ph.D. - 2-7258, ZIP 4365</td>
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<td>Angela Hewlett, M.D. 9-8650, ZIP 5400</td>
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<td>Marcel Devetten, M.D. 2-6711, ZIP 7400</td>
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<td>Chad Vokoun, M.D. 9-7504, ZIP 3331</td>
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<td>Nizar Wehbi, Ph.D. 9-8964, ZIP 4350</td>
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<td>Amy Cannella, M.D. 9-7288, ZIP 3025</td>
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<td>Advisor:</td>
<td>Howard Liu, M.D. 2-6002, ZIP 5575</td>
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<td>Lindsey Corr, M.D. 2-6002, ZIP 5575</td>
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**R - S**

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<th>Radiology Interest Group</th>
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<tr>
<td>Advisor:</td>
<td>Melissa Manzer, M.D. 9-4814, ZIP 1045</td>
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<td>Matt Devries, M.D. 9-1010, ZIP 1045</td>
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<td>Jennifer Larsen, M.D. 9-4837, ZIP 7878</td>
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<tr>
<td>Advisor:</td>
<td>Diane Strnad 9-7493, ZIP 5522</td>
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<td>Geoffrey Thiele, M.D. 9-7010, ZIP 6350</td>
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<tr>
<td>Advisor:</td>
<td>Linda Farho, Pharm.D. 9-4374, ZIP 6155</td>
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<th>RPSA – Rural Pharmacy Student Association</th>
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<tr>
<td>Advisor:</td>
<td>Charles H. Krobot, Pharm.D. 9-3736, ZIP 6000</td>
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<tr>
<td>Advisor:</td>
<td>Nizar Mamdani 9-3656, ZIP 8130</td>
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<tr>
<td>Advisor:</td>
<td>Gary Beck Dallaghan, Ph.D. 9-7351, ZIP 2184</td>
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<th>Organization:</th>
<th>Sigma Phi Alpha – Dental Hygiene Honor Society</th>
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<tr>
<td>Advisor:</td>
<td>Debra Bals (402) 472-1270, COD ZIP 68583</td>
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<td>New Row</td>
<td>Gwen Hlava (402) 472-1270, COD ZIP 68583</td>
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<td>Advisor:</td>
<td>Paul Paulman, M.D. 9-6818, ZIP 3075</td>
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<tr>
<td>Advisor:</td>
<td>Monty Mathews, M.D. 9-6968, ZIP 3075</td>
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<th>SADHA - Student American Dental Hygienists’ Association</th>
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<tr>
<td>Advisor:</td>
<td>Darlene Carritt (402) 472-1955, COD ZIP 68583</td>
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<td>Caren Barnes (402) 472-5168, COD ZIP 68583</td>
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<tr>
<td>Advisor:</td>
<td>Jennifer Escher, M.Ed. 9-3809, ZIP 4275</td>
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<th>Organization:</th>
<th>SUN-APTA – Students of the University of Nebraska – Members of American Physical Therapy Assn.</th>
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<tr>
<td>Advisor:</td>
<td>Betsy Becker, DPT 9-5053, ZIP 4420</td>
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<td>Advisor:</td>
<td>Sara Pirtle, MBA 9-2924, ZIP 5700</td>
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<td>Jeff Hill, M.D. 9-4169, ZIP 5527</td>
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<tr>
<td>Advisor:</td>
<td>Bill O’Neill 9-9152, ZIP 5230</td>
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<td>Mark Bowen 9-5768, ZIP 6380</td>
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<tr>
<td>Advisor:</td>
<td>Mike McGlade, M.D. 9-8658, ZIP 5520</td>
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<tr>
<td>Advisor:</td>
<td>Mac McLaughlin, M.D. 9-4496, ZIP 8440</td>
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| New Row      | Gwen Hlava (402) 472-1270, COD ZIP 68583 |
| Meetings:    | Annual |

| New Row      | Student National Medical Association |
| Meetings:    | Monthly |

| New Row      | Student National Medical Association |
| Meetings:    | Monthly |
Advisor: Sheritta Strong, M.D. 2-6007, ZIP 5578
Meetings: Monthly
Organization: Student Organization for Medical Advancements
Advisor: Michael Dixon, M.D. 9-2172, ZIP 6099
Meetings: Bi-Monthly
Organization: Student Plastic Surgery Interest Group
Advisor: Fred Durden, M.D. 9-8363, ZIP 3335
Meetings: Monthly
Organization: Surgery Interest Group
Advisor: Jason Johanning, M.D. 9-4395, ZIP 5182
Meetings: Monthly
Organization: Surgery Resident Alliance
Advisor: Vishal Kothari, M.D. 9-6592, ZIP 3280
Meetings: Monthly
Organization: The Otolaryngology and Head/Neck Surgery Interest Group (TOHNSIL)
Advisor: Dwight Jones, M.D. 9-7767, ZIP 1225
Meetings: Monthly
Organization: UNMC College of Medicine Significant Others Club
Advisor: Marcia Shadle-Cusic 9-9197, ZIP 5527
Meetings: Monthly
Organization: UNMC Curling Club
Advisor: Ricky Fulton (402) 290-1920, ZIP 68114
Meetings: Monthly
Organization: UNMC Cycling Club
Advisor: Jason Johanning, M.D. 9-4395, ZIP 5182
Meetings: Monthly
Organization: UNMC Pride Alliance
Advisor: Jim Medder, M.D. 9-6271, ZIP 3075
Gary Beck Dallaghan, Ph.D. 9-7351, ZIP 5525
Meetings: Monthly

Organization: UNMC Musical Society
Advisor: Laurey Steinke, Ph.D. 9-5176, ZIP 5819
Meetings: Monthly
Organization: UNMC Student Journal Club
Advisor: Joyce Solheim, Ph.D. 9-4539, ZIP 6805
Meetings: Monthly

UNMC Wide Organization
MEDICAL CENTER WIDE ORGANIZATIONS

Campus Fellowship for Christ
The purpose of the Campus Fellowship for Christ is to bring students, faculty, and staff from all academic disciplines and clinical programs together to share their growth in Jesus Christ. All members of the UNMC community are invited to share in the fellowship at biweekly meetings.

Chinese Scholar and Student Association
The purpose of the Chinese Scholar and Student Association is to provide academic, professional, social and entertainment information and services to its members; to serve as a platform to promote Chinese culture and history, and to facilitate the dialogue within the association, UNMC, and the community. Open to all UNMC students, faculty and staff.

Global Fellowship Forum
The purpose of this organization is to promote global cultural and education interaction across the UNMC campus community. Guest speakers present cultural education programs that are open to the public. Social activities for international students and other Global Forum members are held on a regular basis.

Graduates and Professionals Representing Achievement Diversity and Service (GRADS)
To provide a supportive network, representative of diverse backgrounds reaching toward achievement, encouraging diversity, and providing services to the UNMC campus and Omaha community.

International Student Association
The International Student Association's is a campus-wide support network for international students. The purpose is to secure a significant and meaningful voice for international matters in the students’ respective disciplines and programs, and to facilitate and expand the international activities. To better help international students and introduce domestic students and staff to international cultures, the ISA has several programs. These include the Student Ambassador Program, Breaking Barriers Forum and English Club. The group meets regularly throughout the year, and meetings are open to all students, faculty, and staff.

Medical Center Student Senate (MCSS)
The Medical Center Student Senate is the campus-wide student government body for the UNMC. The purpose of the MCSS is to provide student leadership and input on issues related to campus life and student development. MCSS also sponsors philanthropic events and social activities. Senate members serve on a variety of committees and meet regularly with the Chancellor and other UNMC administrators. The President of MCSS is also a non-voting member of the University of Nebraska Board of Regents. MCSS business meetings are held on the first Wednesday evening of each month from September through May and are open to all students. Elections for at-large Senate seats and MCSS officers (President and Vice-President) are held each November.
The MCSS administrative office is located in the Bennett Hall, Room 6001. Students who have questions about the MCSS should contact David Carver, Ph.D. or Pat Oberlander at 402-559-7276.

Midwest Student Biomedical Research Forum
The Midwest Student Biomedical Research Forum (MSBRF) Committee is comprised of three medical and/or graduate students and a faculty representative from the College of Medicine, UNMC. Committee membership is for a three year period with varying responsibilities each year. The purpose of the Forum is to support and nurture student research in the health sciences.

This annual two-day Forum has been held in February since 1970. The event is designed to give students an opportunity to present their original research in either an oral or poster meeting format. Forum participants compete in one of two tracks designed to complement their research fields. Then, on the basis of judging by UNMC and/or Creighton University faculty, cash awards and/or expense-paid trips to national or regional research meetings are given. The Forum also features an outstanding keynote speaker from a particular health science field. Previously, some of those speakers included Dr. Daniel C. Tosteson, Dean of the Harvard Medical School; William Nyhan, M.D., Ph.D., Chairman of Pediatrics, University of California School of Medicine at San Diego; Robert P. Gale, M.D., Ph.D., School of Medicine, Los Angeles, California; William E. Beschorner, M.D., Professor, Department of Surgery, UNMC College of Medicine; and Polly Matzinger, Ph.D., Chief, Division of Intramural Research, National Institute of Allergy and Infectious Diseases, NIH, Bethesda, Maryland.

Military Medicine Interest Group
To familiarize students with various aspects of medical practice within the unified services and to provide information regarding military medicine as a career. Also, to those who have chosen a career in the military, with the transition from civilian life, and to provide transparency for those considering a military career.

The Otolaryngology and Head/Neck Surgery Interest Group (TOHNSIL)
The purpose of the group is to provide students with the opportunity to explore otolaryngology as a career, and to provide education in some basic concepts of otolaryngology. Also, to increase medical students’ knowledge of diseases relative to otolaryngology, the examination techniques, and the relationship of head and neck pathology to systemic diseases; to offer opportunities for medical students to become involved in educational opportunities, research, or other scholarly activities of the Dept. of Otolaryngology and Head/Neck Surgery at UNMC.

Pride Alliance
Pride Alliance is a campus wide Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, and Ally (LGBT) education and support group. Pride Alliance focuses on LGBT patient care issues and health disparities and promotes the acceptance of LGBT students, faculty, and staff. The group meets regularly throughout the year, and meetings are open to all students, faculty, and staff.

Research Interest Group
To give students the resources to find research opportunities on the UNMC campus thru educational lunch meetings, connections with research departments on campus, and collaboration with other research oriented student organizations.

Saudi Students Club at UNMC
The Saudi Students Club is to serve the UNMC community, to provide professional development of the club members, and to offer a social outlet to all those interested in the Saudi Students Club. Open to all UNMC students, faculty and staff interested in the Saudi culture.

Student Alliance for Global Health
To promote local awareness of cultural and linguistic health issues, to provide more sensitive health services within Nebraska, to educate and inform students from all UNMC programs about global health issues, to promote and facilitate placement of students on international rotations and exchanges.

Student Association for Rural Health (SARH)
Established in 1979 by UNMC students, SARH’s main purpose is to help maintain an avenue of communication between the Medical Center and greater Nebraska by making students aware of the health care needs of the state and by exposing rural communities to the programs offered by UNMC. Through its New Alliance program, SARH members representing each health care profession visit schools and community organizations in the state. Membership is open to all UNMC students.

UNMC Curling Club
The Curling Club is to promote the sport of Curling among UNMC members and to support Curling teams in local leagues. Open to all UNMC students, faculty and staff.

UNMC Cycling Club
To promote health and wellness on the UNMC campus through cycling, and to organize and provide events where cyclists can come together as a community. Also to educate cyclists on how to properly follow traffic laws and regulations while cycling. Open to all UNMC students, faculty and staff.

UNMC Makers 3D Printing Club
The purpose is to inspire creativity, encourage interdisciplinary collaboration, and equip students to create novel solutions to complex problems pertaining to medical practice and research through the application of 3D printing technologies. Open to all UNMC students

Whole Medicine: A Holistic Medical Group
This group is open to UNMC students who wish to explore alternative and complementary medical therapies and beliefs.

Allied Health Professions Organizations

Allied Health Professions Organizations

Medical Laboratory Science Alumni Association Student Representative
The MLS alumni association promotes fellowship among current students, faculty, staff and graduates. The main duty of the student representatives is to serve as a liaison between alumni and current UNMC students. These representatives will also assist the board members in event planning and activities to support alumni engagement in the association.

College of Allied Health Professions (CAHP) Student Ambassador
CAHP Student Ambassadors (SA) create and promote a positive image for all programs. All SAs must be sensitive to the needs, attitudes, and opinions of their audience. Under the direction of the Academic and Student Affairs, SAs will educate the public about CAHP programs and may engage in public speaking, CAHP events, press conferences, meetings, videos, and fundraising campaigns. SAs may prepare a number of materials for these events,
such as speeches, presentations, fact sheets, and pamphlets. SAs will engage their fellow students in CAHP recruitment and marketing activities, recruit volunteers, and disseminate information.

**Nebraska Society for Clinical Laboratory Science**
The Nebraska Society for Clinical Laboratory Science is a constituent society of the American Society for Clinical Laboratory Science (ASCLS). NSCLS is an organization made up of laboratory professionals committed to improving the status of clinical laboratories across the state. To achieve this goal, NSCLS provides members with continuing educational opportunities and up-to-date information on local, state, and federal regulations affecting Nebraska clinical laboratories.

The NSCLS Student Forum group is available for students in Nebraska who are interested in becoming active in the profession. As members of the Student Forum, students can also take on leadership positions within the group.

**Nebraska Society of Radiologic Technologists (NSRT) Student Representative**
The Nebraska Society of Radiologic Technologists is the state affiliate of the American Society of Radiologic Technologists. The ASRT is the member society for all professionals in the Radiologic Sciences. The purpose of the NSRT shall be:

- To advance the professions of radiologic technology disciplines and specialties;
- To maintain high standards of education;
- To enhance the quality of patient care;
- To further the welfare and socioeconomic of radiologic technologists

The purpose of student representatives of the NSRT is to keep students up-to-date on issues facing the profession at the state level. The NSRT student representative is required to attend 2 board meetings per year, along with business sessions held during the annual conference. The student representative is given voting privileges at state society meetings.

**Physician Assistant Alumni Association Student Representative**
The PA alumni association promotes fellowship among current students, faculty, staff and graduates. The main duty of the student representatives is to serve as a liaison between alumni and current UNMC students. These representatives will also assist the board members in event planning and activities to support alumni engagement in the association.

**Physical Therapy Alumni Association Student Representative**
The PT alumni association promotes fellowship among current students, faculty, staff and graduates. The main duty of the student representatives is to serve as a liaison between alumni and current UNMC students. These representatives will also assist the board members in event planning and activities to support alumni engagement in the association.

**Radiography Specific Representatives – Class Representative**
Student class representatives will serve as a communicators between program faculty and their class. Students are expected to attend all radiography student meetings where they will also voice student concerns/issues to program faculty as needed.

**Radiology Interest Group (RIG)**
The purpose of the group is to cultivate medical student interest in the fields of Diagnostic Radiology, Interventional Radiology, as well as to provide a resource for medical students with an interest in Radiology. Also, to introduce medical students to the different areas of Radiology, educate them in various imaging modalities, and prepare them for successful application to Radiology and Interventional Radiology residency programs.

**MSAC: Medical Imaging Student Advisory Council**
MSAC is comprised of Medical Imaging & Therapeutic Sciences (MITS) students and faculty. Meetings are held periodically throughout the year to discuss division concerns regarding policies and procedures and to plan community activities and service learning projects within the division. Student members will serve as advocates for fellow students and as a liaison between MITS programs.

**MITS Alumni Association Student Representative**
The MITS alumni association promotes fellowship among current students, faculty, staff and graduates. The main duty of the student representatives is to serve as a liaison between alumni and current UNMC students. These representatives will also assist the board members in event planning and activities to support alumni engagement in the association. Student representatives are required to attend 2 board meetings per year.

**Students of the University of Nebraska-American Physical Therapy Association (SUN-APTA)**
SUN-APTA is a collective body of student physical therapists at the University of Nebraska Medical Center whose mission is to:

- Develop relationships between members, clinicians, and other healthcare professionals
- Prepare members for career-long, active participation, in professional organizations
- Promote the profession of physical therapy in coordination with the NPTA and APTA
- Provide educational and professional development opportunities directed toward the unique needs of students
- Perform service to positively impact the lives of people in the community

**The University of Nebraska Medical Center Physician Assistant Student Society (UNMC-PASS) of the American Academy of Physician Assistants (AAPA)**
The society is an officially chartered student chapter of the American Academy of Physician Assistants. Society membership is open to all students in the Physician Assistant Program with associate membership available to persons interested in assisting the society’s goals and objectives. The main purpose for the society is to keep physician assistant students informed of the medical and social issues confronting their profession and to provide public exposure of the physician assistant profession. The society maintains close ties with the national parent organization and with the Nebraska Academy of Physician Assistants which includes the society Constituent Chapter Student Representative (CCSR) as a voting member. Society members are active participants in state, regional and national professional meetings.

**UNMC Student Senate College of Allied Health Professions Senator**
The Medical Center Student Senate (MCSS) exists for the purpose of influencing University policy and promoting the interests of all students attending the Medical Center. As the official representative of the student body, the Senate consists of senators from each educational unit of UNMC. Class presidents or vice-presidents automatically serve as senate representatives upon election. At-large senators are elected each year in November by their fellow students in Allied Health Professions, Graduate
Students, Medicine, Nursing, Pharmacy, and Public Health. The president of MCSS serves as a non-voting member of the Board of Regents of the University of Nebraska.

College of Dentistry Organizations

COLLEGE OF DENTISTRY ORGANIZATIONS

American Association of Women Dentists (AAWD)
The AAWD is an organization, established in 1921, to encourage women in the pursuit of a dental career. It sponsors programs designed to emphasize ways for the woman dentist to gain greater recognition in the profession. The AAWD along with Colgate-Palmolive sponsors the Research Award for Women Dental Students each year to encourage women dental students who show promise in the field of research. We have been fortunate in having two of the College’s students win this award recently. The AAWD has several loan and scholarship programs available and publishes a newsletter, the Chronicle, six times per year. Student dues are $5.00 per year.

Christian Medical Dental Association
The Christian Medical Dental Association (CMDA) is a fellowship of thousands of Christian dentists, physicians, dental and medical missionaries and dental and medical students committed to living their faith through the healing professions. This chapter has regular weekly meetings for fellowship, prayer, and study as well as social events. All Christians including faculty, staff and students are invited to participate.

College of Dentistry Student Research Group (SRG)
The Student Research Group was formed in 1985 and is composed of students who are interested in research. Students need not have been involved in research prior to professional school and do not necessarily need to be involved in conducting research at the College. The group is intended to provide an informal source of information and encouragement for students who wish to learn more about research methodology and evaluation. The group sponsors research related workshops for students and meets occasionally to discuss specific research topics or opportunities and to take part in research conferences. An organizational meeting is called early in the fall.

Omicron Kappa Upsilon – Alpha Alpha Chapter
The Alpha Alpha Chapter is a component of Omicron Kappa Upsilon, the national dental honor society. Membership in Omicron Kappa Upsilon is comprised of dental educators and graduates of accredited dental programs with high scholastic achievement. The purpose of Omicron Kappa Upsilon is to promote, recognize, and honor scholarship, leadership, service, and character among dental students and graduates of dental programs.

Sigma Phi Alpha
Sigma Phi Alpha is the national honor society of the dental hygiene profession. Membership in Sigma Phi Alpha is comprised of dental hygiene educators and of graduates of accredited dental hygiene programs with high scholastic achievement. The purpose of Sigma Phi Alpha is to promote, recognize, and honor scholarship, leadership, service, and character among dental hygiene students and graduates of dental hygiene programs.

Student American Dental Hygienists’ Association (SADHA)
SADHA is the national organization of dental hygiene students. Membership dues qualify each student to receive the ADHA Journal and access to some group membership plans as well as having a voice in decision making, policy and the political arena of the American Dental Hygienists’ Association. The local chapter conducts monthly business and professional meetings and organizes fund-raising activities.

Student Chapter of the American Dental Association (ASDA)
The ASDA is the national organization of dental students. As a member of the Association one is entitled to The New Dentist, The ADA Journal, and The ADA News. Membership dues qualify each student for a $25,000 life insurance policy at no extra charge. At the beginning of the school year, the ASDA Handbook for Dental Students outlines the services the Association offers the student, such as: scholarships and loans, insurance programs, national board reprints, research opportunities, international opportunities and the ASDA advocacy program. At the local chapter level, the representative of each class is involved with the communication between the student and the national organization. Periodically, guest speakers are invited to discuss current topics relevant to the student dentist.

Student Professional and Ethics Association (SPEA)
The Student Professionalism and Ethics Association in Dentistry is a national, student driven association that was established to promote and support students’ lifelong commitment to ethical behavior in order to benefit the patients they serve and to further the dental profession.

College of Medicine Organizations

COLLEGE OF MEDICINE ORGANIZATIONS

American Academy of Family Physicians (AAFP)
The American Academy of Family Physicians is a national professional organization which offers student membership to medical students and residents interested in family practice. The AAFP seeks to keep students informed of developments in the profession through national meetings and through its publications. Its Nebraska chapter investigates problems and answers specific questions for family practice students in the state. Membership applications can be obtained from the Department of Family Practice, Dr. Paul Paulman.

Alpha Omega Alpha, Alpha of Nebraska
To be “Worthy to serve the suffering”
Alpha Omega Alpha, “AOA,” is a non-secret national honor medical society in which membership is based upon scholarship and moral qualities. The University of Nebraska College of Medicine Chapter was organized November 2, 1914, and has grown to more than 800 members.

The aim of the society is to recognize qualities of scholastic excellence, integrity, leadership, compassion and fairness. Nominations are limited to College of Medicine students who rank scholastically in the upper one-fourth of their class, but the number of new members may not exceed one-sixth of the class. Elections are held in the fall, with initiation in the spring.

As a major campus organization, AOA sponsors at least one annual convocation by a prominent visiting lecturer and participates in various other programs.

American Medical Student Association (AMSA)
Over half of the students enrolled in the College of Medicine belong to the Nebraska Chapter of the American Medical Student Association. AMSA addresses itself to the special needs of medical students and to the general goal of improving health care in the United States.

AMSA provides the student with an excellent opportunity to broaden the scope of his/her medical education. The organization provides members
with group health and life insurance options as well as its informative publication, The New Physician. The MECO (Medical Education and Community Orientation) project is a nation-wide service sponsored by AMSA which places pre-clinical medical students with physicians and hospitals in communities throughout the state. There is a one-time membership fee of $60.00.

American Medical Women’s Association (AMWA)
The American Medical Women’s Association (AMWA) is a national forum for women physicians and medical students. The UNMC student chapter’s role is to bring together medical students and physicians, to promote their training and education, and to encourage women to practice and study medicine. Activities include peer support sessions, guest speakers, discussion groups, social gatherings and educational outreach programs.

Cardiovascular Interest Group
The Cardiovascular Interest Group is to further the knowledge and interest of cardiovascular science for students; to encourage student participation of both clinical and research applications of Cardiovascular Science. This will be done primarily via meetings in which cardiologists, cardiac surgeons and residents participate in discussions and provide information concerning current issues.

Endocrinology Student Interest Group (ESIG)
The purpose of the Endocrinology Student Interest Group is to expose students to the field of endocrinology thorough research, shadowing, case studies, and volunteer opportunities.

Infectious Disease Interest Group
This organization is designed to foster an academic environment where students can communicate with providers and learn about the department and sub-specialties of Infectious Disease; encourage and facilitate discussions on the topic of Infectious Disease in the community, nationally, and globally as it relates to medicine and healthcare; provide, in conjunction with other campus organizations, an avenue for community volunteer and involvement as it relates to Infectious Disease.

Integrative Medicine Interest Group
The purpose of the Integrative Medicine Interest Group is to promote awareness and understanding of alternative healing theories and methods in the context of their use as complements to pharmaceutical-based medicine.

Internal Medicine Interest Group
This organization is designed to inform medical students about career opportunities in the field of Internal Medicine, including the many subspecialty options that currently exist. Students are invited to attend monthly lunch meetings with guest speakers from the various specialty areas. The residency selection process may also be discussed.

Luikart Society
Luikart Society is designed for medical students and residents who are interested in the field of OB-GYN, as well as women’s health. Opportunities include monthly meetings, local community service projects, and attending regional/national conferences. Meetings include procedure nights, speakers, and preparing for the residency process. Combined meetings and community service projects are held with the Creighton Medical School interest group as well. The Luikart Society is a wonderful chance to connect with fellow students, as well as UNMC residents and faculty to help further one's interest in the field, in order to possibly decide on a future in women’s health.

Organization of Student Representatives (OSR)
The OSR, established by action of the Assembly of the Association of American Medical Colleges (AAMC), provides a mechanism for making student opinion known to the AAMC. Students have two votes on the AAMC Executive Council and are recommended to Standing Committees. An elected representative from the University of Nebraska College of Medicine attends the AAMC Annual Meeting and the annual regional meeting of the Group on Student Affairs.

Phi Chi
Phi Chi Medical Fraternity is the oldest and largest medical fraternity in the nation. Chartered November 6, 1916, Upsilon Nu chapter at UNMC has a rich professional and social tradition. The official objectives of Phi Chi are the promotion of the art and science of medicine and the development of a kindred feeling among those in the profession. The chapter house, located at 3708 Dewey, is the old and elegant Metz mansion and will house 30 members comfortably. Membership is open to all medical students at UNMC and out-of-house membership is encouraged and rewarding. Phi Chi will consider requests of other UNMC organizations to use the house for special functions.

Phi Rho Sigma Medical Society
Phi Rho Sigma Medical Society is an international coeducational social fraternity for medical students. We are a community of alumni and students committed to academic excellence, community service, and strong social bonds. The Iota chapter at UNMC is one of the largest chapters in the entire nation. There is no chapter house to upkeep so all member proceeds go towards the social and philanthropic functions of the medical society.

Plastic Surgery Interest Group
The Plastic Surgery Interest Group seeks to promote interest in the field of plastic surgery and to increase education related to plastic surgery. For those students interested in plastic surgery, effort is made to make students competitive applicants for residency. This is done by establishing working relationships with plastic surgery faculty, increasing student surgical exposure, and promoting research and publications. The plastic surgery interest group also strives to promote camaraderie among the students involved in the group.

Primary Care Progress (PCP)
Primary Care Progress is a chapter of the national nonprofit comprised of a network of medical providers, health professional trainees, policy pundits, advocates, and educators united by a new vision for revitalizing the primary care workforce pipeline through interprofessional collaboration and strategic local advocacy that promotes primary care and transforms care delivery and training in academic settings. UNMC’s chapter is special because it is truly interprofessional, with student leaders from multiple sectors of the healthcare field.

Psychiatry Interest Group
Psychiatry Interest Group is an organization for those medical students interested in the field of psychiatry. The organization holds monthly lunch meetings that feature speakers on various topics relating to psychiatry and mental health. The group helps students explore career opportunities and encourages student-faculty relationships by hosting an annual mentorship dinner with the psychiatry faculty and providing information related to local and national scholarships and programs. The group also provides supplemental opportunities for psychiatric clinical care through its collaboration with the SHARING Clinic to have psychiatry available at the Clinic one week per month.

Psychiatry Club
The purpose of this organization is to:

1. Establish and maintain a multi-disciplinary support group
2. Act as a vehicle for exploring career opportunities in the field of psychiatry
3. Obtain and make available reference materials for medical students and future psychiatry residents
4. Provide additional opportunities in exploring psychiatry other than those offered in the medical school curriculum

Residency Roundtable
Residency Roundtable is an organization that aims to introduce and inform medical students about career opportunities in a variety of medical specialties. This group hosts monthly lunch meetings with residents from a variety of fields, especially those that do not have interest groups of their own. Residents discuss their path toward choosing a specialty and their experience as a current resident at UNMC.

Shadow a Medical Student Program
The Shadow a Medical Student Program, started in 2011, gives approximately 50 undergraduate students around the state of Nebraska the opportunity to shadow first-year medical students at UNMC. Undergraduate students are paired with a medical student for the academic year, and shadow during lectures, anatomy labs, PBL small groups, and ICE sessions. This program is designed to give undergraduate students the opportunity to obtain a first-hand experience of what medical school is like and to ask questions to obtain more detailed information.

Sports Medicine Interest Group
The purpose of the group is to raise awareness of Sports Medicine as a career field through meetings, speakers, and shadowing.

Student Chapter of the Nebraska Medical Association
The student chapter of the Nebraska Medical Association was organized during the 1971-72 academic year. Students are eligible to serve on state-wide committees and to participate in various aspects of organized medicine in Nebraska. In addition, students are able to elect two voting delegates to the semi-annual business sessions of the Association. Annual dues are $15. Each member receives the Nebraska Medical Journal and the regular mailings of the Association.

Student Delegates
Student Delegates is a grassroots advocacy program comprised of a network of people interested in receiving state and federal legislative updates, and willing to advocate on issues of importance to UNMC. We exist to empower students to support and strengthen UNMC’s academic programs and research by influencing public policy through effective communication to Nebraska’s federal and state delegations in regards to issues that affect UNMC. On a limited basis, the Delegates will be called upon to contact Nebraska state legislators and U.S. congressmen concerning urgent and important issues. Students can stay updated through us on Twitter @UNMCSstuDelegate or visit our webpage http://www.unmc.edu/govtrelations/delegates/.

Student National Medical Association (SNMA)
Patterned after the national organization, the UNMC Chapter of the Student National Medical Association (SNMA) is dedicated to the concerns of ethnic minority health care professionals. It seeks to nurture a general social awareness of these concerns and to develop leadership capabilities and standards of excellence for minority physicians. During the past few years, UNMC members of SNMA have had a strong voice in SNMA policy-making by attending national and regional meetings and hosting the 1989 Region II Convention. The UNMC chapter has shown its commitment to community service by involvement in such programs as the Health Fair of the Midlands, American Red Cross and Omaha Boys Club. Membership in this organization is open to any student interested in issues confronting ethnic minorities in the medical profession.

Surgery Interest Group
SIG is an organization designed for medical students interested in practicing surgery and wanting to learn a wide variety of surgical practices and professions. Medical students involved with SIG are invited to attend lunch meetings one to two times per month, which showcase presentations from a practicing surgeon. Each meeting has a different surgeon presenting to the members of SIG, thus exposing medical students to the many different surgical subspecialties including: cardiac thoracic, orthopedic, pediatric surgery, plastic surgery, and more. Some presentations are strategically planned to correlate with what students are learning in class at the time of the SIG meeting, thus giving students a real-life application to helping patients in a surgical manner. SIG provides this fantastic opportunity to give insight to many different surgical practices and also helps students interested in surgery become prepared for summer rural surgical rotation. SIG hosts a suturing workshop to teach medical students to become experts in the art of suturing so they are fully prepared for their surgery summer block. Lunch meetings are also designated to educate medical students on preparing to be the best applicants possible when applying for residency.

The Catholic Medical Association Student Section (CMA-SS)
The Catholic Medical Association Student Section seeks to support and empower students of medicine and other health professions in their formation as Catholic health care providers. As an integral part of the Catholic Medical Association, students have the opportunity to work with members of the CMA, both on local and national levels, who can provide guidance and mentoring for students through the challenges of being a Catholic and living out this calling.

The Pathology Interest Group
The Pathology Interest Group hosts meetings and lectures about all aspects of the practice of pathology. Previous topics have included the clinical diagnosis of indolent disease, forensic science, and laboratory-based methodologies of characterization and diagnosis of cancer, and procedure practices are hosted as well. Additionally, we help administer the High School Alliance anatomy and basic science courses. Pathology residents and practicing physicians give the lectures and regularly attend meetings.

UNMC Musical Society
UNMC Musical Society is open to anyone affiliated with UNMC, which includes students, faculty, and staff. Our purpose is to provide members with an opportunity to take a break from their stressful lives and make some music, as well as to provide music for UNMC events. The organization includes an instrumental, as well as a vocal group, both of which meet Monday evenings for rehearsal. We have performed at multiple UNMC events, including Spirit Week, Culture Fest, and the Anatomical Gift Memorial Service, and we also hold concerts in the winter and the spring. Membership requires an annual payment of $10.00, which goes toward the purchase of music and other necessities.

Wilderness Medical Society
The purpose of this organization is to offer medical students and faculty information about the practice of Wilderness Medicine, which is a subspecialty of Emergency Medicine. Monthly meetings include guest lectures, slide shows, and video presentations.
College of Nursing Organizations

COLLEGE OF NURSING ORGANIZATIONS

Gamma Pi At-Large Chapter of Sigma Theta Tau International
Gamma Pi At-Large is a Chapter of Sigma Theta Tau International (STTI) Honor Society of Nursing, and is the only honor society of nursing. STTI was founded in 1922 and has approximately 490 chapters throughout 85 countries. Chapters are established only in schools or colleges of nursing which have demonstrated their commitment to knowledge development, knowledge dissemination, knowledge utilization and resource development. The Gamma Pi At-Large Chapter strives to foster the purposes of Sigma Theta Tau International, which are to: (1) Recognize superior achievement. (2) Recognize the development of leadership qualities. (3) Foster high professional standards. (4) Encourage creative work. (5) Strengthen commitment to the ideals and purposes of the nursing profession.

University of Nebraska Student Nurse Association (UNSNA)
UNSNA is a branch of the National Student Nurse Association (NSNA). NSNA is the largest independent student organization in the country. It is the only national organization serving nursing students. Membership is open to undergraduate nursing students, including pre-nursing students. UNSNA provides programs representative of fundamental and current professional interests, concerns and scholarship opportunities. Participation in community health affairs is also a goal.

College of Pharmacy Organizations

COLLEGE OF PHARMACY ORGANIZATIONS

Academy of Managed Care Pharmacy – Student Pharmacist Chapter (AMCP)
AMCP is a national professional association of pharmacists and other health care practitioners who serve society by the application of sound medication management principles and strategies to improve health care for all. The Academy's members seek to develop and provide a diversified range of clinical, educational and business management services and strategies on behalf of the more than 200 million Americans covered by a managed care pharmacy benefit. AMCP Student Pharmacist chapters further the purposes of AMCP through educational and community service, provide opportunities for professional growth, and promote managed care pharmacy within their schools.

Academy of Student Pharmacists (APHA-ASP)
APHA-ASP is the student chapter of the American Pharmacists Association. The mission of the American Pharmacists Association Academy of Student Pharmacists (APHA-ASP) is to be the collective voice of student pharmacists, to provide opportunities for professional growth, to improve patient care, and to envision and advance the future of pharmacy. All students enrolled in the College of Pharmacy are encouraged to join the Academy.

The American College of Clinical Pharmacy (ACCP)
ACCP is a professional and scientific society that provides leadership, education, advocacy, and resources enabling clinical pharmacists to achieve excellence in practice and research. ACCP is the third largest pharmacy organization and the only one focused solely on clinical pharmacy. Members practice in a variety of settings, and most members have completed residency training and are board certified.

Christian Pharmacists Fellowship International (CPFI)
CPFI is a worldwide ministry of individuals working in all areas of pharmaceutical service and practice. Our mission is to serve Christ and the world through pharmacy. Our core values are to: Provide fellowship among like-minded professionals; Challenge and promote spiritual growth; Encourage the advancement of knowledge and ethics in the practice of pharmacy; Encourage evangelism and the integration of faith into practice, and Provide support and opportunity for service in both home and foreign missions. All interested students are encouraged to join.

Community Student Pharmacists Association (CSPA)
CSPA is an organization that represents student pharmacists that want to explore the retail setting. We wish to make students aware of pharmacy practice in the community setting, including both independent and chain opportunities, provide information to students about career directions in and credentials needed for pharmacy practice in the community, and encourage membership and participation in the Nebraska Pharmacists Association (NPA) and the National Community Pharmacists Association (NCPA) as a student and upon graduation.

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Kappa Epsilon Fraternity – Beta Chapter (KE)
KE is a professional fraternity for students in pharmacy. Founded in 1921, KE has had an important impact on the profession of pharmacy for over 80 years through supporting personal and professional development, providing networking opportunities, promoting pharmacy as a career, and participating in various breast cancer awareness efforts.

Kappa Psi Pharmaceutical Fraternity – Gamma Epsilon Chapter
Kappa Psi is the oldest and largest professional pharmacy fraternity. The purpose of this organization is for the mutual benefit of the members for the advancement of the profession of pharmacy, educationally, fraternally and socially; and to instill industry, sobriety, fellowship and high ideals in its members and to foster scholarship and pharmaceutical research.

Phi Lambda Sigma – Beta Xi Chapter (PLS)
The purpose of PLS, also known as the national Pharmacy Leadership Society, is to promote the development of leadership qualities, especially among pharmacy students. By peer recognition, the Society encourages participation in all pharmacy activities. Phi Lambda Sigma honors leadership. Members are selected by peer recognition. No greater honor can be bestowed upon an individual than to be recognized as a leader by one's peers. Such recognition instills and enhances self-confidence, encourages the less active student to a more active role and promotes greater effort toward the advancement of pharmacy. Students in their second through fourth years of pharmacy education are eligible for membership.

Rho Chi Pharmacy Honor Society – Alpha Epsilon Chapter
The Rho Chi Society is the national pharmacy honor society. The Rho Chi Society encourages and recognizes excellence in intellectual achievement and advocates critical inquiry in all aspects of pharmacy. The Society further encourages high standards of conduct and character and fosters fellowship among its members. Students qualify for election and invitation to membership in Rho Chi based primarily on their cumulative grade point average and academic standing in the upper 20% of their class. An annual initiation banquet and participation in professional programs to raise funds for an annual scholarship award comprise the major activities of Rho Chi.

Rural Pharmacy Student Association (RPSA)
RPSA is an organization for students admitted through the Rural Health Opportunities Program (RHOP), the Rural Pharmacy Practice Educational Initiative (RPPEI), and all other pharmacy students interested in rural
pharmacy practice. The Association promotes the preparation and training of students for the practice of pharmacy in rural Nebraska. Membership in the Association serves to identify students with an interest in rural practice, and allows them to participate in a number of professional development and social activities.

**Student Society of Health-System Pharmacy (SSHP)**
SSHP is a national professional association that represents student pharmacists who aspire to practice in hospitals, health maintenance organizations, long-term care facilities, home care, and other components of health care systems. The American Society of Health-System Pharmacists (ASHP), the parent organization, has a long history of medication-error prevention efforts and is the national accrediting organization for pharmacy residency and pharmacy technician training programs.

**College of Public Health Organizations**

**College of Public Health Student Association**
The COPH Student Association represents the interest of both graduate and professional students within the COPH. The purpose of UNMC’s College of Public Health Student Association is to maintain a body representative of COPH students to the college leadership and external entities; advance the academic and social needs of COPH students; provide and sustain vehicles for communication between students, faculty, administration, alumni, and the community-at-large; create and promote opportunities for community involvement; disseminate educational and professional development resources; support a positive educational experience; and stimulate interest in and advance the profession of public health. The Director for Student Affairs serves as the advisor for the COPH Student Association. The officers of the COPH Student Association include the President, Vice-President, Treasurer, Secretary, and UNMC Student Senate Representatives.

**Delta Omega**
The University of Nebraska Medical Center College of Public Health is home to the Gamma Omicron Chapter of Delta Omega, The Honorary Public Health Society. As it is affectionately known the “GO DO” Chapter was founded in January 2013. The chapter works to promote study in the field of public health, and to recognize excellence within the field. Membership in Gamma Omicron Chapter of Delta Omega is limited to Faculty and Alumni within the UNMC College of Public Health, as well as, up to 10% of the graduating student body. The officers of the Gamma Omicron Chapter of Delta Omega include the President, President-elect, Immediate Past President, and member-at-large, which each serve one-year terms in their respective position.

**Graduate Studies Organizations**

**Graduate Student Association**
The Graduate Student Association (GSA) of the University of Nebraska Medical Center serves as a voice for graduate students by advocating for and representing them in the UNMC Student Senate and Graduate Council. While the GSA executive officers consist of graduate students that are elected by their peers, all graduate students are welcome to participate by attending the monthly meetings and/or joining a GSA committee. Throughout each semester, the GSA will host seminar speakers, workshops, and social events. Look for flyers hung up in your respective department and email notices as these events approach. Visit the GSA website for more information about this UNMC student organization (http://blog.unmc.edu/gsa/).
BOARDS OF REGENTS BYLAWS

BYLAWS OF THE BOARD OF REGENTS

2.13 Provision for Student Government.
The students of each major administrative unit may create democratic student governing agencies at the campus, college, school, department, or living unit level. One of said agencies of each major administrative unit shall be designated by a majority vote of the students voting as the official representative of the student body. Each administrative unit will develop its own criteria for student representation. The Constitution and Bylaws of all student governing agencies at the campus level shall be subject to approval by The Board and after notice and hearing shall become a part of the Rules of the Board.

The representative student agencies shall have the opportunity to exercise the following privileges, if they so desire:

a. Select student representatives at their particular level of governance;
b. Make recommendations to the Board concerning the budgeting of all funds collected through the fees designated for the use of student organizations;
c. Serve on those committees that directly affect the non/academic aspects of student life; and
d. Participate in other appropriate committees.

2.14 Student and Faculty Government.
Subject to approval of The Board, a major administrative unit may combine the student and faculty government into a single agency.

2.15 Ombudsperson.
The Chancellor of each major administrative unit is authorized to appoint an Ombudsperson. Each Chancellor shall adopt procedures governing the selection of the Ombudsperson, which shall include formal consultation with representatives of those segments of the University served by the Ombudsperson. The office of the Ombudsperson will seek to improve academic and administrative processes within the University by discovering problems and suggesting reforms. The office may assist any member of the University community in the resolution of academic, administrative, or personal problems that cannot otherwise be resolved equitably within existing mechanisms.

The Ombudsperson may listen to, investigate, and seek to mediate and resolve complaints and grievances made to him or her concerning academic or administrative policies, procedures, practices, or decisions. The Ombudsperson may recommend appropriate changes or solutions to the Chancellor. However, the Ombudsperson shall have no authority to overturn, reverse, or modify such policies, procedures, practices, or decisions.

No person shall suffer any penalty or disability because of seeking assistance from the Ombudsperson. All information presented to that office by persons seeking assistance shall be considered confidential unless a complaint shall authorize release of such information. All information received by the Ombudsperson shall be considered privileged where otherwise provided by law.

RESPONSIBILITIES AND RIGHTS OF STUDENTS

5.0 Statement of Responsibility.
Students, like all members of the academic community, have the responsibility to create and support an educational environment. Each member of the community should be treated with respect and dignity. Each has the right to learn. This right imposes a duty not to infringe upon the rights of others. The academic community should assure its members those opportunities, protections, and privileges that provide the best climate for learning.

5.1 Publicity of Rules Affecting Students.
Each major administrative unit shall publicize and keep current all rules, regulations, and policies concerning students, and insure that they are readily available to all students and other interested persons.

5.2 Admissions Criteria.
The University shall publish the criteria for admission, academic progress, certificates, and degrees for all colleges and schools of the University. Admission to the University and the privileges of the University students shall not be denied to any person because of age, sex, race, color, national origin, or religious or political beliefs.

5.3 Academic Evaluation.
Students shall be informed of the requirements, standards, objectives, and evaluation procedures at the beginning of each individual course. Each student shall be given a performance evaluation during the progress of the course if requested. Each college or school shall provide for a faculty-student appeals committee for students who believe that evaluation of their academic progress has been prejudiced or capricious. Such procedure shall provide for changing of the student's evaluation upon the committee's finding that an academic evaluation by a member of the faculty has been improper. Each college or school shall provide a mechanism by which students have an opportunity to report their perceptions of courses and the methods by which they are being taught, provided, however, that such mechanism shall protect members of the faculty from capricious and uninformed judgments.

5.4 Student Disciplinary Procedures.
Each major administrative unit shall adopt, subject to the approval of the Board, rules relating to student discipline and activities. Said rules shall be subject to approval or modification by the Board. Public hearing shall be held by the Board with reference to such rules and regulations, and when approved or modified by the Board after such hearing, shall be effective as a part of the Rules of the Board. Each major administrative unit shall formulate such rules in consultation with appropriate student representatives. Rules relating to student discipline shall be enforced through clearly defined channels, and shall provide students with the following minimum procedural guarantees prior to any disciplinary action:

a. The right to be informed, in writing, of the specific charges against the student in sufficient time to insure the opportunity to prepare a defense.
b. The right to be informed of the evidence against the student.
c. An opportunity to present evidence in his or her own behalf.
d. The right to maintain status as a student and to attend classes while the case is pending, unless continued presence constitutes an immediate harm to the student or others.
e. The right to be given a hearing before a regularly constituted board in all cases involving expulsion or suspension.
f. The hearing board must include student membership, and must grant the student:
   1. The right to appear with an advisor of the student's choice.
   2. The right to hear all evidence against the student and to hear and question witnesses.
   3. An opportunity to testify and to present evidence.
4. The right to appeal through appropriate channels as determined by the rules adopted by the major administrative unit. The decision of the hearing board shall be final subject only to appeal. The burden of proof shall rest upon the person bringing the charge. The decision of the hearing board must be based solely upon evidence introduced at the hearing. Evidence which would not be admissible in a State Court criminal proceeding by reason of the method or manner in which it was acquired shall not be admitted. A verbatim record of the hearing must be maintained.

5.5 Law Violations.
Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority should never be used merely to duplicate the function of general laws. Only where the institution's interests are distinctly and clearly involved should the special authority of the institution be asserted.

5.6 Public Information Regarding Students.
Public information regarding students attending the University shall be the (i) student's name, (ii) local address, (iii) permanent address, (iv) telephone listings, (v) year at the University, (vi) dates of attendance, (vii) academic college and major field of study, (viii) enrollment status (e.g. undergraduate or graduate; full-time or part-time), (ix) participation in officially recognized activities and sports, (x) degrees, honors and awards received, (xi) most recent educational agency or institution attended. The names of students mentioned in some kinds of campus security or campus police reports concerning accidents and incidents may also be released to the public. Each major administrative unit shall define the kinds of reports and information that may be released to the public. Information contained in personal files of the student is considered confidential and requires written authorization by the student for release: provided such records with names and personal identification deleted, and kept confidential, may be made available for governmental or University approved research and analysis.

5.6.1 Release of Information.
Information concerning students obtained through counseling or disciplinary activities will not be made available to unauthorized persons within the University, or to any person outside the University without the expressed consent of the student involved, except under legal compulsion or where the safety of others is involved; provided such records with names deleted, and kept confidential, may be made available for governmental or University approved research and analysis. Each major administrative unit may disclose to an alleged victim of any crime of violence the results of any disciplinary proceeding conducted against the alleged perpetrator of such crime with respect to such crime.

5.7 Disciplinary Records.
Subject to any requirements of the Records Management Act, each major administrative unit shall provide for the periodic destruction of non-current disciplinary records.

5.8 Entry in University Housing.
University officials or administrators will not make or authorize unlawful or unreasonable entry and search of University-owned housing rented by students.

5.9 Student Communications Media.
Student publications and broadcasting stations shall be supervised in a manner such that editorial freedom will be maintained and that the corollary responsibilities will be governed by the canons of ethical journalism. Student publications financed in whole or in part by fees collected from all students at a major administrative unit shall be supervised by a publications committee for each major administrative unit. This committee shall have the full responsibility of a publisher and the power of decision on the proper application of the canons of ethics. Students shall comprise a majority of the membership, but the committee shall also include members of the faculty and professional journalists from outside the University.

5.10 Participation in Student Organizations.
Each major administrative unit shall permit students to organize and join associations to promote their common interests, and shall establish procedures for the official recognition of these organizations for use of campus facilities. Each such recognized student organization shall be required to comply with all applicable federal and state statutes and University regulations.

5.10.1 Regulations of Fraternities, Sororities, and Living Units.
Each major administrative unit shall establish its own regulations for recognition and for governing fraternities, sororities, cooperative houses, and other formally recognized group-living units, subject to the approval of the Board. Said regulations when approved or modified by the Board after notice and hearing, shall be effective as a part of the Rules adopted by the Board.

5.11 Campus Speakers.
Students shall be allowed to invite and hear any person of their own choosing. Those procedures required by the institution should insure orderly scheduling of facilities and adequate preparation for public events. However, the institutional control of campus facilities should not be used as a device of censorship.

5.12 Demonstrations.
Students are free to express their beliefs and concerns in a variety of ways. In all cases, however, students are expected to function in an orderly manner within the framework of existing rules and laws. Such activity shall be conducted so as not to interfere with the rights of others or the normal activities of the University. Each major administrative unit shall provide reasonable rules and regulations relating to demonstrations. In cases of the disruption of normal University activities, the Chancellor or his or her designee may impose temporary sanctions including suspensions.

NOTICE OF CHANGES
Acceptance of registration by the University of Nebraska and admission to any educational program of the University does not constitute a contract or warranty that the University will continue indefinitely to offer the program in which a student is enrolled. The University expressly reserves the right to change, phase out, or discontinue any program.

The listing of courses contained in any University bulletin, catalog or schedule is by way of announcement only and shall not be regarded as an offer of contract. The University expressly reserves the right to:

1. add to or delete courses from its offerings
2. change times or locations of courses or programs
3. change academic calendars without notice
4. cancel any course for insufficient registrations
5. revise or change rules, charges, fees, schedules, courses, requirements for degrees and any other policy or regulation affecting students, including, but not limited to, evaluation standards, whenever the same is considered to be in the best interests of the University.

Reference: BRUN, Minutes, 51, p. 43, (June 8, 1985).
STUDENT POLICIES AND PROCEDURES

UNMC is in the process of moving all student policies to a wiki format found at https://wiki.unmc.edu/index.php/Student_Policies.

The following policies can be found at the new wiki. All UNMC students are responsible for the content of these policies as well as the UNMC wide policies found at http://wiki.unmc.edu/index.php/Policies_and_Procedures when specified for students.

If you have questions or difficulty locating a policy please contact Interim Assistant Vice Chancellor of Academic Affairs & Chief Student Affairs Officer, Philip D. Covington, Ed.D., at 402-559-2792 (philip.covington@unmc.edu).

Registration/Enrollment

- Administrative Withdrawal Policy (p. 53)
- Background Check Policy (p. 53)
- Credit Hour Policy (p. 61)
- Commencement (p. 56)
- Immunization Policy (p. 70)
- Leave of Absence Policy (p. 72)
- Maternity Paternity Leave Policy (p. 73)
- Non-Enrolled Students Policy (p. 76)
- Residency Policy (p. 79)
- Students Called into Military Services Policy (p. 100)
- Transcript Policy (p. 105)

Academic and Professional Performance

- Sexual Harassment Policy (p. 81)
- Social Media Guidelines (p. 97)

Student Resources

- Mail System Policy (p. 73)
- Voter Registration Policy (p. 106)

Miscellaneous

- Compliance Training (p. 56)
- FERPA Policy (p. 65)
- Graduate Assistant Work and Study (p. 68)
- Retention of Materials Used in Academic Evaluation (p. 79)
- Students Infected with HIV, HBV, HCV (p. 101)
- Tobacco Free Campus (p. 104)

Administrative and Financial Policies

- Banning Inducements for Securing Enrollments of Service Members Policy (p. 54)
- Delinquent Tuition and Fees Policy (p. 62)
- Federal Work Study (FWS) Policy (p. 64)
- Insufficient Funds Policy (p. 72)
- Satisfactory Academic Progress Policy (p. 80)
- Social Security & Medicare Tax Exemption Policy (p. 98)

Student Tuition, Fees, and Deposits

- Drop/Add Policy (p. 64)
- Tuition Rates (http://www.unmc.edu/financialaid/vital/bor_tuition_rates_2017_2018_with_differentials.pdf)
- Tuition Refund Schedule Policy (p. 105)

Appeals of Academic Evaluations

NOTE TO GRADUATE STUDENTS ONLY:

The guidelines for appeals of academic evaluations shown below DO NOT pertain to graduate students enrolled at the Medical Center. The appropriate procedures are contained in a document entitled General Procedures for Academic and Grade Appeals of Graduate Students at the University of Nebraska Medical Center as amended and approved by the UNMC Graduate Council 5/20/82. Graduate students may obtain a copy of this document through the Office of Graduate Studies, Academic and Research Services Building, Room 2029.

STAGE I: INFORMAL APPEAL

1. Immediately after receiving a grade which you believe is unfair, you should discuss the matter directly with the faculty member involved.
2. If a satisfactory agreement cannot be made, you may appeal either orally or in writing to the chairperson of the department/program in which the course is offered. If the matter cannot be resolved through informal discussion, you may initiate a formal appeal.

STAGE II: FORMAL APPEAL

1. Each college/school has its own faculty-student appeals committee whose only function is to investigate and/or hear appeals involving grades and other academic evaluations. You may submit your formal appeal in writing to the chairperson of the faculty-student appeals committee of the college/school which granted admission to the course/program. The committee chairperson must receive your written appeal no later than two weeks after the challenged grade was posted or received unless you notify within that time that you need to extend the appeal period.
2. The written appeal submitted to the committee chairperson should provide an account of the facts pertinent to the awarding of the grade/evaluation and the reasons why you believe the grade/evaluation is unfair. This statement should be as specific as possible and should include a request to appear personally before the committee if you wish to do so.
3. After receiving your written appeal, the chairperson will forward copies to all members of the committee and to any faculty member involved. The committee will decide how to best handle your appeal. It may, but is not required to, grant your request for a hearing; or it may decide a closed investigation is adequate.
4. The chairperson will request the instructor of the course to submit the materials he/she used in determining the challenged grade. The committee may also request you to supply additional clarification in writing or by interview.
5. If the committee schedules a formal hearing, you will be given reasonable notice of the time and place. The committee chairperson
will conduct the hearing proceedings. They will determine the order of presentation and the relevancy of any evidence submitted, and he or she will direct the questioning of any witnesses. It is their responsibility to ensure that the hearing is conducted fairly.

6. It is your responsibility to show by the weight of the evidence that the grade/evaluation was improper or unfair. You may use any evidence deemed proper including affidavits, exhibits and oral testimony. If you wish to have witnesses testify in your behalf, it is your responsibility to procure them. At any time during the appeal process, you will be entitled to examine your school file and any materials which were used in determining the challenged grade.

7. During the hearing, you may be assisted by an advisor of your choice. You must inform the committee chairperson of your advisor’s name at least 24 hours before the hearing. Your advisor may assist you in formulating your case, and they may be present at the hearing, but they may not actually participate in the proceedings unless the chairperson specifically permits. In appeals of evaluations involving academic dismissal or suspension, the committee must grant a formal hearing if you request one.

8. The secretary to the committee will keep minutes of any of its proceedings. Except in hearings involving academic suspension or dismissal, these will not consist of verbatim testimony. If you wish, you may record, at your own expense, any hearing or proceeding at which you are present.

9. At the conclusion of its formal investigation and hearing (if one is conducted), the committee will determine from the evidence the propriety of the grade/evaluation. It will submit its report and conclusions in writing to you and to the Dean of your college/school.

10. If the grade/evaluation has been judged improper, it will be changed by order of the Dean unless the instructor wishes to appeal the decision of the committee. If you were dismissed or suspended only as a result of the challenged grade/evaluation, you will be reinstated and given reasonable opportunity to make up academic work missed.

STAGE III: PROCEDURAL REVIEW APPEAL

1. If the grade/evaluation has been judged to be fair and proper and if you wish to appeal further, you may within ten days of receiving the committee’s report, submit a written appeal to the Dean setting forth any reasons you might have for challenging the decision of the committee.

2. The Dean will review the record of the investigation and the facts to determine if the appeal procedure has been fair and thorough. They may then either affirm the findings of the committee or direct the committee to conduct a reinvestigation or rehearing either in whole or in part. The decision of the Dean is final and no further appeal may be made.

Minimum Standards of Academic Integrity

In order to assure an understanding between students, faculty and staff concerning what types of activity constitute violations of academic integrity, several definitions and examples follow in the section on Academic Misconduct. These examples are not intended to be all inclusive and other actions not listed here may be considered violations.

Instructors, academic departments and colleges will also impose specific standards of conduct which may be more rigorous than the minimum standards cited here. Students are obligated to follow these guidelines and to ask instructors for guidance if they do not understand them or have questions.

Cheating

A general definition of cheating is the use or attempted use of unauthorized materials or information for an academic exercise. Examples of cheating include but are not limited to:

1. using unauthorized materials such as books, notes, calculators or other aids during an examination or other academic exercises;
2. receiving unauthorized assistance from another person during an exam or exercise such as copying answers, receiving answer signals, conversation or having another person take an examination for you;
3. providing assistance to another person during an exam or exercise, such as allowing your answers to be copied, signaling answers or taking an exam for someone else;
4. obtaining answers and/or other information without authorization from someone who has previously taken an examination;
5. including all or a portion of previous work for another assignment without authorization;
6. appropriating another person’s ideas, processes, results, or words without giving appropriate credit, i.e. an appropriate attribution or citation (plagiarism). For example, a student who quotes verbatim the results of a previous student’s work in a required term paper, but fails to credit the individual through citation. The work is recent and thus cannot be considered common knowledge.

Academic Misconduct

Academic misconduct is defined as the falsification of official documents and/or obtaining records, examinations or documents without authorization. Several examples of academic misconduct are:

1. the unauthorized acquisition of all or part of an unadministered test;
2. selling or otherwise distributing all or part of an unadministered test;
3. changing an answer or grade on an examination without authorization;
4. falsification of information on an official university document such as a grade report, transcript, an instructor’s grade book or evaluation file or being an accessory to an act of such falsification;
5. forging the signature of an authorizing official on documents such as letters of permission, petitions, drop/add, transcripts, and/or other official documents;
6. unauthorized entry into a building, office, file or computer data base to view, alter or acquire documents.

Research misconduct has been defined by the Federal DHHS Office of Research Integrity (ORI) and UNMC subscribes to this definition: “Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.” Research misconduct does not include honest error or differences of opinion. It is important that every student understand the meaning of fabrication, falsification, and plagiarism.

Fabrication is making up data or results and recording or reporting them. Some examples are:

1. indicating a laboratory experiment had been repeated numerous times or
2. done in a controlled environment when it had not, thus leading to an invented or uncorroborated conclusion.

Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research or academic performance is not accurately represented in the research or academic records.

Some examples are:

1. altering an original source document, misquoting or misrepresenting a source to support a point of view or hypothesis;
2. using computer software to change research images so they show something different than the original data.

Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit, i.e. an appropriate attribution or citation. An example is:

In the methods section of a thesis, a graduate student describes a procedure used in research for the thesis. The procedure was developed by a fellow graduate student in the laboratory of their major professor; however, neither the student who developed this procedure nor the major professor was given credit in the thesis. This implies that the author of the thesis had himself developed the procedure.

Allegations of research misconduct should be reported to the Research Integrity Officer as outlined in UNMC Policy 8005, Research Integrity.

A violation of the standards of academic integrity is viewed as a very serious matter at UNMC. Such a violation will, in most cases, lead to disciplinary action. Students who wish to appeal charges of violations of academic integrity and/or proposed disciplinary action may do so under the provisions of Section 5.4 of the Bylaws of the Board of Regents.

**Administrative Withdrawal Policy**

**Policy:**

Students may be administratively withdrawn from UNMC for non-academic reasons. These reasons include but are not limited to violation of non-academic policies such as failure to pay tuition and fees; UNMC disciplinary procedures; death of the student; or inability to complete a course due to military deployment. Administrative withdrawals must be initiated and approved by the Chief Student Affairs Officer or a College Dean (or designee).

**Procedure:**

1. A Change of Status form will be completed and signed by the individual initiating the withdrawal. A notation that this is an administrative withdrawal and the reason will be noted on the form.
2. The Comments Field will include:
   a. The reason for the withdrawal
   b. Whether reinstatement to the program is allowed
   c. Conditions for reinstatement, if any
   d. The earliest date of reinstatement
   e. If the student may not be reinstated, whether the student may reapply to the program and/or may reapply to UNMC in a different program.
3. The signature of the student will be obtained when possible.
4. The withdrawal will be approved and signed by the Chief Student Affairs Officer or the College Dean (or designee).
5. The Change of Status will be entered into the student information system by the UNMC Registrar and a notation of WX will be placed on the student’s transcript.
6. The Registrar will notify the PeopleSoft Security Access Specialist, the ID office Coordinator, Data Installation Services, Student Health, the Center for Healthy Living, Financial Aid staff, Student Accounts staff, and student services personnel from the college in which the student was enrolled.

**Background Check Policy**

**Policy:**

University of Nebraska Medical Center requires background checks on all newly admitted students. The University reserves the right to rescind an offer of admission or progression or to place monitoring requirements on any individual whose background investigation reveals a history of criminal conduct that:

- if the University reasonably determines increases the risk of harm to patients or individuals on University of Nebraska Medical Center premises; or
- was not accurately disclosed in response to a direct question regarding criminal history on any application for admission in connection with the program; or
- is inconsistent with the high standard of ethical conduct required of all members of the academic community or is otherwise unbecoming a member of the academic community or would preclude completion of required educational activities.

A background check may need to be repeated on a yearly basis, depending upon program and clinical placement requirements.

Students who refuse to submit to a background check will not be admitted or progressed.

Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the program.
Procedure:

1. All admitted students must complete the required background check. The background check is to include at a minimum Applicant Verification: SSN Trace, a Global Report and checks of
   a. standard criminal and court databases,
   b. National Sex Offender Registry,
   c. Adult or Child Abuse Registries,
   d. Health Care Exclusions Database.

2. Refer to your program acceptance information for details on which background check process you are to use. Some colleges may prefer to use the background check process accompanying the national online application. Check with the staff at the college to which you are applying for further details.

3. For those students requested to use OneSource for your background check, go to https://www.onesourcebackground.com and scroll over to the Student Login tab, select UNMC from the drop down box then select your college. Have your credit card available in order to pay the fee.

4. Students should check with your individual program about the verification process and submission to OneSource.
   a. Residents of Iowa need to fill out the two Iowa forms instead.
   b. If assistance is needed, please contact OneSource Background Check Company at https://www.onesourcebackground.com.

5. A background check revealing criminal activity including but not limited to assault, theft or illegal drug/alcohol activity will be submitted to the college office of the appropriate Associate Dean for review. The Associate Dean may request that the applicant submit additional information relating to the criminal activity such as a written explanation, court documents and police reports. The Associate Dean will then review all the information, discuss with college Admissions Committee (as appropriate) and determine whether the office of admission or progression should be withdrawn.

6. The Associate Dean’s decisions are final and cannot be appealed.

7. A student who has a break in enrollment of at least two semesters in the approved curriculum of the certificate or degree program may be required to complete a new background check at the discretion of the program administration.

8. The student must report to the appropriate Associate Dean within 30 days any new convictions involving criminal activity, including but not limited to theft, assault and illegal drug/alcohol activity other than minor traffic violations which could interfere with clinical placements or obtaining a licensure to practice nursing. The student must also report if they have been a defendant in a civil suit.

   Involvement in criminal activity that occurs or is discovered while a student is in attendance at the University of Nebraska Medical Center may result in disciplinary action, including dismissal and will be addressed through the university’s academic or disciplinary policies.

9. Background check reports and other submitted information are confidential and may only be reviewed by University of Nebraska Medical Center officials and affiliated clinical facilities in accordance with the Family Educational Records and Privacy Act (FERPA). Student background check reports and other submitted student information will be maintained in the office of the Associate Dean or maintained electronically. Records will be maintained according to state statute requirements.

Blood and Body Fluid Exposure Procedure

On Campus

UNMC Students who experience a potential exposure to blood or airborne pathogens (HIV, Hepatitis, TB, etc.) due to contact with blood or other infectious body fluids during an on campus assigned clinical rotation at the UNMC Omaha, NE campus should dial the OUCH pager number (888-OUCH) and report their exposure immediately. The Nebraska Medical Center OUCH Pager representative will evaluate the potential risk of transmission and determine the appropriate post exposure
prophylaxis and the need for follow-up. Counseling regarding prophylaxis will be provided as part of the risk assessment and evaluation. After the initial evaluation the student must call the Student Health Services appointment line at 402-559-7200 for a follow up appointment. Follow up care will be provided by Student Health Services.

**Payer Number**  
<table>
<thead>
<tr>
<th>*9-(402)-888-OUCH (6824)</th>
<th>On campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>(402)-888-OUCH (6824)</td>
<td>Calling from off-campus</td>
</tr>
<tr>
<td>1-(402)-888-OUCH (6824)</td>
<td>Calling from long distance</td>
</tr>
</tbody>
</table>

**Off Campus**

Students with potential exposure to blood or air borne pathogens during an assigned off campus clinical rotation or non-Omaha UNMC clinical facility will be instructed to report the incident immediately to their clinical supervisor at the site. Students are to follow the written protocol for blood borne or airborne pathogen exposures at the rotation site or the non-Omaha UNMC clinical facility. Referrals and location for follow up care will be determined in consultation with Student Health Services.

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**Date Policy Adopted:** April 16, 2014  
**Date Policy Revised:** March 3, 2016  
**Date Reviewed by:**  
- University General Counsel: January 19, 2016  
- Responsible Reviewer(s): Nebraska Medicine Employee Health/Faculty Division of Infectious Disease  
**Approved By:** UNMC Education Council  
**Reviewed:** Every three years

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**Code of Conduct**

The mission of the University of Nebraska Medical Center is to lead the world in transforming lives for all individuals and communities through premier educational programs, innovative research and extraordinary patient care.

UNMC has a reputation of integrity and excellence in teaching, research and patient care. To maintain this reputation, UNMC expects all faculty, staff and students to conform to the highest ethical standards and meet all legal obligations in the performance of their duties. This Code of Conduct applies to all UNMC faculty, staff and students (hereinafter “UNMC Community”) and guides them in carrying out daily activities within appropriate ethical and legal standards. The Code reflects the values of UNMC and may be modified to address changes in culture, as well as changes in the regulatory environment.

Professional and Ethical Conduct. Professional and ethical conduct must be shown in all relationships. Professionalism is fostered by a supportive climate emphasizing respect and dignity. The UNMC Community should strive to create an environment characterized by:

- avoidance of and no tolerance for harassment, threats, intimidations, physical, verbal, or written (including electronic) abuse;
- respect for individual and cultural differences in race, religion, ethnicity, national origin, age, gender, sexual orientation, and disabilities;
- openness in communication;
- honest, respectful and fair dealing within the UNMC community, and with external customers, suppliers, competitors, and other entities;
- truthful and positive feedback with constructive, corrective feedback in a private setting whenever possible;
- assignment of duties and tasks that promote professional development;
- performance of duties and assignments in an exemplary manner;
- an emphasis on solving problems and modifying systems, not blaming people;
- no tolerance for cheating, fabricating, falsifying, plagiarizing, or inappropriately communicating research, academic, or clinical information;
- no tolerance for falsifying signatures includes signing on behalf of another where the person signing does not have delegated authority for such signature under the Board of Regents Memorandum 13 and/or 14 or other appropriately documented authorization.

Leadership Responsibilities. While all members of the UNMC Community are obligated to follow this Code of Conduct, leaders set the example, to be in every respect a model. Teachers and supervisors should provide instruction, guidance, and leadership. Leadership involves helping others to achieve their highest levels of performance, discerning those who need individual assistance, and then facilitating improvement. Similarly, the teacher or supervisor can expect the student or employee to make the necessary investment of energy and intellect to acquire the knowledge, understanding and skills concomitant with being a competent professional.

Compliance. All members of the UNMC Community are expected to understand and comply with federal and state laws and regulations related to their duties and University of Nebraska and UNMC policies and procedures. UNMC has an obligation to provide education to Community members so they understand their responsibilities. Areas of regulatory responsibility applicable to UNMC may include but are not limited to the following:

- Civil rights;
- Health and safety in the workplace;
- Grants and contracts;
- Financial compliance and standard business practices;
- Conflict of interest;
- Scientific misconduct;
- Protection of human and animal subjects in research;
- Employment, including wage and hour, disabilities and immigration laws;
- Confidentiality of student, patient and other proprietary information;
- Protection of intellectual property such as patents, trademarks and copyright;
- Publication of scholarly work and authorship;
- Information technology and security.

Report conduct that concerns you: If you have questions regarding this Code or encounter any situation which you believe violates provisions of this Code, you should immediately consult your supervisor or academic advisor, another member of your department, the Human Resources Department, the Chief Student Affairs Officer, the Compliance Officer at 559-6767, the Nebraska Ombudsman's office at 1-800-742-7690, or the UNMC Compliance Hot Line at 1-866-568-5430. Reports to the Compliance Hotline may be made anonymously. There will be no
retribution for asking questions or raising concerns about the Code or reporting possible improper conduct. Individuals shall not intentionally make false allegations. Any employee making a report regarding this Code may not be discharged, demoted or otherwise discriminated against as a reprisal for disclosing to information that the employee reasonably believes is evidence of abuse of this policy.

Abide by this Code of Conduct policy. The integrity and reputation of UNMC is diminished when any of these standards is violated. All allegations of violations of the Code of Conduct will be thoroughly and appropriately investigated, without exception, and corrective action will be taken consistent with the circumstances. UNMC Community members who violate the Code of Conduct may be subject to corrective action up to and including termination of employment or academic disciplinary action, including dismissal.

UNMC Code of Conduct

Commencement and Graduation Policies

UNMC awards degrees in May, August and December. Formal ceremonies are held in May (Kearney, Norfolk, Lincoln, Omaha and Scottsbluff) and December (Omaha).

Application

Students intending to graduate are required to complete an Application for Degree; this includes a $50.00 non-refundable/non-transferable fee that covers the cost of the diploma, diploma cover, and posting of the degree. Conferral of degrees cannot be awarded without the completed Application for Degree.

The Application for Degree must be completed and paid online at https://myrecords.nebraska.edu by the following deadlines:

<table>
<thead>
<tr>
<th>Graduation Date</th>
<th>Application Deadline</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>May</td>
<td>February 10 @ midnight</td>
<td>50.00</td>
</tr>
<tr>
<td>August</td>
<td>June 10 @ midnight</td>
<td>50.00</td>
</tr>
<tr>
<td>December</td>
<td>October 10 @ midnight</td>
<td>50.00</td>
</tr>
</tbody>
</table>

Attendance

Students graduating in May may only attend the May ceremony and December graduates may only attend the December ceremony. August graduates are invited to attend the December ceremony (see exception below). Dual enrollment students may request the reading of both degrees at the time of the awarding of the last degree.

Students who receive an I (incomplete) or an NR (no report) grade in a course during their final semester will be able to walk at commencement as planned. A diploma will not be issued until the completion of all course requirements. All work must be completed and a grade reported before the deadline to apply for the next graduation cycle. Those not completing work by this date will be required to reapply for graduation at a date subsequent to the completion of all work.

Allied Health

Allied Health students in a program officially completing in August may participate in the May ceremony. Those participating in the May ceremony must apply by the May application deadline. Their names will be noted in the program with an * to indicate August completion.

Attire

All graduating students are required to rent (or purchase) academic attire for ALL UNMC ceremonies (commencement and convocation). Rental and purchase of attire is coordinated through Academic Records Office. Flowers, sashes, pins, signs or other adornments are not allowed on robes or mortarboards. The only exceptions are professional honor society cords and/or academic honor medallions.

Commencement and Convocation ceremony information can be found at https://www.unmc.edu/studentservices/academic-records/commencement/index.html. All other questions can be directed to Barbara Breazeale at 402-559-1946 or bbreazea@unmc.edu.

Compliance Training

The University of Nebraska Medical Center is committed to complying with mandatory state and federal regulations to maintain the integrity of its teaching, research, patient care and outreach mission. Several regulations contain mandatory training requirements applicable to all individuals in the health care setting, including employees, students and volunteers. See UNMC Compliance Program Policy (http://wiki.unmc.edu/index.php/Compliance_Program) for details. Students may access their compliance training records and print certificates of completion on the student web site https://net.unmc.edu/care under the heading Training.

Computer Use and Electronic Information Security Policy

Introduction

UNMC has a robust information technology environment. It is the responsibility of the workforce to utilize information technology resources in an appropriate manner. Individuals with access to information systems are expected to safeguard resources and maintain appropriate levels of confidentiality.

Basis for Policy

The University of Nebraska has issued Executive Memorandum No. 16, Policy for Responsible Use of Information Resources (http://nebraska.edu/docs/president/16%20Responsible%20Use%20of%20Computers%20and%20Info%20Systems.pdf), which sets forth the University's administrative policy and provides guidance relating to the responsible use of the University's electronic information systems. It
is the intent of this policy to confirm campus adherence to Executive Memorandum 16.

Information technology resources are owned by UNMC and are intended for use in completing UNMC’s mission. Their use is governed by Executive Memorandum No. 16, all applicable UNMC policies (https://wiki.unmc.edu/index.php/Policies_and_Procedures), including sexual harassment, patent and copyright, patient and student confidentiality, and student and employee disciplinary policies, as well as by applicable federal, state and local laws.

Policy

Acceptance and Adherence to Policy

Using UNMC’s information systems by anyone shall constitute agreement to abide by and be bound by the following:

1. Provisions of this policy
2. UNMC Information Security Procedures (https://info.unmc.edu/its-security/policies/procedures)
4. Executive Memorandum No. 16, Policy for Responsible Use of Information Resources (http://nebraska.edu/docs/president/16%20Responsible%20Use%20of%20Computers%20and%20Info%20Systems.pdf)
6. Executive Memorandum No. 27, HIPAA Compliance Policy (http://nebraska.edu/docs/president/27%20HIPAA%20Compliance.pdf)

Access

Physical and electronic access to proprietary information and computing resources is controlled. The level of control will depend on user need and the level of risk and exposure to loss or compromise. Access will be assigned based upon the information needed to perform assigned duties. On campus electronic access is controlled through user id and password. Off campus electronic access in some instances requires two-factor authentication.

UNMC Net ID accounts

UNMC Net ID accounts will only be issued to the following individual

1. Faculty, staff and students of UNMC
2. Retired faculty who have an emeritus appointment
3. Individuals who have a relationship with UNMC and need access to electronic resources in order to perform their duties.
   a. Individuals must have a department chair or section chief sponsor their need for this account.
   b. The department chair or section chief is responsible for ensuring that the individual is aware of all UNMC policies and procedures relating to the use of the electronic resources.
   c. The department chair or section chief is responsible for coordinating with ITS to ensure that all software license regulations are honored by granting this account.
   d. ITS is responsible for maintaining a log of
      i. Individual name
      ii. Contact information
   e. The Assistant Vice Chancellor or designee will approve requests for these types of accounts.

4. Resources accessed
5. Reason for account/relationship to UNMC

UNMC email accounts

UNMC email accounts will only be issued to the following individuals:

1. Faculty (excluding volunteer appointments) staff and students of UNMC
   a. Upon an employee’s entry into SAP or a student being admitted to a program, an email account will automatically be generated. It is the expectation that all faculty/staff/student will read and maintain their UNMC email account. Important information regarding the activities of UNMC is communicated via email.

2. Retired faculty who have an emeritus appointment
3. If a department identifies the need for an individual who does not meet the criteria to have an email account, a request for a policy exception can be made:
   a. Individuals must have a department chair or section chief sponsor their need for this account.
   b. The department chair or section chief is responsible for ensuring that the individual is aware of all UNMC policies and procedures relating to the use of the electronic resources.
   c. The department chair or section chief is responsible for coordinating with ITS to ensure that all software license regulations are honored by granting this account.
   d. ITS is responsible for maintaining a log of
      i. Individual name
      ii. Contact information
   e. The Assistant Vice Chancellor or designee will approve requests for these types of accounts.

NOTE: If an individual is a volunteer, please refer to UNMC Policy No. 6053, Volunteer (https://wiki.unmc.edu/index.php/Volunteer).

Individual Personal accounts will always be utilized to access confidential information.

Users are responsible and accountable for access under their personal accounts. No one should use the ID or password of another, nor should anyone provide his or her ID or password to another, except in the cases necessary to facilitate computer maintenance and repairs. Your password should only be given to Information Technology Support Personnel upon presentation of identification. If your password is shared with Information Technology Support Personnel, where technically feasible the password should be flagged, necessitating that it be changed the next time the user logs on.

A strong password is the “first defense” against an information security attack upon the UNMC network. It is imperative that all users select a strong password. (See ITS Security Procedure: Password Security (https://info.unmc.edu/its-security/policies/procedures/passwords.html)).

Access to electronic mail, voice mail, administrative, student and patient care information systems will be obtained through the appropriate
It is the responsibility of the workforce to utilize the information technology resources in an appropriate manner. Individuals with access to information systems are expected to safeguard resources and maintain appropriate levels of confidentiality in order to protect the integrity of all data and of the interests of the entity.

It is the responsibility of the workforce to protect confidential information at all times including, but not limited to, when stored electronically (at rest) and when the data is being transferred outside of the facility such as on a mobile device or a diskette (See ITS Security Procedure: End User Device (https://info.unmc.edu/its-security/policies/procedures/enduser.html)).

UNMC's information technology resources are to be used predominately for completing UNMC work related business. Misuse of University information systems is prohibited. Misuse includes the following (see Executive Memorandum No. 16, Policy for Responsible Use of Information Resources (http://nebraska.edu/docs/president/16%20Responsible%20Use%20of%20Computers%20and%20Info%20Systems.pdf))

1. Attempting to modify or remove computer equipment, software, or peripherals without proper authorization.
2. Accessing without proper authorization computers, software, information or networks which the University belongs, regardless of whether the resource accessed is owned by the University or the abuse takes place from a non-University site.
3. Taking actions, without authorization, which interfere with the access of others to information systems.
4. Circumventing logon or other security measures.
5. Using information systems for any illegal or unauthorized purpose.
6. Personal use of information systems or electronic communications for non-University consulting, business or employment, except as expressly authorized pursuant to Section 3.4.5 of the Bylaws of the Board of Regents.
7. Sending any fraudulent electronic communication.
8. Violating any software license or copyright, including copying or redistributing copyrighted software, without the written authorization of the software owner.
9. Using electronic communications to violate the property rights of authors and copyright owners. (Be especially aware of potential copyright infringement through the use of e-mail.)
10. Using electronic communications to harass or threaten users in such a way as to create an atmosphere which unreasonably interferes with the education or the employment experience. Similarly, electronic communications shall not be used to harass or threaten other information recipients, in addition to University users.
11. Using electronic communications to disclose proprietary information without the explicit permission of the owner.
12. Reading other user's information or files without permission.
14. Forging, fraudulently altering or falsifying, or otherwise misusing University or non-University records (including computerized records, permits, identification cards, or other documents or property).
15. Using electronic communications to hoard, damage, interfere with academic resources available electronically.
16. Using electronic communications to steal another individual's works, or otherwise misrepresent one's own work.
17. Using electronic communications to fabricate research data.
18. Launching a computer worm, computer virus or other rogue program.
19. Downloading or posting illegal, proprietary or damaging material to a University computer.
20. Transporting illegal, proprietary or damaging material across a University network.
21. Personal use of any University information system to access, download, print, store, forward, transmit or distribute obscene material.
22. Violating any state or federal law or regulations in connection with use of any information system.

Persons using UNMC's information technology facilities and services bear the primary responsibility for the material they choose to access, send or display. It is a violation to access and view materials which would create the existence of a sexually hostile working, patient care, or educational environment.

It is the workforce's responsibility to notify ITS when an information security incident appears to have happened. (See ITS Security Procedure: Security Incident Incident Reporting and Response (https://info.unmc.edu/its-security/policies/procedures/incident-reporting.html)). A security incident includes, but is not limited to the following events, regardless of platform or computer environment:

1. Evidence of tampering with data
2. System is overloaded to the point that no activity can be performed (Denial of service attack on the network)
3. Web site defacement
4. Unauthorized access or repeated attempts at unauthorized access (from either internal or external sources)
5. Social engineering incidents
6. Virus attacks which adversely affect servers or multiple workstations
7. E-mail which includes obscene material, threats or material that could be considered harassment
8. Discovery of unauthorized or missing hardware in your area
9. Other incidents that could undermine confidence and trust in the UNMC's information technology systems

ITS or other personnel must take immediate action to mitigate any threats that have the potential to pose a serious risk to campus information system resources. If the threat is deemed serious enough, the system(s) or individual posing the threat will be blocked from network access. Communication with department leadership regarding such
action will take place as soon as possible. The block will be removed as soon as the threat has been repaired.

**Copyright**

UNMC maintains strict compliance with the Digital Millennium Copyright Act of 1998 and applicable amendments. It should be noted that traditionally a user purchases a software “license,” which is a right to use. Many times the licenses can only be loaded on one machine. Violating any software license or copyright is in violation of university policy.

1. Executive Memorandum No. 16, Policy for Responsible Use of Information Resources (http://nebraska.edu/docs/president/16%20Responsible%20Use%20of%20Computers%20and%20Info%20Systems.pdf)
5. Public Affairs Copyright and Disclaimer

**Privacy**

Users should be aware that privacy cannot be guaranteed. UNMC ITS staff do not regularly audit e-mail, voice mail or other information systems for content except under the direction of UNMC internal investigations. However, users should be aware that UNMC information technology personnel have authority to access individual user files, data and voice mail in the process of performing repair, maintenance of information systems or supporting UNMC internal or external investigations. In the event violations to this policy are discovered as a result of the maintenance activity, ITS will bring the issue to the attention of the appropriate dean, director or department head and the Assistant Vice Chancellor for Human Resources.

UNMC Information Technology Services will not release ID/passwords for voice mail or information systems to anyone other than the user without explicit review by and permission from the Assistant Vice Chancellor for Human Resources or Vice President General Counsel.

**E-mail, Instant Messaging and Voice Mail**

All policies stated herein are also applicable to all communication systems including e-mail, instant messaging and voice mail. Persons using UNMC’s e-mail or voice mail resources are expected to demonstrate good taste and sensitivity to others in their communications.

E-mail attachments and files transfer utilizing instant messaging capabilities represent a significant risk to the organization. Many computer viruses are distributed through e-mail attachments or files received via instant messaging. Users should be careful about opening e-mail attachments or accepting file transfers via instant messaging.

**Controlling the Distribution of Non-Solicited Marketing E-mail**

Electronic mail sent externally by UNMC personnel for the primary purpose of promoting UNMC’s “commercial” products or services must comply with the ITS Security Procedure: Controlling the Distribution of Non-Solicited Marketing Email (https://info.unmc.edu/its-security/policies/procedures/spam-compliants.html). Examples of such products or services include publications and membership solicitations.

The Act is applicable only to e-mail that constitutes a commercial advertisement or promotion of a commercial product or service. The Act is not applicable to commercial e-mail in general, to e-mail advertising or promoting “activity” or to e-mail simply because the e-mail references or solicits funds. Further, it is not applicable to e-mail messages sent to provide information about UNMC’s undergraduate, graduate, or professional degree-granting programs. Some programs not a part of the regular curriculum might be considered commercial “services” depending upon the facts. Advice from the Compliance Officer should be sought about such programs.

**Exemptions**

The Act exempts “transactional or relationships messages” from the procedural requirements when the primary purpose of the message is to achieve one of the following:

- Facilitate, complete or confirm a commercial transaction that the recipient has previously agreed to, such as messages confirming registration, purchase or reservations.
- Provide warranty information or product recall or safety/security information with respect to a product or service used or purchased by the recipient.
- Notify the recipient about substantive changes in an existing subscription or related benefit plan in which the recipient is currently participating.
- Deliver goods or services, including upgrades or updates, which the recipient has previously requested or ordered from the sender.

For more information, see ITS Security Procedure: Controlling the Distribution of Non-Solicited Marketing Email (https://info.unmc.edu/its-security/policies/procedures/spam-compliants.html).

**Campus-wide e-mail announcements**

Sending out mass distribution e-mails containing event and/or general announcement type information is discouraged. If you have an event to publicize or an announcement to deliver to a large group of people, the best way to do this is through UNMC Today, the campus electronic newsletter. Contact Public Relations for additional information.

However, if e-mailing to a large group is warranted, the content and size of the message must be approved by Public Relations. Delivery of the message must then be scheduled by the ITS department to minimize the demand on campus computer systems. Contact Public Relations (x9-4696) to obtain approval.

**Audits of Electronic Protected Health Information (PHI)**

Patient information including demographic and medical data contained in, or obtained from any UNMC information system is confidential data. Individual access to this data may be audited in order to ensure compliance with federal and state law and UNMC Policies and Procedures (https://wiki.unmc.edu/index.php/Policies_and_Procedures).

**Information Systems**

Each information custodian is responsible to:

1. Manage and approve access to the information.
2. Implement audit mechanisms.
3. Develop periodic audit process to validate that only those with a need to know are accessing ePHI (See UNMC Policy No. 6057, Use and Disclosure of Protected Health Information (https://wiki.unmc.edu/index.php/Protected_Health_Information_(PHI))).
4. Develop and implement a formal process for audit log review.
5. Audit reports are confidential and should not be released without the approval of the HIPAA debbishop@nebraskamed.com or the Human Resources Employee Relations Manager.

**Shared Files**
The owner of shared files is responsible to:

1. Manage and approve access to the information
2. Implement process such that the minimum necessary information is available to the user (See UNMC Policy No. 6057, Use and Disclosure of Protected Health Information (https://wiki.unmc.edu/index.php/Protected_Health_Information_(PHI))).

**Computer Crime**
Computer crime in any form will not be tolerated. This policy applies to all UNMC employees and will be enforced without regard to past performance, position held or length of service. All persons found to have committed computer crime relevant to UNMC assets shall be subject to disciplinary action up to and including termination and investigation by external law enforcement agencies when warranted.

**Security Administration**
UNMC ITS is responsible for implementing and monitoring a consistent data security program. System administrators are responsible for operation and maintenance of information processing services. The system administrator and information custodians are responsible for implementing the security policy and standards within their applications.

**Training**
All members of the workforce will be trained in information security awareness. Periodic reminders regarding information security awareness and current threats will be communicated to the workforce.

**Web Pages**
UNMC web pages should consistently meet the highest standards of writing, content accuracy, image and presentation, keeping in mind that these documents create an image of UNMC to the world. UNMC shall reserve the right to monitor web pages and to remove any material that is unlawful or in violation of UNMC policies. Originators will be notified in the event that their page is removed.

UNMC procedures and guidelines for web page development should be observed. The web handbook is also a useful tool. These guidelines are not intended nor do they supersede in anyway the well-recognized rights of academic freedom. UNMC web pages are required to show:

1. Date of the last revision
2. Hot e-mail link to person responsible for the page
3. UNMC logo (per Executive Memorandum 16)
4. Link back to appropriate UNMC site (Internet or Intranet)
5. Link to University of Nebraska Appropriate Use/Copyright Violations

**Faxing**
Members of the workforce will have a need to transmit confidential information by facsimile rather than by a slower method, such as mail. It is easy to misdirect faxes to unauthorized recipients, faxes could be intercepted or lost in transmission. Thus, the potential for breach of confidentiality exists every time someone utilizes faxing. Therefore, all faxing must be done in accordance with the faxing policy (See UNMC Policy No. 6065, Facsimile Transmissions (https://wiki.unmc.edu/index.php/Fax_Transmissions)).

**Demonstration of Electronic Systems**
Demonstrations of electronic systems for non-workforce members should utilize only test data. Test data in production systems is acceptable. Production data (real patient data) should not be used.

**Definitions**

**Computer crime** examples would include:

1. Unauthorized use of a computer, which might involve stealing a username and password, or might involve accessing the victim’s computer via the Internet through a backdoor operated by a Trojan Horse program.
2. Creating or releasing a malicious computer program (e.g., computer virus, worm, Trojan horse).
3. Harassment and stalking in cyberspace.
4. Using computers to commit crimes that could be committed without a computer such as counterfeiting, stealing, committing larceny or fraud.


**Confidential information** includes proprietary information and protected health information (PHI).

**Denial of service** is an event in which a user or organization is deprived of resource services that they would normally expect to have.

**Information** is data presented in readily comprehensible form. (Whether a specific message is informative or not depends in part on the subjective perceptions of the person who receives it.) Information may be stored or transmitted via electronic media on paper or other tangible media, or be known by individuals or groups. Information generated in the course of University operations is a valuable asset of the University and property of the University.

**Information custodians** are people responsible for specifying the security properties associated with the information systems their organization possesses. This includes the categories of information that users are allowed to read and update. The information custodian is also responsible for classifying data and participating in ensuring the technical and procedural mechanisms implemented are sufficient to secure the data based upon a risk analysis that considers the probability of compromise and its potential business impact.

**Information security** is defined as the ability to control access and protect information from accidental or intentional disclosure to unauthorized persons and from alteration, destruction or loss.

**Information systems** are an interconnected set of informational resources under the same direct management control that shares common functionality.

**Information technology resources** include but are not limited to voice, video, data and network facilities and services.
Information Technology Support Personnel are the individuals who as a function of their job provide IT support. This includes ITS support staff, departmental system administrators and IT support staff within the units.

Personal accounts allow an individual user to logon to specific applications or systems using personal or unique ID and password.

Privacy is defined as the right of individuals to keep information about themselves from being disclosed.

Proprietary information refers to information regarding business practices, including but not limited to, financial statements, contracts, business plans, research data, employee records, and student records. (See UNMC Policy No. 6045, Privacy, Confidentiality and Information Security (https://wiki.unmc.edu/index.php/Privacy/Confidentiality) for more detailed information.)

Protected Health Information (PHI) is individually identifiable health information. Health information means any information, whether oral or recorded in any medium, that:

1. is created or received by UNMC; and
2. Relates to the past, present, or future physical or mental health or condition of an individual; the provision of health care to an individual; or the past, present, or future payment for the provision of health care to an individual.

Records containing PHI, in any form, are the property of UNMC. The PHI contained in the record is the property of the individual who is the subject of the record.

Shared accounts (i.e., generic or general accounts) allow multiple users to logon to the information technology resources using the same ID and password.

Shared file is a collection of electronic PHI maintain on personal or departmental computers. This would include spreadsheets, databases, correspondence, quality improvement and research data files.

Social engineering describes a non-technical kind of intrusion that relies heavily on human interaction and often involves tricking other people to break normal security procedures.

Strong authentication method is a layer of security which requires a token or biometric authentication. This represents two factor authentication involving something you know (i.e. user id) and something you have (i.e., Secured card).

System administrators are the people responsible for configuring, administering, and maintaining hardware and operating systems.

Workforce refers to faculty, staff, volunteers, trainees, students, independent contractors and other persons whose conduct, in the performance of work for UNMC, is under the direct control of UNMC, whether or not they are paid by UNMC.

Reference: University of CA Guidelines (http://www.ucop.edu/information-technology-services), January 28, 2004

Additional information

- Information Technology Services (https://info.unmc.edu/its-security)
- Executive Memorandum No. 16, Policy for Responsible Use of Information Resources (http://nebraska.edu/docs/president/16%20Responsible%20Use%20of%20Information%20Resources.pdf)
- Executive Memorandum No. 27, HIPAA Compliance Policy (http://nebraska.edu/docs/president/27%20HIPAA%20Compliance.pdf)
- UNMC Policy No. 6045, Privacy, Confidentiality and Information Security (https://wiki.unmc.edu/index.php/Privacy/Confidentiality)
- UNMC Policy No. 6055, Fraud (https://wiki.unmc.edu/index.php/Fraud)
- UNMC Policy No. 6057, Use and Disclosure of Protected Health Information (https://wiki.unmc.edu/index.php/Protected_Health_Information_(PHI))
- UNMC Policy No. 6065, facsimile Transmissions (https://wiki.unmc.edu/index.php/Fax_Transmissions)
- UNMC Information Security Procedures (https://info.unmc.edu/its-security/policies/procedures)
- U.S. Copyright Office - General Guidelines About Copyright Law (http://www.copyright.gov)

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</tr>
<tr>
<td>Revised Date</td>
<td>08/20/2013</td>
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<tr>
<td>Reviewed Date</td>
<td>09/19/2017</td>
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Credit Hour Policy

Policy

All academic units must follow the federal credit hour definition (please refer to (Assignment of Credits, Program Length, and Tuition (http://www.hlcommission.org/Policies/assignment-of-credits.html)). A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, and other academic work leading to the award of credit hours.

Hour Definition
One credit hour is equivalent to one hour (50 minutes minimum) of lecture and two (2) hours of out-of-class work each week. For all standard 15-week semesters of instruction, and for non-standard (condensed) and online courses the following contact times (minimums) are assigned for every one (1) credit hour based upon the specific type of learning activity:

- **Lecture**: A course that disseminates cognitive knowledge (may be an oral presentation or other type of presentation). Is synchronous learning, even if students are at multiple locations
  - 1 hour of contact time and 2 hours of out-of-class work for each week of instruction
- **Laboratory**: A course with controlled conditions to perform research, experiments, or practice/simulated procedures; not a patient-billable setting
  - 2-4 hours of contact time for each week of instruction
- **Research/Field Work**: Used for dissertation, capstone, thesis, or research other than thesis
  - 2-4 hours of contact time for each week of instruction
- **Clinical**: A course that is clinical training of any sort in the patient care setting; a supervised practice situation in a real-world setting; a patient-billable setting
  - 2-4 hours of contact time for each week of instruction
- **Other Education Methods**: (Simulation, Directed Studies, Independent Study, Practicum, Seminar, Exam):
  - 3 hours of contact time (Exam time can be considered part of contact time if an instructor chooses to count time spent on assessment as part of contact time)
- **Online or Distance Learning**: All course activity is done online; there is no required face-to-face sessions within the course and no requirements for on-campus activity. Activities can be synchronous or asynchronous. 3 hours of student work for each week. Student work includes reading, research, online discussion, and instruction, and assigned group activities, preparation of papers or presentations. (Exception: Courses requiring only one in-person practicum, with all other work completed online)

The Curriculum Committee of each College approves the number of credit hours for all courses, regardless of mode of delivery. The determination/assignment of credit hours should reflect the educational content of the course and the time required for a typical student to achieve the College's desired outcomes.

**Course Formats:**

- **Classroom**: course activity is organized around scheduled class meetings (even if students are at multiple locations).
- **Hybrid**: Online activity is mixed with classroom meetings, replacing a significant percentage, but not all face-to-face instructional activities. A minimum of one classroom meeting is required to define a course as hybrid.
- **Online**: All course activity is done online. There are no required face-to-face sessions within the course and no requirements for on-campus activity. Online courses may include both synchronous and asynchronous activities. (Exception: Courses requiring only one in-person practicum, with all other work completed online)

**Additional Information**

- Contact Student Services, 402.559.8086, studentservices@unmc.edu
- UNMC Office of Student Services (http://www.unmc.edu/studentservices)

**Delinquent Tuition Fee Policy**

**Policy:**

Failure by a student to pay a financial obligation owing to the University or to any department, division, or agency thereof, will result in denial of readmission, denial of transcripts, denial of registration for ensuing terms, and withholding of diplomas. Failure to pay tuition or to arrange for a payment plan by the deadline described below will result in administrative withdrawal from all courses and the program (dis-enrolled). Tuition for the entire term (RP 5.7.3) is still owed.

**Procedure:**

1. The initial billing statement is available on-line on the tenth day of the term. An email notification is sent to all students at their UNMC Student Email Account with a notice of a balance due. This email will direct you to log into Myrecords/PeopleSoft to access your bill. The due date recognized by the billing office is the one printed on the email notification of the billing statement. Students must make all effort to contact Student Services in advance of the deadline if they will have difficulty in paying their bill as payment plan options may be available.
2. PLEASE NOTE! Paper billing statements are no longer mailed.
3. Every effort is made to inform students of the due date, failure to receive a billing email notification will NOT be an acceptable excuse for missing the payment deadline. Also, students failing to attend class meetings does not constitute withdrawal from the class and does NOT eliminate the obligation to pay all tuition and related fees. Please contact the UNMC Student Services Office if you have questions, phone 402 559 4199.
4. If payment is not received, and/or a formal payment agreement* to pay tuition/fees has not been signed by the student, an email will be sent to the student's UNMC email account and a second billing statement will be sent via certified, return receipt mail, to the student's billing address as recorded in PeopleSoft (mailed to current address if billing address is empty and to permanent address if current address is empty) four (4) days after the due date for the initial billing statement. With this second billing statement, the following information will go to the student:
   - A copy of this policy
   - A copy of the Administrative Withdrawal policy
   - A statement that their Student Account has been placed on University Hold
A statement that this is the Final Notice

A statement that a late fee has been added to the bill

A statement that if the bill is not paid or a formal payment agreement has not been signed by the student by the due date on the notice, the student will be dis-enrolled.

Students are referred to the Administrative Withdrawal Policy

In the case of disenrollment:

• disenrollment letter will be sent to the student via certified, return receipt mail.
• Copies of this letter will be sent to the respective academic dean and program director/graduate committee chairperson so that the student can be removed from classes and program activities once the timeline for appeal has expired or an appeal has been decided.
• The student will not be allowed to re-enroll during the current semester.
• Tuition and fees for the current semester are still due to the University.
• If the tuition/fees owed for the current semester (all courses) are paid along with the late fee described above and a re-enrollment fee, the student will be eligible for enrollment for the next semester at the program’s discretion.
• The student must again pay all tuition and fees if they re-enroll in the course in a subsequent term.
• Disenrollment may affect the student’s financial aid and/or ability to defer student loans.

Students who encounter exceptional personal challenges preventing them from meeting their financial obligations or contacting Student Services to arrange for a payment plan may appeal the disenrollment decision. Examples of issues that may be considered (among others) include:

• Hospitalization for an extended period of time between the first and second due dates
• Documented death or serious illness of a family member during the time between the first and second due dates
• Major unexpected financial obligation occurring after the start of the semester
• Students wishing to appeal their disenrollment must:
  • Pay all tuition and fees or make arrangements for a payment plan within seven calendar days of disenrollment
  • Submit an email describing the exceptional personal challenges experienced and formally appealing the disenrollment to the UNMC Chancellor (or designee) within seven calendar days of disenrollment
  • In the appeal email indicate an understanding of and an agreement to pay the late fee and the re-enrollment fee should the appeal be granted
  • Continue to attend class and/or required program activities until the outcome of the appeal is decided
  • The UNMC Chancellor (or designee) will respond to the student by email within seven days of receipt of the email requesting an appeal
  • If the appeal is granted, the student must remit the late fee and the re-enrollment fee to UNMC within three business days of the Chancellor’s (or designee) sending of his/her response to the student’s UNMC email account

7. UNMC students who are registered on another University of Nebraska campus may be subject to other campus fees and procedures. See the respective campus website for current policies and procedures.

8. In the event that your check is returned unpaid for insufficient funds, we may re-present your check electronically. In the ordinary course of business, your check will not be provided to you with your bank statement, but a copy can be retrieved by contacting your financial institution. Accounts paid by check returned unpaid for insufficient funds will be determined delinquent as of the time of the original submission of the check (See Insufficient Funds policy - Insufficient Funds Policy (p. 72)).

*A formal payment agreement will not be considered for students who receive adequate financial aid dollars to cover the entire bill for tuition and fees. A formal payment agreement constitutes a written document signed by the student which would include the total amount owed and a schedule of payments not to exceed the length of the term. No modifications can be made in this agreement. Student cannot miss or be late with a scheduled payment, or they will be subject to disenrollment as described above.

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**Documentation of Student SSN**

**Purpose:**

The purpose of this policy is to document the procedure for updating student Social Security Numbers (SSNs) in the student information system.

**Basis of Policy:**

An individual’s SSN is one of the most critical data items used to establish an identity. As such, the data must be accurately recorded.

**Policy:**

Students are able, but not required, to provide their SSN upon application to UNMC. Once accepted to UNMC, a student’s SSN may be required for certain purposes, such as financial aid, generation of 1098Ts and submission of enrollment to the National Clearinghouse.

Prior to acceptance at UNMC, a student’s SSN may be obtained from program application documents. After acceptance to UNMC, a student SSN may be added or updated by the Office of the UNMC Registrar following:
1. Receipt of an email from the student via their UNMC email account
2. Receipt of information from SAP or payroll records for students who are also employees
3. Receipt of information from federally verified FASFA data obtained from Financial Aid staff.

Staff in the Office of the Registrar will be the only individuals with security to add or update SSNs in the student information system.

Staff in the Office of the Registrar will be responsible for reminding US Citizens who do not have an SSN in the student information system of the need to provide this information.

**Procedure:**

1. Students may update their SSN by
   a. Updating the data in their application file prior to acceptance into a program.
   b. Emailing their SSN to the Office of the UNMC Registrar using their UNMC email account.
2. UNMC Registrar staff will add a new SSN or edit an existing SSN upon receipt of email authorization, upon receipt of documentation from UNMC payroll records or from information contained on a student FASFA.
3. The PeopleSoft Security Officer will grant access to add and update the SSN to staff identified by the Registrar.
4. Staff in the Office of the Registrar will send a weekly reminder via automated Comm Gen to all enrolled US Citizens who do not have an SSN in the student information.

**Responsible Reviewers:**

<table>
<thead>
<tr>
<th>UNMC Registrar</th>
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<tr>
<td>UNMC Security Officer</td>
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**Date Reviewed by**

| University General Counsel: 9/1/2016 |

**Approved by:**

| Education Council |

**Reviewed:**

| Every five years |

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**Drop Add Policy**

**Adding Courses**

Students may add courses during the first 7 calendar days of the term only. Students may not add a course after the first 7 days of the term except for: students who were admitted to a program of study after the term begins. They are allowed 7 calendar days after their admission date in which to register for class. The Add Course fee will not apply.

**Dropping Courses**

1. Students who pay tuition by the credit hour may drop a course during the first seven calendar days of the term with a full refund of tuition. Students who pay flat rate tuition may or may not be eligible for a refund; check with your program administrator for details.
2. Students who drop a course during the first seven calendar days of the term will not be assessed a Drop Course Fee.
3. Students who drop a course (or entire program of study if pay flat rate tuition) after the first seven calendar days of the term will receive a refund as specified in the Tuition Refund Schedule referenced below. Students who drop a course after the first seven calendar days of the term MUST meet with a financial aid counselor and may be subject to financial aid related penalties. See Financial Aid Policies referenced below. Students who drop a course after the first seven calendar days of the term or who switch from a graded course to an audit must receive approval from their program director or designee.

4. Students who drop a course during the first seven calendar days of the term will not receive a grade and the course will not appear on their transcript. Students who drop a course after the first seven calendar days of the term will receive a grade of W on their transcript. Students may not drop a course after 70% of the course has been completed. A grade other than W must be assigned.

**Clinical Course Changes**

Changes in clinical assignments/rotations during a semester are exempt from the Add/Drop policy.

**Students Attending the Correct Course But Enrolled in the Wrong Course**

1. Adding the correct course after the first seven calendar days of the term will incur an Add Course Fee as outlined in the yearly Course Fee Schedule (https://www.unmc.edu/nursing/admissions/tuition-and-financial-aid/tuition-and-fees.html).
2. Dropping the incorrect course after the first seven calendar days will incur a Drop Course Fee as outlined in the yearly Course Fee Schedule and will receive a refund as specified in the Tuition Refund Schedule.
3. Dropping the incorrect course will result in a WX being placed on the transcript for the dropped course as described above.
4. Students will not be allowed to correct an incorrect registration after the 70% point in a course. They will not be allowed to add the correct course or drop the incorrect course.

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**Federal Work Study Policy**

**Background:**

Federal Work Study is a federally funded financial aid program that provides funding for students to work qualifying part-time, typically on-campus jobs, while attending school to pay for college expenses. The salary for student works is shared between the federal government (75%) and the department (25%) hiring the student. Federal Work Study may be used to provide funding for students outside of the Graduate Assistantship program.

**Policy:**

The following requirements apply to students involved in the Federal Work Study Program:

1. Students must complete a FAFSA (Free Application for Federal Student Aid) to become eligible for work-study and demonstrate a financial need for the aid.
2. Students awarded funding may work a maximum of 20 hours/week.
3. Students awarded funding may make a maximum of $3000/year.
   a. Requests for an increase in funding will be considered by the financial aid office, after $3,000 has been earned and will be
subject to availability of funds, work performance, and availability of the work.

4. Students must work a minimum of 60 hours in a semester. Students not working 60 hours in a semester will not be eligible for future Federal Work Study the next semester. Students not fulfilling the 60 hours minimum in two separate semesters will no longer be eligible for Federal Work Study. Separate semesters do not need to be sequential in order to apply to the exclusion for eligibility. Work hour minimums may be waived at the discretion of the Chief Student Affairs Office in cases of extenuating circumstances, as determined by the Chief Student Affairs Office.

UNMC is under no obligation to find placement for qualifying students.

Date Policy Adopted: 11/21/2013
Date Policy Revised: 4/20/2017
Date Reviewed by
University General Counsel: 2/23/2017
Responsible Reviewer: Director Financial Aid,
Approved by: Education Council and Chief Student Affairs Officer
Approval Date: 4/20/2017
Reviewed: Every year

FERPA Policy

Policy:

1. Scope of Policy
   This policy governs all "education records" maintained by all campuses and the central administration of the University of Nebraska.

2. Purpose of FERPA; Definition of Education Records
   a. FERPA affords students certain rights with respect to their education records. FERPA defines "education records" as those records:
      Directly related to a student; and
      Maintained by an institution or a party acting for the institution.
   b. FERPA provides students who reach the age of 18, or who attend the University of Nebraska, with the right to inspect and review their own education records. Students also have the right to request an amendment to their education records and have some control over the disclosure of personally identifiable information contained in these records.
   c. FERPA applies to the education records of persons who are or have been in attendance at the University of Nebraska, including students in cooperative and correspondence study programs. The rights provided to students under the federal law set forth in FERPA do not apply to records of applicants for admission who are denied acceptance or, if accepted, do not attend the University of Nebraska; however, student application materials are not considered public records under Nebraska state law and will not be disclosed to the public except as permitted by law.

3. Records Not Covered By FERPA
   The term "education records" does not include:
   a. Records which are in the sole possession of the maker and are neither accessible nor revealed to any other person, except a substitute who performs on a temporary basis the duties of the individual who made the records.
   b. Records maintained by a law enforcement unit of the University of Nebraska for the purpose of law enforcement. (Note other laws addressing campus security may also apply to law enforcement records.)
   c. Records relating to an individual's employment at the University of Nebraska, when such employment is not based upon the individual's status as a student; provided that the records are made and maintained in the normal course of business, relate exclusively to the individual's capacity as an employee, and are not available for use for any other purpose.
   d. Medical and counseling records used solely for treatment. (Medical records may be reviewed by a physician of the student's choice.)
   e. Records that only contain information about an individual after he or she is no longer a student (e.g. alumni records). Records of an individual while a student continue to be "education records" after the student leaves or graduates from the University of Nebraska.

4. Students Rights to Inspect and Review Educational Records
   a. Students and former students have the following rights:
      i. The right to inspect and review their education records within 45 days of their request to inspect.
      ii. The right to a response to a reasonable request for an explanation and interpretation of the record.
      iii. The right to a copy of the education record when failure to provide a copy of the record would effectively prevent the student from inspecting and reviewing the record. The student may be charged a normal cost for copies, if such a charge does not effectively prevent the student from inspecting and reviewing the record.
   b. The University of Nebraska is not required to permit a student to inspect and review education records, which contain:
      i. Financial information submitted by parents.
      ii. Confidential letters and recommendations placed in their files prior to January 1, 1975.
      iii. Confidential letters and recommendations placed in their files after January 1, 1975, if: (1) the student has waived the right to inspect and review those records; and
         (2) the records are related to the student’s admission to an educational institution or program, application for employment, or receipt of an honor.
   c. If an education record contains information pertaining to more than one student, a review and inspection will only be allowed for that specific information pertaining to the requesting student.

5. Procedure to Inspect and Review; Challenges to the Record
   a. A student should submit to the registrar, director of registration and records, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. Compliance with an appropriate request for an inspection shall be made within no greater than 45 days.
b. A student may ask the University to amend an education record that the student believes to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. If the student wishes to amend an education record, the student should write the University official responsible for the record, clearly identify the part of the record the student wishes to amend and specify why it should be changed. If the University official decides not to amend the record as requested, the student will be notified of the decision in writing and advised of his or her right to a hearing regarding the request for amendment. At that time, additional information regarding the hearing procedures will be provided to the student.

c. The right to challenge grades is not covered by this policy, unless the grade assigned was inaccurately recorded in an education record, in which case the record will be corrected.

6. Consent to Release Education Records
Prior to releasing all or any part of an education record to a person other than the student to whom the record refers, consent must be obtained from the student. The consent must specify the information to be released, the reason for the release, and to whom it is to be released. The student may have a copy of the information released, if he or she desires.

7. Releases Without Consent
No consent from the student is required for the release of an education record or personally identifiable information under the following circumstances:

a. A request for information in an education record or personally identifiable information by a “school official” determined to have a “legitimate educational interest” in the information. “School official” shall mean a person employed by any administrative unit (i.e., a campus or central administration) of the University of Nebraska in an administrative, supervisory, academic, research, or support staff position (including University law enforcement personnel and health center staff); a person or company with whom the University of Nebraska has contracted to carry out the duties related to a legitimate educational interest (including attorneys, auditors, and collection agents); employment or degree verification agencies such as the National Student Clearinghouse; a member of the Board of Regents; or those serving on committees or similar bodies charged to carry out tasks on behalf of the University of Nebraska. A school official has a “legitimate educational interest” if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Note that a school official located at one University of Nebraska administrative unit may have a legitimate educational interest in the educational records and personally identifiable information maintained at another administrative unit.

b. Lawful compliance with a properly issued subpoena or court order.

c. A request in connection with a student’s application for financial aid.

d. A request by an organization conducting studies to develop, validate, and administer predictive tests, to administer student aid programs, or to improve instruction, on behalf of the University of Nebraska, if the studies do not permit the personal identification of parents and students outside of the study representatives, and the information is destroyed once it is no longer needed by the studies.

e. Information submitted to accrediting organizations.

f. A request of a parent of a dependent student, as established by Section 152 of the Internal Revenue Code of 1986.

g. In case of an emergency, if the knowledge of the protected information is necessary to protect the health or safety of students or other persons.

h. A request from authorized state or federal representatives in relation to a state or federal audit of government supported programs.

i. A request from an official of another school, school system, or institution of higher education in which a student seeks or intends to enroll; provided however, that the annual notice required by FERPA must include a statement that the University of Nebraska forwards education records to other agencies or institutions, in which the student seeks or intends to enroll, upon request of the agency or institution.

j. In the case of a crime of violence, the University of Nebraska shall provide to the victim, the results of any institutional disciplinary proceeding against the alleged perpetrator.

k. Requests for directory information, as more specifically discussed below.

8. Directory Information; Definition; Request for Non-Disclosure

a. The University of Nebraska has defined the following student information as public directory information:

i. student name

ii. local address

iii. permanent address

iv. telephone listings

v. year at the University

vi. dates of attendance

vii. academic college and major field of study

viii. enrollment status (e.g. undergraduate or graduate; full-time or part-time)

ix. participation in officially recognized activities and sports

x. degrees, honors and awards received

xi. most recent educational agency or institution attended

b. Directory information will be available to the public upon request and may be included in student directories published electronically and in hard copy. However, students have the right to have directory information withheld from the public if they so desire. During the first two weeks of any semester, a student who wants his or her directory information to be withheld shall so indicate by completing a form obtained from the registrar’s office or other office in charge of registration and records; provided however, that a form to withhold directory information may be submitted after the two week period, when a student for reasonable cause, such as personal threats, safety or health concerns, requests his or her directory information to be withheld. The student’s request will be processed within a reasonable amount of time. Directory information already included in hard copy publications will be removed at the next printing of the hard copy publication.

At the post-secondary level, FERPA provides few rights to parents to inspect a child’s education records. The right to inspect and review is limited solely to the student/child. Records may be released to the parents only under the following circumstances:

a. Lawful compliance with a properly issued subpoena or court order;
b. The parent establishes that the student is a dependent according to Section 152 of the Internal Revenue Code of 1986; or
c. The student provides a FERPA consent to the parental access.

10. Job References for Students by Faculty
FERPA's prohibition on disclosure of personally identifiable information (other than directory information) applies to job references. This includes information about performance in class, grades, attitude, motivation, and ability, whether conveyed in writing, in person, e-mail or over the telephone to third parties.

Although such information is often conveyed by faculty members at the informal request of the student and is usually positive, the better practice would be to request a written consent form, meeting the FERPA requirements, before providing the information.

11. Recordkeeping
Each administrative unit of the University of Nebraska has an obligation to keep a record of requests and disclosures of student record information, except when the request is from the student, a University school official with a legitimate educational interest, a request for directory information, or a request to which the student has given a FERPA consent. A student has the right to review the record of requests and disclosures made in relation to his or her education records.

12. FERPA/Precedence
This policy is intended to comply with FERPA, the provisions of which and its related regulations, are incorporated herein as they exist at the time of this policy's adoption, and as they may from time-to-time be amended. Should it be determined that this policy is inconsistent with FERPA, or any other applicable law, the law shall take precedence.

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Grievance Resolution Procedure

1. Basis for the Procedure
A. UNMC is committed to providing all students with a learning environment that is safe, inclusive, and supportive of academic success.
B. UNMC students have the right to file a grievance with UNMC if faculty, staff, other students, or preceptors, Nebraska Medicine Employees or any other individual associated with UNMC demonstrate behavior that violates UNMC Code of Conduct, (p. 55) Non-Discrimination and Harassment Policy (https://wiki.unmc.edu/index.php/Non-Discrimination_and_Harassment) or other relevant UNMC Student Policies (https://wiki.unmc.edu/index.php/Student_Policies) or if they encounter conditions that adversely impact their ability to successfully complete their program of study.
C. Retaliation against anyone involved with a student grievance is strictly prohibited. Incidents of perceived retaliation by students will be referred to the appropriate Dean for investigation and potential disciplinary action.
D. Any intentionally false accusations and/or misleading complaints against University faculty, staff, other students, or administrators by students will be subject to appropriate disciplinary action.

2. Filing and Resolution of Specific Types of Grievances are handled as outlined below
A. Academic Decisions:
   i. Grievances related to academic decisions such as awarding of grades, comprehensive exam results, dissertation defense results, academic probation, suspension, or dismissal are subject to the policies and procedures of the relevant college. Students may contact the office of the appropriate Associate Dean for Academic Affairs for more information and assistance.
B. Sexual Harassment or Discrimination:
   i. Complaints regarding sexual misconduct against a student by a student can be made to the Title IX Coordinator, Carmen Sirizzotti, (csirizzotti@unmc.edu, (csirizzotti@unmc.edu) 402.559.2710) or the Interim Assistant Vice Chancellor of Academic Affairs & Chief Student Affairs Officer, Philip D. Covington, Ed.D., (philip.covington@unmc.edu, (philip.covington@unmc.edu) 402.559.4437). Sexual misconduct complaints by or against employees should be made to the Title IX Coordinator, Carmen Sirizzotti, (csirizzotti@unmc.edu, (csirizzotti@unmc.edu) 402 559 2710) or Division Director, Employee Relations, Linda Cunningham (lcunning@unmc.edu, (lcunning@unmc.edu) 402.559.7394).
   The University will investigate reported allegations of sexual misconduct and may take appropriate remedial action even if the person allegedly subject to misconduct or the Complainant does not wish to pursue formal charges. Any response by the University may be hindered by a person's or the Complainant's desire for anonymity and/or inaction. For additional information please review UNMC Response to Allegations of Student Sexual Misconduct (http://www.unmc.edu/studentservices/_documents/unmc-student-sexual-misconduct-procedures.pdf).
C. Research Integrity:
   i. Issues regarding research integrity and research misconduct are managed through the relevant policy/procedures by the Research Integrity Officer, Dr. James Turpen, (jturpen@unmc.edu, (jturpen@unmc.edu) 402.559.4388).
D. Violations of Federal, State, or Local Laws:
   i. Violations of federal, state, or local laws may be managed through the relevant policies and procedures by the Office of Compliance and/or departments having oversight over the applicable law/regulation. UNMC Chief Compliance Officer, Sarah Gloden Carlson (sarah.glodencarlson@unmc.edu, (sarah.glodencarlson@unmc.edu) 402 559 6767). See: http://www.unmc.edu/academicaffairs/compliance/.

3. Filing and Resolution of Other Types of Grievances
A. Examples of grievances covered by this procedure include, but are not limited to issues such as the following:
   i. Being subjected to verbal abuse, threatening behavior, bullying, bias, or any form of discriminatory treatment by faculty, staff, other students, preceptors, Nebraska Medicine Employees or any other individual associated with UNMC.
   ii. Any deliberate attempt to delay student progression toward degree attainment, including expectation of excessive work hours, unreasonable interpretation of time-off policies, reduction in funding or awards, or inappropriate assignment of advisors.
   iii. Unsafe campus conditions.
   iv. Violation or inappropriate application of any published UNMC student policy resulting in detrimental effects on a student.
   v. Other issues not covered by specific UNMC policy or procedure that are perceived as detrimental to a student's education or personal well-being.
B. If a student does not wish to use an anonymous process (see below under #4), they may initiate the complaint through the following individuals.
   i. If the complaint is against a faculty member associated with a specific college or institute, a college staff member, a student in a specific college or related to a college process or procedure the student should refer to the college policies and procedures.
   ii. If the complaint is against a UNMC employee, not associated with a specific college or institute, they may contact Linda Cunningham in the Human Resources department at 402 559 5827 (lcunning@unmc.edu).
   iii. If the complaint is against a situation on campus such as a safety concern, inadequate resources, etc. they may contact the director of the involved unit or the Chief Student Affairs Officer for identifying an appropriate response.
   iv. Students may contact Interim Assistant Vice Chancellor for Academic Affairs & Chief Student Affairs Officer, Philip D. Covington, Ed.D., at 402 559 4437 (philip.covington@unmc.edu) directly for assistance with identification of the correct individual to address their concerns and assistance with the process.

C. The recipient of a grievance is responsible for initiating a response based upon unit policy and procedures.

D. The person to whom a grievance is reported is required to submit complaint and resolution information to Interim Assistant Vice Chancellor for Academic Affairs & Chief Student Affairs Officer, Philip D. Covington, Ed.D., (philip.covington@unmc.edu) within 2 weeks of the complaint being filed and report findings within 2 weeks following resolution through the appropriate process. The information to be submitted includes:
   i. The name of the student filing the compliant
   ii. The name of the person or issue against which the complaint was filed
   iii. The date the complaint was filed
   iv. The date the issue was resolved
   v. The finding
   vi. Remedy or sanctions applied, if any

E. Students who are not satisfied with the process outlined above have the right to file a written appeal to the UNMC Vice Chancellor for Academic Affairs within ten (10) business days of receiving the determination where (i) there is evidence that the Grievance Processes were not followed, and the failure to follow processes resulted in a decision adverse to the student, or (ii) there is evidence that there decision was based on an obvious error in interpreting the evidence or applying law and policy, and the error was material to the outcome of the grievance.. The Vice Chancellor of Academic Affairs will determine if additional steps are needed to ensure resolution within 30 days of the receipt of the written appeal. The determination of the Chief Student Affairs Officer or Dean of the Graduate Division, as appropriate, is final.

F. Either the faculty member under question or the student has the right to file a written appeal to the UNMC Faculty Senate Professional Conduct Committee if they are not satisfied with resolution of a faculty related issue.

4. Anonymous Resolution
   A. If a student wishes to submit a complaint anonymously they may do so using one of the submission processes below.
   i. Using the UNMC online App they may select the “Request Help” button, identify the type of issue and its location, and complete the form. The student may identify themselves or may remain anonymous. The report will go to the administrator identified for each type of issue. The individual/group receiving the complaint will attempt to address the issue to the degree possible with available information. The nature of the issue will be documented and forwarded to the Chief Student Affairs Officer to facilitate identification of trends and ongoing issues, although no information about the origin of the complaint is obtained.
   ii. The student may call the UNMC Compliance Hotline at 1-866-568-5430 (https://wiki.unmc.edu/index.php/Compliance_Hotline). The student may identify themselves or may remain anonymous. The UNMC Compliance Officer will address the issue as able with the information available. The issue will be documented and forwarded to the Chief Student Affairs Officer to facilitate identification of trends and ongoing issues, although not information about the caller (such as caller ID) will be obtained.

5. For additional information and guidance regarding this procedure, students may contact
   i. Dr. H. Dele Davies, Senior Vice Chancellor for Academic Affairs (dele.davies@unmc.edu, (402-559-5131).
   ii. Dr. Philip Covington, Interim Assistant Vice Chancellor of Academic Affairs & Chief Student Affairs Officer (philip.covington@unmc.edu, (402-559-4437).
   iii. Dr. David Carver, Student Ombudsman (dcarver@unmc.edu, (402-559-7276).

Guidelines For Graduate Assistant Work And Study

Applies to Graduate Assistants/Graduate Research Assistants (revised 10/2012)

Ph.D. students serving as Graduate Research Assistants and Graduate Teaching Assistants are all engaged in academic programs where their primary role is that of a full-time graduate student. All Ph.D. students in these positions are required to maintain full-time status (9 credit hours in Fall and Spring semesters; 7 credit hours in Summer session). In addition, students are not to hold other regular employment without the permission of their mentor, supervisory committee and Graduate Dean. Serving as a tutor for other students or other “light-load” special teaching experiences are typical exceptions to this “no other work” policy.

Appointments are traditionally assigned an FTE of 0.5 with a stipend at, or above the current NIH recommended level for Pre-Doctoral study. Some programs or mentors may supplement this level of stipend. These appointments are considered as “exempt” from the Fair Labor Standards Act (FLSA). This is due to the understanding that the positions are held by students and their education and training are their primary responsibilities. The exempt status has several implications, including no expectation of timecards and no overtime pay. In addition, students on Graduate Assistantships do not receive traditional benefits (retirement contribution, health insurance, vacation accrual, etc.). Nonetheless, in keeping with their emerging professional role, the University has...
The purpose of this policy is to assure that the obligations to the University of Nebraska and requirements for enrollment are met. The policy covers obligations to UNMC as well as other campuses in the NU system.

Policy:

To assure that obligations to the University of Nebraska Medical Center are met, the Office of Student Services will encumber student records and deny registration privileges to students, previous students, and graduates who have outstanding obligations to UNMC or other campuses in the NU system. Such obligations include delinquencies in tuition and fees; failure to meet student loan repayment schedules; failure to comply with terms of established tuition payment plans; failure to return Medical Center supplies, materials and equipment; non-payment of "bad checks" offered to the University; unresolved parking tickets, fines, and towing charges; unpaid library fines and charges for books not returned; unpaid rent owed for University housing; failure to obtain required immunizations; failure to secure required background check or drug screening for specific clinical placements; missing transcripts from prior institutions; failure to meet UNMC compliance requirements, and other similar obligations to the Medical Center or other University of Nebraska campus.

The placement and release of an encumbrance (Service Indicator/Hold) on a student, previous student or graduate will be the responsibility of the office/unit to which the obligation is outstanding. Upon placement of a Service Indicator/Hold, the individual will be denied re-admission, transcripts, and registration for subsequent terms, diplomas, grade reports, and attendance verification for loans or other requests. He or she may be disenrolled from current courses in the case of failure to pay tuition and fees See Delinquent Tuition/Fees Policy (p. 62)).

UNMC will honor Service Indicator/Holds placed by other campuses in the NU system for disciplinary and financial matters. UNMC students will be required to work with the campus placing the Service Indicator/Hold. UNMC staff are not authorized to remove Service Indicators/Holds placed by another campus but may assist with communication to the other campus in order to help students to resolve outstanding issues.

All academic transcripts that are released on a defaulted federal loan will indicate on the transcript that the borrower has defaulted on a federal loan. The borrower is responsible for providing the school with documentation from the lender, holder or department when a default has been satisfactorily resolved, in order to obtain access to services that are being withheld or to have the reference to default removed from the academic transcript.

A “discharge by bankruptcy” does not automatically clear eligibility for transcripts and other university services.

Procedures for Students:

1. Service Indicators/Holds generally will be placed by department incurring the financial obligation. For example, a specific college, Student Health, Library, Compliance Department, Parking, Student Services or Housing
2. Service Indicators/Holds will be removed by staff in the department placing the hold.
3. Staff at the Student Service Center can assist with identifying the correct contact at another campus in case of a non-UNMC hold.
4. Students can refer to their student center, self-service page to view information related to all Service Indicators/Holds placed on their account.


Procedures for Staff:

1. Academic Departmental staff may request security access to this functionality in PeopleSoft by contacting their Academic Associate Dean or their designee.
2. Staff in other departments may request security access to this functionality in PeopleSoft by contacting the Assistant Vice Chancellor for Student Affairs.
3. The UNMC Registrar has full security access for placement or release of a Service Indicator/Hold in the case of an emergency.

Appeal Process

1. A student who has had a Service Indicator/Hold placed on his or her record must first contact the office placing the Service Indicator/Hold to resolve any perceived discrepancies.
2. Should the perceived discrepancy not be resolved to the satisfaction of the student and/or office involved, the student shall notify the Registrar in writing or via email of his or her statement concerning:
   a. The nature or reason for the Service Indicator/Hold
   b. The reason why Service Indicator/Hold should not be retained on his/her record.
   c. The Registrar will request information from the office that place the Service Indicator/Hold.
   d. The Registrar will render a decision within 10 calendar days of receipt of the appeal and notify both the student and the office placing the Service Indicator/Hold.
   e. Should the Registrar’s action not be acceptable to either party, a further appeal may be directed in writing to the Chief Student Affairs Officer within 10 calendar days of the decision rendered by the Registrar.

Immunization Policy

Policy:

Students and others participating in educational programs at the University of Nebraska Medical Center must submit a completed UNMC Required Immunization form* to UNMC Student Health to document required vaccinations and/or immunity as described below. Students will be placed on hold and may not register for courses until they have met the immunization requirements**. Students are responsible for late registration fees encountered due to late submission of immunization documentation.

Individuals covered by this requirement include those in any of the following categories:

1. Enrolled in coursework for credit or for audit on any UNMC Campus or Division where the student may be required to be physically present.
2. Employees enrolled in UNMC coursework.
3. Visiting students and intercampus registrations from another university, including other University of Nebraska or state college campuses.
4. Individuals participating in educational programs lasting more than seven days such as (but not limited to) Summer Undergraduate Research Programs, Summer Medical and Dental Education Program, Asia Pacific Rim Students (Summer PhD Program, Medical Exchange Program, UNMC CSC Program, those doing research in faculty labs, etc.), and Health Sciences High School.

Exceptions to immunization requirements:

1. International students not physically located in the United States need not submit documentation of immunization.
2. Students from another campus in the NU system or students who come from another accredited health sciences program in the US will be considered to have completed the immunization documentation process, provided they will not have the potential to be exposed to blood or body fluids.
3. Student visitors on the UNMC campus who are part of a recognized international academic program, who have met US State Department immunization requirements, and will not have the potential to be exposed to blood or body fluids will be considered to have completed the immunization documentation process.
4. Students enrolled in the Health Sciences High School must be current on vaccinations as required by OPS. They will not need to provide documentation of the Hepatitis B vaccination series provided they will not have the potential to be exposed to blood or body fluids.
5. The Director of Student Health may waive the requirements in cases of medical contraindication.

* https://www.unmc.edu/familymed/studenthealth/required-immunizations/immunization-policy.html

** Students accepted less than 6 weeks before the start of an academic term are not exempt from this policy. However, the registration hold will be released after receipt of documentation of the first Hepatitis B vaccination and at least one of two required tuberculosis skin tests results or other negative TB screening results that were completed within six months of arrival on campus provided the individual will not register for a course in which they will be exposed to blood or body fluids.

Procedure:

1. College Student Services staff and Program Directors are responsible for sending all accepted students immunization information within seven days of student accepting admission to the program.
2. Students are responsible for returning required information to Student Health as soon as possible, but no later than one month prior to registration. Forms received after this deadline may not be processed in time to allow registration without a late registration fee.
3. Incomplete forms will not be accepted. The student is responsible for entering demographic data and dates for vaccinations and/or titers. Incomplete forms will be returned for completion.
4. Any additional fee incurred related to immunization and/or screening for immunity that may apply will be the responsibility of the student.

UNMC Required Immunizations

Deadlines for documentation of immunization requirements will be listed under each specific immunization. Students who are on a waitlist are strongly encouraged to begin the immunization process and/or gather immunization documentation as soon as they are placed upon the waitlist. Failure to do so may result in a delay or denial of acceptance.
1. **Rubella (German Measles), Rubeola (Measles), Mumps**  
   a. All students must have evidence of immunity documented by an antibody titer OR written documentation of two doses of the MMR vaccine administered at least four weeks apart.  
   b. Students with evidence of prior receipt of only one dose of MMR or other measles-containing vaccine on or after their first birthday should receive a second dose of MMR, provided at least four weeks have elapsed since their previous dose.  
   c. Documentation of immunization must be received one month prior to registration. Students are not allowed to register without this documentation.

2. **Varicella (Chicken Pox)**  
   a. All students must have evidence of immunity documented by an antibody titer OR written documentation of two doses of varicella vaccine, given at least four weeks apart  
   b. Documentation of immunization must be received one month prior to registration. Students are not allowed to register without this documentation.

3. **Tetanus/Diphtheria/Pertussis**  
   a. Students who are 11-18 who have not received a Tdap vaccine should be given a single dose of the vaccine. Students over age 18 who have not received a single dose of Tdap after age 18 should receive vaccination with Tdap. Tdap can be administered regardless of the interval since the last tetanus or diphtheria-toxoid containing vaccine. Students over age 18, after receipt of Tdap, should continue to receive Td for routine booster immunization against tetanus and diphtheria, every 10 years.
   b. Documentation of immunization must be received one month prior to registration. Students are not allowed to register without this documentation.

4. **Tuberculosis Screening on Admission**  
   a. **Category 1 Students who currently undergo yearly PPD testing**  
      i. Students, who are currently tested every year, submit the last two years of negative test documentation unless they have had continuous enrollment at UNMC. Ideally, students should have a negative test within six months prior to registration.
   b. **Category 2 Students who have not had a PPD in the past two years**  
      i. Students, who have NOT had PPD skin testing in the past two years, must have a two-step PPD.  
      ii. A two step PPD is defined as two negative skin tests placed at least seven days apart and each having been read 48 hours-72 hours after placement. This must be completed within six months prior to registration.
   c. **Category 3 Students who have been given BCG as a child but have not had a positive PPD**  
      i. Students who were given BCG as a child and have not tested positive to the PPD skin test should have the two-step PPD skin test performed. If the PPD is positive, the student should have IGRA testing performed.
   d. **Category 4 Students with a history of positive PPD**  
      i. If a student has had a positive skin test in the past (including those who received the BCG vaccine as a child), they must have documentation of a TB Interferon-Gamma Release Assay (IGRA) within six months prior to registration. IGRA blood testing will be used to meet the requirement for yearly TB screening.
   ii. International Students without access to IGRA blood testing may submit evidence of a negative chest radiograph taken within six months prior to registration. Students should be screened at the Student Health Center upon arrival at UNMC.

5. **Annual Tuberculosis Screening**  
   a. All students must provide documentation of tuberculosis screening on a yearly basis.
   b. Students in Categories 1, 2, and 3 above are to submit a repeat PPD skin test.
   c. Students in Category 4 should have an annual IGRA performed.

6. **Hepatitis B**  
   a. All students must receive a three dose series of Hepatitis B vaccination and have evidence of immunity documented by an antibody titer one – two months after the completion of the three-dose series.
   b. If the student’s titer remains negative after having had the first series of three Hepatitis B vaccinations, the student must undergo a second series of three Hepatitis B vaccinations. A repeat antibody titer will then be done one - two months after the completion of the three-dose series. If the antibody titer remains negative, testing for active hepatitis B infection should be conducted (HBsAg and Anti HBC). If active Hepatitis B infection is not present, the individual is considered to be a “non-responder.”
   c. Students will be required to complete the Hepatitis B requirements by the end of the first year of enrollment.
   d. Students with documentation of at least one Hepatitis B vaccinations will be allowed to register for and attend classroom courses (courses with no exposure to blood or body fluids). Students may register for and attend clinical courses after documentation of the second Hepatitis B vaccination.

7. **Polio**  
   a. If the student is not going to travel outside the western hemisphere it is not necessary to provide documentation of polio vaccination. However, if the student will be going on trips to Africa or Asia, then the student must be vaccinated or obtain a serologic study to document immunity to the three poliovirus serotypes (P1, P2, and P3).
   b. Students coming from Asia or Africa must provide documentation of vaccination against polio.

8. **Flu Vaccine**  
   a. Students are encouraged to receive annual Flu vaccinations.
   b. Some colleges or clinical sites may require the Flu vaccination for their students.
c. Individuals are required to participate in UNMC related monitoring of Flu vaccination by confirming vaccination or declination using the electronic monitoring processes established by the University of Nebraska Medical Center.

**Insufficient Funds Policy**

If a personal check is returned to the University due to insufficient funds, the individual will be notified by the phone number presented on the check, and via email by Student Financial Services staff with a "Request a Read Receipt". If other methods of communication do not result in a communication with the student, the student will be notified at their permanent address via certified mail, return receipt requested. The communication to the student will include the outstanding balance, penalties which may be incurred per the student handbook/policies, and other remedies which may result for non-payment, as well as the date upon which the student is required to pay the outstanding balance and any penalty payments.

Full restitution for a check returned due to insufficient funds (including an insufficient fund charge of $35.00) must be received before tuition or payment plan due deadlines. See Academic Calendar for tuition due dates and Payment Plan Agreement for payment plan due dates.

Appropriate penalties, as outlined per the student handbook or policies, and as noted in the communication to the student, will be added to the student account, including penalties for delinquent payments. Acceptable methods of payment are cash, money order, cashier's check, MasterCard, or Visa.

UNMC reserves the right to suspend check writing privileges for future UNMC payments should the above situation arise.

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**Policy Revised:** January 17, 2013

**Date Reviewed by:**
- University General Counsel: November 9, 2016
- Responsible Reviewer: Joan Hill
- Approved by: Jeff Miller and Education Council
- Reviewed: Every five years

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**Leave of Absence Policy**

**Policy:**

A leave of absence (LOA) under exceptional circumstances may be requested by the student or required by the program administration. A LOA is defined as non-enrollment in program related coursework during a term or a withdrawal from all courses at any point during a term. Permission to take a leave of absence shall be solely within the discretion of the program administration, based upon the circumstances, and evaluated on a case-by-case basis. A LOA halts progression within the curriculum clock but does not excuse the student from any current course requirements.

Reasons for the LOA may include, but are not limited to, excessive delays in completion of coursework due to health, personal, or family circumstances. Proper medical documentation will be required if appropriate.

A LOA is considered an attendance withdrawal for students receiving federal student financial aid. Students are considered to be not enrolled during the LOA thus a LOA can affect a student's Satisfactory Academic Progress for financial aid. Student loan lenders are notified of the student's non-enrollment. Repayment of federal student aid may be required before a LOA can be granted in the middle of a term. Student loans are placed in their six month grace period during the LOA status.

Students receiving federal student grants or loans are required to visit the Financial Aid Office prior to finalizing a LOA.

With approval of the college academic dean (or designee), students will be allowed to retain access to academic resources such as their ID card, email, network computer drives, student information system, library (interlibrary loans considered on a case by case basis), and mailboxes for one year while on LOA. At the end of one year, access to these resources will be terminated. Continued after-hours access to college buildings will be determined by the college academic dean (or designee).

**Procedure:**

1. Students must complete a Leave of Absence form before a LOA will be approved.
2. Students receiving federal student grants or loans are required to visit the Financial Aid Office prior to finalizing a LOA. The Office of Financial Aid will determine if current federal student aid must be repaid. The student will be required to complete an exit interview. This exit process is not considered to be an exit/withdrawal from the program; it is a federal compliance process for students receiving federal student aid who will not be enrolled for an extended period of time. Students remain responsible for any unpaid balance on their UNMC account. Failure to meet their financial responsibility may result in administrative withdrawal from the program.
3. Students who are on a LOA are responsible for notifying the college academic dean (or designee) by email, of their intention to return to classes no later than the date specified on the LOA form. Return to the program is predicated on space in the program and administrative approval. Failure to return to the program on the date specified on the LOA form may result in administrative withdrawal from the program. In the case of administrative withdrawal, re-entry into the program would require reapplication through the usual admissions process, with no guarantee of re-admission.
4. Upon resumption of the program, a student may be required to meet additional conditions (e.g., documentation of remedial academic work) prior to resuming enrollment in the program. Proper medical documentation will be required, if appropriate, before the student is allowed to return from the LOA.
5. Upon re-enrollment following a LOA, the student will be subject to all policies and curriculum requirements which pertain to the class he or she is joining.
6. The student may normally be granted a maximum of twelve months of LOA during their enrollment in the program. In extenuating circumstances the Dean (or designee) may extend the LOA beyond one year. In this case, the student is to be notified by the program that access to UNMC resources will be limited. LOA time will not be counted against the time limit to complete the program.
7. Active duty military personnel will be granted a leave of absence in accordance with federal guidelines adhered to by the University of Nebraska Medical Center. Military personnel that are required to use a LOA must communicate these orders to their faculty advisor and appropriate program administration prior to taking leave. This
includes long-term or short-term leave. Failure to communicate this leave may result in administrative action.

Note: Military deployment time does not count against the time limit to complete the program.

**Mail System Policy**

**Policy:**

Colleges will individually decide if they wish to maintain mailboxes for their students. If a college elects to maintain mailboxes for its students it is responsible for the management of the mailbox addresses and locker combinations. Approved student organizations may request a mailbox assignment from an appropriate college.

**Procedure:**

1. Student mailboxes are assigned a physical mailbox by college staff as per college procedure. College staff are responsible for maintaining an accurate campus address in PeopleSoft if they wish student mailbox addresses to be available to those outside their college.

2. All Medical Center mail to students is to be distributed through the college in which the student is enrolled. Mail addressed to a student (including campus and U.S. mail) shall be placed in the assigned box by the campus Mail Service if a mailbox is available. Mail for students in colleges not using student mailboxes will be delivered to the appropriate Dean’s office.

3. UNMC campus students withdrawing or graduating from the Medical Center must notify mail services of their forwarding address, see contact information below. Similarly, students who will be away from the campus for clerkships should notify mail services so mail may be forwarded.

4. Mailbox location varies by college/program/location.
   a. The mailboxes for the Colleges of Medicine, the physician assistant program, and the physical therapy program are located on level three of the Sorrell Education Center.
   b. The College of Pharmacy maintains boxes for their students. The mailboxes are located on level one in the commons area of the College of Pharmacy.
   c. Student mail for the Omaha Division of the College of Nursing is delivered to ZIP code 5330. When a student receives mail the College of Nursing will email the student and advise him/her to pick up his/her mail in the College of Nursing in room 4048 within ten days.
   d. The College of Dentistry maintains a general mailbox system for each year’s class. The president of each class ensures that each student enrolled receives his/her mail.

5. The following address formats are recommended for the sending of mail through the student mailbox system for those colleges using a campus mailbox:

<table>
<thead>
<tr>
<th>UNMC Campus Students</th>
<th>College of Dentistry Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name</td>
</tr>
<tr>
<td>Student Mail Box #XXX, (Building)</td>
<td>College of Dentistry</td>
</tr>
<tr>
<td>University of Nebraska Medical Center</td>
<td>East Campus, 40th &amp; Holdrege Sts.</td>
</tr>
</tbody>
</table>

**Student Maternity/Paternity Leave Guidelines**

Decisions regarding student requests for maternity/paternity leave from any UNMC academic program will demonstrate flexibility and fair treatment, and be based on the following principles:

- Maternity/paternity leave may be requested by the expecting or adoptive mother or father and/or her or his spouse/domestic partner. The length of the leave period will be determined on an individual case basis.
- Program integrity will be maintained for both the student and the institution. Students taking maternity/paternity leave must complete all program requirements prior to graduation.
- The educational requirements for the semester or other academic time unit in question must be met before the student can proceed to the next level or stage of the educational program.
- Depending on the unit of study, students may be able to meet their academic requirements through adjustments in the timing, location, or sequence of their educational experiences. These changes must be approved by the designated Associate Dean (Dentistry, Medicine, Nursing, Pharmacy, Allied Health or Graduate Studies).
- Planning for maternity/paternity leave should be done as far in advance as possible, given the circumstances necessitating the leave request. Students requesting maternity/paternity leave should...
schedule an appointment with the appropriate contact person for their academic program.
Medicine – Associate Dean for Admissions and Students
Nursing – Associate Dean for Academic Affairs
Pharmacy – Associate Dean for Academic Affairs
Dentistry – Associate Dean for Academic Affairs
Allied Health – Associate Dean for Academic Affairs
Public Health – Associate Dean for Academic Affairs
Graduate Studies – Associate Dean for Graduate Studies

Students with further concerns about the use of this policy may contact the UNMC Ombuds Team at 402 559-2491. Students receiving any form of financial assistance should contact the UNMC Financial Aid Office at 402 559-4199 prior to taking maternity/paternity leave. Students are also encouraged to utilize UNMC Student Health (402 559-5158) and Student Counseling (402 559-7276) services if needed.

Non-Discrimination and Harassment Policy

Purpose

1.1 UNMC promotes equal educational and employment opportunities in the academic and work environment free from discrimination and/or harassment. UNMC is dedicated to creating an environment where everyone feels valued, respected and included.

Scope

2.1 This policy is applicable to all UNMC students, and employees to include Office/Service, Managerial/Professional, Faculty, and Other Academic positions. It also applies to campus visitors like applicants for employment, volunteers, and vendors

Basis of the Policy

3.1 Notice of Non-Discrimination & Equal Employment Opportunity (EEO):
UNMC does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.

UNMC complies with all local, state and federal laws prohibiting discrimination, including Title IX, which prohibits discrimination on the basis of sex.

Sexual Misconduct which includes dating violence, domestic assault, domestic violence, rape, sexual assault, sexual harassment (including hostile environment and quid pro quo), and stalking is covered under UNMC Policy No. 1107, Sexual Misconduct (https://wiki.unmc.edu/index.php/Sexual_Misconduct).

3.2 Harassment:

UNMC reaffirms that all women and men – administrators, faculty, staff, students, patients, and visitors – are to be treated fairly and equally with dignity and respect. Any form of harassment on the basis of a person’s protected status, is prohibited.

Sexual Misconduct which includes dating violence, domestic assault, domestic violence, rape, sexual assault, sexual harassment (including hostile environment and quid pro quo), and stalking is covered under UNMC Policy No. 1107, Sexual Misconduct (https://wiki.unmc.edu/index.php/Sexual_Misconduct).

3.3 Related Policies and Laws:

University of Nebraska Board of Regents Policies

Federal and State laws, including Titles VI and VII of the Civil Rights Act of 1964, as amended, the Rehabilitation Act of 1973, as amended, Title IX of the Education Amendments of 1972 and the Americans with Disabilities Act, as amended, more specifically define UNMC non-discrimination obligations.

Authorities and Administration

4.1 The UNMC Human Resources’ Division Director of Employee Relations and the Chief Student Affairs Officer are responsible for the administration, implementation, and maintenance of the Non-Discrimination and Harassment Policy at the campus level in consultation with the Assistant Vice Chancellor for Business and Finance Executive Director of Human Resources and the Vice Chancellor of Academic Affairs.

Policy

5.1 The University of Nebraska Medical Center (UNMC) declares and affirms a policy of equal educational and employment opportunities, affirmative action in employment, and non-discrimination in providing its services to the public. Therefore, UNMC does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment. Harassment on the basis of a person’s protected status is prohibited under this policy.

Sexual Misconduct which includes dating violence, domestic assault, domestic violence, rape, sexual assault, sexual harassment (including hostile environment and quid pro quo), and stalking is covered under UNMC Policy No. 1107, Sexual Misconduct (https://wiki.unmc.edu/index.php/Sexual_Misconduct).

5.2 Employees on each campus of the University of Nebraska shall be employed and equitably treated in regard to the terms and conditions of their employment without regard to individual characteristics other than qualifications for employment, quality of performance of duties, and conduct in regard to their employment in accord with University policies and rules and applicable law.

5.3 Hostile Environment: conduct which is severe or pervasive, on the basis of a person’s protected status, whether verbal/audio, pictorial, electronic (whether real or virtual), written, or physical, which in purpose or effect intimidates the recipient or creates an offensive or hostile working or academic environment. Such communication might be repeated use of greeting or titles offensive to the recipient, e.g.: gestures.

Sexual Misconduct which includes dating violence, domestic assault, domestic violence, rape, sexual assault, sexual harassment (including
Affairs Officer, Philip D. Covington, Ed.D., is responsible for hearing discrimination and/or harassment.

Interim Assistant Vice Chancellor for Academic Affairs & Chief Student Resources' Division Director of Employee Relations, Linda Cunningham, is responsible for hearing employee's complaints, concerns, reports of problems, and for providing assistance in such matters as ADA, discrimination and/or harassment.

Discrimination or Disability Inquiries:
Linda Cunningham, MPA
Division Director, Employee Relations
Administrative Building (ADM) – Office# 2001
Telephone: 402.559.7394
E-mail lcunning@unmc.edu

Students or applicants for educational programs and activities - Discrimination or Disability Inquiries:
Philip D. Covington, Ed.D.
Interim Assistant Vice Chancellor for Academic Affairs & Chief Student Affairs Officer
SLC 2033
Telephone: 402.559.4437
E-mail philip.covington@unmc.edu

Employees, Students, Applicants, Campus Visitors - Title IX Inquiries:
Carmen Sirizzotti, MBA,
Title IX Coordinator
Administrative Building (ADM), Office# 2010
Telephone: 402.559.2717
E-mail csirizzotti@unmc.edu

Sexual Misconduct which includes dating violence, domestic assault, domestic violence, rape, sexual assault, sexual harassment (including hostile environment and quid pro quo), and stalking is covered under UNMC Policy No. 1107, Sexual Misconduct (https://wiki.unmc.edu/index.php/Sexual_Misconduct).

Confidentiality

8.1 To the extent possible the investigation of complaints filed under this policy shall be kept confidential. Investigations may be limited by the information provided by the complainant and the complainant's willingness to pursue a formal complaint. However, all persons involved in the complaint shall understand that UNMC is not precluded from conducting a thorough investigation and communicating with UNMC employees who have a need or right to know the findings of the investigation.

No Retaliation

9.1 There shall be no retaliation against individual employees or students who raise concerns. UNMC will not permit retaliation against any individual who, in good faith, files a complaint of discrimination or harassment on the basis of a person's protected status or participates as a witness in an investigation. Those who engage in such retaliatory behaviors shall receive the appropriate discipline.

Individuals with compliance concerns or complaints should review the UNMC Policy No. 8001, Compliance Hotline (https://wiki.unmc.edu/index.php/Compliance_Hotline), which provides information on communication channels for employees and students to report any activity or conduct that they suspect violates University of Nebraska or UNMC policies and procedures, and/or federal, state, or local laws and regulations. Compliance Hotline: 1.866.568.5430.

Additional Information

- Employees, applicants for employment, or campus visitors may contact Linda Cunningham, MPA at 402.559.7394 or at lcunning@unmc.edu
- Students or applicants for educational programs and activities may contact Philip D. Covington, Ed.D. at 402.559.4437 or at philip.covington@unmc.edu
Non-enrolled Student Policy

Background:

Students may on occasion have a need to not enroll at UNMC for one or more semesters for various reasons such as:

a. personal reasons,

b. taking classes at another university to support their program of study or
c. finishing a final project. Students are encouraged to apply for a Leave of Absence while not enrolled so as to maximize time remaining for completion of the degree.

Policy:

Students who wish to remain active in their program but do not enroll for classes in either the fall or spring semester and are not on a Leave of Absence will be considered non-enrolled. Non-enrolled students must notify their academic program office of their status by the end of the first week of class each semester they are not enrolled. If a student does not notify the college that they will not be enrolled at UNMC for a given semester, they are subject to administrative withdrawal.

Students may remain in a non-enrolled status for up to 12 months. During this time:

1. With approval of the college academic dean (or designee), non-enrolled students will be allowed to retain access to academic resources such as their ID card, email, network computer drives, student information system, and mailboxes.

2. Access to the library will remain although inter-library loans will be on a case by case basis as determined by library staff.

3. Students must remain in contact with the UNMC Financial Aid Office to determine financial consequences of non-enrollment.

At the end of 12 months without course enrollment all UNMC resources such as ID card, email, network computer drives, student information system, mailboxes, and library will be discontinued. These services will be discontinued even if the student elects to take a Leave of Absence.

No student will be officially withdrawn for non-attendance except upon the advice of the academic college/program office.

Notice Of Non-Discrimination

The University of Nebraska Medical Center (UNMC) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. UNMC is dedicated to creating an environment where everyone feels valued, respected and included.

UNMC does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation in its educational programs, activities and employment.

UNMC complies with all local, state and federal laws prohibiting discrimination, including Title IX, which prohibits discrimination on the basis of sex.

The following persons have been designated to handle inquiries:

DISCRIMINATION OR DISABILITY INQUIRIES:

Philip D. Covington, Ed.D.
Interim Assistant Vice Chancellor for Academic Affairs & Chief Student Affairs Officer
Student Life Center – Office# 2033
Telephone: 402-559-2792
E-mail philip.covington@unmc.edu

TITLE IX INQUIRIES:

Carmen Sirizzotti, MBA
Title IX Coordinator
Administrative Building (ADM), Office# 2010
Telephone: 402-559-2717
E-mail csirizzotti@unmc.edu

Procedural Rules Relating to Student Discipline

1. General. Paragraph 5.4 of the Bylaws of the Board of Regents provides in part as follows: “Each major administrative unit shall adopt, subject to the approval of the Board, rules relating to student discipline and activities.” In accordance with this requirement, the University of Nebraska Medical Center, after consultation with appropriate student representatives, adopts the following rules and
Establishment of College and School Discipline Hearing Boards. The faculty of each college or school constituting a part of the University of Nebraska Medical Center shall adopt a method for creating a student discipline hearing board. The hearing board shall consist of at least three faculty members and two students. All members including the chair shall have a vote. Since the Dean of the college or school may hear appeals from the hearing board, he or she shall not be eligible to serve as a member of the board. The members of the board shall be selected in such a manner as the faculty of the college or school determine.

Service on Both Discipline Hearing Boards and Faculty-Student Appeals Committees. No student and no more than two faculty members may serve on both the student discipline hearing board and on the college's or school's faculty-student appeals committee which is empowered to hear student appeals involving grades and other solely academic matters.

Report to Chancellor of Membership of Discipline Hearing Board. Prior to the beginning of each academic year the Dean of each college or school shall advise the Chancellor in writing of the names and addresses of those faculty and student members who constitute the student discipline hearing board for the coming academic year. Changes in the membership of the board during the year shall be promptly communicated to the Chancellor.

Student Misconduct and Hearing Board Jurisdiction. The student discipline hearing board or its designated hearing officers, as appropriate, shall have jurisdiction over all hearings where a student of the college or school is charged with a violation of law or of University rules or regulations, disruptive or insubordinate behavior, or academic dishonesty, such as cheating or plagiarism. The procedure herein is intended to provide an internal process for the institution of student disciplinary actions with the objective of obtaining all pertinent facts and relevant information concerning the charged student misconduct prior to decision. All proceedings under these Procedural Rules shall be conducted as confidential proceedings and as informally as possible, consistent with the rules set forth herein.

Disqualification to Serve on Hearing Board. In the event the faculty member proposing the disciplinary action, or the student against whom such action is proposed, is a member of the hearing board, the Dean shall designate another faculty member or student to serve during the period when that particular matter is being discussed.

Initiation of Misconduct Charges, and Hearing and Appeal Procedure. The procedure for institution charges against students for misconduct and for hearings and appeals relating to the same shall be as follows:

Filing Misconduct Charges. The rules of each college or school shall prescribe what immediate action a faculty member may take in the event a student is suspected of academic dishonesty during the taking of any test or examination. In addition to such immediate action, and in all other cases involving alleged misconduct as generally defined in paragraph 5 above, the faculty member charging a student with misconduct shall, as soon as reasonably possible after the alleged misconduct occurred, inform the Dean of the college or school in which the student is enrolled, in writing, of (i) the specific charge or charges against the student, (ii) the supporting evidence, and (iii) the disciplinary sanction which the faculty member proposes to impose against the student. Such disciplinary sanction may be any one of the five types listed in subparagraph b. below. A copy of the written communication to the Dean shall promptly be sent by the Dean's office, by certified mail, to the student at the last place of residence as shown on the official records of the University. The student shall also be advised in writing by the Dean's office of his or her right to a hearing as prescribed in these rules.

Disciplinary Sanctions. The disciplinary sanctions which may be imposed against a student for misconduct are as follows:

Written Reprimand: A written warning that behavior is inappropriate and that continuance of that behavior may lead to further disciplinary action.

Grade Adjustment or Course Failure: A written notice outlining the grade adjustment or course failure action to be taken and the reasons for this action. If the faculty of a college, school or department have determined that academic dishonesty or other academic misconduct shall automatically result in failure of the course or section of the course or some other academic consequence, students must be informed of this policy in writing either in the catalog or in written materials distributed at the beginning of the course.

Disciplinary Probation: A written notice placing the student on probationary status with appropriate behavioral and/or academic responsibilities and requirements, for a specified period of time. If the student repeats the violation, commits other misconduct, or breaches any of the conditions of probation, the student shall become subject immediately to further disciplinary action including possible suspension or expulsion.

Suspension: A written notice to the student of involuntary separation from the University for a prescribed period of time. Reinstatement may be subject to certain requirements which may be set either by the Dean or the student discipline hearing board. If these conditions are not met, the Dean shall take further action which may include an extension of the suspension period or expulsion.

Expulsion: A written notice of dismissal from the University which includes a prescribed date after which the student may apply for readmission. All dismissals are placed on the permanent record with the date of the action.

Student Acceptance and Administrative Disposition of Charges and Sanction. If the student accepts the charge or charges and the disciplinary sanction proposed by the faculty member bringing the same, the student shall inform the Dean in writing of such acceptance within ten (10) working days of receipt of the written notice from the Dean's office specifying the charges and the proposed disciplinary sanction. Upon receipt of the written acceptance from the student, the Dean shall proceed to impose the disciplinary sanction accepted by the student, and the disciplinary proceedings shall be concluded.

Student Request for Hearing. If the student disagrees with the charge or charges or with the proposed disciplinary sanction, the student shall first discuss the matter with the faculty member bringing the same. If the student and faculty member reach an agreement satisfactory to both, the faculty member and the student shall jointly so advise the Dean in writing, and the charge or charges and/or sanction may be modified or withdrawn. If the student and faculty member do not reach an agreement satisfactory to both, the student may, within ten (10) working days of the receipt of the written notice from the Dean's office specifying the charges and the proposed disciplinary sanction, submit in writing a request for a hearing to the Dean. If the student does not submit a written request for a hearing within
the time prescribed (or an extension thereof granted by the Dean for good cause shown), the Dean shall proceed to institute the disciplinary sanction proposed.

e. Student’s Statement with Request for Hearing. In the written request for a hearing submitted by the student to the chair of the hearing board, the student shall state his or her version of the facts pertaining to the alleged misconduct and the reasons why the student believes the proposed disciplinary sanction is improper or unfair. The student should be as specific as possible.

f. Notification to Faculty Member Bringing Misconduct Charge. Upon receiving the student’s written request for a hearing, the chair of the student discipline hearing board shall forward a copy to the faculty member bringing the charge or charges. The chair of the hearing board will request from such faculty member a written statement setting forth his or her version of the facts relating to the alleged misconduct and the reasons he or she believes the proposed disciplinary sanction is fair and appropriate. A copy of this statement shall be promptly furnished to the student. The chair may also request clarification in writing from either the student or faculty member, and any such statements of clarification received by the chair shall be promptly furnished to the student and to the faculty member bringing the charge or charges.

g. Hearing, Decision and Appeal Procedure. The student discipline hearing board shall conduct the hearing requested by the student. The following rules of procedure shall apply:

1. The student and the faculty member bringing the charge or charges will be given reasonable advance notice of the time and place of the hearing.
2. The burden of proof shall rest upon the faculty member bringing the charge or charges.
3. The student, and the faculty member bringing the charge or charges, shall be entitled to testify and to present evidence, to hear all testimony and see all documentary and other physical evidence both against and in favor of the student, and to question witnesses.
4. The student may be assisted by an advisor at his or her own expense; however, during the hearing any such advisor may only give advice directly to the student, and may not address the hearing board or otherwise participate in the hearing.
5. It shall not be necessary for the board to observe strict rules of evidence applicable in courts of law in the receipt of evidence. The hearing officer may admit all evidence, that is not unduly prejudicial, of little or no probative value, or unduly repetitious; provided, under no circumstances shall evidence be admitted which would not be admitted in a state court criminal proceeding by reason of the method or manner in which it was acquired. To assure this, the board may provide that legal counsel be present to advise on evidentiary matters.
6. Any findings of the board shall be based solely on the evidence admitted at the hearing.
7. The chair shall ensure that the student, any faculty member involved, and all other witnesses are treated fairly and that no witness is intimidated or harassed. The chair shall have authority to recess the proceedings from time to time in the interest of convenience and justice.
8. The chair of the hearing board shall appoint a person, who may or may not be a member of the board, to act as secretary of the board. The secretary shall keep minutes of the board’s proceedings and shall also cause a verbatim record of the hearing to be prepared and maintained. The student may also record the hearing at his or her personal expense. The student shall have access to the official record of the hearing upon such reasonable terms as the chair of the hearing board shall prescribe. (The verbatim record of the hearing may be either a tape or digitally recorded record, or a verbatim record prepared by a court reporter as determined by the chair of the hearing board.)

9. Within ten (10) working days after the hearing, the hearing board shall determine whether the disciplinary charges against the student have been proved by the weight of the evidence admitted at the hearing. For the purposes of these Procedural Rules a working day shall mean Monday through Friday, except University holidays.

10. If the hearing board finds by a majority vote of the entire board, taken by secret ballot, that the disciplinary charges have not been proven, the board shall submit its report and conclusions to the Dean, the faculty member bringing the charge or charges, and the student involved. In the case of a tied vote, the charges will be dismissed. Thereupon the charges against the student shall be dismissed by order of the Dean in accordance with the hearing board’s report and the matter shall be concluded. If the charges are dismissed, a student who has been suspended from classes shall be reinstated and given reasonable opportunity to make up any academic work missed. In the event the report of the hearing board contains conditions for subsequent behavioral conduct by the student, these shall be communicated to the student and the reinstatement or continued pursuit of academic work shall be subject to such conditions.

11. If the hearing board finds that some or all of the charges against the student have been proven by the weight of the evidence, the board shall likewise submit its report and conclusions to the Dean, the faculty member bringing the charge or charges, and to the student involved. The report shall be accompanied by the decision of the board as to disciplinary sanction to be imposed against the student, and shall include notice to the student of the right of appeal to the Dean. The decision of the hearing board shall be final and the Dean shall proceed to implement the prescribed disciplinary sanction, unless, within ten (10) working days after receipt of the hearing board’s decision, the student submits an appeal in writing to the Dean setting forth the reasons the student believes that the findings of the hearing board are in error or that the prescribed disciplinary sanction is unreasonable or unfair.

12. After receiving such appeal, the Dean or an administrator designated by the Dean, shall make such review of the record and of the facts of the case as deemed appropriate and may interview the student and the faculty member bringing the charge or charges. The review shall include factual matters presented to the hearing board as well as matters of procedure and shall also include review of the disciplinary sanction imposed by the board. The Dean or the administrator designated by the Dean may be assisted by legal counsel for the University, if desired. The Dean or the administrator designated by the Dean shall then either affirm, modify, or reverse the decision as he or she deems proper. A more severe sanction than that imposed by the hearing
Residency Policy

Policy:

Students who are a graduate of an accredited Nebraska senior high school or received the equivalent of a high school diploma in Nebraska will be considered a Nebraska resident for tuition purposes. In addition, an individual who has been properly enrolled at the University or one of the Nebraska state colleges as a resident student, shall be afforded that privilege during the balance of that and any subsequent enrollments at the University, provided the student is readmitted within a two-year time period. Individuals moving to Nebraska must demonstrate that they have established homes in Nebraska for at least one year prior to the time they enroll at the University of Nebraska. Individuals who move to Nebraska primarily to enroll at the University of Nebraska shall be considered a non-resident for tuition purposes for the duration of his or her attendance at the University.

All students who are not graduates of an accredited Nebraska high school and who do not meet the exemption requirements below will automatically be classified as non-residents. Students who qualify for any of the residency categories included in the Application for Residence Classification for Tuition Purposes https://www.unmc.edu/studentservices/academic-records/Residency-Application-Revised-2016-08-15.pdf may apply for a change of status for tuition purposes.

Applications for Residency must be filed before the end of the sixth day of the term for which the tuition fee was charged. Students who are denied Nebraska residency classification may appeal this decision by writing to:

Interim Assistant Vice Chancellor for Academic Affairs & Chief Student Affairs Officer, Philip D. Covington, Ed.D.,
University of Nebraska Medical Center
984250 Nebraska Medical Center
Omaha, Nebraska 68198-4250

Exemption Requirements:

Students who have applied for permanent residency (federal) or students who meet all of the requirements below:

- who have resided with his or her parent, guardian, or conservator while attending a public or private high school in Nebraska and
- graduated from a public or private high school in Nebraska or received the equivalent of a high school diploma in Nebraska and
- resided in this state at least three years before the date he/she graduated from high school or received the equivalent of a high school diploma and
- registered as an entering student in a state post secondary educational institution not earlier than the 2006 fall semester and
- provides an affidavit stating that he or she will file an application to become a permanent resident at the earliest opportunity he or she is eligible to do so

shall be deemed to have established residence in Nebraska for the purposes of tuition at UNMC.

Students who have been classified appropriately as residents for tuition purposes by another campus in the university or state college system will be considered residents for tuition purposes at UNMC.

Procedure:

Students not currently classified as residents for tuition purposes and who wish to be considered as a resident for purposes of tuition calculation at UNMC will submit to the Registrar the Application for Residence Classification for Tuition Purposes.

Registrar will change the student’s residency status to resident once he/she has received a copy of the appropriate documentation.

Reference: LB 239 and RP- 5.7.1

Retention of Materials

Faculty members must decide either:
1. to retain custody of materials, such as examinations, term papers, and written or creative assignments, used in the academic evaluation of their students for at least 60 days after notice of the student’s final course grade has been posted in the student information system. OR
2. to make reasonable efforts to return such materials to the student's custody personally, by mail, by email, or via the course content management system.

After the expiration of the 60 day period, the faculty member may retain the records for personal documentation, use in future courses (with permission), or use for accreditation activities. Academic evaluation materials the faculty member elects to not retain must be disposed of properly.

If a student has filed an appeal of his or her grade, or has been granted an extension of time for the filing of such an appeal, or has challenged the accuracy of his or her educational records under the Family Educational Rights and Privacy Act (FERPA), all records must be retained until the identified issue has been resolved. In this event, the faculty member is obligated to exercise extraordinary care for the materials in the faculty member’s custody relating to that student’s grade in that course, until such time as the issue(s) has been resolved.

Individual campuses, colleges or departments may, at their discretion, adopt more stringent policies for the retention of materials, provided such policies conform to the procedures outlined above.

Reference (will be simplified for published policy): RP-1.7.2 Disposition and/or Preservation of Records

Records shall be disposed of and/or preserved as set forth in a records retention schedule approved by the Corporation Secretary in accordance with applicable law.

Reference: BRUN, Minutes, 63, p. 189 (December 8, 2001).

Satisfactory Academic Progress

Students enrolled in degree programs at the University of Nebraska Medical Center are expected to make Satisfactory Academic Progress toward the completion of their degree requirements within the timeframes established for each UNMC college and each UNMC degree. The colleges/programs of the Medical Center set their own academic standards governing satisfactory academic progress including academic probation, academic suspension or dismissal for failure to attain such standards. These standards are to be in accordance with the standards set by the accrediting agencies for each college/program.

Federal regulations require that policies for students receiving financial aid must be the same as, or stricter, than the institution's standards for a student enrolled in the same educational program who is not receiving assistance under the Title IV/Title VII programs. The following policies apply to all students at UNMC, regardless of receipt of federal financial aid. For complete Federal Regulation guidance please refer to 34 CFR 668.34.

1. UNMC students must meet or exceed the required GPA standards as set forth by their individual college Standards of Academic Performance Policies and Procedures. GPA—GPA standards are calculated in accordance with program standards. Standards vary widely across academic programs. A grade of C may be satisfactory for one program, but not another. Grades of (F) Failing, (I) Incomplete, (W) Withdraw, and (NR) No Report will count as hours attempted but will not count as hours completed. Grades of "W" and "I" (withdrawn/incomplete) are not counted in the calculation of the GPA.

2. Students must complete their program within 150% of the published length of the educational program, measured at full time status (i.e. Nursing program is 4 semesters at full-time enrollment; students must complete the program within 6 semesters or be terminated from financial aid). Students enrolled at less than full time status must follow this standard as well (i.e. ½ time enrollment Nursing program 8 semesters; students must complete program in 12 semesters or be terminated from financial aid).

3. Students, are required to successfully complete 100% of their enrollment each year or progress to the next academic level of their program to remain eligible for federal student aid.

4. Federal regulations prohibit awarding financial aid to repeat a class more than once.

Satisfactory Academic Progress Definitions:

1. Financial Aid Probation—In accordance with federal regulations, student who do not successfully complete each academic year by maintaining the program GPA standard and/or successfully completing 100% of their annual enrollment must be placed on financial aid probation for the ensuing academic year. Students are not eligible for federal student aid while on probation unless granted an appeal by the UNMC Financial Aid Office.

2. Satisfactory Academic Progress Notification: Satisfactory Academic Progress is evaluated/determined each year in May. Students will be notified, in writing, by the Office of Financial Aid, of their financial aid eligibility upon receipt of progress advisement from colleges/programs. The Office of Financial Aid also maintains records throughout the academic year of students who withdraw from coursework during the semester, fail to progress to spring semester, etc. Students enrolled in programs with longer than 9 month academic year calendars may receive later notifications to ensure fair evaluation of the academic year performance; however, students enrolled in programs with academic calendars greater than nine (9) months are advised to review their progress with their program at the end of spring semester to determine the likelihood of not meeting the above standards and plan accordingly for the next academic year.

3. Reinstatement of Financial Aid Eligibility: Reinstatement of aid eligibility will occur when the student meets the minimum GPA requirements and progresses to the next level of the program.

4. Appeal Process: If extenuating circumstances have affected a student's progress, a written appeal must be received by the Financial Aid Office within 30 days of the date of the financial aid ineligibility notification. The following circumstances may qualify for a legitimate appeal:
   • Student illness requiring physician’s care in excess of several weeks.
   • Major illness or death in the student’s immediate family (spouse, mother, father, child, etc.)
   • Legal issues which force the student to compromise class attendance for an extended period of time.
   • Program requirement to remediate or repeat partial/full year curriculum to continue enrollment in the academic program.
5. **Financial Aid Warning:** Students granted an SAP Appeal will be placed on financial aid warning for the ensuing academic year with satisfactory academic progress reviewed each semester.

6. **The following must be included in the appeal letter:**
   - The appeal letter must be submitted by the student to the Office of Financial Aid.
   - Supporting documentation from program scholastic evaluation committees may also be required. See requirements by college below.
   - Appeals must explain the reason the student failed to progress to the next level of the program.
   - The appeal must include a description of a program approved action plan to ensure successful completion in the repeat/remediation year (working with the Academic Success program/assigned tutoring/advising plan). Students should detail the approved action plan/and program administrator with whom they are working to insure success.
   - Graduate students placed on SAP suspension for failure to complete 100% of their attempted credit hours must include their projected enrollment plan for the next academic year and a statement to insure they understand that failure to complete 100% of the attempted hours in future semesters will result in financial aid ineligibility until such time they complete 100% of their attempted hours for an academic year.
   - Appeals will be reviewed and a written response sent to the student within ten (10) days of the decision. Students are granted only one appeal and reinstatement of aid for their entire UNMC education.
   - To ensure the confidentiality of the appeal letter content, the appeal can be sent by mail to the UNMC Financial Aid Office 984265 Nebraska Medical Center, Omaha, NE 68198 or scanned to finaid@unmc.edu SUBJECT SAP APPEAL-Confidential.
   - Upon review of the student’s appeal, the UNMC Financial Aid Office will notify the student, in writing, of financial aid reinstatement for the next academic year.
   - Students placed on a specific program remediation requirements will be evaluated at the end of the fall semester to ensure the requirements have been met. Failure to meet those program specific requirements may result in the immediate termination of financial aid for ensuing semester/term of enrollment.
   - Student’s not placed on specific remediation requirements must successfully complete 100% of their fall enrollment to continue on financial aid for subsequent terms.

Listed below are the individual UNMC Colleges’ Standards of Academic Progress Policies and Procedures, and the financial aid Satisfactory Academic Progress Polices to remain eligible for federal student aid. In addition to the above listed overall standards, the individual college standards apply to all students seeking federal student aid.

**College of Medicine Student Evaluation Committee Guidelines**

**College of Dentistry Standards for Academic Performance**

**College of Pharmacy Standards of Academic Performance Retention and Promotion Criteria**

**College of Allied Health Academic Policies & Procedures for CAHP**

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**Sexual Harassment Policy**

**Policy:**

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All universities receiving any Federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. At UNMC Title IX provides protections to students, post docs, residents, fellows, and others participating in academic programs.

To report an incidence of sexual harassment or sexual violence, contact Carmen Sirizzotti, MBA, Division Director, Strategic Staffing, Compensation, Records, HRIT, 402-559-2710, csirizzotti@unmc.edu, Title IX Coordinator. Students may also address complaints to Interim Assistant Vice Chancellor of Academic Affairs & Chief Student Affairs Officer, Philip D. Covington, Ed.D., 402-559-4437, philip.covington@unmc.edu.

**Legal Definition of Sexual Harassment**

According to the federal Equal Employment Opportunity Commission guidelines, sexual harassment is: “unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature,” when:

1. Submission to such conduct is made either explicitly or implicitly, a term or condition of employment or educational status;
2. Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting an individual;
3. Such conduct has the purpose or effect of unreasonably interfering with one’s work or academic performance or creating an intimidating, hostile, or offensive environment.

**No Retaliation**

There shall be no retaliation against any person, who in good faith, reports an incident of sexual harassment or participates in the UNMC grievance process, including those called as witnesses in another party’s
grievance. Those who engage in such retaliatory behaviors shall receive the appropriate discipline.

Response to Allegations of Student Sexual Harassment Procedures

I. Introduction

a. Beginning with the University of Nebraska charter in 1869, Nebraska law has provided that no person shall be deprived of the privileges of this institution because of sex. Discrimination on the basis of sex is also prohibited by Federal law.

b. Sexual harassment is misconduct in violation of University policy, including UNMC Policy 1099, and state and federal law that the University will take action to eliminate, prevent, and redress once the University knows it has occurred.

c. The University will investigate reported allegations of sexual harassment and may take appropriate action even if the alleged victim or Complainant does not wish to pursue formal charges. Any response by the University may be hindered by the alleged victim’s or Complainant’s desire for anonymity and/or inaction.

d. Sexual harassment of a student may be investigated by the University whether it is alleged to have been committed on or off campus.

e. Any person can complain of sexual harassment of a student.

Complaints of sexual harassment may be made using the University’s internal processes at the same time that criminal complaints or charges are pursued with the appropriate law enforcement or external agencies. University internal investigation and disciplinary charges are independent of any criminal or external investigation.

f. The University may pursue disciplinary action against a student at the same time the student is facing criminal charges for the same offense, even if the criminal prosecution is pending, has been dismissed, or the charges have been reduced.

g. Complaints regarding sexual harassment of a student by a student can be made to the UNMC Student Affairs Officer at (402) 559 4437 or UNMC Title IX Coordinator (Human Resources/Employee Relations Director - Office of Employee Relations) at (402) 559 5489.

h. Complaints regarding sexual harassment of a student by faculty or staff can be made, Title IX Coordinator (Human Resources Director of Employee Relations) or the UNMC Student Affairs Officer.

i. University policy prohibits retaliation against anyone making a complaint of sexual harassment or against any person cooperating in the investigation, including but not limited to witnesses. The prohibition of actual or threatened retaliation applies to third parties as well as students.

j. In addition to formal University proceedings, victims of sexual harassment may seek counseling and health services if needed.

II. Definitions

a. “Administrative Resolution” is at least one meeting between the Conduct Officer and a Respondent and the Complainant to determine whether a student has violated the Code and to impose sanction(s), if warranted.

b. The term “advisor” means any person, including legal counsel, who assists the Respondent, Complainant or Conduct Officer during a Conduct proceeding.

c. The term “Appeals Board” means persons authorized by the UNMC Student Affairs Officer to determine on appeal whether a student has violated the Code and/or to recommend the imposition of one or more sanctions.

d. The term “Code” means the campus Student Code of Conduct.

e. The term “Complainant” means any person who comes forward to the UNMC Student Affairs Officer or UNMC Title IX Coordinator to complain of sexual harassment by a student, member of the University community or a third party.

f. The term “Conduct Board” means persons authorized by the UNMC Student Affairs Officer to determine whether a student has violated the Code and to recommend accommodations and impose sanction(s), if warranted. The Conduct Board must include one or more student members when sanctions of suspension or expulsion are involved.

   • Section 5.4(e) of the Bylaws of the Board of Regents requires “a hearing before a regularly constituted board in all cases involving expulsion or suspension.”

g. The term “Conduct Officer” means a University official authorized by the UNMC Student Affairs Officer to recommend accommodations and impose sanctions upon students found to have violated the Code.

h. The term “in violation” means that it is more likely than not that a student committed one or more violations of the Code.

   • By making a finding of whether it is more likely than not that a violation did or did not occur, a “preponderance of the evidence” standard is being used.

i. The term “may” is used in the permissive sense.

j. The term “member of the University community” includes any person who is a student, staff, faculty member, University official, or any other person employed by, or acting on behalf of UNMC. A person’s status in a particular situation shall be determined by the Conduct Officer.

k. The term “not in violation” means that it is more likely than not that a student did not commit one or more violations of the Code.

l. “Respondent” is any student who is charged with having violated one or more provisions of the code.

m. “Retaliation” includes intimidation, threats, harassment, and other adverse action threatened or taken against the Complainant or a third party in an attempt to prevent or otherwise obstruct the reporting of sexual harassment.

n. “Sexual harassment” is unwelcome conduct or behavior of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal, or physical conduct of a sexual nature, such as sexual assault or acts of sexual violence, sex without consent or by force, threat of force, or intimidation (i.e. stalking). Sexual harassment includes but is not limited to:

   • Non-consensual touching and/or fondling
   • Forcing an unwilling person to touch another’s intimate parts
   • Sodomy, sexual penetration, or intercourse without consent
   • Sodomy, sexual penetration, or intercourse when a person is mentally or physically incapable of resisting or giving consent (e.g., due to the use of alcohol, drugs, or inability to appraise the nature of his or her conduct)
   • Sodomy, sexual penetration, or intercourse committed under conditions of force, threat, or fear
   • Other unwanted sexual advances, whether physical, verbal, or communicative (e.g., harassment using computer technology, or recording, photographing, or transmitting images of a private sexual activity), not otherwise specified.

o. The term “shall” is used in the imperative sense.
p. The term “student” includes all persons taking courses at the University, whether full-time or part-time, pursuing undergraduate, graduate, or professional studies, whether or not they reside in university rental property. Persons who withdraw after having allegedly committed sexual harassment, or who are not officially enrolled for a particular term, but who have an expected continued academic relationship with the University, may be considered “students.”

q. The “UNMC Student Affairs Officer” is the person authorized by the University and the UNMC Chancellor to be responsible for the administration of the Code, and in certain circumstances includes his or her designee.

r. The “UNMC Title IX Coordinator” is the individual designated by the campus to respond to allegations of sexual harassment by students, and in some circumstances can include his or her designee.

s. The term “University” means University of Nebraska including the University of Nebraska Medical Center

t. The term “University business day” means any calendar day where the campus offices are open for business, excluding weekends and national holidays.

u. The term “University official” includes any person employed by, associated with, or performing assigned administrative or professional responsibilities in the interests of the University. Counselors and Healthcare Professionals are bound by professional rules that may preclude their reporting violations of University rules.

v. The term “University premises” includes all land, buildings, facilities, University approved housing and other property in the possession of, or owned, used, or controlled by the University, including adjacent streets and sidewalks.

III. Intake Records and Reports of Investigations

a. Written records regarding reports or complaints of sexual harassment shall be kept by the UNMC office that receives a report or formal complaint of sexual harassment.

b. Written records will contain, at a minimum, the following information:
   - The name and sex of the alleged victim of sexual harassment and, if different, the name and sex of the Complainant;
     i. The record should note whether the alleged victim of sexual harassment or the Complainant wishes to remain anonymous.
   - A statement of the allegation, a description of the incident(s), and the date(s) and time(s) (if known) of the alleged incident(s);
   - The date the formal complaint or other report was made to the University;
   - The date the Respondent was interviewed;
   - The names and sex of all persons alleged to have committed the alleged sexual harassment;
   - The names and sex of all known witnesses to the alleged incident(s);
   - The dates that any relevant documentary evidence (including cell phone and other records as appropriate) was obtained;
   - Any written statements of the Complainant (or victim, if different from the Complainant) regarding the alleged incident(s);
   - The date on which the University deferred either its investigation or disciplinary process because the Complainant filed a criminal or external administrative complaint and, as applicable, the date on which the University resumed its investigation or its disciplinary process;
   - The outcome of the University investigation and, if any, the approved accommodations and/or disciplinary sanctions;
   - The response of University personnel including any interim and permanent steps taken with respect to the Complainant and the Respondent; and
   - A narrative of all action taken to prevent recurrence of any harassing incident(s), including any written documentation.
   - Copies of all reports will be sent to the office of the Title IX Coordinator.

c. Upon receipt of a sexual harassment complaint or report, the University will provide the Complainant a written notice describing the options of pursuing a criminal complaint with a law enforcement agency, filing an administrative charge with an external agency, and/or using the University’s investigation and disciplinary processes. The Complainant may go forward with one or more options at the same time, but the University’s investigation may need to be delayed temporarily by, or scheduled around, an ongoing criminal or external administrative investigation.
   - The Complainant must determine, in writing, if he or she wishes to pursue a complaint with an Administrative resolution or a Conduct Board hearing. If he or she does not wish to pursue the complaint and/or requests that his or her identity remain anonymous, the UNMC Student Affairs Officer will make note of that wish in the report. Regardless of the Complainant’s choice, the University is still required to investigate the complaint. The UNMC Student Affairs Officer will inform the Complainant if the University cannot ensure anonymity.
   - If the Complainant wishes to pursue an Administrative resolution, the UNMC Student Affairs Officer will forward the complaint to a Conduct Officer to determine the desire of both parties to continue with the Administrative resolution process as described in Section VII, determine the Respondent’s plea, conduct an independent investigation of the complaint, and impose accommodations and/or sanctions as necessary.
   - If the Complainant wishes to pursue a Conduct Board hearing, the UNMC Student Affairs Officer will forward the complaint to a Conduct Officer to initiate the formal complaint proceedings described in Section VIII.

d. Any member of the University community may submit allegations against any student for violation(s) regarding sexual harassment. Allegations shall be prepared in writing and directed to the UNMC Student Affairs Officer for his/her consideration of filing charges. The UNMC Student Affairs Officer shall then direct the allegation(s) to a Conduct Officer for investigation. Any allegation should be submitted as soon as possible after the alleged misconduct takes place, preferably within, but not limited to, seven (7) University business days after the misconduct occurred.

e. The Conduct Officer shall conduct an investigation to determine if the allegation(s) have merit, determine if the allegations warrant a Conduct proceeding, and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Conduct Officer and the Complainant. Such disposition shall be final and there shall be no subsequent proceedings. The Conduct Officer shall have sixty (60) calendar days to conclude an investigation of the allegations, and may be permitted a longer period under extraordinary circumstances, but must inform both parties in writing of the extension of the timeline.
   - See DCL page 12. A maximum timeframe of 60 days for the initial investigation is allowed. This time frame is different and independent from University business days, and is not affected...
by closing of administrative offices, class schedules, or national holidays.

IV. Interim Actions

a. “No contact” directives or other accommodations are to be issued in writing to persons involved in any alleged sexual assault promptly after the University receives notice of a complaint. Respondents and the Complainant will both be expected to abide by the terms of no contact directives and may go through disciplinary proceedings should they violate the directives.

b. Students who have been sexually harassed or Complainants have access to other available University assistance in changing academic and living situations after an alleged incident, if so requested by the student or Complainant and if such changes are reasonably available. Accommodations to minimize burden on the student or Complainant may include:
   • Change of an on-campus student’s housing to a different location;
   • Assistance from the University in completing the relocation;
   • Arranging to end a University housing contract and/or adjusting a student account balance for refund;
   • Rescheduling an exam, paper, or assignment;
   • Taking an incomplete in a class;
   • Transferring between class sections;
   • Temporary withdrawal;
   • Alternative course completion options.
   • Arranging to complete a course or lectures via distance education methods with the assistance of technology.

c. Any student charged with sexual harassment has the right to maintain status as a student and attend classes while the case is pending final resolution within the University Conduct process, unless it is determined by the UNMC Student Affairs Officer or his/her designee that the student’s continued participation as a student, whether inside or outside of the classroom, would seriously disrupt normal operation of the University or constitute an immediate harm, threat of harm, hostile environment and/or danger to the health, safety, or welfare of the Respondent, the Complainant, any alleged victim, or any member of the University community.

d. Pending completion of an investigation or University Conduct Proceedings, the UNMC Student Affairs Officer may at any time temporarily suspend a student when the UNMC Student Affairs Officer finds and believes from information coming to his or her attention that the presence of the Respondent on the University premises would seriously disrupt normal operation of the University or constitute an immediate harm, threat of harm, hostile environment and/or danger to the health, safety, or welfare of the Respondent, the Complainant, any alleged victim, or any member of the University community. The UNMC Student Affairs Officer should work with the appropriate Dean in making the decision to discontinue the Respondent’s continued participation as a student prior to the completion of the formal proceedings.

e. During the suspension described in this article, the Respondent may be denied access to any University premises, including classes, residence hall access, sporting events, and/or all other University programs, activities or privileges for which the student might otherwise be eligible, as the Student Affairs Officer may determine to be appropriate.

f. If a student placed on interim suspension is ultimately found “not in violation” of the Code, such student shall be allowed, at the reasonable discretion of the appropriate faculty, to make up academic work missed while on suspension.

V. General Procedural Provisions

a. The Conduct Officer, Conduct Board, and Appeals Board, in addition to allegations of sexual harassment, can hear any allegations of any other violations of the Student Code of Conduct committed by the Respondent that is directly related to the alleged sexual harassment. If the Conduct Officer, Conduct Board, or Appeals Board determines the Respondent violated other provisions of the Student Code of Conduct, they may impose proper sanctions.

b. Any student involved in a Conduct proceeding has the right to confidentiality as mandated by the Family Educational Rights and Privacy Act of 1974 (FERPA) and implementing regulations.

c. No process implemented by this Procedure shall be open to the public, including Administrative Resolutions, Conduct Board Hearings, and Appeals.

d. In such cases when a student fails to appear before the Conduct Officer, Conduct Board, or Appeals Board, a plea of “not in violation” shall be entered on the Respondent’s behalf and the hearing may proceed as scheduled.

e. In all cases, whether the Respondent is present or not, the evidence in support of the allegations shall be presented and considered.

f. The Conduct Officer’s, the Conduct Board’s, or the Appeals Board’s determination of the merits of each case shall be made on a preponderance of the evidence standard, meaning it is more likely than not that the Respondent violated the Code.

g. The burden of proof shall rest upon the Conduct Officer or Complainant bringing the charge. A Respondent is presumed not to be in violation of the Code until proven otherwise.

VI. Rights of the Complainant and the Respondent

a. Both a Respondent and the Complainant have the right to see all charges in written form.

b. Both the Respondent and the Complainant have a right to confidentiality during these proceedings to the extent possible. However, the duty of confidentiality does not preclude the University from conducting a meaningful investigation or reporting such incidents as required. The duty of confidentiality shall also extend to all persons involved in processing the complaint and the investigation. The Complainant has a right to anonymity only to the extent that the Complainant does not wish the University to take any action against the Respondent in regard to the complaint.

c. All charges shall be presented to the Respondent and the Complainant in written form by a University official or the Conduct Officer within seven (7) University business days after the investigation is complete.

d. Both the Respondent and the Complainant have a right to prepare a written statement in advance of a hearing. Both parties will have the right to view each other’s statement.

e. The Complainant and the Respondent have the right to be assisted by any advisor they choose, including legal counsel, at their own expense.

f. The role of the advisor is limited in that they may only confer privately with the party they are representing and cannot directly address any other member for the Conduct proceeding. The only appropriate role for the advisor is to provide advice to the party who has requested
his/her presence in a manner which does not disturb Conduct proceedings. If an advisor fails to act in accordance with these guidelines, he/she may be barred from the Conduct proceedings.

g. A Respondent and the Complainant have the right to hear all evidence, present evidence, testify, and to hear and question witnesses.
   i. Students will not be allowed to ask each other questions directly, but the questions shall be addressed to the Chair of the Conduct Board, who will determine if the question is appropriate, and then ask the witness

h. A Respondent and the Complainant have the right to inspect all documents used as evidence and a list of all witnesses for the hearing in advance of the hearing.

i. The Respondent may not be found to have violated the Code solely because the student failed to appear for a Conduct hearing or before a Conduct Officer.

j. A Respondent and the Complainant have the right to be notified of the decision rendered.

k. A Respondent and the Complainant have the right to request an appeal.

VII. Administrative Resolution Procedures

a. Both the Complainant and the Respondent may elect to dispose of the claim administratively. Both must agree to administrative resolution or the issue will be forwarded to a Conduct Board. This meeting will be scheduled not less than three (3), nor more than fourteen (14) University business days after the Conduct Officer's investigation is complete. The Respondent may elect to acknowledge his or her actions and take responsibility, or the Respondent may deny responsibility but the Conduct Officer determines by an independent investigation that it was more likely than not the Respondent violated the Code, including whether or not sexual harassment occurred. In either situation, the Conduct Officer could propose a resolution and an appropriate sanction. If both the Complainant and the Respondent agree to the proposed sanction, the complaint is resolved without a formal hearing and without any further rights of appeal to either party. Mediation shall not be used to resolve sexual assault complaints.

b. If either the Complainant or the Respondent objects to the finding of liability or the proposed sanction, he or she may appeal the decision to the Conduct Board to determine liability and/or the proper sanction within seven (7) University business days of delivery of the decision to the Respondent or the Complainant.

c. If the Conduct Officer determines it is more likely than not the Respondent did not violate the code, including that sexual harassment did not occur, the Conduct Officer may decide to dismiss the complaint and not pursue a sanction. If both the Complainant and the Respondent agree to the dismissal, the complaint is resolved without any further rights of appeal to either party. If the Complainant objects, he or she may appeal that decision administratively to the Student Affairs Officer within seven (7) University business days, who will either affirm the Conduct Officer's determination, or refer the complaint to the Conduct Board. The Student Affairs Officer's decision will be final.

VIII. Student Conduct Board Hearings

a. Both a Respondent and the Complainant shall have the right to attend a pre-hearing meeting to discuss the issues and facts that will be presented at the hearing, to exchange information about witnesses likely to be called, answer procedural questions, and settle those matters which may be agreeably concluded. The meeting will not be used to settle the issue of whether or not the violation was committed or to challenge any recommended sanctions. This meeting shall be held at least two (2) days prior to the scheduled Conduct Board hearing. Failure for either party to attend the meeting will not affect the parties' rights at the Conduct Board hearing.
   i. Students will be instructed about the use of past sexual behavior of the Complainant or past sexual assault by the Respondent as evidence at the hearing. In most situations, evidence of the past sexual history of either the Respondent or the Complainant will not be admitted at the hearing except in very limited situations.

b. A time shall be set for a hearing, not less than three (3), nor more than fourteen (14) University business days after the Respondent and the Complainant have been notified that the complaint was appealed or referred to the Conduct Board. Maximum time limits for scheduling of hearings may be extended at the discretion of the Conduct Officer.

c. Conduct Board hearings shall be carried out according to the following guidelines:
   • In cases where either University Suspension or University Expulsion are considered, the case shall be referred to a Conduct Board for an original hearing.
   • The Conduct Board shall be composed of four members of the University community, two students (one male, one female) and two faculty (one male, one female).
   • Any real or perceived conflict of interest or bias between a member of the Conduct Board and the Respondent or the Complainant must be brought to the Conduct Officer's attention no less than two (2) University business days in advance of the hearing.
   • The Respondent(s) and the Conduct Officer and/or the Complainant are responsible for presenting their respective cases to the Conduct Board.
   • The Respondent(s), the Complainant, and the Conduct Officer shall have the right to hear all evidence, present evidence, testify, and to hear and question witnesses.
   • The Respondent, the Complainant, and the Conduct Officer shall have an opportunity in advance to inspect documents and a list of witnesses for the hearing no less than 2 University business days in advance of the hearing.
   • Pertinent records, facts, reports, and statements may be accepted as evidence for consideration by a Conduct Board.
   • All procedural and evidentiary questions are subject to the final decision of the Chair of the Conduct Board.
   • After the hearing, the Conduct Board shall determine by simple majority vote whether or not the student is found to be “in violation” because sexual harassment occurred or of other violations of the Code. The decision shall be based solely upon evidence introduced and received at the hearing.
   • The Conduct Officer shall select the Chair; all members possess voting privileges.
IX. Conduct Sanctions Against Individual Student:

a. The following sanction(s) may be imposed upon any individual student found to be “in violation” of the Code.

i. **Warning**: A formal, written notice that the student is violating, or has violated, one or more University Conduct Rules and Regulations and that a continuance of the misconduct may lead to additional disciplinary action. Also, that the incident has been documented and shall remain in the student’s Conduct file for the remainder of their University career.

ii. **Probation**: A formal, written reprimand for a student’s violation(s) of specified University Conduct Rules and Regulations. This probation, including strict campus conduct guidelines, is for a designated period of time and may remain in effect for the remainder of a student’s University career. It includes the probability of more severe disciplinary sanctions if the student is found to be in violation of any University Conduct Rules and Regulations during the probationary period.

iii. **Loss of Privileges**: Denial of specified privileges for a designated period of time.

iv. **Restitution**: Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary, and/or material replacement.

v. **Discretionary Sanctions**: In accordance with the goal of education and assisting students with conduct problems, this may include work assignments, educational requirements, service to the University or local community, parental notification, or other related discretionary assignments (such assignments must have the prior approval of the Conduct Officer). Any costs associated with the assignment are the responsibility of the student.

vi. **UNMC Rental Property**: Moving a student from one unit to another if feasible.

vii. **University Rental Property Expulsion**: Permanent removal of the student from any and all university rental property.

viii. **University Suspension**: Separation of the student from the University for a definite period of time, after which the student may be eligible for return, contingent upon meeting specified conditions for re-admittance. The student must satisfactorily demonstrate to the Student Affairs Officer that all conditions for re-admittance have been met before the student will be allowed to matriculate.

ix. **University Expulsion**: Permanent separation of the student from the University, without the possibility of re-admission.

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

c. If a student fails to abide by one or more of the sanctions imposed, a hold may be placed on his/her registration account until satisfactory progress is made towards completion.

d. Other than University expulsion, disciplinary sanctions shall not be made part of the student’s permanent academic record, but shall become part of the student’s confidential disciplinary record.

- After graduation, and upon application to the Conduct Officer, the student’s confidential disciplinary record may be expunged of disciplinary actions other than university rental property expulsion, University suspension, or University expulsion
- Cases involving the imposition of sanctions other than residence hall expulsion, University suspension, or University expulsion, shall be expunged from the student’s confidential record seven (7) years after graduation, final disposition of the case, or as otherwise authorized or required by law.

X. **Appeals**

a. A decision and/or sanction(s) reached by the Conduct Board may be appealed by the Respondent or the Complainant within seven (7) University business days of delivery of the decision to the Respondent or Complainant.

b. Appeals shall be in writing and shall be delivered to the Student Affairs Officer.

c. Upon the filing of an appeal, whether from an Officer Hearing or Conduct Board, the Student Affairs Officer shall appoint an Appeals Board to consider the appeal.

d. Upon receipt of an appeal, a time shall be set for a hearing, normally not less than three (3), nor more than fourteen (14), University business days after the appeal notice has been received, unless waived by mutual consent of the Respondent, the Complainant, and the Conduct Officer. Maximum time limits for scheduling of hearings may be extended at the discretion of the Appeals Board.

e. Appeals may be filed for one or more of the following purposes:

i. To determine whether the original hearing was conducted fairly in light of the charges and evidence presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and present evidence that the Code was violated, and giving the Respondent a reasonable opportunity to prepare and to present a rebuttal of those allegations.

ii. To consider new evidence, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such evidence and/or facts were not known to the person appealing at the time of the original hearing or could not have been discovered by the person.

f. An appeal that does not clearly raise in writing one or more of the issues listed above shall be dismissed without further consideration.

g. Except as required to explain the basis of new evidence, an appeal shall be limited to review of the record of the initial hearing and supporting documents.
Sexual Misconduct Policy

Statement of Policy

1a. Beginning with the University of Nebraska charter in 1869, Nebraska law has provided that no person shall be deprived of the privileges of this institution because of sex. Discrimination on the basis of sex is also prohibited by Federal law. The University of Nebraska has programs to promote awareness of and to help prevent domestic violence, dating violence, sexual assault, and stalking, and to assist members of the university community who are affected by such behavior. Rape, acquaintance rape, domestic violence, dating violence, sexual assault, sexual harassment and stalking are against the law and are unacceptable behaviors under University of Nebraska policy. These unacceptable behaviors are hereafter referred to as “sexual misconduct.” Sexual misconduct is conduct in violation of University policy and state and federal law that the University will take action to eliminate, prevent, and redress once the University has notice that sexual misconduct has occurred.

1b. The President and Chancellor shall implement procedures to address the rights of all individuals involved in cases of alleged sexual misconduct. This policy applies to all University of Nebraska employees and students regardless of sexual orientation or gender identity, and to all programs and activities under the jurisdiction of the University of Nebraska. The University may respond to complaints of sexual misconduct whether they are alleged to have occurred on or off University premises and to complaints of misconduct committed by third parties who are not employees or students.

Awareness, Education, Prevention and Training Programs

As required by federal statues and administrative regulations, the Office of the President and Chancellor shall publicize and conduct ongoing programs for new students and employees and other members of the University community to promote awareness of the problems caused by sexual misconduct and to help prevent and attempt to reduce the risk of the occurrence of sexual misconduct. These programs shall include instruction on safe and positive options for bystander intervention that may be carried out by individuals to prevent harm or intervene when there is a risk of sexual misconduct being inflicted on another person. Training shall be provided to all persons designated as campus security authorities and involved in responding to charges of sexual misconduct.

Assistance to Persons Subjected to Sexual Misconduct

3.1 Persons subjected to sexual misconduct may be helped—sometimes anonymously—whether or not a complaint of any kind is filed. Changes in academic, living, transportation, and working situations may be made available on a confidential basis by the University as remedies to protect persons, complainants, or witnesses. The President and Chancellor shall disseminate information about university programs and resources available to assist persons who have been subjected to sexual misconduct, and about agencies outside the university located throughout the state that provide related services. In addition to identifying resources available to provide counseling and medical treatment, university sexual misconduct programs must provide instruction on the importance of preserving evidence as proof of sexual misconduct, and on the availability of protection orders and other remedies that may be afforded to persons who have been subjected to sexual misconduct. Preservation of evidence is required of all parties. Concealment or destruction of evidence is prohibited under university rules and the law.

3.2 A person who has or had been involved in a dating relationship, or who has or had a marital, shared residential, or familial relationship with the actor may obtain either a harassment or domestic protection order. Persons who have not been involved in a dating relationship may qualify for a harassment protection order. Violation of harassment or domestic protection orders issued by courts of this or another state or tribal courts can result in a violator's arrest and subject the violator to criminal penalties.

3.3 The Protection from Domestic Abuse Act makes the Nebraska Department of Health and Human Services (DHHS) responsible to provide victims of domestic abuse emergency services, support programs, limited medical help and legal assistance in obtaining a protection order.

Complaints, Reporting and Investigation Process

A person subjected to sexual misconduct may be helped whether or not a complaint or report of any kind is filed. Changes in academic, living, transportation, and working situations may be made available by the University as remedies to protect persons, complainants, or witnesses. There are several avenues potentially available to make a report or formal complaint of sexual misconduct. A report of sexual misconduct could be made to the University, a civil suit could be filed against the actor responsible for the sexual misconduct, a criminal charge could be filed as a result of a law enforcement investigation, and/or an administrative complaint can be made to the United States Department of Education, Office of Civil Rights (OCR). A person may also choose not to make a report or take further action.

Complaints to University

h. Appeals Board hearings shall be carried out according to the following guidelines:

- The Appeals Board shall be composed of four members of the University community two students (one male and one female) and two faculty (one male and one female).
- The Conduct Officer shall select the chair; all members possess voting privileges.
- Hearings shall not be open to the public.
- Members of the Appeals Board shall not have been members of the original Conduct Board who heard the facts and incidents of the case at hand.
- In hearing an appeal, the Appeals Board’s scope shall be limited to only those issues directly raised in the written appeal.
- The Appeals Board may ask the Respondent or Complainant making the appeal and the Conduct Officer to make an oral presentation. The board may then ask questions of all parties.

a. The Appeals Board shall complete its review of the appeal normally within fourteen (14) University business days after its hearing, and shall promptly issue its written decision to the Respondent, the Complainant and the Conduct Officer.

2011 12 21 UNMC Student Disciplinary Procedures Sexual Harassment
4.0 Students, employees and third parties may complain of violations of the university policy against sexual misconduct. Complaints of sexual misconduct can be made to Campus Security Authorities (CSAs), Investigators, Human Resources or Student Affairs Officer, and Title IX Coordinator. Information on how to file complaints will be publicized by the President and Chancellor.

4.1. The University will protect the privacy of the parties involved in a sexual misconduct case to the extent possible under the law. In some situations, including those in which disciplinary action is a possible outcome, the law may require disclosure to respondents.

4.2. The University may be required by law to investigate complaints of sexual misconduct, but that investigation may be limited by the information provided by the Complainant and the Complainant’s willingness to pursue a formal complaint.

4.3. If the Complainant wishes to avoid revealing his or her identity, the University will make every reasonable effort to abide by Complainant’s wishes to remain anonymous; however, the University is required to balance such a request with interest in protecting the safety of other members of the community.

4.3.1. Factors that will be considered in determining whether to disclose a report of sexual misconduct, a complaint, or the identity of the Complainant to a Respondent include: the seriousness of the alleged conduct; the Complainant’s age; whether there have been other complaints about the same individual; and the Respondent’s rights to receive information about the allegations.

4.3.2. If the University proceeds with an investigation or other response to the Report of sexual misconduct, then the Investigator will notify the Complainant before the Respondent is contacted. Retaliation against the Complainant or a third party in an attempt to prevent or otherwise obstruct the reporting or remediation of sexual misconduct is prohibited. The Complainant and others contacted during the course of an investigation should be notified of the University’s anti-retaliation policy.

4.4. Handling of Confidential Reports

4.4.1. If the Complainant would like to remain anonymous, the Investigator will:

4.4.1.1. explain that the University endeavors to investigate the allegations as presented without revealing the Complainant’s identity, but that the University cannot ensure complete confidentiality and it may be limited in its ability to take disciplinary action if the Complainant desires to remain anonymous;

4.4.1.2. advise the Complainant that the University has an obligation to investigate and document allegations of sexual misconduct, to include general information about reports of criminal sexual misconduct in annual security report statistics which do not identify either the person claiming to have been subject to criminal sexual misconduct or the actor alleged to have committed criminal sexual misconduct;

4.4.1.3. to the extent practicable, provide resources and internally manage the Complainant’s situation, as the University would if the Complainant did not request anonymity; and

4.4.1.4. ask the Complainant to acknowledge and sign a document confirming that s/he has requested anonymity and that may mean that the University is unable to take disciplinary action against the Respondent.

Investigation by University

4.5. The University will investigate and act upon information that is provided to it about allegations of sexual misconduct.

4.6. The University is committed to the following when investigating sexual misconduct complaints:

4.6.1. Assigning investigators who receive annual training on the issues related to domestic violence, dating violence, sexual assault, sexual harassment, and stalking, and how to conduct an investigation that protects the safety of persons involved;

4.6.2. Basing findings on the greater weight of the evidence standard;

4.6.3. Treating all parties fairly and equally;

4.6.4. Notifying all parties that the investigation will be impartial, prompt and equitable; and

4.6.5. Providing all parties an opportunity to be heard.

University Disciplinary Procedures

4.7 Investigations of allegations against students will be handled using the Response to Allegations of Student Sexual Misconduct disciplinary procedures.

4.8 Investigations of allegations against employees will be handled using the Response to Allegations of Employee Sexual Misconduct disciplinary procedures.

4.9 University internal investigations and any disciplinary or remedial actions are independent of any civil, criminal or external administrative investigation. The University may pursue an investigation, take appropriate remedial action and/or impose disciplinary sanctions against a member of the university community at the same time the actor is facing criminal charges for the same incident, even if the criminal prosecution is pending, has been dismissed, or the charges have been reduced.

Possible Sanctions After Sexual Misconduct Finding

Institutional sanctions that may be imposed against students for sexual misconduct range from warning to expulsion. Sanctions against students may be imposed by the Student Affairs Officer, Conduct Officer, or Conduct Board. Institutional sanctions against employees range from warning to termination. Institutional sanctions against employees will be recommended by the Investigator to the person or persons authorized to impose employee sanctions. Institutional sanctions against third parties range from loss of privileges to trespass exclusion orders. Notice of the outcome of a sexual misconduct complaint must be provided to both complainant and respondent.

Definitions
For purposes of addressing complaints of sexual misconduct against or by University students and employees, the following uniform definitions shall be used by the University.

a. “Actor” means a person accused of sexual misconduct.
b. “Advisor” means any person, including legal counsel, who assists the Respondent, Complainant or Investigator during a Conduct proceeding.
c. “Bodily injury” shall mean physical pain, illness, or any impairment of physical condition.
d. “Campus security authority” (CSA) is a University official charged with the duty to report incidents of sexual misconduct to the person in charge of Clery Act reporting. All officers of a university police department or a campus security department are campus security authorities, but there are other CSAs outside of those offices. The Office of the President and Chancellor shall prepare and publicize a list of designated campus security authorities.
e. “Complainant” means any individual who comes forward to complain of sexual misconduct against or by a member of the University community or a third party.
f. “Confidentiality” means that the University will not disclose the names of individuals involved in sexual misconduct cases to others except on a need to know basis or as required by law. The University will instruct employees and students about the requirement not to disclose confidential information. Confidentiality is not the same as anonymity, where an individual is not named or personally identified.
g. “Consent” means agreement, approval, or permission
   1. (i) The person was compelled to submit due to the use of force or threat of force or coercion, or (ii) the person expressed a lack of consent through words, or (iii) the person expressed a lack of consent through conduct, or (iv) the consent, if any was actually given, was the result of the actor’s deception as to the identity of the actor or the nature or purpose of the act on the part of the actor;
   2. The person need only resist, either verbally or physically, so as to make the person’s refusal to consent genuine and real and so as to reasonably make known to the actor the person’s refusal to consent; and
   3. A person need not resist verbally or physically where it would be useless or futile to do so.
   4. In the above text, the word “person” means the individual against whom a wrongful act was allegedly committed, and the word “actor” is the individual alleged to have committed a wrongful act. When the actor knew or should have known that a person was mentally or physically incapable of resisting or understanding the nature of his or her conduct, there is no consent. A person may be incapacitated due to intoxication, mental illness or deficiency or by physical illness or disability to the extent that personal decision-making is impossible. Surprise may also prevent resistance, as where a person is grabbed from behind. There are some persons who the law presumes are incapable of consenting to sexual contact or penetration by an actor by reason of their age. Under Nebraska law an actor nineteen years of age or older may not subject a person under the age of sixteen years of age to sexual penetration, or a person under fifteen years of age to sexual contact.
h. “Dating violence” is included within the definition of “domestic assault.”
i. “Domestic assault” has three definitions which depend on the harm threatened or inflicted by an actor on a person. An actor commits domestic assault if he or she (i) intentionally and knowingly causes bodily injury to his or her intimate partner; (ii) threatens an intimate partner with imminent bodily injury; or (iii) threatens an intimate partner in a menacing manner. An actor commits a more severe form of domestic assault if he or she intentionally and knowingly causes bodily injury to his or her intimate partner with a dangerous instrument. An actor commits the worst form of domestic assault if he or she intentionally and knowingly causes serious bodily injury to his or her intimate partner.
j. “Domestic violence” is included with the definition of “domestic assault.”
k. “Force or threat of force” means (a) the use of physical force which overcomes the person’s resistance or (b) the threat of physical force, express or implied, against the person or a third party that places the person in fear of death or in fear of serious personal injury to the person of a third party where the person reasonably believes that the actor has the present or future ability to execute the threat.
l. “Intimate partner” means a spouse; a former spouse; persons who have a child in common whether or not they have been married or lived together at any time; and persons who are or were involved in a dating relationship. For purposes of this definition, dating relationship means frequent, intimate associations primarily characterized by the expectation of affection or sexual involvement, but does not include a casual relationship or an ordinary association between persons in a business or social context.
m. “Intimate parts” means the genital area, groin, inner thighs, buttocks or breasts.

n. The term “Investigator” means a University official authorized to investigate and recommend remediation of complaints of sexual misconduct.
o. “In violation” means that it is more likely than not that an actor has committed one or more acts of sexual misconduct. In other words, a greater weight of the evidence standard must be used to find sexual misconduct.
p. The term “may” is used in the permissive sense.
q. “Member of the University community” includes any individual who is a student, staff, faculty member, University official, or any other individual employed by, or acting on behalf of, the University. An individual’s status in a particular situation shall be determined by the Investigator or Title IX Coordinator.
r. The term “not in violation” means that it is more likely than not that a member of the University community did not commit one or more acts of sexual misconduct.
s. “Past sexual behavior” means a person’s sexual behavior other than when the sexual misconduct is alleged to have occurred.
t. “Person” means the individual who allegedly was, or was determined to have been, subjected to sexual misconduct.
u. “Rape” is included under the definition of sexual assault and means an actor’s sexual penetration of a person without consent.
w. “Retaliation” includes intimidation, threats, harassment, and other adverse action threatened or taken against the Complainant or a third party in an attempt to prevent or otherwise obstruct the reporting of sexual misconduct.
x. “Serious bodily injury” shall mean bodily injury which involves a substantial risk of death, or which involves substantial risk of serious physical disfigurement, or protracted loss or impairment of the function of any part or organ of the body.
y. “Serious personal injury” means great bodily injury or disfigurement, extreme mental anguish or mental trauma, pregnancy, disease, or loss or impairment of a sexual or reproductive organ.

z. “Sexual assault” is committed when an actor subjects a person to sexual penetration (i) without the consent of the person, (ii) when the actor knew or should have known that the person was mentally or physically incapable of resisting or appreciating the nature of the person’s own conduct, (iii) when the actor is at least nineteen years of age and the person is under twelve, or (iv) when the actor is twenty-five years of age or older when the person is at least twelve years of age but less than sixteen years of age.

Sexual assault is also committed when an actor subjects a person to sexual contact (a) without consent of the person, or (b) when the actor knew or should have known that the person was physically or mentally incapable of resisting or appraising the nature of the person’s own conduct. Sexual assault by contact should be punished more severely if the actor causes serious personal injury to a person than if the actor shall not have caused serious personal injury.

a. “Sexual contact” means the intentional touching of a person’s intimate parts or the intentional touching of a person’s clothing covering the immediate area of the person’s intimate parts. Sexual contact also means the touching by the person of the actor’s intimate parts or the clothing covering the immediate area of the actor’s intimate parts when such touching is intentionally caused by the actor. Sexual contact shall include only such conduct which can be reasonably construed as being for the purpose of sexual arousal or gratification of either party.

b. “Sexual harassment” is unwelcome conduct or behavior of a sexual nature. Both violent and non-violent sexual harassment is prohibited. Sexual harassment can include unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal, or physical conduct of a sexual nature. Conduct that is sufficiently serious to limit or deny a person’s ability to participate in or benefit from the University’s educational program creates a hostile environment, and is prohibited. Examples of sexual harassment include, but are not limited to:

1. an exposure of an actor’s genitals done with the intent to affront or alarm any person, and
2. viewing a person in a state of undress without his or her consent or knowledge.

c. “Sexual misconduct” includes dating violence, domestic assault, domestic violence, rape, sexual assault, sexual harassment, and stalking.

d. “Sexual penetration” means sexual intercourse in its ordinary meaning, cunnilingus, fellatio, anal intercourse or any intrusion, however slight, of any part of the actor’s or person’s body or any object manipulated by the actor into the genital or anal openings of the person’s body which can be reasonably construed as being for nonmedical or nonhealth purposes. Sexual penetration does not require emission of semen.

e. The term “shall” is used in the imperative sense.

f. “Stalking” means to engage in a knowing and willful course of conduct directed at a specific person or a family or household member of such person with the intent to injure, terrify, threaten, or intimidate.

g. The term “student” includes all individuals taking courses at the University, whether full-time or part-time, pursuing undergraduate, graduate, or professional studies, whether or not they reside in the University residence halls. Individuals who withdraw after having allegedly committed sexual misconduct, or who are not officially enrolled for a particular term, but who have an expected continued academic relationship with the University, may be considered “students.”

h. The “Student Affairs Officer” is the individual authorized by the University and the University Chancellor to be responsible for the administration of the Student Disciplinary Code, and in certain circumstances includes his or her designee.

i. The “Title IX Coordinator” is the individual designated by the campus to respond to allegations of sexual misconduct by members of the university community, and in some circumstances can include his or her designee.

j. The term “University” means University of Nebraska Medical Center.

k. The term “University business day” means any calendar day where the campus offices are open for business and classes are in session, excluding weekends and national holidays.

l. “University official” includes any individual employed by, associated with, or performing assigned administrative or professional responsibilities in the interests of the University. University officials who are designated as campus security authorities must report crimes to the person in charge of Clery Act reporting. Counselors and Healthcare Professionals are bound by professional rules that may preclude their reporting violations of University rules when they are acting within the scope of their counseling or professional responsibilities.

m. The term “University premises” includes all land, buildings, facilities, University approved housing and other property in the possession of, or owned, used, or controlled by the University, including adjacent streets and sidewalks.

Additional Information

- Contact Carmen Sirizzotti, MBA, SPHR, UNMC Title IX Coordinator at 402-559-2710 or at csirizzotti@unmc.edu for additional information or questions
- UNMC Employee Sexual Misconduct Procedures (http://www.unmc.edu/hr/Proc/UNMC%20Employee%20Sexual%20Misconduct%20Procedures.pdf)
- University of Nebraska Regents Policy 2.1.8 (http://www.nebraska.edu/docs/hr/NU_Sexual_Misconduct_Policy_2014_0530.pdf)

Policy No. 1107
Effective Date: 12/16/14

Sexual Misconduct Procedures

1. Introduction

a. Beginning with the University of Nebraska charter in 1869, Nebraska law has provided that no person shall be deprived of the privileges of this institution because of sex. Discrimination on the basis of sex is also prohibited by Federal law.

b. Sexual misconduct is conduct in violation of University policy and state and federal law that the University will take action to
eliminate, prevent, and redress once the University has notice that sexual misconduct has occurred. "Sexual misconduct" includes dating violence, domestic assault, domestic violence, rape, sexual assault, sexual harassment (whether sexual violence is involved or not), and stalking. This policy applies to all University of Nebraska students regardless of sexual orientation or gender identity, and to all programs and activities under the jurisdiction of the University of Nebraska. All students are protected against sexual misconduct under this policy, whether the alleged sexual misconduct is committed by another University student, University employee, or third party. Persons who have been subjected to sexual misconduct may be able to receive assistance from the University regardless of whether a charge or report of any kind is filed.

c. The University will investigate reported allegations of sexual misconduct and may take appropriate remedial action even if the person allegedly subject to misconduct or the Complainant does not wish to pursue formal charges. Any response by the University may be hindered by a person's or the Complainant's desire for anonymity and/or inaction.

d. Sexual misconduct by or against a student may be investigated by the University whether it is alleged to have been committed on or off campus.

e. Any person can complain of sexual misconduct against or by a student. Complaints of sexual misconduct may be made using the University's internal processes at the same time that criminal complaints or charges are pursued with the appropriate law enforcement or external agencies. University internal investigation and disciplinary proceedings are independent of any criminal or external proceedings.

f. The University may pursue disciplinary action against a student at the same time the student is facing criminal charges for the same offense, even if the criminal prosecution is pending, or has been dismissed, or the charges have been reduced.

g. Complaints regarding sexual misconduct against a student by a student can be made to the UNMC Student Affairs Officer or Title IX Coordinator. Sexual misconduct complaints by or against employees should be made to the appropriate Human Resources Office or Title IX Coordinator.

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h. University policy prohibits retaliation against any person making a complaint of sexual misconduct or against any person cooperating in the investigation, including but not limited to witnesses. The prohibition of actual or threatened retaliation applies to employees and third parties as well as students. Investigations of Alleged Sexual Misconduct; Disciplinary Complaints

2. Investigations of Alleged Sexual Misconduct; Disciplinary Complaints

a. Upon receipt of a sexual misconduct complaint or report, the University will provide the Complainant a written notice describing the options of pursuing a criminal complaint with a law enforcement agency, filing an administrative charge with an external agency, and/or using the University's investigation and disciplinary processes. The Complainant may go forward with one or more options at the same time, but the University's investigation may need to be delayed temporarily by, or scheduled around, an ongoing criminal or external administrative investigation.

b. Any member of the University community may submit allegations of sexual misconduct against a student. Allegations shall be prepared in writing and directed to the Student Affairs Officer or designee. The Student Affairs Officer shall then direct the allegation(s) to a Conduct Officer for investigation. Any allegation should be submitted as soon as possible after the alleged misconduct takes place, preferably within, but not limited to, seven (7) University business days after the misconduct occurred.

c. The Complainant must state, in writing, if he or she wishes to pursue a complaint. If he or she does not wish to pursue the complaint and/or requests that his or her identity remain anonymous, the Student Affairs Officer will make note of that wish in the report. Regardless of the Complainant's choice, the University is still required to investigate reports of sexual misconduct. The Complainant must be informed if the University cannot ensure anonymity.

d. The Conduct Officer or Title IX Coordinator shall conduct an investigation to determine if the allegation(s) have merit. Investigations of the allegations should be concluded within (60) calendar days of receipt of a report, and may be permitted a longer completion period under extraordinary circumstances, but both parties must be informed in writing of the extension of the timeline. If the investigator determines by the greater weight of the evidence that a violation occurred, a recommended disposition should be included in the investigator's report. If the investigation determines it is more likely than not that the Respondent did not violate the Student Code, the complaint may be dismissed without further proceedings. If both the Complainant and the Respondent agree to the dismissal, the complaint is resolved without any further rights of appeal by either party. If the Complainant objects, he or she may appeal the dismissal decision administratively to the Student Affairs Officer within seven (7) University business days. The Student Affairs Officer will either affirm the investigative determination, or refer the complaint for further proceedings. The Student Affairs Officer's decision of the dismissal appeal will be final.

i. If the Complainant wishes to pursue an Administrative Resolution, the Conduct Officer will determine the Respondent's position and take actions as necessary.

ii. If the Complainant wishes to pursue a disciplinary hearing, a formal hearing will be held by a Conduct Officer, or in cases where University Suspension or University Expulsion is sought, a hearing before a Conduct Board must be held.

iii. After the fact-finding investigation the Complainant, the Respondent, and appropriate university officials shall be given timely access to any information that will be used during Administrative Resolution and/or Formal Hearing proceedings.
1 See “Questions and Answers on Title IX and Sexual Violence” guidance issued April 29, 2014 by the U.S. Dept. of Education, Office of Civil Rights (OCR) at F-8 and OCR April 4, 2011 Dear Colleague Letter, page 12. A maximum timeframe of 60 calendar days for the investigation is allowed. This “includes conducting the investigation . . . to determine whether the alleged sexual violence occurred . . . and determining what actions the school will take . . . .” OCR Guidance, supra, at p. 31. This time frame is different and independent from University business days, and is not affected by closing of administrative offices, class schedules, or national holidays.

3. Interim Protective Measures

a. “No contact” directives are to be issued in writing to persons involved in any alleged sexual misconduct promptly after the University receives notice of a complaint. Respondents and the Complainant will both be expected to abide by the terms of no contact directives and may go through disciplinary proceedings should they violate the directives.

b. Students who have been subjected to sexual misconduct or Complainants have access to other available University assistance in changing academic and living situations after an alleged incident, if so requested by the student or Complainant and if such changes are reasonably available. Accommodations to minimize the burden on the student or Complainant may include but are not limited to:
   i. Change of an on-campus student’s housing to a different on-campus location;
   ii. Assistance from the University in completing the relocation;
   iii. Arranging to end a University housing contract and/or adjusting a student account balance for refund;
   iv. Rescheduling an exam, paper, or assignment;
   v. Taking an incomplete in a class;
   vi. Transferring between class sections;
   vii. Temporary withdrawal;
   viii. Alternative course completion options;
   ix. Arranging to complete a course or lectures via distance education methods with the assistance of technology;
   x. Providing increased security at locations or activities.

c. Any student charged with sexual misconduct has the right to maintain status as a student and attend classes while the case is pending final resolution within the University Conduct process, unless it is determined by the Student Affairs Officer or his/her designee that the student’s continued participation as a student, whether inside or outside of the classroom, would seriously disrupt normal operation of the University or constitute an immediate harm, threat of harm, hostile environment and/or danger to the health, safety, or welfare of the Respondent, the Complainant, any person allegedly subject to sexual misconduct, or any member of the University community. The Student Affairs Officer should work with the appropriate academic Dean in making the decision to discontinue the Respondent’s continued participation as a student prior to the completion of the formal proceedings.

d. During the suspension described in this section, the Respondent may be denied access to any University premises, including classes, residence hall access, sporting events, and/or all other University programs, activities or privileges for which the student might otherwise be eligible, as the Student Affairs Officer may determine to be appropriate.

e. If a student placed on interim suspension is ultimately found “not in violation” of the Code, such student shall be allowed, at the reasonable discretion of the appropriate faculty, to make up academic work missed while on suspension.


a. The Conduct Officer and Conduct Board can hear any allegations of any other violations of the Student Code of Conduct in addition to allegations of sexual misconduct that are directly related to the alleged sexual misconduct. If the Conduct Officer or Conduct Board determines other provisions of the Student Code of Conduct were violated, they may impose proper sanctions.

b. Any student involved in a Conduct proceeding has the right to confidentiality as mandated by the Family Educational Rights and Privacy Act of 1974 (FERPA) and implementing regulations.

c. No process implemented under this Sexual Misconduct Procedure shall be open to the public. The complaining party and the Respondent are entitled to the same opportunities to have others present during a disciplinary proceeding subject to conditions established by the Conduct Officer or Conduct Board. Witnesses may be sequestered and attendance at hearings may be restricted to the Complainant, Respondent and advisors.

d. In such cases when a student fails to appear before the Conduct Officer or Conduct Board, a plea of “not in violation” shall be entered on the Respondent’s behalf and the hearing may proceed as scheduled.

e. In all cases, whether the Respondent is present or not, the evidence in support of the allegations shall be presented and considered.

f. The determination of the merits of each case shall be made using a greater weight of the evidence standard, meaning it is more likely than not that a proposition (such as violation of the Code) was proven.

g. The burden of proof shall rest upon the Conduct Officer or Complainant bringing the misconduct charge. A Respondent is presumed not to be in violation of the Code until proven otherwise.

5. Rights of the Complainant and the Respondent in Sexual Misconduct Proceedings

a. Sexual misconduct proceedings will be conducted by trained University officials to provide a prompt, fair, and impartial process from initial investigation to the final result.

b. Both a Respondent and the Complainant have the right to see sexual misconduct charges in written form.
c. Both the Respondent and the Complainant have a right to confidentiality during sexual misconduct proceedings to the extent possible. However, the duty of confidentiality does not preclude the University from conducting a meaningful investigation or reporting such incidents as required. The duty of confidentiality shall also extend to all persons involved in processing the complaint and the investigation. The Complainant has a right to anonymity only to the extent that the Complainant does not wish to file an official complaint with the University or does not wish the University to take any action against the Respondent in regard to the complaint.

d. All charges shall be presented to the Respondent and the Complainant in written form by a University official or the Conduct Officer within seven (7) University business days after the investigation is complete.

e. Both a Respondent and the Complainant have a right to prepare a written statement in advance of a formal hearing. Both parties will have the right to view each other’s statement.

f. The Complainant and the Respondent have the right to be assisted by any advisor they choose, including legal counsel, at their own expense.

g. The role of the advisor is limited to providing advice to the party who has requested his/her presence in a manner which does not disturb Conduct proceedings. If an advisor fails to act in accordance with these guidelines, he/she may be barred from participation in the Conduct proceedings.

h. A Respondent and the Complainant have the right to hear all evidence, present evidence, testify, and to hear and submit questions for witnesses during formal hearings.

i. Direct questioning of the witnesses by the Respondent and Complainant may be limited. The Conduct Officer presiding at the hearing or Chair of the Conduct Board may control questioning by requiring the Respondent and Complainant to submit questions in writing to determine if the questions are appropriate, and then the presiding Conduct Officer or Chair may pose questions to the witness.

j. A Respondent and the Complainant have the right to inspect all documents used as evidence and a list of all witnesses for the formal hearing in advance of the hearing.

k. The Respondent may not be found to have committed sexual misconduct solely because the respondent failed to appear for a conduct hearing.

l. Sexual misconduct proceedings should be completed in a reasonably prompt time frame.

m. A Respondent and the Complainant have the right to be notified of the decision rendered. Any initial, interim, and final decision to resolve disciplinary matters must include a statement of any University sanctions imposed together with the rationale for the decision.

6. Administrative Resolution Procedures in Cases of Alleged Sexual Misconduct

a. Both the Complainant and the Respondent may elect to dispose of the claim administratively. This conference will be scheduled not less than three (3), nor more than fourteen (14), University business days after the Conduct Officer’s investigation is complete. The Respondent may elect to acknowledge his or her actions and take responsibility. If the Respondent denies responsibility but the investigation determines that it was more likely than not the Respondent violated the Code, the Conduct Officer could propose a resolution and an appropriate sanction. If both the Complainant and the Respondent agree to the proposed sanction, the complaint is resolved without a formal hearing. Mediation shall not be used to resolve sexual assault complaints.

b. Administrative Resolution procedures may be discontinued at the request of any participant, or terminated by the Conduct Officer. When Administrative Resolution fails, a formal hearing by a Conduct Officer or Conduct Board must be held.

c. If University Suspension or University Expulsion is sought and the Complainant or the Respondent cannot agree to the proposed sanction, a hearing must be held before the Conduct Board to determine the proper sanction.

d. When University Suspension or University Expulsion is not sought, a formal hearing will be held before a Conduct Officer. Unless the parties agree, the Conduct Officer who was responsible for investigation of sexual misconduct allegations and/or who attempted an unsuccessful Administrative Resolution will not preside over the formal hearing.

7. Formal Hearings in Cases of Alleged Sexual Misconduct

a. Both a Respondent and the Complainant shall have the right to attend a prehearing conference to discuss the issues and facts that will be presented at the hearing, to exchange information about witnesses likely to be called, answer procedural questions, and settle those matters which may be agreeably concluded. The conference will not be used to settle the issue of whether or not the violation was committed or to challenge any recommended sanctions. This conference shall be held at least two (2) days prior to the scheduled hearing.

i. Students will be instructed about the use of past sexual behavior of the Complainant or past sexual assault by the Respondent as evidence at the hearing. In most situations, evidence of the past sexual history of either the Respondent or the Complainant will not be admitted at the hearing except in very limited situations.

b. A time shall be set for a hearing, not less than three (3), nor more than fourteen (14), University business days after the Respondent and the Complainant have been notified that the complaint was referred to the hearing. Maximum time limits for scheduling of hearings may be extended at the discretion of the Conduct Officer or Conduct Board chair.

c. Hearings shall conform to the following guidelines:

i. In cases where the case is referred to a Conduct Board, the Conduct Board shall be composed of at least 3 members of the University community.

ii. Any real or perceived conflict of interest or bias between the Conduct Officer presiding at a hearing or a member of the Conduct Board and the Respondent or the Complainant must be brought to the attention of the Conduct Officer or Conduct Board no less than two (2) University business days in advance of the hearing.

iii. The Respondent(s) and the Complainant and/or the Conduct Officer are responsible for presenting their respective cases to the Conduct Officer presiding at the hearing or the Conduct Board.
iv. The Conduct Board shall select its own Chair with all members possessing voting privileges.

v. In hearings involving more than one Respondent, the presiding Conduct Officer or Chair of the Conduct Board, in his or her discretion, may permit the hearings concerning each student to be conducted separately.

vi. The Respondent(s), the Complainant, and the Conduct Officer shall have the right to hear all evidence, present evidence, testify, and to hear and question witnesses.

vii. The Respondent, the Complainant, and the Conduct Officer shall have an opportunity in advance to inspect documents and a list of witnesses for the hearing no less than two (2) University business days in advance of the hearing.

viii. Pertinent records, facts, reports, and statements may be accepted as evidence for consideration by a presiding Conduct Officer or Conduct Board. Evidence which possesses probative value commonly accepted by reasonably prudent persons in the conduct of their affairs may be admitted and given probative effect. Incompetent, irrelevant, immaterial, and unduly repetitious evidence should be excluded. The rules of privilege recognized by law shall be given effect. Evidence that would not be admissible in a State Court criminal proceeding by reason of the method or manner in which it was acquired shall not be admitted.

ix. All procedural and evidentiary questions are subject to the final decision of the presiding Conduct Officer or Chair of the Conduct Officer or Chair of the Conduct Board.

d. After the hearing, the Conduct Board shall determine by simple majority vote whether or not the University Suspension or University Expulsion is warranted. The decision of a presiding Conduct Officer or Conduct Board shall be based solely upon evidence introduced and received at the hearing. There shall be a verbatim record made, such as by sound recording, of all formal hearings. The formal hearing record shall be the property of the University.

e. Within seven (7) University business days following the conclusion of formal hearing proceedings, the presiding Conduct Officer or the Conduct Board Chair shall inform the Respondent, the Complainant, and the Title IX Coordinator in writing, of its findings and of the sanction(s) imposed, if any.

f. The presiding Conduct Officer and the Conduct Board may seek advice from the University's Counsel throughout the hearing process on questions of law and procedure. However, the presiding Conduct Officer and Conduct Board are responsible for making their own factual conclusions.

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8. Conduct Sanctions Against Individual Student For Sexual Misconduct

a. The following sanction(s) may be imposed upon any individual student found to be “in violation” of the Code.

i. Warning: A formal, written notice that the student is violating, or has violated, one or more University Conduct Rules and Regulations and that a continuance of the misconduct may lead to additional disciplinary action. Also, that the incident has been documented and shall remain in the student’s Conduct file for the remainder of their University career.

ii. Probation: A formal, written reprimand for a student’s violation(s) of specified University Conduct Rules and Regulations. This probation, including strict campus conduct guidelines, is for a designated period of time and may remain in effect for the remainder of a student’s University career. It includes the probability of more severe disciplinary sanctions if the student is found to be in violation of any University Conduct Rules and Regulations during the probationary period.

iii. Loss of Privileges: Denial of specified privileges for a designated period of time.

iv. Restitution: Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary, and/or material replacement.

v. Discretionary Sanctions: In accordance with the goal of education and assisting students with conduct problems, this may include work assignments, educational requirements, service to the University or local community, parental notification, or other related discretionary assignments (such assignments must have the prior approval of the Conduct Officer). Any costs associated with the assignment are the responsibility of the student.

vi. Residence Hall Relocation: Moving a student from one room to another and/or one residence hall to another.

vii. Residence Hall Suspension: Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

viii. Residence Hall Expulsion: Permanent removal of the student from any and all of the residence halls. The student may not re-enter the residence halls, under any conditions, even as a visitor. Students expelled from the residence halls remain liable for all Residential and Greek Life costs and meal plan fees and may not be eligible for refunds for the full occupancy period of the students’ housing contracts.

ix. University Suspension: Separation of the student from the University for a definite period of time, after which the student may be eligible for return, contingent upon meeting specified conditions for readmittance. The student must satisfactorily demonstrate to the Student Affairs Officer that all conditions for re-admittance have been met before the student will be allowed to matriculate.

x. University Expulsion: Permanent separation of the student from the University, without the possibility of re-admission.

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

c. If a student fails to abide by one or more of the sanctions imposed, a hold may be placed on his/her registration account until satisfactory progress is made towards completion.

d. Other than University Expulsion, disciplinary sanctions shall not be made part of the student’s permanent academic record, but shall become part of the student’s confidential disciplinary record.

i. After graduation, and upon application to the Conduct Officer, the student’s confidential disciplinary record may
be expunged of disciplinary actions other than University Suspension or University Expulsion.

ii. Cases involving the imposition of sanctions other than University Suspension or University Expulsion shall be expunged from the student’s confidential record seven (7) years after graduation, final disposition of the case, or as otherwise authorized or required by law.

9. Appeals

a. Decision reached after a formal hearing may be appealed by the Respondent, the Complainant, or the Conduct Officer within seven (7) University business days of delivery of the decision to the parties involved in the formal hearing.

b. Appeals shall be in writing and shall be delivered to the Appeals Officer appointed by the Chancellor.

c. Appeals may be filed for one or more of the following purposes:
   i. To determine whether the original hearing was conducted fairly in light of the charges and evidence presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and present evidence that the Code was violated, and giving the Respondent a reasonable opportunity to prepare and to present a rebuttal of those allegations.

   ii. To determine whether the sanction(s) imposed were appropriate.

d. An appeal that does not clearly raise one or more of the issues listed above shall be dismissed without further consideration.

e. An appeal shall be limited to review of the record of the initial hearing and supporting documents unless the Appeals Officer, after notice to the Complainant and Respondent, requests additional information from the presiding Conduct Officer, Chair of the Conduct Board, Complainant or Respondent.

f. The Appeals Officer shall complete review of the appeal normally within fourteen (14) University business days after receipt of the record and any additional information, and shall promptly issue a written decision to the Respondent, the Complainant and the Conduct Officer.

10. Definitions

a. Actor” means a person accused of sexual misconduct.

b. “Administrative Resolution” is at least one conference between the Conduct Officer and a Respondent and the Complainant to determine whether a student has violated the Code and to impose sanction(s), if warranted.

c. The term “advisor” means any person, including legal counsel, who assists the Respondent, Complainant or Conduct Officer during a Conduct proceeding.

d. The term “Appeals Officer” means the person authorized by the Chancellor to determine on appeal whether the result of a formal hearing should be affirmed or modified.

e. “Bodily injury” shall mean physical pain, illness, or any impairment of physical condition.

f. The term “Code” means the campus Student Code of Conduct.

g. The term “Complainant” means any individual who comes forward to the Student Affairs Officer, Title IX Coordinator or Human Resource Officer to complain of sexual misconduct by a student, member of the University community or a third party.

h. The term “Conduct Board” means persons authorized by the Student Affairs Officer to determine whether a student has violated the Code and to impose sanction(s), if warranted. The Conduct Board must include one or more student members when sanctions of suspension or expulsion are involved.

i. The term “Conduct Officer” means a University official authorized by the Student Affairs Officer to investigate and determine whether or not the Code has been violated. The Conduct Officer may also engage in attempts at administrative resolution or preside at a formal hearing when University Suspension or Expulsion is not sought as a sanction against a student.

j. “Confidentiality” means that the University will not disclose the names of individuals involved in a sexual misconduct case to others except on a need to know basis or as required by law. The University will instruct employees and students about the requirement not to disclose confidential information. Confidentiality is not the same as anonymity, where an individual is not named or personally identified.

k. “Consent” means agreement, approval, or permission as to some act or purpose, given voluntarily by a competent person. “Without consent” means:

   1. (i) The person was compelled to submit due to the use of force or threat of force or coercion, or (ii) the person expressed a lack of consent through words, or (iii) the person expressed a lack of consent through conduct, or (iv) the consent, if any was actually given, was the result of the actor’s deception as to the identity of the actor or the nature or purpose of the act on the part of the actor;

   2. The person need only resist, either verbally or physically, so as to reasonably make known to the actor the person’s refusal to consent; and

   3. A person need not resist verbally or physically where it would be useless or futile to do so.

l. In the above text, the word “person” means the individual against whom a wrongful act was allegedly committed, and the word “actor” is the individual alleged to have committed a wrongful act. When the actor knew or should have known that a person was mentally or physically incapable of resisting or understanding the nature of his or her conduct, there is no consent. A person may be incapacitated due to intoxication, mental illness or deficiency or by physical illness or disability to the extent that personal decision-making is impossible. Surprise may also prevent resistance, as where a person is grabbed from behind.

There are some persons who the law presumes are incapable of consenting to sexual contact or penetration by an actor by reason of their age. Under Nebraska law an actor nineteen years of age or older may not subject a person under the age of sixteen years of age to sexual penetration, or a person under fifteen years of age to sexual contact.

m. “Domestic assault” has three definitions which depend on the harm threatened or inflicted by an actor on a person. An actor commits domestic assault if he or she (i) intentionally and knowingly causes bodily injury to his or her intimate partner; (ii) threatens an intimate partner with imminent bodily injury; or (iii) threatens an intimate partner in a menacing manner. An actor commits a more severe form of domestic assault if he or she
intentionally and knowingly causes bodily injury to his or her intimate partner with a dangerous instrument. An actor commits the worst form of domestic assault if he or she intentionally and knowingly causes serious bodily injury to his or her intimate partner.

n. "Domestic violence" is included within the definition of "domestic assault."

o. "Force or threat of force" means (a) the use of physical force which overcomes the person's resistance or (b) the threat of physical force, express or implied, against the person or a third party that places the person in fear of death or in fear of serious personal injury to the person of a third party where the person reasonably believes that the actor has the present or future ability to execute the threat.

p. "Intimate partner" means a spouse; a former spouse; persons who have a child in common whether or not they have been married or lived together at any time; and persons who are or were involved in a dating relationship. For purposes of this definition, dating relationship means frequent, intimate associations primarily characterized by the expectation of affection or sexual involvement, but does not include a casual relationship or an ordinary association between persons in a business or social context.

q. "Intimate parts" means the genital area, groin, inner thighs, buttocks or breasts.

r. The term "in violation" means that it is more likely than not that a student committed one or more violations of the Code.

s. The term "may" is used in the permissive sense.

t. The term "member of the University community" includes any individual who is a student, staff, faculty member, University official, or any other individual employed by, or acting on behalf of the University. An individual's status in a particular situation shall be determined by the investigating Conduct Officer or Title IX Coordinator.

u. The term "not in violation" means that it is more likely than not that a student did not commit one or more violations of the Code.

v. "Past sexual behavior" means a person's sexual behavior other than when the sexual misconduct is alleged to have occurred.

w. "Person" means the individual who allegedly was, or was determined to have been, subjected to sexual misconduct.

x. "Rape" is included under the definition of sexual assault by an actor's sexual penetration of the person without consent.

y. "Respondent" is any student who is charged with having allegedly committed sexual misconduct, or who are not in violation.

z. "Retaliation" includes intimidation, threats, harassment, and other adverse action threatened or taken against the Complainant or a third party in an attempt to prevent or otherwise obstruct the reporting of sexual misconduct.

aa. "Serious bodily injury" shall mean bodily injury which involves a substantial risk of death, or which involves substantial risk of serious physical disfigurement, or protracted loss or impairment of the function of any part or organ of the body.

bb. "Serious personal injury" means great bodily injury or disfigurement, extreme mental anguish or mental trauma, pregnancy, disease, or loss or impairment of a sexual or reproductive organ.

cc. "Sexual assault" is committed when an actor subjects a person to sexual penetration (i) without the consent of the person, (ii) when the actor knew or should have known that the person was mentally or physically incapable of resisting or appreciating the nature of the person's own conduct, or (iii) when the actor is fifteen years of age or older and the person is at least twelve but less than sixteen years of age.

Sexual assault is also committed when an actor subjects a person to sexual contact (a) without consent of the person, or (b) when the actor knew or should have known that the person was physically or mentally incapable of resisting or appreciating the nature of the person's own conduct. Sexual assault by contact should be punished more severely if the actor causes serious personal injury to a person, than if the actor shall not have caused serious personal injury.

dd. "Sexual contact" means the intentional touching of a person's intimate parts or the intentional touching of a person's clothing covering the immediate area of the person's intimate parts. Sexual contact also means the touching by the person of the actor's intimate parts or the clothing covering the immediate area of the actor's intimate parts when such touching is intentionally caused by the actor. Sexual contact shall include only such conduct which can be reasonably construed as being for the purpose of sexual arousal or gratification of either party.

ee. "Sexual harassment" is unwelcome conduct or behavior of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal, or physical conduct of a sexual nature. Conduct that is sufficiently serious to limit or deny student's ability to participate in or benefit from the University's educational program creates a hostile environment, and is prohibited. Examples of sexual harassment include, but are not limited to: (1) an exposure of an actor's genitals done with the intent to affront or alarm any person, and (2) viewing a person in state of undress without his or her consent or knowledge.

ff. "Sexual misconduct" includes dating violence, domestic assault, domestic violence, rape, sexual assault, sexual harassment, and stalking.

gg. "Sexual penetration" means sexual intercourse in its ordinary meaning, cunnilingus, fellatio, anal intercourse or any intrusion, however slight, of any part of the actor's or person's body or any object manipulated by the actor into the genital or anal openings of the person's body which can be reasonably construed as being for nonmedical or nonhealth purposes. Sexual penetration does not require emission of semen.

hh. The term "shall" is used in the imperative sense.

ii. "Stalking" means to engage in a knowing and willful course of conduct directed at a specific person or a family or household member of such person with the intent to injure, terrify, threaten, or intimidate.

jj. The term "student" includes all individuals taking courses at the University, whether full-time or part-time, pursuing undergraduate, graduate, or professional studies, whether or not they reside in the University residence halls. Individuals who withdraw after having allegedly committed sexual misconduct, or who are not officially enrolled for a particular term, but who have an expected continued academic relationship with the University, may be considered "students."

kk. The "Student Affairs Officer" is the individual authorized by the University and the University Chancellor to be responsible for the administration of the Code, and in certain circumstances includes his or her designee.
II. The “Title IX Coordinator” is the individual designated by the campus to respond to allegations of sexual misconduct by students, and in some circumstances can include his or her designee.

mm. The term “University” means University of Nebraska Medical Center.

nn. The term “University business day” means any calendar day where UNMC offices are open for business and classes are in session, excluding weekends and national holidays.

oo. The term “University official” includes any individual employed by, associated with, or performing assigned administrative or professional responsibilities in the interests of the University. Counselors and Healthcare Professionals are bound by professional rules that may preclude their reporting violations of University rules.

pp. The term “University premises” includes all land, buildings, facilities, University approved housing and other property in the possession of, or owned, used, or controlled by the University, including adjacent streets and sidewalks.

4 Section 5.4(e) of the Bylaws of the Board of Regents requires “a hearing before a regularly constituted board in all cases involving expulsion or suspension.”

5 By making a finding of whether it is more likely than not that a violation did or did not occur, a “greater weight of the evidence” standard is being used.

2014 0916 UNMC Student Sexual Misconduct Procedures

Social Media Guidelines

All UNMC students are expected to abide by the UNMC Code of Conduct and to behave in a manner consistent with professional standards. Below are guidelines for interpretation of the Code of Conduct in the context of the use of social media.

Personal Material on Social Media

Students are entitled to enjoy an active social life and free speech, but remember that if put online, behavior once thought of as ‘youthful exuberance’ is available forever. There is a mistaken belief that content which has been deleted from a site is no longer accessible, but these postings may be viewable by licensing boards or future employers. Preventing friends or family from posting images or information about you may be difficult, but make it a point to tell them about your professional role and explain expectations regarding social media.

Social media can blur the boundary between an individual’s public and professional life. Always remember – once something is digital, it is forever!

Patient Cases, Images & Research CMS (Medicare) reg. 140-2 requires that all sensitive information meet encryption standards during transmission while HIPAA requires that the electronic devices use unique ID’s and be password protected. Be sure that all mobile devices used to store or communicate patient information, images etc. cannot be accessed if misplaced or stolen. Protect the information you store on all USB’s, mobile phones, tablets and other devices with encryption.

When uploading unusual cases, even when the files are stripped of identifying information, the individual may be identified because the case is so “unusual” and because the social media application gives information like your hometown and where you work. Consideration should also be given to how such comments and posts reflect on your profession and the potential impact it could have on the public’s trust.

Be aware that standards of patient privacy and confidentiality must be maintained in all environments, including social media environments. In addition to the personal consequences, significant financial consequences to your institution, such as significant fines and restriction from receipt of federal funds may exist. Many federal regulations and agencies are involved in privacy and confidentiality (HIPAA, CMS, DHHS, etc.).

Ensure the content you are posting or sending electronically is appropriate for the audience, the venue and social media site where it is being posted.

Do not use social media for subject recruitment and Informed Consent without IRB approval. Many social media sites share information with marketers and other sites. You give them permission when you “accept” the terms and conditions for using the site or software.

Social Media Privacy Settings for Personal and Professional Use Some people do keep separate social media profiles for work and personal life. This is important when you have a very public job. Remember that ‘private’ settings may not necessarily make every message private or exclusive. These private pages should still reflect your professional role positively.

Maintain a healthy skepticism and be aware of the limits of social media privacy settings. Assume the terms, conditions and settings can be changed without notification and that privacy settings may be compromised or breached by hackers.

Social Media, Email Both Personal and Professional Email can sometimes be a challenge. Only use your work email address for work related activities. Set up a different email account for personal use. If the email is highly confidential, consider the use of email filters that allow only those on your “safe” list to send or forward you emails. Use systems that require any unknown sender to first apply and allow you to accept or decline any email address request.

Be conscious of your social media image and take ownership of your social media activities. Ask yourself, would my family want to see this? Also, follow the professional regulatory and ethical standards governing your profession.

Copyright Violations

If you post something, remember to consider the copyright and intellectual property rights of others and the university. If you have questions about copyright, contact the UNMC Library (http://www.unmc.edu/library/).

UNMC Policies

Be careful that your actions or comments on social media sites do not violate any university policies or professional codes of conduct required for future licensure. Be mindful of the mission statements of your future professional organizations and the impact for your actions as you plan for your future.

Do not post informal, personal or derogatory comments about patients, colleagues, peers or employers on social media forums.
Social Security & Medicare Tax Exemption Policy

Policy:

Students who are enrolled at least half-time, as defined by the University of Nebraska, qualify for the exemption, see table below.

Undergraduate students must take a minimum of 6 credit hours per summer session. For students in their final semester, the half-time rule and the 6 credit hour rule is waived so long as they are enrolled for the number of credit hours needed to complete the requirements to obtain a degree. To qualify, students must submit a copy of the UNMC Application for Degree to the Payroll Office.

Graduate degree candidates in their final semester of a degree program, with the approval of the Dean of their college, who are registered for fewer than the minimum hours required for a half time program may be granted half-time status provided they are not employed more than 20 hours per week. To qualify for the FICA exemption, students must submit a copy of their UNMC Application for Degree.

A student who works during the school breaks of five weeks or less qualifies for the exemption, provided that he or she qualified for the student FICA exemption at the end of the preceding session and is eligible to enroll in the following session. The exemption does not apply to a student who continues employment during a break of more than five weeks. Thus, summer employment of more than five weeks when the student is not enrolled will be taxed.

In order to qualify for the FICA exemption, students and graduate assistants cannot work greater than 20 hours per week in order to qualify for the FICA exemption.

To qualify, students must be enrolled for the following number of hours per term:

**Fall & Spring Term:**
- Undergraduate - 6 or more hours
- Professional Nursing (MSN/DNP/PMC) - 3 or more hours
- Graduate - 4 or more hours

**Summer Terms:**
- Undergraduate
  - 8-Week Session - 6 or more hours
  - I & II 5-Week Session - 6 or more hours
- Graduate
  - 8-Week Session - 2 or more hours
  - I & II 5-Week Session -1 or more hours

If you have questions concerning the FICA tax exemption requirements, contact the Payroll Office 559-7460.

Reference: IRS Revenue Procedure 98-16

Date Policy Adopted: January 1998

Date Policy Revised: March 2016

Reviewed by: Mary Jane Zeini

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Student Accommodation Policy

Introduction

The University of Nebraska Medical Center takes pride in its diverse population and is committed to providing all students the opportunity to take full advantage of its programs and facilities. In keeping with this philosophy, UNMC strives to eliminate architectural and programmatic barriers that may prevent qualified students with disabilities from obtaining an academic or professional degree. Reasonable accommodations (such as auxiliary aids and services or academic adjustments) are offered to provide students with disabilities an equal opportunity to participate in academic programs and to promote and facilitate the integration of students with disabilities into the mainstream of university academic life. Students should initiate requests for accommodation; however, the accountability and responsibility of accommodations is shared among faculty, students, administrators, and staff. Reasonable accommodations for students with disabilities are designed to provide equal access in a manner that does not compromise essential elements of academic programs.

The Role of the Academic Program and Faculty

UNMC academic and professional programs will not inquire whether an applicant has a disability during the admission process; however, information describing the general actions that UNMC is prepared to take in accommodating students is widely available to applicants and accepted students at: http://www.unmc.edu/stucouns/services/disabilities/index.html. Individual accommodation plans are developed in conjunction with the UNMC Services for Students with Disabilities Coordinator. Furthermore,

- Faculty must not try to assess or diagnose whether a student has a disability or what accommodations should be provided. Instead, faculty should make a referral to the UNMC Services for Students with Disabilities Coordinator if there is a concern that a student may require reasonable accommodation based on disability. Faculty should not independently grant accommodations for a perceived disability to a student without first contacting the UNMC Services for Students with Disabilities Coordinator.
- Academic programs and faculty must offer a rationale for specific course requirements that cannot be waived or modified as a reasonable accommodation.
- Academic programs and faculty must not inquire about the specific diagnosis or name of a student’s disability. Faculty should make every effort to protect the privacy of students with disabilities.
- Academic programs and faculty must assure that qualified students with disabilities are not counseled toward more restrictive career objectives than non-disabled students with similar interests and abilities.
- Academic programs and faculty will agree to provide reasonable accommodations to facilitate full access and inclusion for students with disabilities.
- Academic programs and faculty must provide timely feedback to the Services for Students with Disabilities Coordinator when proposed options are determined not to be reasonable.
The Student's Role

Students who seek reasonable accommodation based on disability must:

- Contact the UNMC Services for Students with Disabilities Coordinator to formally request reasonable accommodations and participate in the interactive process to formulate an individual accommodation plan.
- Provide documentation from an appropriate source that verifies the nature of the disability and contains information that will assist in the formulation of an appropriate and reasonable accommodation plan.
- Self-identify to the UNMC Services for Student with Disabilities Coordinator in advance, or as soon as possible once the disability is identified, when seeking accommodations for specific courses or clinical experiences. Ideally, accommodations will be in place at the beginning of the course or clinical experience. If a disability is not identified until after a course or clinical experience has begun, the performance evaluations received up to that point in the course or clinical experience will stand (since disability status had not been previously identified) and UNMC will attempt to accommodate the student as necessary going forward.
- Follow specific procedures outlined by the UNMC Services for Students with Disabilities Coordinator for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aides.

Students can inquire about or request disability accommodations by contacting the UNMC Services for Students with Disabilities Coordinator or by completing the online UNMC Request for Services for Students with Disabilities form that can be accessed by logging into the CARE website (https://net.unmc.edu/care/) using your Outlook username and password and choosing the “disability accommodation request” button under the Campus Records tab. The form can also be printed (http://www.unmc.edu/stucouns/forms/request-for-services-students-disabilities.pdf) and then mailed or faxed to the coordinator once completed.

The Role of Student Disability Coordinator

The Services for Students with Disabilities Coordinator has the responsibility of providing appropriate assistance to students with disabilities and guidance to faculty in facilitating accommodations and determining what is a reasonable accommodation. The UNMC Services for Students with Disabilities Coordinator will:

- Correspond or meet with the student to assist with completing the request for services form, discuss possible accommodations and formulate a reasonable accommodation plan.
- Review documentation of disability status and recommendations from appropriate health providers who have assessed the student.

- Waiver and/or substitution of courses by the college is typically not necessary when requirements can be documented as essential to the program of study.
- Academic programs and faculty will assist students with disabilities in the development of their academic and post-graduation career plans to the same level as is available to non-disabled students.

The reasonable accommodation of students with disabilities will not compromise the academic standards or required components of any UNMC program.

Purpose of Reasonable Accommodations

UNMC is obligated to provide reasonable accommodations, adjustments, and/or auxiliary services only to the known limitations of an otherwise qualified individual with a disability. In general, it is the responsibility of the individual with a disability to inform the University that an accommodation is needed. When a qualified individual with a disability requests an accommodation, the University will make a reasonable effort to provide in a timely manner an accommodation, adjustment, or auxiliary service that is effective for the individual. Evaluation of performance, including admissions decisions, course examinations and other measures of achievement, will be provided with appropriate reasonable accommodations or modifications taken into consideration to ensure that the evaluation represents achievement rather than reflecting the impact of disability.

Student Disability Accommodations in Clinical Training

UNMC recognizes that student disability accommodation plans may need to be modified for the clinical training components of a particular UNMC academic program. Students with disabilities who anticipate a need for modified accommodations during clinical training should contact the
UNMC Services for Students with Disabilities Coordinator as soon as possible in advance of the clinical experience.

Appeal or Grievance Procedures

UNMC students with concerns or complaints about the disability accommodation process or the implementation of an accommodation plan should first contact the UNMC Services for Students with Disabilities Coordinator (BH 6001, 402-559-7276) for assistance in resolving the dispute. If the complaint cannot be resolved through consultation with the Disabilities Coordinator, the student should contact the UNMC Equal Opportunity/Affirmative Action Officer (ADC 2001, 402-559-7394) for additional assistance. If the complaint remains unresolved, the student may contact the University of Nebraska ADA/504 Compliance Officer, 222 Varner Hall, Lincoln, NE (402) 472-8404.

Policy Adopted: November 11, 2015
Policy Revised:
Responsible Reviewer: Education Counsel/VCAA
Reviewed: Every three years

Students Called into Military Services Policy

Purpose:

This Policy shall be implemented in order that the University of Nebraska Medical Center might provide equitable, consistent treatment to its students who are called into military service and to facilitate their ability to continue their education once that military service is completed.

Scope:

Students who are regularly enrolled in any class or program offered by the University of Nebraska Medical Center are eligible for the benefits described in this Policy, if they:
(a) belong to a military unit that is called into active duty, or
(b) are drafted and not eligible for deferment; such that the date upon which they are required to report to active duty prohibits them, as a practical matter, from completing the term in which they are enrolled.

Policy:

It shall be the policy of the University of Nebraska Medical Center to delineate procedures for refund and withdrawal when a student is called to active duty of the Armed Forces of the United States. The dean (or designee) of the respective college/school will work with UNMC Student Services on a case-by-case basis to ensure the integrity of the student’s record in support of a subsequent return for completion of the academic program.

Course and Grade Options:

An eligible student may elect to cancel registration (withdraw) in any or all classes in which he or she is enrolled at the time the call for duty is received. In such case, the student shall receive a full refund for all tuition and student fees paid on behalf of that student. Alternatively, the student may request his or her instructors to award a grade or an incomplete for any or all classes. If an incomplete is given, the instructor shall file the grade in the student’s educational record and provide to the student instructions regarding activities required to complete the course. If a grade and credit are awarded, then the instructor shall award a grade reflective of the student’s performance, taking into consideration the quantity and nature of the curriculum through the time of the student’s departure.

Finally, the student shall have the option of withdrawing from selected courses, receiving a pro-rated refund of tuition and fees for those courses, while also opting to receive a grade or incomplete in other courses in which the student is enrolled.

Students Receiving Financial Aid:

Notwithstanding any provision to the contrary in this Policy, administration of financial aid with respect to any eligible student shall be consistent with federal and state law. Students otherwise eligible for these benefits and receiving financial aid should immediately contact the Financial Aid Office, where each case must be addressed individually based upon the particular rules applicable to the relevant student. The Financial Aid Office shall address these matters in such a way so as to minimize the financial hardships to the student, while complying with the applicable law and regulations.

Procedure:

1. The student shall contact their respective dean (or designee) and the UNMC Financial Aid Office as soon as they are called into service.
2. Full refund of tuition, fees and other university obligations will be made as appropriate when no credit is earned for that semester. All of UPFF Fund A will be refunded. Any unused portion (pro-rated for semester) of UPFF Fund B will be refunded.
3. Refunds returned to financial aid recipients for that semester/term will follow Policies & Procedures: “Refund and Repayment Policies Regarding Loans and Scholarships Disbursed to Students who Withdraw”. Final refund/repayment details will be handled on a case-by-case basis by the Financial Aid Office.
4. Students who are called to active duty and who have paid for student inpatient insurance will receive a refund for the unused portion (pro-rated) of premiums paid for that semester/term. Insurance policy regulations do not permit continued coverage when serving in the armed services.
5. UNMC students who provide a copy of orders to report to active duty in the U. S. Armed Forces during a semester/term will be administratively withdrawn without penalty and receive “WX” grades for that term.
6. Students in good academic standing at the time of withdrawal for reporting to active duty will be guaranteed readmission. Such students will be requested to reapply for the next appropriate semester. The respective dean will make arrangements on a case-by-case basis for this readmission. In some cases the leave of absence policy of the college/school may apply, in which case a reapplication will not be required.
7. Dependents of students called to active duty and who were covered by student health through payment of Fund B fees for dependents will have the option of receiving a refund of the unused portion of Fund B or continuing the student health coverage for the remainder of that semester/term.
Since the student called to active duty cannot continue coverage of inpatient insurance upon entering active duty, dependents included in such coverage will also not be eligible to continue such coverage. Refunds of unused dependent(s) inpatient premiums will be made for that semester/term.

Reference: University of Nebraska, Office of the President, Executive Memorandum No. 23, October 17, 2001

Substance Abuse Or Dependency Standards Of Conduct – Alcohol & Drugs

The University of Nebraska Medical Center (UNMC) desires to provide students with a drug-free, healthy, safe and secure educational environment. Certain behaviors that impede academic performance and which may also endanger patients in the health care setting are prohibited according to the UNMC Policy entitled “Standards of Conduct for Employees and Students on Alcohol and Drugs.” Students enrolled by UNMC are expected to read this policy and be aware of the physical, psychological and legal consequences of substance abuse and chemical dependency. The policy is available at http://www.unmc.edu/studentservices/_documents/standards-of-conduct-for-employees-and-students-regarding-alcohol-and-drugs-2016.pdf or may be accessed by contacting the Counseling and Student Development Office (Bennett Hall, Room 6001, 402-559-7276) or the Dean's Office of each college.

Summary of Prohibited Behaviors

1. Use, possession, manufacture, distribution or sale of illegal drugs or drug paraphernalia;
2. Unauthorized use or possession of manufacture, distribution or sale of a controlled substance;
3. Unauthorized use, manufacture, distribution, possession or sale of alcohol;
4. Storing in a locker, desk, vehicle, or other place on University-owned or occupied premises, any unauthorized controlled substances, drug paraphernalia or alcohol;
   Items #1-4 apply to activity taking place on University premises, while on University business, at University activities, in University vehicles either during or after working hours;
5. Use of alcohol OFF University premises that adversely affects a student's clinical or academic performance;
6. Possession, use, manufacture, distribution or sale of illegal drugs OFF University premises that adversely affects the student's academic performance, or a student’s safety or the safety of others;
7. Violation of State or Federal laws relating to the unauthorized use, possession, manufacture, distribution or sale of alcohol, controlled substances or drug paraphernalia;
8. In the case of employees, failure to notify an employee's supervisor of an employee's arrest or conviction under any criminal drug statute as a result of a violation of law which occurs at the University of Nebraska workplace.

As an agency of the State of Nebraska, UNMC students who violate alcohol or drug laws, or who use substances in violation of UNMC policies, or who violate their academic program’s standards for professional conduct, will be subject to disciplinary action as outlined in the Procedural Rules Relating to Student Discipline.

When College officials (e.g. Deans, department heads, faculty) observe evidence of ongoing substance abuse or dependency, they may require the identified student to complete chemical dependency and psychological evaluations, submit to random drug screens, join support groups such as Alcoholics Anonymous, and/or undergo either inpatient or outpatient chemical dependency treatment as outlined in UNMC policy #1092 Chemical Dependence. An aftercare program following completion of chemical dependency treatment may also be mandated. Suspension or termination of the impaired student’s academic program will result if the problem is not resolved efficiently.

Students Infected with Bloodborne Pathogens

While it is essential to ensure the rights of students at UNMC, protecting patients seeking care within the UNMC/Nebraska Medical Center system is of equal importance. The basic premise of this policy is that patients should not be exposed to bloodborne pathogens by UNMC students. The approach to students infected with bloodborne pathogens will be based upon current scientific knowledge (Henderson et. al. (2010) and guidelines from the Centers for Disease Control and Prevention (CDC) or other authoritative sources).

Policy

In compliance with the standards set forth in Section 504 of the 1973 Vocational Rehabilitation Act, UNMC

1. does not deny admission to HIV, Hepatitis B (HBV), or Hepatitis C (HCV) -infected prospective students unless their health status prevents the completion of essential degree requirements and no reasonable accommodations can be made.
2. does not inquire about the HIV, HBV, or HCV status of applicants during the admissions process.
3. strongly encourages applicants who believe they may have been exposed to blood and/or other potential infectious materials to seek medical advice and HIV, HBV and HCV testing prior to admission. Such information may be relevant to the career decisions of applicants and essential to providing appropriate care to the student.
4. will not require HIV or Hepatitis antibody testing for currently enrolled students for the purpose of obtaining a diagnosis unless they have potentially exposed a patient or personnel to their blood or body fluids.
5. may not dismiss a student based solely upon their HIV, HBV, or HCV status.
6. may require (at UNMC expense) that a student be tested twice a year to determine their circulating viral burden.
7. may require a student to modify clinical behaviors based upon infectious disease best practice.
8. may discipline a student for failure to adhere to required clinical behavior modifications. Disciplinary actions may include dismissal.
9. may not decrease a student grade based upon the needed educational accommodations/modifications in clinical behaviors. A student may be required to take an incomplete and/or a Leave of Absence while treatment is initiated.
Substance Use Disorders

Policy:

In its role as a comprehensive academic health sciences training center, the University of Nebraska Medical Center (UNMC) considers substance use disorders as diseases that can endanger the wellbeing of students and patients.

When identified as experiencing possible signs and/or symptoms of a substance use disorder, UNMC students are given the opportunity to seek appropriate assessment, treatment, and aftercare services in a manner consistent with legal requirements and protection of the public.

Drug diversion will trigger the referral process described below. Refusal to participate in the referral process may lead to disciplinary action up to and including dismissal. Diversion for the use by or sale to others will lead to immediate disciplinary action up to and including dismissal from the academic program.

UNMC does not discriminate against students who are recovering from a substance use disorder, are no longer engaging in the illegal use of drugs, and are otherwise legally able to begin or continue their education in a UNMC academic program.

Definitions:

Drug diversion: theft or other illegal methods of acquisition of a controlled substance by a student for personal use or sale.

Substance use disorder: one of several diseases as defined in the Fifth Edition of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-5) that can endanger the wellbeing of students and patients.

Procedures: General

1. Each college dean will designate one or more academic program administrators (referred to below as designated administrator) to coordinate the response to students with a suspected substance use disorder or reported drug diversion.

2. Students who have questions about potential problems (involving themselves, family, friends, etc.) related to substance use are encouraged to voluntarily seek confidential assistance at the UNMC Counseling & Student Development Center in Omaha or the designated student counseling services for other UNMC campuses.

Procedures: Behaviors Indicative of Substance Use Disorder:

1. When students exhibit one or more of the following behaviors that may be impairing their academic or clinical performance or are otherwise jeopardizing their personal or professional well-being and are interpreted as possibly indicative of a substance use disorder, faculty shall contact a designated administrator immediately and shall remove the student from patient areas or the classroom unless in the judgment of the faculty member the student’s behavior is not an immediate danger to patient or peer safety.

   a. First-hand evidence (i.e., direct sensory awareness by the reporting person) of impairment from a substance causing a substance use disorder as defined in the DSM-5 (e.g., the smell of...
alcohol on a student’s breath in a patient care setting such as a clinic, hospital, or pharmacy.

b. Excessive tardiness or absenteeism
c. Violations of the law
d. Unprofessional conduct
e. Diversion of controlled substances
f. Marked changes in appearance, speech, or mood

2. The designated administrator will coordinate a timely referral to Counseling & Student Development in Omaha or the counseling services available on other UNMC campuses for a substance use disorder screening assessment.

3. When removing a student, the faculty should consider the following:
   a. Remove the student as discretely as possible (with assistance of campus or other jurisdictional security if needed).
   b. Inform the student of the concerning behaviors observed and that he or she will not be allowed to remain in the classroom or clinical setting.
   c. Escort the student to student health, a health clinic, or other designated site for appropriate medical evaluation and lab work, informing the staff on duty of the specific concerns. The faculty member may consult with security or other UNMC officials regarding transportation if necessary.
   d. If the student refuses to comply with the requests, the student will be offered the opportunity to call a cab (at the student’s expense) or a family member or friend for a safe ride home.
   e. If the student is disruptive, belligerent, or threatening harm to self/others, that campus’s or clinical setting’s security service, or, if necessary, the appropriate police agency, will be called immediately.
   f. Faculty members should not attempt to physically restrain the student from leaving the premises.

4. Students who are removed from a classroom or clinical setting should note that refusal to comply promptly with the requests of the faculty or designated administrator will be noted in a written incident report to the dean that could lead to disciplinary action up to and including dismissal from the program.

5. A drug screen may be requested as part of the screening assessment at the discretion of the medical staff and at the expense of the student. If the student consents, the drug screen should be obtained in conformity with chain of custody requirements used for employee drug screening. Failure to comply with this medical staff request may lead to disciplinary action up to and including dismissal from the program.

6. Following the medical evaluation by student health or other provider the student will be referred to the appropriate student counseling center for follow up.

7. Following the referral to the designated administrator the reporting faculty member will:
   a. Document the behaviors or performance problems in writing
   b. Provide this written report describing these observations to the designated administrator

8. When students observe behaviors described above under paragraph 1 of this section in another student, they should report such observations to a faculty member or a designated administrator. Questions about the appropriate course of action may also be directed to the Counseling & Student Development staff in Omaha or the designated student counseling services for other UNMC campuses.

9. Students who are diagnosed with a substance use disorder will be requested to sign a formal written agreement describing their participation in further evaluation, treatment, and aftercare programs as recommended by their assessment results and the student counseling staff. The agreement authorizes counseling staff to update the designated administrator on the student’s progress. Failure to sign the written agreement or follow the terms outlined in this agreement may lead to disciplinary action up to and including dismissal from the academic program.

10. The academic program administrator will monitor the student’s progress with respect to fitness to continue in the academic program or the need for a leave of absence.

11. Existing UNMC policies governing medical leaves of absence will apply to students needing time off for substance use disorder evaluation and treatment.

12. Responsibility for any cost associated with evaluation, treatment, or aftercare will be borne by the student.

13. The designated administrator, after consultation with the appropriate medical, student counseling, and/or student disability staff, will determine a student’s readiness for reentry into the classroom or clinical setting after a medical leave of absence.

14. Students or residents with identified substance use disorders may be subject to possible state licensing discipline and legal action including criminal prosecution.

15. Relapse episodes will be addressed in a similar manner to the initial diagnosis. Students who have relapsed will be subject to further evaluation, treatment, and aftercare requirements. Depending on the circumstances, relapse may be cause for disciplinary action up to and including dismissal.

16. Following evaluation, treatment, and aftercare, the designated administrator may require random drug screening to be performed at the expense of the student. The designated administrator will make the arrangements for any required drug screen protocols. Failure to comply with the request for random drug screening may lead to disciplinary action up to and including dismissal from the academic program.

17. Evaluation and treatment records maintained by student counseling, student health, or other treating professionals are confidential and will be released only with the student’s written permission or as required by law.

Procedures: Behaviors Indicative of Diversion or Illegal Use:

When a student in a clinical setting is suspected of diversion of prescription medication or illegal use of substances known to cause substance use disorders, the faculty member should notify the appropriate clinical administrative staff.

Faculty Documentation of Incidents:

When a UNMC faculty member or administrator other than the designated administrator is involved in managing any incident under this policy, he or she should document the incident and actions taken in writing and forward this information to the designated administrator as soon as possible.

Americans with Disabilities Act:
UNMC recognizes that there may be instances involving the use of alcohol or other substances where a student with a previously or newly diagnosed substance use disorder falls under the protection of the Americans with Disabilities Act. UNMC will take appropriate measures to comply with the Act while also ensuring student and patient safety.

Tobacco-Free Campus Policy

Purpose:

1.1 The purpose of this policy is to implement and sustain a Tobacco-Free Campus.

Scope:

2.1 This policy is applicable to all UNMC students, and employees to include Office/Service, Managerial/Professional, Faculty, and Other Academic positions. It also applies to campus visitors, including applicants for educational programs, applicants for employment, patients, volunteers, and vendors.

Basis of the Policy:

3.1 The University of Nebraska Medical Center (UNMC) believes that a tobacco-free campus is an important step toward building healthy communities. The tobacco-free policy demonstrates the commitment of UNMC to improve the health and wellness of patients, employees (faculty and staff), students and visitors by providing an environment free of tobacco use. The benefits of this policy are:

1. a reduction in health care expenditures;
2. a reduction in exposure to secondhand smoke;
3. and increased cessation among UNMC employees and students.

In accordance with the implementation of the tobacco-free policy, a smoking cessation program will be available for employees and students.

A strategic goal of UNMC is to be established as “a national leader in disease prevention and health promotion.” Tobacco use is the leading cause of preventable death in the nation. About half of all smokers die from smoking-related diseases. Active smoking, exposure to secondhand smoke, and the use of smokeless tobacco are deleterious to health. Furthermore, the economic costs of tobacco use in terms of health care expenditure and productivity loss are immense. The purpose of this policy is to implement and sustain a Tobacco-Free Campus Policy at UNMC.

This policy reflects the commitment of UNMC to:

1. Create and provide a safe and healthy environment for its students, employees, patients, visitors, volunteers, contractors, vendors, and other guests.
2. Improve the health of UNMC students, faculty, staff, as well as Nebraskans, and continue to be a leader in health promotion and disease prevention.
3. Assist those who wish to quit using tobacco products.

Authorities and Administration:

4.1 The UNMC Division Director, Benefits & Work-Life Programs is responsible for the administration, implementation and maintenance of the policy in consultation with the Assistant Vice Chancellor, Executive Director of Human Resources.

Policy:

5.1 The University of Nebraska Medical Center (UNMC) campus is tobacco-free, as of August 24, 2009. This policy prohibits tobacco use on all indoor and outdoor properties owned and maintained by UNMC, including leased properties as well as parking lots.

5.2.1. Smoking is prohibited:

   1. In all indoor and outdoor properties maintained by UNMC, including leased and owned properties as well as parking lots.
   2. In all vehicles whether owned, leased or rented by UNMC.
   3. In all vehicles when parked on UNMC property.

5.2.2. This policy includes but is not limited to all tobacco products used in the form of cigarettes, cigars, and pipes and/or in any smokeless form and other substitute items, such as clove cigarettes and electronic cigarettes. The use of FDA approved nicotine replacement products is permitted.

5.2.3. This policy encompasses all individuals whether they are working, visiting, receiving medical care or whether they are contractors or vendors on UNMC property.

5.2.4. The only exception to the policy will be University-approved research studies involving tobacco use.

Notice of Non-Discrimination:

Please see UNMC’s Notice of Non-Discrimination (p. 76) regarding the University of Nebraska Medical Center’s commitment to creating a diverse and inclusive working and learning environment free from discrimination and harassment.

Additional Information:

- Contact Human Resources - Employee Benefits and Work Life Programs at 402-559-8962

Policy No: 1100
Effective Date: 08/24/2009
Transcript Policy

Purpose:

This policy covers both the acceptance of outside transcripts and the sending of UNMC transcripts.

Definition of UNMC Official Transcript:

An official transcript sent from the University of Nebraska Medical Center (UNMC) is the complete student academic record which includes the University seal and stamped signature of the Registrar.

An official UNMC transcript is printed on official transcript paper or is delivered by secure electronic transmission.

Definition of UNMC Unofficial Transcript:

An unofficial transcript for students graduating from UNMC prior to the Fall of 2010 student academic record printed on white paper and stamped “Issued to Student”.

An unofficial transcript for work for students graduating from UNMC from Fall 2010 forward will be printed on white paper with an official water mark.

An unofficial transcript may be obtained within the student information system; these transcripts may or may not be accepted by third party entities.

Policy:

1. Transcripts will be issued only upon receipt of one of the following:
   a. a written and signed request
   b. a request from the student via a UNMC web site
   c. a signed copy of a requested form that has been scanned and emailed to studentservices@unmc.edu
   d. a faxed request.

2. Phone requests are not accepted for transcript requests due to the inability to document the identity of the requestor.

3. Payment of the Transcript fee must be received before release of any transcript.

4. Transcripts will be issued:
   a. when authorized by the student as described above
   b. to replace a transcript that was mailed, but not received within 2-6 weeks of processing, which provides reasonable time for delivery
   c. to correct an error discovered on the original transcript
   d. when authorized by the Registrar
   e. when a subpoena is presented to the UNMC Registrar
      i. Registrar will consult with UNMC legal department and notify the student.
      ii. exception to this process: specific federal grand jury or law enforcement request.
   f. to parents/legal guardian, upon written request from student.

   g. to another educational institution to which a student has sought admission.

   h. through an official website
      i. if the agency requesting the transcript provides Academic Records directly with a secure log on and password.
      ii. requests for transcript upload presented by the student will not be accepted.

5. Transcripts of the deceased will be released to a family member if they can provide documentation of student death and of their relationship to the deceased student. The family member must complete a transcript request form, provide required documentation and pay the transcript fee.

6. Transcript requests will not be processed if a Negative Service Indicator or Hold is on the student’s record. See the Registration Blocks and Transcript Holds policy for details.

7. “RUSH” copies can be obtained by following instructions at http://www.unmc.edu/studentservices/Transcript_Information.htm

8. Transcripts issued to students will be stamped “Issued to Student” and are not considered “Official.”

9. Transcripts will NOT be faxed.

10. Transcripts will not be issued showing only a portion of the UNMC academic record.

11. UNMC will accept transcripts as official when:
   a. Received as a paper copy in a sealed envelope, marked as official
   b. Received as an electronic copy from a recognized institution or organization
      i. Electronic transcripts will be authenticated and stamped as official by the UNMC recipient.

12. Unofficial transcripts required for internal scholarship purposes can be provided by the department/program or through Student Self Service in PeopleSoft at no charge to the student.

Tuition Refund Schedule Policy

Policy:

Refunds are computed using the effective date on the withdrawal application or the “drop and add” form when completed and submitted to the Registrar. Students who withdraw or drop are not relieved from the payment of the balance due. Refunds will be applied first to unpaid balances. Any remaining balance or obligation to any University service must be paid. Failure to do so may prevent registration for future semesters or sessions. (Note: Refunds are not made for fees.) Refunds are figured from the official beginning of semester or term as stated in the academic calendar for the student’s college or division. Students who receive financial aid and withdraw during the refund period may have to repay all or a portion of their financial aid received. A financial aid recipient should contact the Office of Financial Aid prior to withdrawal.

Regular Semester

<table>
<thead>
<tr>
<th>Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first official day of semester</td>
<td>100%</td>
</tr>
<tr>
<td>First week of class*</td>
<td>100%</td>
</tr>
<tr>
<td>Second week of class</td>
<td>75%</td>
</tr>
<tr>
<td>Third week of class</td>
<td>50%</td>
</tr>
</tbody>
</table>
Voter Registration Policy

Purpose:

The voter registration requirement was included in the National Voter Registration Act of 1993 (also known as the “NVRA” or “motor voter law”). In essence, if a participating school is located in a state that requires voter registration prior to Election Day and/or does not allow the ability to register at the time of voting, then the school must make a good faith effort to distribute voter registration information/registration forms to its students.

The Department of Justice has identified that Nebraska residents meet this criterion and are required to register to vote for all state and national elections.

Policy:

Nebraska residents are able to register to vote in Nebraska via an online registration process. The URL for Nebraska voter registration will be sent to all currently enrolled students 60 days before the deadline to register in years when there are elections for federal office or for Nebraska’s Governor. Students who are not Nebraska residents will be sent the URL for the National Voter Registration site.

Students may find more information on voter registration at: https://www.unmc.edu/studentservices/student-life/voter-registration.html.

Procedure:

UNMC Financial Aid staff will be responsible for sending voter registration information as described above.
STUDENT AFFAIRS

STUDENT AFFAIRS

Philip D. Covington, Ed.D., Interim Assistant Vice Chancellor of Academic Affairs & Chief Student Affairs Officer
Room 2033, Student Life Center
e-mail: philip.covington@unmc.edu  phone: 402-559-4437

The Division of Student Affairs provides a variety of services for both students and academic offices at UNMC. The Division consists of five departments which are listed below. Students who are unable to identify the appropriate office to meet their needs, who have general questions or who have problems/concerns to discuss are invited to contact the Assistant Vice Chancellor for Academic Affairs/Student Affairs.

ACADEMIC RECORDS

Kari Wayman - Transcripts, Degree Verify, Licensures
e-mail: kari.wayman@unmc.edu  phone: 402-559-2151

Barbara Breazeale - Degree Applications, Commencement, Transfer Credit
e-mail: bbreazea@unmc.edu  phone: 402-559-1946

Monica Padilla - Grades, Registration, Change of Status
e-mail: monica.padilla@unmc.edu  phone: 402-559-3475

The Academic Records Office includes the areas of registration and records. Academic Records creates and maintains the permanent record for each student; processes student registrations, drops/adds, withdrawals and grades; and coordinates graduation activities.

Transcripts

Grades posted to a UNMC student transcript may be changed only upon request of the faculty member who is the instructor of record for the course for which the grade was awarded. Students who are unable to identify the proper faculty member are encouraged to contact the Office of Student Affairs.

UNMC Commencement/Graduation

UNMC awards degrees in May, August and December. Formal ceremonies are held in May (Kearney, Norfolk, Lincoln, Omaha and Scottsbluff) and December (Omaha). Further detail and the UNMC Commencement Policies can be found here (p. 56).

RECRUITMENT AND STUDENT ENGAGEMENT

Channing Bunch, MBA, Director
Room 2036, Student Life Center
cawning.bunch@unmc.edu
402-559-3928

The mission of Recruitment & Student Engagement is to recruit and retain a diverse student population for the University of Nebraska Medical Center. Through collaboration, our staff is committed to providing academic, social, financial support programs and services designed to enhance the student educational experience.

Goals

• To recruit a diverse pool of applicants for all UNMC programs which includes students who are, first generation with financial needs, have traditional or nontraditional backgrounds, or demonstrate a sincere interest in working in underserved communities.
• To provide a wide range of independent initiatives aimed at identifying, motivating, and preparing college and pre-college level students to pursue careers in the health sciences.
• To initiate and participate in collaborative programs at Nebraska higher education institutions and with professional and community groups to establish pathways for individuals to learn more about UNMC.
• To provide a university experience that is student-centered and focused on meeting students' needs. http://www.unmc.edu/studentservices/rse/

STUDENT LOAN ACCOUNTING

Karen Freeman
Room 2013, Student Life Center
402-559-4199

The office of Student Loan Accounting, located in the Student Life Center, provides assistance with servicing needs to all UNMC students receiving campus based loans. The office works in conjunction with Campus Partners, the campus based loan servicing organization. Students are encouraged to visit the Campus Partners website, https://www.mycampusloan.com/, to manage their campus based loans.

FINANCIAL AID

Judith Walker, Director, Graduate and Professional Students
Room 2016, Student Life Center
402-559-4199

Patrick Hales - Financial Aid Support Specialist
Karen Freeman - Student Loan/Scholarship Coordinator, Campus Based Loans and Scholarships
Meghan Moore - Financial Aid Counselor, Federal Work Study, Verification, Alternative Loans and Veterans Affairs
Rachael Lane - Financial Aid Counselor

The University of Nebraska Medical Center offers several financial aid opportunities to assist students in the financing of their health professions education. The UNMC Office of Financial Aid administers four basic types of aid; academic scholarship, grants, loans, and student employment.

Governed by the rules and regulations established by the U.S. Department of Education (Title IV) and the U.S. Department of Health and Human Services (Title VII) the Office of Financial Aid has adopted a consistent and equitable approach of awarding financial aid. The completion of the Free Application for Federal Student Aid (FAFSA) is required to be eligible for all federal student aid funds (Title IV and Title VII).

The PRIORITY filing deadline for federal financial aid is April 1. Applications received on or before April 1 will receive priority consideration in the awarding of campus based grants and loans.

Scholarships are awarded by the scholarship committees of each UNMC college: Allied Health, Dentistry, Medicine, Nursing, Pharmacy, Public
Health and Graduate Studies. The Office of Financial Aid does not award scholarships. The timing of scholarship announcements is based on the committee’s selection of recipients. To ensure an equitable distribution of all financial aid, students are notified of their financial aid awards after scholarship selection committees have announced their scholarship recipients. The UNMC Office of Financial Aid reserves the right to revise a student’s award package based on changes to a student’s enrollment status, outside funding received by a student or changes in funding received at UNMC after the award letter is delivered. Students will be notified in writing of any changes made to their awards.

Questions regarding financial aid may be directed to 402-559-4199, 1-800-626-8431 or studentservices@unmc.edu (finaid@unmc.edu). An open door policy is maintained in the Office of Financial Aid. Appointments are preferred but are not required.

**TITLE IV FEDERAL FINANCIAL AID** - The following programs are governed by the U.S. Department of Education rules and regulations. These programs are considered to be campus based programs at UNMC. The Free Application for Federal Student Aid (FAFSA) electronic data must be received in the Office of Financial Aid before April 1 to be considered for these ‘priority funds’.

**FEDERAL PERKINS** - The Federal Perkins Student Loan Program is a subsidized student loan (interest free) through graduation and a nine month grace period. This loan is provided to undergraduate students who demonstrate unmet need in accordance with federal need analysis measures. The loan may be forgiven if the undergraduate recipient practices their chosen health professional career; details on loan forgiveness are provided on the Perkins promissory note.

**FSEOG** - Federal Supplemental Educational Opportunity Grant. Available to undergraduate Pell grant recipients only.

**FWS** - Federal Work Study Program. Student employment on campus at $10/hour during the academic year. All students are encouraged to participate in a UNMC work experience if their time and schedule permit. Sufficient funds are available to fund anyone who wants to work. The Office of Financial Aid prefers to award these funds to students who specifically request the opportunity to work on campus.

Students are encouraged to contact the Office of Financial Aid for job placement and hire if sincerely interested in working. These funds are federal student aid and do require the completion of the FAFSA and the student worker must demonstrate financial need. See policy below.

**TITLE VII FEDERAL FINANCIAL AID** - The following programs are governed by the U.S. Department of Health and Human Services rules and regulations. To be considered for HHS funding, the Department of Health and Human Services requires parent financial information on the FAFSA. This regulation cannot be waived for any student regardless of their independent status (married, children, age, graduate professional status). The parent financial information must be verified through the federally required verification process conducted by the UNMC Financial Aid Office. Parent financial information is used in determining Title VII loan eligibility only. The Free Application for Federal Student Aid (FAFSA) electronic data must be received in the Office of Financial Aid before April 1 to be considered for these ‘priority funds’.

**PCL - Primary Care Loan Program:** Available to senior medical students matching in Primary Care, Family Practice Medicine, Internal Medicine, Pediatrics. Students may borrow this loan to repay medical school Stafford Subsidized/Unsubsidized and Graduate PLUS student loan debt before entering residency. Recipient must agree to practice in an approved primary care health career until the loan is repaid in full. Complete guidelines and promissory note regulations are available upon request. Preference is given to accelerated family practice PRIMARY care students and Nebraska Rural Health loan recipients. HHS guidance will be furnished upon request.

**HPSL - Health Profession Student Loan:** Available to Dentistry and Pharmacy students only. Awards are contingent on funding availability. Subsidized (interest free) student loan through graduation and one year after graduation. A 5% interest rate is assessed loan repayment.

**NSL - Nursing Student Loan:** A subsidized (interest free) student loan through graduation and one year after graduation. A 5% interest rate is assessed in loan repayment. Because of very limited funding, this loan is made available to full time undergraduate nursing students only.

Students are encouraged to visit the Financial Aid web site at http://unmc.edu/financialaid for additional information regarding the financial aid processes. Access the Student Website and Financial Aid links to arrive at the aid web site.

**Student Loan and Scholarships/Grants**

When a student receives student financial aid (federal/state/institutional) funds to attend an institution and subsequently takes a Leave of Absence (LOA), withdraws from the program, is dismissed, or fails to complete the period of enrollment for which the funds were received, federal law requires the institution to make a timely refund of “unearned tuition, fees, and other institutional charges” as assessed by the institution. The institution must also determine if the student owes a “repayment” of unearned funds that the institution either disbursed to the student directly or credited directly to the student’s account for living expenses. Students are strongly encouraged to visit the Office of Financial Aid before starting any LOA or withdrawal process. Students receiving federal student financial aid are required to visit with the Office of Financial Aid prior to finalizing the LOA or complete withdrawal from semester coursework.

The Office of Financial Aid will provide you with a complete analysis of your rights and responsibilities as they pertain to the financial aid process when considering a withdrawal or LOA. Completion of refund repayment calculations and completion of the required exit paperwork takes approximately one hour. We request that students make an appointment to discuss and review all of the responsibilities associated with the refund and/or repayment of federal student aid.

Before considering a LOA or withdrawal, students should read the federal policy governing Satisfactory Academic Progress here (p. 80).

**Return of Federal Student Aid Funds**

Federal student financial aid is provided to students to fund their direct and indirect costs of education as determined by the institutional cost of education. Failure to complete a required term of enrollment may result in the student’s need to refund or repay federal student financial aid for costs not incurred. A leave of absence (LOA), taken at any time after the start of a term, is considered a ‘withdrawal of enrollment’ for federal student aid purposes.

If the withdrawing student received federal student aid, the UNMC Financial Aid Office follows the guidelines provided by the US Department of Education for repaying financial aid. This is a proportional calculation based on time enrolled during the semester, type of aid received, and directs costs (tuition/fees). Students should also refer to the UNMC
Refund Schedule for determination of the amount of tuition owed if they withdraw from enrollment after the first week of classes.

**Repayment of Student Financial Aid Funds**

In addition to receiving funds for direct costs (tuition and fees), students may also be provided funds for living expenses. Failure to complete a term of enrollment will result in the “repayment” of funds for periods of non-enrollment. For this policy, financial aid is considered to be used first for payment of tuition, fees, and other payments to the University. Therefore, all or part of any unearned funds will be used to reimburse financial aid programs. If a student withdraws from the University for any reason, student financial aid dollars must be returned to the Office of Financial Aid for refund and repayment to the respective federal aid programs. In accordance with federal laws, the following fund priority listing will be used when refunding and repaying funds to Title IV and non-Title IV aid programs for the academic term involved.

Federal Funds will be returned to the various federal aid programs in the following order:

a. **Title IV Program**
   1. Unsubsidized Federal Stafford Loan
   2. Subsidized Federal Stafford Loan
   3. Federal Perkins Student Loan (FPSL)
   4. Graduate PLUS Loan
   5. Federal Direct PLUS Loan (parent)
   6. Federal Pell Grant
   7. Federal Supplemental Educational Opportunity Grant (SEOG)

b. **Non-Title IV Programs**
   1. Health Profession Student Loan (HPSL)
   2. Nursing Student Loan
   3. Other Federal Grants (AFHPS/NHSC VA)

Students receiving federal student financial aid are required to contact the Office of Financial Aid prior to finalizing a leave of absence or complete withdrawal. Any student withdrawing from UNMC, impacted by this policy receives a worksheet detailing the federal calculations for the return of federal student aid.

**Veterans Affairs Benefits**

To be certified for VA benefits please contact Meghan Moore, Room 2042, Student Life Center, ext. 9-4199, each term.

**Financial Aid/Tuition Policies**

Please see the UNMC student policy wiki at https://wiki.unmc.edu/index.php/Student_Policies for the following policies.

**Delinquent Tuition and Fees**

Delinquent Tuition and Fees Policy (p. 62)

As of January 20th, 2014 the Delinquent Tuition and Fees Policy has been revised. The revisions included the additional of an appeal option to the policy and clarifications of the procedures. These changes are effective immediately.

Federal Work Study (FWS) Policy (p. 64)
Insufficient Funds Policy (p. 72)
Satisfactory Academic Progress Policy (p. 80)
Social Security & Medicare Tax Exemption (p. 98)
Tuition Refund Schedule Policy (p. 105)

**STUDENT ACCOUNTS**

Joan Hill, M.A., Director

Office Hours 8 a.m. - 4:30 p.m., Monday through Thursday, and 8 a.m. – 1:00 p.m. on Friday CST
Room 2014, Student Life Center
402-559-8086

Student Accounts is responsible for coordinating the billing and collection of tuition/fee payments, collection of rent payments, collection of all other necessary service charges and deposits, and maintenance of all necessary records.

Tuition is calculated approximately two weeks prior to the beginning of the term. If applicable, financial aid is applied to student accounts ten days prior to the start of the term. Refunds are generated directly from the Nebraska State Treasurers Office and either mailed to the students billing address or direct deposit to student’s checking account as directed by the student.

Payment in full is required in accordance with the payment Due Date shown on the billing statement. The University of Nebraska Medical Center accepts cash, personal check, money order, cashier’s check and Visa/MasterCard. There is a service fee of 2.75% on all credit card transactions. Checks must be made payable to UNMC for the full amount. Students may also pay their bills on-line “My Records”, we offer e-check as a free service and again credit card payments will be assessed 2.75% service fee.

Students may not pay on another student’s account via credit card unless both parties are present at the Student Accounts office at the time of the transaction.

If a payment is past the due date shown on the billing statement, there will be a $100 late fee assessed and added to the total bill due. This includes payments made through the mail that have a postmark later than the due date. The student’s university file will then be placed on hold. Students, who are unable to pay by the Due Date through no personal fault, may request a waiver of the late fee from Student Accounts.

Students are encouraged to present authorizations for billing a third party, e.g., U.S. Government, foreign governments, Vocational Rehabilitation, National Guard, etc., to Student Accounts on or before the first day of class. Authorizations not received by Student Accounts before the payment Due Date will be considered delinquent.

If your employer will reimburse you for tuition and fee costs (after grades have been issued) you MUST meet the regular payment deadlines set by the University or face action in accordance with a delinquent account. This policy also applies to those who have tuition and/or fees paid by a UNMC department.

Students who do not meet the deadlines specified above and in the Delinquent Tuition and Fee Policy (See Student Policy Delinquent Tuition and Fees (p. 62)) are subject to Administrative Withdrawal from UNMC (See Student Policy Administrative Withdrawal Policy (p. 53)).
Student Affairs Administration — 402-559-4437, ZIP 4250
Philip D. Covington, Ed.D.
Interim Assistant Vice Chancellor of Academic Affairs & Chief Student Affairs Officer
pcovington@unmc.edu
SLC, Room 2033.....................................................402-559-4437

Andrew P. Faltin, J.D., M.A.
Administrative Associate II
SLC, Room 2034.....................................................402-559-4437

Paulo Shila, M.B.A.
PeopleSoft Specialist
paulo.shila@unmc.edu
SLC, Room 2041.....................................................402-559-7266

Financial Aid — 402-559-4199, ZIP 4265
Judi Walker, B.A.
Director, Financial Aid
jdwalker@unmc.edu
SLC, Room 2016.....................................................402-559-4199

Karen Freeman, B.S.
Student Loan/Scholarship Coordinator
kfreeman@unmc.edu
SLC, Room 2013.....................................................402-559-4199

Patrick Hales
Financial Aid Support Specialist
patrick.hales@unmc.edu
SLC, Room 2015.....................................................402-559-4199

Meghan Moore
Financial Aid Counselor
meghanmoore@unmc.edu
SLC, Room 2017.....................................................402-559-4199

Rachael Lane
Financial Aid Counselor
rachael.lane@unmc.edu
SLC, Room 2012.....................................................402-559-1774

Academic Records — 402-559-2151, ZIP 4230
Barbara Breazeale
Records/Commencement Associate
bbreazea@unmc.edu
SLC, Room 2030.....................................................402-559-1946

Monica Myers
Academic Records Assistant
monica.myers@unmc.edu
SLC, Room 2040.....................................................402-559-3475

Kari Wayman
Student Transcript Clerk
kari.wayman@unmc.edu
SLC, Room 2032.....................................................402-559-2151

Recruitment and Student Engagement — 402-559-3928, ZIP 4275
Channing Bunch, M.B.A.
Director, Recruitment and Student Engagement
channing.bunch@unmc.edu
SLC, Room 2036.....................................................402-559-3928

Sherman Petite, M.S.

Graduate Recruiter/Retention Specialist
spetite@unmc.edu
SLC, Room 2037.....................................................402-559-4196

Student Accounts — 402-559-8086, ZIP 4245
Joan Hill, M.A.
Director, Student Accounts
jmhill@unmc.edu
SLC, Room 2014.....................................................402-559-8086

Sara Jones
Student Accounts
sara.jones@unmc.edu
SLC, Room 2018.....................................................402-559-8086

Changes and updates should be submitted to Andrew Faltin at andrew.faltin@unmc.edu.
# STUDENT FEES

## STUDENT FEES EFFECTIVE ACADEMIC YEAR 2017-18

### COURSE RELATED FEES

#### Medical Laboratory Science (MLS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee Type</th>
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</thead>
<tbody>
<tr>
<td>MLS 302</td>
<td>Per Course</td>
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<tr>
<td>MLS 500</td>
<td>Per Course</td>
<td>25.00</td>
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<tr>
<td>MLS 511 Medical Microbiology</td>
<td>Per Semester</td>
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</tr>
<tr>
<td>MLS 552</td>
<td>Per Course</td>
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<tr>
<td>Medical Laboratory Science Manual Fee</td>
<td>Fall Semester</td>
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</tr>
<tr>
<td>Medical Laboratory Science Manual Fee</td>
<td>Spring Semester</td>
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</tr>
<tr>
<td>Medical Laboratory Science Microscope Rental Fee</td>
<td>Fall Semester</td>
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<tr>
<td>Medical Laboratory Science Lab Supplies Fee</td>
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#### Cytotechnology

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<tbody>
<tr>
<td>CYTO 701 Introduction to Cytology, Cytopreparation</td>
<td>Per Course</td>
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<tr>
<td>CYTO 714 Cytotechnology Clinical Practicum</td>
<td>Spring Semester</td>
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<tr>
<td>Cytotechnology Microscope Rental Fee</td>
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#### College of Public Health

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#### Dentistry

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<td>Dental Instruments Dentistry 1</td>
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<td>Dental Books &amp; Instruments Dentistry 2, Dentistry 3, Dentistry 4</td>
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<td>Dental Hygiene 3 Instruments</td>
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#### Dental Hygiene 4 Books & Instruments | Per Semester | 1,900.00|

#### Medical Nutrition Education

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<tr>
<td>MNED 720 Professional Development &amp; Leadership I</td>
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<td>MNED 722 Interprofessional Learning &amp; Leadership II</td>
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<td>MNED 777 Medical Nutrition &amp; Medical Diagnoses</td>
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<td>MNED 779 Nutrition Therapy Practicum</td>
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<td>MNED 787 Nutrition Therapy &amp; Nutrition Care Process</td>
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<td>MNED 790 Capstone</td>
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<td>MNED 877 Medical Nutrition &amp; Medical Diagnoses</td>
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#### Nursing

#### Undergraduate Nursing Courses

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<td>NRSG 311, NRSG 312, NRSG 313, NRSG 314, NRSG 331, NRSG 332, NRSG 333, NRSG 334, NRSG 438, NRSG 438H, NRSG 444</td>
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<td>NRSG 412, NRSG 419, NRSG 422, NRSG 351W, NRSG 386W, NRSG 415, NRSG 424</td>
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<tr>
<td>NRSG 426W, NRSG 443W, NRSG 451W, NRSG 452W Leadership in Healthcare Outcome</td>
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#### Graduate Nursing Courses

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<td>NRSG 602, NRSG 802, NRSG 627, NRSG 827, NRSG 653, NRSG 853, NRSG 676, NRSG 876</td>
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<td>NRSG 603, NRSG 803, NRSG 628, NRSG 854, NRSG 677, NRSG 877</td>
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<tr>
<td>NRSG 606, NRSG 806</td>
<td>Applied Pharmacology for Advanced Practice Nurses</td>
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<tr>
<td>NRSG 701, NRSG 702, NRSG 703, NRSG 704, NRSG 709, NRSG 731, NRSG 755</td>
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<td>Pathology/Microbiology</td>
<td>PAMM 509 Immunology, Pharmacy</td>
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<tr>
<td>Pharmacology and Experimental Neuroscience</td>
<td>PHAR 507 (PA’s, Clinical Perfusionists)</td>
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<td>PHAR 470 / PHAR 570 (PT’s, Nurses)</td>
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<td>PHAR 680 / PHAR 682 (Pharmacy)</td>
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<td>Physical Therapy - PT 1’s</td>
<td>PHYT 502 Foundations of PT Practice</td>
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<td>Physical Therapy - PT 1’s</td>
<td>PHYT 510 Physical Agents</td>
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<td>PHYT 550 Clinical Education I</td>
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<td>Physical Therapy - PT 2’s</td>
<td>PHYT 605 Musculoskeletal Physical Therapy II</td>
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<td>PHYT 606 Musculoskeletal Physical Therapy III</td>
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<td>PHYT 612</td>
<td>Pediatric Physical Therapy</td>
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<td>PHYT 614</td>
<td>Physical Therapy Management of Individuals w/ Chronic Hlth</td>
<td>Per Course</td>
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<td>PHYT 615</td>
<td>Concepts of Therapeutic Exercise for Rehabilitation</td>
<td>Per Course</td>
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<tr>
<td>PHYT 624</td>
<td>Orthotics &amp; Prosthetics</td>
<td>Per Course</td>
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<tr>
<td>PHYT 630</td>
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<td>PHYT 650</td>
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<td>PHYT 740</td>
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**Physical Therapy - PT 3's**

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<td>PHYT 722</td>
<td>Practice Management Skills in Physical Therapy II</td>
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<td>PHYT 726</td>
<td>Instructional Development</td>
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<td>PHYT 727</td>
<td>Imaging for Physical Therapists</td>
<td>Per Course</td>
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<td>PHYT 750</td>
<td>Clin Education III</td>
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<td>PHYT 751</td>
<td>Clin Education IV</td>
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<td>Clin Education V</td>
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**Physician Assistant Education Phase I**

<table>
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<td>Communication in Medicine I</td>
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<td>PHAS 635</td>
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<td>PHAS 637</td>
<td>Communication in Medicine II</td>
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<td>PHAS 645</td>
<td>Behavioral Medicine</td>
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<td>PHAS 650</td>
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<td>PHAS 660</td>
<td>Medical Ethics</td>
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**Medical Imaging & Therapeutic Sciences (MITS)**

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<td>MITS 315R</td>
<td>Applied Radiography Technology I</td>
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<td>MITS 402R</td>
<td>Intro to Radiologic Physics</td>
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<td>Radiographic Imaging Seminars</td>
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<td>MITS 415S</td>
<td>Orientation to Diagnostic Medical Sonography</td>
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<td>MITS 419S</td>
<td>Professional Projects I</td>
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<td>MITS 428T</td>
<td>Principle &amp; Practice of Radiation</td>
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<td>MITS 435T</td>
<td>Treatment Planning &amp; Delivery</td>
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<tr>
<td>MITS 436T</td>
<td>Applied Radiation Therapy</td>
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<td>MITS 445T</td>
<td>Comprehensive Seminar and Board Review</td>
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<td>MITS 462R</td>
<td>CT Clinical Rotation</td>
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<td>MITS 465R</td>
<td>MRI Clinical Rotations I</td>
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* Covers cost of Pediatric Life Support and of Advanced Cardiac Life Support Instruction.

**Physician Assistant Education Phase II**

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<td>MITS 636T</td>
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<td>MITS 665R</td>
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**LABORATORY FEES**

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<td>CLPR 515</td>
<td>Perfusion Concepts II</td>
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<tr>
<td>CLPR 701</td>
<td>In Vitro/In Vivo Lab Procedures</td>
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**Cytotechnology**

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<td>CYTO 714</td>
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**Genetics, Cell Biology & Anatomy**

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<td>Radiation Tech Students</td>
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<tr>
<td>GCBA 552</td>
<td>Anatomy for Pharmacists</td>
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<td>GCBA 812</td>
<td>Neuroanatomy</td>
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<td>Histology (Masters in Medical Anatomy)</td>
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<td>GCBA 830</td>
<td>Electron Microscopy</td>
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<td>GCBA 832</td>
<td>Cell &amp; Tissue Culture</td>
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<td>GCBA 908</td>
<td>Advanced Hematology*</td>
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<td>Gross Anatomy Lab (Masters in Medical Anatomy)</td>
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<td>GCBA 924</td>
<td>Selected Problems in Electron Microscopy</td>
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**Medicine**

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<td>Anatomic Dissection</td>
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<td>M-ID 635</td>
<td>Integrated Clinical Exp - Medicine 2</td>
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**Munroe-Meyer Institute**

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<td>MMI 922</td>
<td>Molecular Diagnostic Laboratory Techniques</td>
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**Nursing**

**Undergraduate Nursing Courses**

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<td>Principles of Care of Hospitalized Patient</td>
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<tr>
<td>NRSG 312</td>
<td>Health Assessment Throughout the Life Course</td>
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<td>NRSG 314</td>
<td>Patient Centered Care I</td>
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<td>NRSG 334</td>
<td>Patient Centered Care Clinical II</td>
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<td>NRSG 412</td>
<td>Patient Centered Care Clinical III</td>
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<td>NRSG 413</td>
<td>Population-Centered Care</td>
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<td>NRSG 422</td>
<td>Patient Centered Care Clinical IV</td>
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<tr>
<td>NRSG 424</td>
<td>Leadership in Professional Practice</td>
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**Graduate Nursing Courses**

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<tr>
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<td>Adult-Gerontology Across the Lifespan III</td>
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<td>NRSG 616, NRSG 816</td>
<td>Adult-Gerontology Comprehensive Assessment</td>
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<tr>
<td>NRSG 633, NRSG 833</td>
<td>Adult-Gerontology Across the Lifespan IV</td>
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<tr>
<td>NRSG 641, NRSG 841</td>
<td>Advanced Rural Hospital Care I</td>
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</tr>
<tr>
<td>NRSG 642, NRSG 842</td>
<td>Advanced Rural Hospital Care II</td>
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</tr>
<tr>
<td>NRSG 676, NRSG 876</td>
<td>Primary Care &amp; Health Promotion in Women's Health</td>
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<td>NRSG 678, NRSG 878</td>
<td>Chronic Care &amp; Health Promotion in Women's Health</td>
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<td>NRSG 607, NRSG 807</td>
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<tr>
<td>NRSG 643, NRSG 843</td>
<td>Per Course</td>
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<tr>
<td>NRSG 618, NRSG 818</td>
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<td>NRSG 630, NRSG 830, NRSG 631, NRSG 831, NRSG 632, NRSG 832</td>
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<td>NRSG 636, NRSG 836</td>
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<tr>
<td>NRSG 677, NRSG 877</td>
<td>Per Course</td>
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<tr>
<td>PHYT 502 Foundations of PT Practice</td>
<td>Per Course</td>
<td>87.00</td>
</tr>
<tr>
<td>PHYT 505 Musculoskeletal PT I</td>
<td>Per Course</td>
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<td>PHYT 506 Functional Mobility</td>
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<td>PHYT 510 Physical Agents</td>
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<td>PHYT 511 Integumentary PT</td>
<td>Per Course</td>
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<tr>
<td>PHYT 512 Neuromuscular Physical Therapy I</td>
<td>Per Course</td>
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</tr>
<tr>
<td>PHYT 522 Professional Practice Expectations</td>
<td>Per Course</td>
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<td>PHYT 605 Musculoskeletal Physical Therapy II</td>
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<td>PHYT 606 Musculoskeletal Physical Therapy III</td>
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<td>PHYT 610 Cardiopulmonary Physical Therapy</td>
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<td>PHYT 612 Pediatric Physical Therapy</td>
<td>Per Course</td>
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</tr>
<tr>
<td>PHYT 615 Concepts of Therapeutic Exercise for Rehabilitation</td>
<td>Per Course</td>
<td>10.00</td>
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**Medical Imaging and Therapeutic Sciences (MITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>MITS 402S Applied Ultrasound Technology II</td>
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<td>MITS 412S Applied Ultrasound Technology I</td>
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<td>MITS 452S Applied Ultrasound Technology III</td>
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<tr>
<td>MITS 602S Applied Ultrasound Technology II</td>
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<tr>
<td>MITS 612S Applied Ultrasound Technology I</td>
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<tr>
<td>MITS 652S Applied Ultrasound Technology III</td>
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**MISCELLANEOUS FEES**

**University Program and Facilities Fees**

**Fund A**

<table>
<thead>
<tr>
<th>Amount for Semester</th>
<th>Amount for Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund A</td>
<td>5.00</td>
</tr>
</tbody>
</table>

**Fund B Student Health Program**

All summer students taking classes pays $73

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Full-Time Students</td>
<td>99.75</td>
<td>73.00</td>
</tr>
<tr>
<td>Spouse</td>
<td>107.25</td>
<td>79.50</td>
</tr>
<tr>
<td>Children</td>
<td>107.25</td>
<td>79.50</td>
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</table>

**Center for Healthy Living:**

Students (Mandatory for all except those on employee scholarships)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>62.50</td>
<td></td>
</tr>
<tr>
<td>Spring Semester</td>
<td>62.50</td>
<td></td>
</tr>
</tbody>
</table>
1. Full-time, for this purpose, is defined as follows: Semester:
   a. Undergraduate - 7 or more hours;
   b. Graduate and Professional - 5 or more hours Summer
   c. Graduate, Professional and Undergraduate - 4 or more hours Summer
2. Northern and Scottsbluff undergraduate nursing students will be assessed UPFF Fund B Student Health program fee of $67.50 per semester, and will not be assessed the UPFF Fund B Center for Healthy Living fee.
3. Kearney undergraduate nursing and College of Allied Health students will be assessed UNK fees based on the number of credit hours enrolled. For more information please contact the UNMC student billing office.
4. Lincoln nursing, dentistry and dental hygiene students will be assessed UNL fees based on the number of credit hours enrolled. For more information please contact the UNMC student billing office.

### Student Health Insurance

<table>
<thead>
<tr>
<th>Program, Basic Plan estimated (unless waived)*</th>
<th>Per Semester</th>
<th>1,184.66*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Insurance - Medical &amp; PA Students</td>
<td>Per Year</td>
<td>57.00</td>
</tr>
</tbody>
</table>

*Subject to Change by the Vendor

### Other Fees

| Late Registration                          | 10.00         |
| Late Fees - Tuition/Fees                   | 100.00        |
| Add/Drop Course   Each Course             | 10.00         |
| Disenrollment Fee                               | 100.00       |
| Returned Check Charge Each                    | 35.00         |
| I.D. Card - Initial                            | 0.00          |
| I.D. Card - Replacement Each                  | 10.00         |
| Locker Rental Nursing Per Year                | 5.00          |
| Locker Rental Medicine Per Year               | 5.00          |
| Locker Rental Pharmacy Per Year               | 5.00          |
| Graduation Fee (non-refundable)               | 50.00         |
| Graduation/Late Filing Fee                    | 10.00         |
| Library Fee Per Credit Hour                   | 6.25          |
| Thesis Binding - Grad Studies Per Copy        | 20.00         |
| Distance Education Delivery Fee** Per Credit Hour | 35.00 |

**Only for courses delivered exclusively at a distance.

### Transcript of Grades:

| Copy (does not apply to currently enrolled students) | Each | 10.00 |

### Program Fees

<table>
<thead>
<tr>
<th>College of Public Health:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Distributive Learning Fee</td>
<td>Per Credit Hour</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>Per Semester</td>
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</table>

<table>
<thead>
<tr>
<th>College of Nursing:</th>
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</thead>
<tbody>
<tr>
<td>Distributive Learning Fee</td>
<td>Per Credit Hour</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>Per Semester</td>
</tr>
<tr>
<td>ATI Learning System undergraduate</td>
<td>Per Credit Hour</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Allied Health Professions:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Technology Fee except MLS</td>
<td>Per Semester</td>
</tr>
<tr>
<td>Technology - MLS students</td>
<td>Per Semester</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Dentistry:</th>
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</thead>
<tbody>
<tr>
<td>Equipment Replacement - Dentistry/post graduate</td>
<td>Per Semester</td>
</tr>
<tr>
<td>Equipment Replacement - Dental Hygiene</td>
<td>Per Semester</td>
</tr>
<tr>
<td>Technology Fee - Dentistry</td>
<td>Per Semester</td>
</tr>
<tr>
<td>Technology Fee - Dental Hygiene</td>
<td>Per Semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Medicine:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Neuroanatomy Fee (First Year Only)</td>
<td>1st Semester</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>Per Semester</td>
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</table>

<table>
<thead>
<tr>
<th>College of Pharmacy:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Fee</td>
<td>Per Semester</td>
</tr>
</tbody>
</table>
COLLEGE OF ALLIED HEALTH PROFESSIONS

The College of Allied Health Professions is committed to academic excellence.

Allied health professionals comprise approximately 60 percent of the total health care workforce and, together, provide the fundamental framework critical to the success of the American health care system. Even so, there are growing workforce shortages in virtually all allied health fields.

To address these shortages, the CAHP is steadfastly committed to its historic mission of educating allied health professionals, as well as collaboratively exploring research questions that improve the delivery of care and promote health.

Mission and Values
UNMC Mission
We are Nebraska Medicine and UNMC.

Our mission is to lead the world in transforming lives to create a healthy future for all individuals and communities through premier educational programs, innovative research and extraordinary patient care.

UNMC Stand
We are Nebraska Medicine and UNMC.

We lead the world in transforming lives to create a healthy future through extraordinary care, discovery and learning.

College of Allied Health Professions Mission

The mission of the College of Allied Health Professions is to advance health by:

• Delivering allied health educational programs that prepare graduates to provide high quality, evidence-based, safe care for all patients;
• Conducting scholarly activities that create and disseminate knowledge reflective of the unique contributions of allied health theory and practice;
• Providing high quality, contemporary clinical care in the allied health disciplines; and
• Providing outreach to underserved populations.

Purpose

The purpose of the College of Allied Health Professions is:

1. to provide the educational programs needed to prepare allied health professionals to serve as members of the health care delivery system;
2. to provide selected continuing education programs for practicing allied health professionals;
3. to provide opportunities for the faculty to further the body of knowledge within their disciplines through research and creative activity;
4. to provide consultant services and leadership to groups and organizations concerned with the delivery of health care;
5. to provide services as appropriate to patients and to the public so that the health of the populace may be improved and maintained.

History

The Legislative Act of February 15, 1869, provided for the formation of the University of Nebraska, and included provision for a college of medicine. In 1883, the University of Nebraska College of Medicine was established at Lincoln.

It continued in operation until the 1887 session of the Legislature withdrew its appropriation, necessitating discontinuance of the college on May 19, 1887. The Omaha Medical College, incorporated at Omaha in 1881, became a part of the University of Nebraska in 1902. The merger resulted in the first two years of the four year medical curriculum being given in Lincoln and the last two years in Omaha. Since 1913 the entire curriculum has been offered in Omaha. The College of Medicine is a component of the University of Nebraska Medical Center (UNMC), one of the four major campuses of the University of Nebraska System.

At its October 1972 meeting, the Board of Regents of the University established the School of Allied Health Professions (SAHP) as a formal entity of the College of Medicine on the Medical Center Campus.

Thirty-six years later, on September, 25, 2008, all the programs in the SAHP finally came together in one building when the renovation of Bennett Hall (built in 1918) was complete.

Since its inception in 1972, the School of Allied Health Professions grew considerably in the depth, breadth and geographical reach of its educational programs. It dramatically enhanced extramural funding, including the addition of numerous endowed faculty and chair positions, and expanded the scope of faculty involvement and responsibility across UNMC, and at national levels of leadership within professional organizations. In response to this growth, in the fall of 2014 UNMC put forth a proposal requesting approval to transition the School of Allied Health Professions to a free-standing college.

On January 30, 2015 the University of Nebraska Board of Regents unanimously approved the proposal. This was followed by unanimous approval on March 12, 2015 by the Nebraska Coordinating Commission for Postsecondary Education. On July 1, 2015, the former School of Allied Health Professions became the UNMC’s sixth college – the College of Allied Health Professions.

On August 6, 2015, University of Nebraska Board of Regents approved the appointment of Kyle Meyer, Ph.D., as founding dean of the University of Nebraska Medical Center’s College of Allied Health Professions.

Educating Health Professionals

UNMC has been engaged in the education of allied health personnel for five decades. It began in the early 1930s with a class in Medical Technology and a class in Radiologic Technology.

A Bachelor of Science degree program in Physical Therapy Education was established in 1970. In 1989 it was replaced by the Master of Physical Therapy program and again in 2001 with a Doctorate of Physical Therapy program.

The Nuclear Medicine Technology program was established in 1972 followed by the Radiation Therapy Technology program in 1973. The Physician Assistant baccalaureate degree program was also established in 1973 and was replaced in 1993 by the Master of Physician Assistant Studies.
In addition to these formal degree programs, a post-baccalaureate generalist dietetic internship program was initiated in 1976 to provide experiences in clinical, administrative, community and consulting dietetics.

At its March 1988 meeting, the Board of Regents of the University approved the Division of Radiation Science Technology Education, which incorporated the training of Radiographers, Nuclear Medicine Technologists, Radiation Therapy Technologists, and Diagnostic Medical Sonographers into one Bachelor of Science degree in Radiation Science Technology Education.

Approval was obtained at the October 1989 meeting of the Board of Regents to establish a Clinical Perfusion Education Program within the SAHP. This new program admitted its first students in August 1990 and awarded a post-baccalaureate certificate upon completion of the 21-month training program. In May 2000, this certificate program was replaced by a Masters in Clinical Perfusion.

A certificate program in Cytotechnology was approved by the Board of Regents in 1994. This program admitted its first student in August of 1994.

Computed Tomography (CT) / Magnetic Resonance Imaging (MRI) education began in 1994, and the Cardiovascular Interventional Technology program started in 2000. MRI received JRCERT accreditation status in May of 2012, and MRI and CT separated in 2013 with CT changing to a practicum.

Degree

- Bachelor of Science in Medical Imaging & Therapeutic Sciences DAO (p. 155)
- Bachelor of Science in Medical Laboratory Science DAO (p. 158)
- Cardiovascular Interventional Technology (p. 119)
- Clinical Perfusion (p. 121)
- Computed Tomography Practicum (p. 123)
- Cytotechnology (p. 125)
- Diagnostic Medical Sonography (p. 127)
- Health Professions Teaching & Technology (http://catalog.unmc.edu/allied-health-professions/health-professions-teaching-teachnology)
- Interservice Physician Assistant Program (IPAP) (p. 161)
- Magnetic Resonance Imaging (p. 129)
- Master of Clinical Perfusion DAO (p. 153)
- Master of Physician Assistant Studies DAO (p. 150)
- Medical Laboratory Science (p. 131)
- Medical Nutrition Education (p. 134)
- Physical Therapy (p. 137)
- Physician Assistant Education Program (p. 141)
- Radiation Therapy (p. 144)
- Radiography (p. 147)
CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY

Degrees Offered
Bachelor of Medical Imaging & Therapeutic Sciences
Post-Baccalaureate Professional Certificate in Cardiovascular Interventional Technology

Length of Program
Each semester consists of approximately 12-16 hours of course work and clinical rotations scheduled throughout the 12-month program, starting in August and ending in August the following year. Program education covers both vascular and cardiac interventional technology.

Description
Completion of an accredited Radiography program, ARRT certification in Radiography, and 27 specific college prerequisites (http://www.unmc.edu/alliedhealth/education/vit/admission/) are required for admission into the CVIT Program, which is offered as a post-primary certification modality at UNMC.

Members of the CVIT faculty include radiologic technologists with CVIT certification, interventional radiologists, nurses, and program directors that teach courses relating to their expertise.

After completion of the program, graduates are awarded a Bachelor Degree in Medical Imaging & Therapeutic Sciences or Post-Baccalaureate Professional Certificate in Cardiovascular Interventional Technology. Students are eligible to sit for the American Registry of Radiologic Technologists certification in Cardiac Interventional Radiography and/or Vascular Interventional Radiography if the post-primary certification eligibility requirements are met. Requirements can be found in the ARRT Certification Handbook on the ARRT web site (https://www.arrt.org).

Admissions Requirements
1. Graduate from an accredited Radiography program. Students in their final months of study are eligible to apply.
3. Undergraduate cumulative GPA of at least 2.5 on a 4.0 scale.
4. Radiography program GPA of at least 3.0 on a 4.0 scale.
5. Complete a shadow experience with a CVIT Program Representative. (Email (tammy.webster@unmc.edu) to schedule a shadow experience.)


Enrollment in each program is limited and competitive. The admissions committee of each program, composed of program faculty and administration, evaluates the qualifications of each applicant and makes the final selections for admission.

University / College Required Prerequisites:

Total of 87 semester hours of transfer credit; a maximum of 60 semester hours of credit from an accredited Radiography program and 27 semester hours of specific prerequisite course work (see below). If a Radiography program is less than 60 semester hours, additional transfer credit from a regionally accredited institution will be required to meet the 87 semester hour total.

Completion of the following 27 semester hours of required prerequisite course work:

- Language/Social Sciences (12 semester hours)
  - Coursework meeting this requirement may include but is not limited to composition, literature, communication, speech, foreign language, philosophy, sociology, psychology, art, history, religion.
- Mathematics (3 semester hours)
  - Mathematics or statistics
- Natural Sciences (12 semester hours)
  - Course work meeting this requirement may include but is not limited to biology, chemistry, physics, anatomy, physiology or earth science.

Advanced Placement
A maximum of 6 College Level Examination Program (CLEP) or Advanced Placement (AP) semester hours will be accepted for transfer. CLEP semester hours in math and science will not be accepted & no more than 3 CLEP or AP hours of English Composition will be accepted.

College prerequisites, course requirements, and program requirements are subject to change.

How to Apply
For information on how to apply, visit our "How to Apply (https://www.unmc.edu/alliedhealth/education/vit/admission/apply.html)" website. To view application deadlines, visit our "Application Deadlines (https://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Degree Requirements
Students must successfully complete each course within the CVIT curriculum in order to be considered for the Bachelor of Science degree in Medical Imaging & Therapeutic Sciences. A minimum total of 120 semester credit hours are required for the Bachelor of Science degree in Medical Imaging & Therapeutic Sciences. Students must transfer in a minimum of 87 semester credit hours, 27 semester credit hours of which come from specific prerequisite coursework and a maximum of 60 semester credit hours for their radiography curriculum. Additionally, students will complete approximately 33 semester hours within the CVIT curriculum. Students must also successfully complete each course within the CVIT curriculum in order to be considered for the Post-Baccalaureate Professional Certificate in Cardiovascular Interventional Technology.

All required didactic and clinical courses must be completed with a minimum letter grade of C- or better in order to successfully complete the program. The 12-month program consists of lecture, demonstration, laboratory, and clinical instruction. The 400 level courses are designated for students pursuing the Bachelor of Science degree while the 600 level courses are designed for students pursuing the Post-Baccalaureate Professional Certificate.
Certification

The American Registry of Radiologic Technologists (ARRT) is the credentialing organization that recognizes individuals qualified in the use of ionizing and non-ionizing radiation to promote high standards of patient care in diagnostic medical imaging, interventional procedures and therapeutic treatment. The ARRT tests and certifies technologists and administers continuing education and ethics requirements for their annual registration.

ARRT Post-Primary Certification - The ARRT provides certification in Cardiac Interventional and Vascular Interventional disciplines.

Upon completion of the CVIT program at UNMC, graduates are eligible to apply for the national examination(s) for certification offered by ARRT.

For more information about the ARRT and requirements for certification and registration please contact:
The American Registry of Radiologic Technologists (https://www.arrt.org)
1255 Northland Drive
St. Paul, MN 55120-1155
Phone: 651.687.0048

Licensure

Depending on the state in which you decide to practice, you may also be required to become licensed as a radiologic technologist. Each state has its own laws in regard to licensure. Individual states hold the authority to administer the license and grant individuals permission to practice radiologic technology within their state.

More information on licensure in Nebraska (http://dhhs.ne.gov/Pages/licensing.aspx)

About the Profession

If you were a Cardiovascular Interventional Technologist your job would be to perform invasive diagnostic or curative procedures such as angiograms and intravascular catheterizations.

Cardiovascular Interventional Technology (CVIT) is an integral and advancing component of diagnostic and therapeutic radiologic procedures. CVIT involves specialized radiographic techniques used in angiography, interventional procedures (i.e. angioplasty), and central venous access procedures.

The CVIT Technologist is a key member of the radiology team that performs vascular and interventional procedures. These procedures are unique in that they require the integration of technical, radiologic, and clinical skills.

Career Outlook

Cardiovascular interventional technologists use imaging technology to help physicians diagnose cardiac (heart) and peripheral vascular (blood vessel) ailments in patients. They also help physicians treat problems with cardiac and vascular systems, such as blood clots. As imaging technology evolves, medical facilities will use it to replace more invasive, costly procedures.

According to the U.S. Department of Labor, Bureau of Labor Statistics, employment is expected to grow by 24 percent from 2014 to 2024, much faster than average for all occupations. While salaries vary depending upon shift differential, on-call pay, and years of experience, the US Department of Labor estimated the median salary in 2016 to be $64,280 per year.

Curriculum

The curriculum for the CVIT Program is reviewed on an annual basis and may change at any given point of time. The courses provide extensive didactic and clinical components to prepare the graduate for an exciting career in the field of Cardiovascular Interventional Technology.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MITS 457R or MITS 657R</td>
<td>CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY I or CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY I</td>
<td>3</td>
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<tr>
<td>MITS 473R or MITS 673R</td>
<td>CVIT CLINICAL EDUCATION I or CVIT CLINICAL EDUCATION I</td>
<td>6</td>
</tr>
<tr>
<td>MITS 410R or MITS 610R</td>
<td>SECTIONAL ANATOMY &amp; PATHOLOGY I or SECTIONAL ANATOMY &amp; PATHOLOGY I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MITS 411R or MITS 611R</td>
<td>SECTIONAL ANATOMY &amp; PATHOLOGY II or SECTIONAL ANATOMY &amp; PATHOLOGY II</td>
<td>4</td>
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<tr>
<td>MITS 458R or MITS 658R</td>
<td>CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY II or CVIT II</td>
<td>3</td>
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<tr>
<td>MITS 468R or MITS 668R</td>
<td>SPECIAL PROJECTS II or SPECIAL PROJECTS II</td>
<td>1</td>
</tr>
<tr>
<td>MITS 474R or MITS 674R</td>
<td>CVIT CLINICAL EDUCATION III or CVIT CLINICAL EDUCATION III</td>
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<tr>
<td></td>
<td></td>
<td>14</td>
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<tr>
<td>Summer</td>
<td></td>
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<tr>
<td>MITS 475R or MITS 675R</td>
<td>CVIT CLINICAL EDUCATION III or CVIT CLINICAL EDUCATION III</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>34</td>
</tr>
</tbody>
</table>
CLINICAL PERFUSION

Degree Offered
Master of Perfusion Science (MPS)
Additionally, the CPE Program offers an online Masters of Perfusion Science (MPS) Degree Advancement Option (http://www.unmc.edu/alliedhealth/education/online/mpsdao) (DAO) for those who have already completed a CAAHEP-accredited perfusion education program. DAO participants are part-time students, and are allowed up to five years to complete a 17-hour curriculum.

Length of Program
The Clinical Perfusion Science Education (CPE) Program at UNMC is 21 months in length. Upon successful completion of the program, UNMC awards the Master of Perfusion Science degree, making graduates eligible for national certification. The first two semesters (Phase I) consist of didactic course work with an introduction to perfusion science. The remaining 11 months (Phase II and III) consist of clinical rotations, a research project and elective courses.

Admission to the Program
Admissions Requirements
Enrollment in each program is limited and competitive. Evaluation of the qualifications of each applicant and the final selections for admission are made by the admissions committee of each program, which comprises program faculty and administration.

Admission to the Clinical Perfusion Program requires the applicant to successfully complete the following prior to matriculation:

University / College Required Prerequisites
Admission to the Clinical Perfusion Program requires the applicant to possess a bachelor's degree and be well rounded in the biological sciences, chemistry and mathematics.

Biological Sciences
Twelve (12) semester hours are required which may include laboratory sessions. Such courses should emphasize body structure, development, tissue organization and function. These courses may include but are not limited to general biology, cell biology, microbiology, physiology, anatomy, zoology, histology, embryology, genetics and immunology.

Physical Sciences
Six (6) semester hours of chemistry are required. Such courses should emphasize physical principles and may include but are not limited to general chemistry, qualitative analysis, quantitative analysis, and organic chemistry. Additionally, three (3) semester hours of physics including laboratory session are required. Such courses may include general physics, quantum physics, or physics for life sciences.

Mathematics
Three (3) semester hours are required.

Admission to the Program
For information on how to apply to the Clinical Perfusion Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/cpe/admission/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Degree Requirements
Graduation requirements include successful completion of the following:

1. Pass, with a greater than 70% grade, a comprehensive written objective test which focuses on problems encountered in the practice of clinical perfusion.
2. Complete thorough and comprehensive evaluations of different patients who are to undergo clinical perfusion. The student must be able to differentiate between abnormal and normal variations and to design a pump circuit that would meet the physiological needs of the patient undergoing surgery. Demonstrate through appropriate consultation with the faculty member that a suitable circuit has been selected and that the patient can be safely supported on cardiopulmonary bypass.
3. Meet all standards as established by the clinical competency committee.

Certification and Licensure for Perfusionists
Certification in Clinical Perfusion is attained by satisfactory performance on the American Board of Cardiovascular Perfusion certification examination (http://www.abcp.org).

Licensure varies from state to state.

About the Profession
A perfusionist is a skilled, allied health professional, trained and educated specifically as a member of an open-heart, surgical team. Perfusionists are responsible for the selection, setup, and operation of a mechanical device commonly referred to as the heart-lung machine. During open heart surgery, when the patient's heart is immobilized and cannot function in a normal fashion while the operation is being performed, the patient's blood is diverted and circulated outside the body through the heart-lung machine and returned again to the patient. In effect, the machine assumes the function of both the heart and lungs.

The perfusionist is responsible for operating the machine during surgery, monitoring the altered circulatory process closely, taking appropriate corrective action when abnormal situations arise and keeping both the surgeon and anesthesiologist fully informed. In addition to the operation of the heart-lung machine during surgery, perfusionists often function in supportive roles for other medical specialties in operating mechanical devices to assist in the conservation of blood and blood products during surgery, and provide extended, long-term support of patients circulation outside of the operating room environment.

Career Outlook
Increases in technologies of cardiovascular medicine, such as the use of venous assist devices, the total artificial heart, and coronary angiography and angioplasty, have further increased the demand for perfusionists. Perfusionists work in hospital settings and most are employed either by hospitals, individual surgeons, surgical groups, or private health care corporations. Experienced perfusionists may find career opportunities working for companies who manufacture perfusion supplies and equipment. These individuals may be employed in research...
and development, or in some cases, may be employed in marketing or sales.

A typical work week consists of a 40-hour schedule with additional on-call coverage for emergencies. Perfusionists may be called to work evenings and weekends. Perfusionists enjoy starting yearly salaries that range from $85,000 to 90,000. In most cases additional compensation in the range of 10-25 percent of base salary may be earned for “on-call time” and shift differentials.

Find out how you can be a part of this challenging and rewarding career! Read more in this Department of Labor article>> (http://www.bls.gov/careeroutlook/2002/winter/yawhat.pdf)

Curriculum

Plan of Instruction

The program is 21 months in length.

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<tr>
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<td>ELECTRONICS &amp; BIOMED MONITORING</td>
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<td>IN VITRO/IN VIVO LAB PROCEDURES</td>
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<td>JOURNAL REVIEW</td>
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<td>CLPR 710</td>
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<td>Fall</td>
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<td>CLINICAL ROTATION PERFUSION III</td>
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COMPUTED TOMOGRAPHY PRACTICUM

Our Program
The University of Nebraska Medical Center, College of Allied Health Professions, Computed Tomography (CT) Practicum offers one semester of didactic and clinical experience to graduates of an accredited radiography program. The Practicum will be offered twice during the academic year; during the summer and fall semesters.

Participants who complete the practicum will have the opportunity to acquire the knowledge, skill-base, and exam requirements needed to be eligible to sit for the CT Registry exam offered by the American Registry of Radiologic Technologists (ARRT). While there are a limited number of recognized clinical sites, the applicant has the opportunity to work with the UNMC Radiography Program Director to acquire affiliation agreements with additional clinical sites in state and out of state in order to participate in the practicum.

Length of Program
Didactic course work can be completed in as little as one semester. Clinical requirements can take longer based on clinic exposure to scan requirements needed to sit for certification.

Admission to the Program
Program Offered
Computed Tomography Practicum (offered in Summer and Fall semesters only)

Admissions Requirements
Enrollment in each program is limited and competitive. Evaluation of the qualifications of each applicant and the final selections for admission are made by the admissions committee of each program, which comprises program faculty and administration.

Admission to the Computed Tomography Practicum requires the applicant to successfully complete the following prior to matriculation:

1. Graduate from an accredited Radiography Program. Students in their final months of study are eligible to apply.
2. Certified, registered and in good standing with the ARRT.

College prerequisites, course requirements, and program requirements are subject to change.

How to Apply
For information on how to apply to the Computed Tomography (CT) Practicum, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/ct/admission/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Certification
The American Registry of Radiologic Technologists (ARRT) is the credentialing organization that recognizes individuals qualified in the use of ionizing and non-ionizing radiation to promote high standards of patient care in diagnostic medical imaging, interventional procedures and therapeutic treatment. The ARRT tests and certifies technologists and administers continuing education and ethics requirements for their annual registration.

The ARRT provides certification in Computed Tomography disciplines.

Upon completion of the CT practicum at UNMC, completers are eligible to apply for the national examination(s) for certification offered by ARRT.

For more information about the ARRT and requirements for certification and registration please contact:
The American Registry of Radiologic Technologists (https://www.arrt.org)
1255 Northland Drive
St. Paul, MN 55120-1155
Phone: 651.687.0048

About the Profession
If you were a computed tomographer, your job would be to use a number of thin, rotating x-ray beams and computer technology to create cross sectional (axial) images of the human body.

In computed tomography (CT), the computer measures the intensity of x-rays, which are transmitted through the patient, and displays the information as an image on a monitor.

CT technologists use these innovative technologies to create diagnostic images by determining and setting technical parameters, and positioning the patient to create images that accurately display anatomy and pathology. In addition to technical expertise and computer literacy, excellent communication skills are essential for CT technologists who are responsible for patient education, instruction, and safety.

Career Outlook
The career outlook for CT technologists is good. New technologies and the increased use of diagnostic procedures have created many opportunities in this field.

Employment of radiologic CT technologists is expected to grow faster than average for all occupations through 2018, as the population grows and ages, increasing the demand for diagnostic imaging.

Career opportunities available to CT technologists include: clinics, hospitals, research institutes, educational facilities, or equipment application and sales.

Salaries vary depending on years of experience, number of certifications, and geographic location.

Curriculum
The Computed Tomography (CT) Practicum curriculum provides a one semester didactic and clinical experience needed to be eligible to sit for the CT Registry exam offered by the American Registry of Radiologic Technologists (ARRT).

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<td>or MITS 660R</td>
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<td>MITS 461R</td>
<td>CT PHYSICS</td>
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<td>or MITS 661R</td>
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<td>MITS 462R</td>
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## Tuition & Fees

### 2017-2018 Tuition & Fees

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<tr>
<td>Technology Fee</td>
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<td>Online Course Fee</td>
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**CYTOTECHNOLOGY**

**Degree Offered**
Post-Baccalaureate Certificate

**Length of Program**
Thirty-two (32) semester credit hours of graduate level coursework completed in 3 semesters (12 months).

**Admission to the Program**
Enrollment in each program is limited and competitive. Evaluation of the qualifications of each applicant and the final selections for admission are made by the admissions committee of each program, which comprises program faculty and administration.

Admission to the Cytotechnology Program requires the applicant to successfully complete the following prior to matriculation:

**University / College Required Prerequisites**
Admission to the Cytotechnology Program requires the applicant to possess a bachelor's degree and be well rounded in the biological sciences, chemistry and mathematics.

**Biological Sciences**
Twenty (20) semester hours are required which may include laboratory sessions. Such courses should emphasize body structure, development, tissue organization and function. These courses may include but are not limited to general biology, bacteriology, parasitology, cell biology, physiology, anatomy, zoology, histology, embryology, genetics and immunology.

**Chemistry**
Eight (8) semester hours including laboratory session are required.

**Mathematics**
Three (3) semester hours are required.

**How to Apply**
For information on how to apply to the Cytotechnology Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/cyto/admission/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Potential satellite site students should visit the satellite sites webpage (https://www.unmc.edu/alliedhealth/education/cyto/about/satellites.html) for information and to apply.

**Degree Requirements**
Successful completion of the program requires an average of 70% or above on all didactic and clinical courses unless specified otherwise in the syllabus (i.e., proficiency exams, daily screening averages).

**Certification & Licensure for Cytotechnologists**
To become ASCP certified in Cytotechnology (CT)
Graduates of the UNMC Cytotechnology Program are eligible to take a national examination administered by the Board of Registry (BOR), the separate, certifying body within the organizational structure of the American Society for Clinical Pathology (ASCP).

Additional information regarding the BOR exam may be obtained by contacting their offices via email at bor@ascp.org, by calling (312) 738-1336, ext. 1360, or by visiting their website (http://www.ascp.org/Board-of-Certification).

**About the Profession**
If you were a Cytotechnologist, your job would be to study specially stained slides of human cells under the microscope. Sound boring? Not at all.

Cytology is defined as the study of cells. Cytotechnologists perform microscopic evaluation of patient samples for the purposes of diagnosing cancer, precancerous lesions, benign tumors, infectious agents, and inflammatory processes.

Consider yourself a disease detective who studies the secret lives of cells. Your mission would be to identify minute abnormalities in cell structure. By detecting subtle changes and clues in the cells themselves, you would have the potential to help save lives by discovering certain diseases early, which is when treatment is most effective. So find out how you can be a part of this challenging, rewarding career!

**Career Outlook for Cytotechnologists**
Cytotechnologists are employed at the professional level in hospital and private laboratories, university medical centers and government facilities. Because of the increased utilization of cytologic testing for the confirmation of disease, more cytotechnologists are needed.

A national shortage of cytotechnologists continues to pose a formidable challenge to laboratories regardless of size or geographic location. Positions are available throughout the country in both urban and rural settings. UNMC Cytotechnology graduates have found successful, fulfilling careers.

Due to various vacancy rates around the country, some employers are now offering tuition payment and sign-on bonuses for employment contracts either at the time of Cytotechnology program entry or upon graduation. The average starting salary for a new UNMC graduate is approximately $43,000/yr.

**Curriculum**
The twelve-month curriculum of the cytotechnology program provides students with entry-level competency as a cytotechnologist. Didactic course work describes the anatomy, physiology, histology, cytology and diseases of different anatomic sites. The proper collection methods and various specimen types are presented. Six major body systems are studied in depth, with sixteen additional body sites presented during the course, “Fine Needle Aspiration.” A clinical practicum of twenty-two weeks provides supervised experience in performing the actual duties of a cytotechnologist.

<table>
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<tr>
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<th>Credit Hours</th>
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<td>CYTO 701 INTRO CYTOLOGY/CYTOPREPARATION</td>
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<td>CYTO 704</td>
<td>CYTOLOGY/URINARY TRACT</td>
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<td>CYTOLOGY OF BODY FLUIDS AND CEREBROSPINAL FLUID</td>
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<td>FINE NEEDLE ASPIRATION CYTOLOGY</td>
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<td>CYTO 712</td>
<td>IMMUNOCYTOCHEMISTRY</td>
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<td>CYTO 713</td>
<td>CYTOLOGY LABORATORY MANAGEMENT</td>
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<td>CYTO 714</td>
<td>CYTOLOGY CLINICAL PRACTICUM</td>
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**Total Credit Hours** 32
DIAGNOSTIC MEDICAL SONOGRAPHY

Degrees Offered
Bachelor of Medical Imaging & Therapeutic Sciences
Post-Baccalaureate Professional Certificate in Diagnostic Medical Sonography

Length of Program
The Diagnostic Medical Sonography program at UNMC is challenging, but very rewarding. DMS students spend 40 hours per week training, including 10 hours of didactic training and 30 hours of clinical training. Part of the clinical experience involves early morning and evening rotations. The comprehensive, competency-based curriculum offers the student a variety of learning opportunities and clinical experiences to prepare them for a career as a diagnostic medical sonographer.

Admission to the Program
1. Graduate from an accredited Radiography program. Students in their final months of study are eligible to apply.
3. Undergraduate cumulative GPA of at least 2.5 on a 4.0 scale.
4. Radiography program GPA of at least 3.0 on a 4.0 scale.
5. Complete a shadow experience with a DMS Program Representative.

(Email kk michael@unmc.edu to schedule a shadow experience.)


University / College Required Prerequisites
Total of 80 semester hours of transfer credit; a maximum of 60 semester hours of credit from an accredited Radiography program and 21 semester hours of specific prerequisite course work (see below). If a Radiography program is less than 60 semester hours, additional transfer credit from a regionally accredited institution will be required to meet the 80 semester hour total.

Successful completion of 21 semester hours at an accredited college or university including:

Language / Social Sciences (9 semester hours)
- Written or Oral Communication required
- Course work meeting this requirement may include but is not limited to literature, composition, communication, speech, foreign language, philosophy, psychology, sociology, art, history, religion.

Mathematics (3 semester hours)
- College Algebra, Statistics or higher mathematics

Natural Sciences (9 semester hours)
- General college-level physics and/or radiographic physics required

Requirements are subject to change. Grades lower than a "C." will not transfer to UNMC for credit.

Enrollment in each program is limited and competitive. Evaluation of the qualifications of each applicant and the final selections for admission are made by the admissions committee of each program, which comprises program faculty and administration.

Campus Location
Accepted students will be assigned to a campus location. Once a campus location is assigned, the student will be expected to remain at their assigned campus location for the duration of the program. Students are asked for their campus location preference during the application process; however, there is no guarantee as to what campus location will be offered. Campus location options: Omaha or Kearney. See the Campus Locations (http://www.unmc.edu/alliedhealth/education/dms/about/locations.html) page for more information and housing options.

How to Apply
For information on how to apply to the Clinical Perfusion Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/dms/admission/apply.html) website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html) website.

Degree Requirements
Required courses totaling 40 semester hours are completed as part of a 12-month curriculum. All required courses must be completed with a minimum passing grade of 70%, unless specified otherwise in the syllabus, to meet graduation requirements. Students must transfer in a minimum of 80 semester credit hours, 21 semester credit hours of which come from specific prerequisite coursework and a maximum of 60 semester credit hours for their radiography curriculum. A minimum total of 120 semester credit hours is required for the Bachelor of Science in Medical Imaging and Therapeutic Sciences degree, and completion of the 40 semester hours in Diagnostic Medical Sonography for the Post-Baccalaureate Professional Certificate.

Certification for Sonography
The American Registry for Diagnostic Medical Sonography (ARDMS) is an independent, not-for-profit organization founded in 1975 that administers examinations and awards the following credentials:

RDMS® – Registered Diagnostic Medical Sonographer®
RDCS® – Registered Diagnostic Cardiac Sonographer®
RVT® – Registered Vascular Technologist®
RPVI® – Registered Physician in Vascular Interpretation®
RMSK™ – Registered in Musculoskeletal™ sonography

ARDMS is the globally recognized standard of excellence in sonography and has certified more than 80,000 individuals.

ARDMS credentials document personal achievement of recognized professional standards. Credentials awarded by ARDMS are widely accepted in the medical community by ultrasound and vascular professional organizations.
Upon completion of the Diagnostic Medical Sonography Program at UNMC, graduates are eligible to apply to take examinations on Abdomen, OB/GYN, Sonography Principles and Instrumentation, and Pediatric Sonography.

For more information regarding the ARDMS and requirements for registration, please contact:

The American Registry of Diagnostic Medical Sonography (http://www.ardms.org)
51 Monroe Street Plaza East One Rockville, Maryland 20850-2400 301.738.8401

### About the Profession

Sonographers are the healthcare professionals who utilize their technical expertise, knowledge of human anatomy, and the physical principles of ultrasound to produce diagnostic images of the body. Ultrasound is used to evaluate many parts of the body, including the abdomen, blood vessels, developing fetus, superficial body structures, and neonatal brains. The sound waves used to obtain these images are at a frequency above the range of human hearing. Sonographers create images of structures by scanning the patient with a transducer that emits high frequency sound waves. The images are interpreted by a physician who provides the medical diagnosis.

Sonographers have extensive, direct patient contact that may include performing some invasive procedures.

They must be able to interact compassionately and effectively with people who range from healthy to critically ill.

The professional responsibilities include, but are not limited to:

- Obtaining and recording an accurate patient history
- Performing diagnostic procedures and obtaining diagnostic images
- Analyzing technical information
- Using independent judgment in recognizing the need to extend the scope of the procedure according to the diagnostic findings
- Providing an oral or written summary of the technical findings to the physician for medical diagnosis
- Providing quality patient care
- Collaborating with physicians and other members of the health care team

### Career Outlook

The career outlook for sonographers is excellent. New technologies and the increased use of ultrasound in diagnostic procedures have created many opportunities in this field. The US Department of Labor projects that the employment of sonographers is expected to increase by 46% from 2012-2022.

Career opportunities available to sonographers include: clinics, hospitals, research institutes, educational facilities, or equipment application and sales.

Salaries vary depending on years of experience, number of certifications, and geographic location. According to a salary report released by the SDMS in 2013, the median salary for sonographers is $78,520 annually.

### Curriculum

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<td>MITS 412S or MITS 612S Sonography Clinical Education I</td>
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<td></td>
<td>MITS 415S or MITS 615S Orientation to DMS</td>
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<td>MITS 431S or MITS 631S Obstetrical Conference I</td>
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<td>MITS 432S or MITS 632S Gastrointestinal Ultrasound</td>
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<td>MITS 441S or MITS 641S Diagnostic Film Review I</td>
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<td>Credit Hours</td>
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<tr>
<td>Spring</td>
<td>MITS 402S or MITS 602S Sonography Clinical Education II</td>
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<td></td>
<td>MITS 403S or MITS 603S Diagnostic Film Review II</td>
<td>2</td>
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<td>MITS 405S or MITS 605S Obstetrical Conference II</td>
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<td>MITS 407S or MITS 607S Advanced Obstetrical Ultrasound</td>
<td>2</td>
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<td></td>
<td>MITS 408S or MITS 609S Gynecological Ultrasound</td>
<td>1</td>
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<td>MITS 409S or MITS 609S Genitourinary Ultrasound</td>
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<td>MITS 419S or MITS 619S Professional Projects I</td>
<td>2</td>
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<td>MITS 451S or MITS 651S Ultrasound Physics II</td>
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<td>Summer</td>
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<td>MITS 452S or MITS 652S Sonography Clinical Education III</td>
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<td>MITS 453S or MITS 653S Obstetrical Conference III</td>
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<td>MITS 454S or MITS 654S Diagnostic Film Review III</td>
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<td>MITS 455S or MITS 655S High Resolution Sonography</td>
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<td>MITS 457S or MITS 657S Pediatric Sonography</td>
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</table>
MAGNETIC RESONANCE IMAGING

Degrees Offered
Bachelor of Science in Medical Imaging & Therapeutic Sciences
Post-Baccalaureate Certificate in Magnetic Resonance Imaging

Length of Program
The University of Nebraska Medical Center, College of Allied Health Professions, Magnetic Resonance Imaging (MRI) program is 9-months of didactic and clinical experience for graduates of an accredited radiography program. Students who complete the program will be eligible to sit for the MRI Registry exam offered by the American Registry of Radiologic Technologists (ARRT). During the two semester curriculum students will gain knowledge, skills, and abilities in the following areas:

- Operating state of the art MRI scanners
- Cross sectional anatomy and pathology
- MRI pharmacology and venipuncture
- Radiation and MRI safety
- MRI instrumentation and physics
- Patient care, safety, ethics, and law in the MRI profession
- MRI procedures and protocols

Students will gain over 900 clinical hours caring for patients, operating MRI equipment, and working with registered staff MRI technologists, radiologists, and allied health professionals. Students will document 49 MRI clinical competencies as per the requirements of the American Registry of Radiologic Technologists. Clinical competencies include patient care activities, MRI safety, MRI procedures, and quality control.

Admission to the Program
Admissions Requirements
1. Graduate from an accredited Radiography program. Students in their final months of study are eligible to apply.
3. Undergraduate cumulative GPA of at least 2.5 on a 4.0 scale.
4. Radiography program GPA of at least 3.0 on a 4.0 scale.
5. Complete a shadow experience with a MRI Program Representative. (Email stephanie.vas@unmc.edu to schedule a shadow experience.)


Enrollment in each program is limited and competitive. Evaluation of the qualifications of each applicant and the final selections for admission are made by the admissions committee of each program, which comprises program faculty and administration.

Admission to the MRI Program requires the applicant to successfully complete the following prior to matriculation:

University / College Required Prerequisites
Total of 88 semester hours of transfer credit; a maximum of 60 semester hours of credit from an accredited Radiography program and 32 semester hours of specific prerequisite course work (see below). If a Radiography program is less than 60 semester hours, additional transfer credit from a regionally accredited institution will be required to meet the 88 semester hour total.

Successful completion of 32 semester hours at an accredited college or university. The required semester hours must include the following:

- Language / Social Sciences (12 semester hours)
  - Course work meeting these requirements may include, but is not limited to, literature, composition, communication, speech, foreign language, philosophy, psychology, sociology, art, history, or religion.
- Mathematics (3 semester hours)
  - College Algebra, Statistics, or higher mathematics
- Natural Sciences (9 semester hours)
  - Course work meeting this requirement may include, but is not limited to, anatomy, physiology, biology, chemistry, physics, or earth science.
- Electives (8 semester hours) - suggested elective courses: anatomy & physiology II, science, mathematics, humanities/social sciences, computer sciences.

Advanced Placement
A maximum of 6 College Level Examination Program (CLEP) or Advanced Placement (AP) semester hours will be accepted for transfer. CLEP semester hours in math and science will not be accepted & no more than 3 CLEP or AP hours of English Composition will be accepted.

All science courses must be basic science courses for science majors.

College prerequisites, course requirements, and program requirements are subject to change.

Applicants should review the Technical Standards and MRI Safety Information prior to applying for admission. Accepted students will be screened for MRI safety prior to matriculation.

How to Apply
For information on how to apply to the Clinical Perfusion Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/mri/admission/apply.html)" website. For information on application deadlines and interview dates, visit the “Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Degree Requirements
Students must successfully complete each course of the 2-semester, 9-month curriculum, requiring an average of 70% or above on all didactic and clinical courses unless specified otherwise in the syllabus. A minimum total of 120 semester credit hours is required for the Bachelor of Science degree in Medical Imaging & Therapeutic Sciences. Students must transfer in a minimum of 88 semester credit hours, 32 semester credit hours of which come from specific prerequisite coursework and a maximum of 60 semester credit hours for their radiography curriculum. Additionally, students will complete 32 semester credit hours in the MRI Program. Students must also successfully complete each course within the MRI curriculum in order to be considered for the Post-Baccalaureate Professional Certificate.

ARRT Primary Disciplines of Certification
The ARRT provides certification in three primary disciplines of radiologic technology; Radiography, Nuclear Medicine Technology, Sonography, Magnetic Resonance Imaging and Radiation Therapy.
Certification
Upon completion of the Magnetic Resonance Imaging program at UNMC, graduates are eligible to apply for the national examination for certification offered by the ARRT.

For more information about the ARRT and requirements for certification and registration please contact:
The American Registry of Radiologic Technologists (http://www.arrt.org)
1255 Northland Drive
St. Paul, MN 55120-1155
Phone: 651.687.0048

Licensure
Depending on the state in which you decide to practice, you may also be required to become licensed as a radiologic technologist. Each state has their own laws in regard to licensure. Individual states hold the authority to administer the license and grant individuals permission to practice radiologic technology within their state.

For more information on licensure in Nebraska, please click here.

About the Profession
If you were a Magnetic Resonance Imaging technologist, your job would be to use a strong magnetic field and radio waves to create images of the human body.

The magnetic field causes atoms inside the body to become aligned. After alignment, a radio wave is issued to "excite" the atoms. Once the radio signal is turned off, the atoms give off a small characteristic signal. Those signals are then measured with a sensitive antenna called a magnetic resonance imaging (MRI) coil. This process is repeated many times until enough measurements are detected to create a series of detailed images. MRI does not use any ionizing radiation, and can create images of almost any body part oriented in any direction.

MRI technologists use these innovative technologies to create diagnostic images by determining and setting technical parameters, and positioning the patient to create images that accurately display anatomy and pathology. In addition to technical expertise and computer literacy, excellent communication skills are essential for MRI technologists who are responsible for patient education, instruction, and safety.

Career Outlook
The career outlook for MRI technologists is good. New technologies and the increased use of diagnostic procedures have created many opportunities in this field. The US Department of Labor projects that the employment of MRI technologists is expected to increase by 9% from 2014-2024.

Employment of radiologic MRI technologists is expected to grow faster than average for all occupations through 2018, as the population grows and ages, increasing the demand for diagnostic imaging.

Career opportunities available to MRI technologists include: clinics, hospitals, research institutes, educational facilities, or equipment application and sales.

Salaries vary depending on years of experience, number of certifications, and geographic location. According to a salary report released by the ASRT in 2013, the mean salary for an MRI technologist is $68,384. This includes hourly salary, overtime, and on-call pay.

Curriculum
The program consists of lecture, demonstration, and clinical instruction. The 400 level courses are designated for students pursuing the Bachelor of Science degree while the 600 level courses are designated for students pursuing the Post-Baccalaureate Professional Certificate.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours</th>
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<tr>
<td>MITS 419R</td>
<td>MRI PHYSICS &amp; SYSTEMS I</td>
<td>2</td>
</tr>
<tr>
<td>or MITS 619R</td>
<td>or MRI PHYSICS &amp; SYSTEMS I</td>
<td></td>
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<td>MITS 425R</td>
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<td>or MITS 625R</td>
<td>or MRI POSITION &amp; PROTOCOL II</td>
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<td>MRI CLINICAL EDUCATION I</td>
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<td>or MITS 665R</td>
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<tr>
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<td>MRI PHYSICS &amp; SYSTEMS II</td>
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<td>MITS 450R</td>
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The American Registry of Radiologic Technologists (ARRT) is the credentialing organization that recognizes individuals qualified in the use of ionizing and non-ionizing radiation to promote high standards of patient care in diagnostic medical imaging, interventional procedures and therapeutic treatment. The ARRT tests and certifies technologists and administers continuing education and ethics requirements for their annual registration.
MEDICAL LABORATORY SCIENCE

Undergraduate Degree Offered
B.S.M.L.S - Bachelor of Science in Medical Laboratory Science

Areas of Study
Chemistry; Hematology and Hemostasis; Immunohematology (Blood Bank); Microbiology, Parasitology and Mycology; Molecular Diagnostics; Urine and Body Fluid Analysis; Laboratory Operations (including phlebotomy)

Length of Program
Eleven (11) months - The program consists of 45 semester hours and begins in late May of each year. Graduates are eligible to apply for ASCP board certification as medical laboratory scientists upon completion of the program.

The MLS Program has three phases: student laboratory (13 weeks) on the Omaha or Kearney Campus (University of Nebraska at Kearney), first clinical rotation (17 weeks), and second clinical rotation (17 weeks) at assigned clinical locations. At each phase of the program, students must learn to integrate practice with theoretical knowledge and understanding.

Description
The MLS Program provides patient-centered educational opportunities, with theoretical knowledge and practical experience in hematology, clinical chemistry, microbiology, immunohematology (blood bank), immunology, molecular diagnostics and management. The program emphasizes laboratory principles and procedures, clinical significance and application, principles and practice of quality assurance, principles of laboratory management and supervision, safety, instructional methods, and computer applications.

Through affiliated programs, students have the option of obtaining their clinical education at one of several clinical affiliate sites (http://www.unmc.edu/alliedhealth/education/mls/about/affiliates.html). Students are not accepted into the MLS program if clinical experience cannot be guaranteed.

For consideration for admission, students must meet the essential requirements (http://www.unmc.edu/alliedhealth/education/mls/admission/essential-requirements.html) and complete prerequisites (http://www.unmc.edu/alliedhealth/education/mls/admission) by the end of the spring semester prior to enrolling at UNMC for their senior year.

Admission to the Program
MLS Admission Requirements
Enrollment in each program is limited and competitive. Evaluation of the qualifications of each applicant and the final selections for admission are made by the admissions committee of each program, which comprises program faculty and administration.

Required Minimum GPAs:
1. Cumulative GPA 2.5
2. Cumulative Science GPA 2.5 and/or most recently completed 20 biology/chemistry semester hours 2.5

Admission to the senior year of our Medical Laboratory Science Program requires the applicant to successfully complete the following prior to matriculation:

University / College Required Prerequisites
Successful completion of 77 semester hours (or equivalent quarter hours) at an accredited college or university. Only 66 semester hours (or equivalent quarter hours) can be accepted from a community college. A total of 11 semester hours (or equivalent quarter hours) must be completed at a 4-year regionally-accredited college or university. Upper level science courses taken at a 4-year institution are strongly recommended. Credits for courses in which grades below "C-" were received, are not accepted in fulfillment of the individual course prerequisites listed below. The 77 semester hours must include the following:

Biological Sciences: (16 semester hours) including
1. Microbiology (with lab preferred)
2. Genetics or Molecular Biology (CAHP offers an on-line course in Spring)
3. Immunology (CAHP offers an on-line course in Fall & Spring)

Chemistry: (14 semester hours) including
Minimum of two upper level (200 level or above) Chemistry courses. Upper level chemistry courses may include Organic Chemistry I, Organic Chemistry II, Biochemistry or Analytical Chemistry. Biochemistry with a lab recommended.

English Composition: (3 semester hours) ¹
Mathematics (3 semester hours) - Statistics is preferred.

¹ Advanced Placement:
The MLS Program will not accept AP, CLEP, or DANTES credit toward the English Composition, Mathematics, or Science requirements. Any AP, CLEP, or DANTES credit earned in these categories will be used as elective prerequisite credit only.

Suggested Electives
Physiology and Molecular Biology are strongly recommended. Additional recommended courses include Cell Biology, Introduction to Hematology, Pathogenic Microbiology, and Parasitology.

Evaluation of Applicants
Applicants are evaluated for admission on several levels, including, but not limited to:
1. Cumulative GPA
2. Math/Science GPA
3. Course load/course levels
4. Writing ability demonstrated through personal essay and narrative
5. Communication skills demonstrated during interview

An applicant may strengthen their application through job shadowing experience or direct observation of a clinical laboratory, additional coursework in science and mathematics and demonstrating academic ability through the completion of higher level courses with a laboratory component (such as the suggested electives).
How to Apply
For information on how to apply to the Medical Laboratory Science Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/mls/admission/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Degree Requirements
All students must successfully complete the entire curriculum of the MLS Program in order to be considered for the Bachelor of Science degree in Medical Laboratory Science. Students must have completed a total of 120 semester credit hours to qualify for the baccalaureate degree from the University of Nebraska Medical Center.

Certification
Graduates of the UNMC Medical Laboratory Science Program are eligible to take a national examination administered by the Board of Certification (BOC), the separate, certifying body within the organizational structure of the American Society for Clinical Pathology (ASCP). Those who pass the exam in medical laboratory science may use the initials, MLS(ASCP)®, after their name to show they are proficient in their field.

Additional information is available by contacting
ASCP Board of Certification (https://www.ascp.org/content/board-of-certification)
Phone: 312.738.1336, ext. 1344
Email: boc@ascp.org

About the Profession
Medical Laboratory Scientists (formally known as Clinical Laboratory Scientists or Medical Technologists) are responsible for the development, performance, evaluation of laboratory testing that is needed in patient medical care and clinical research. They analyze samples of blood, tissue, and body fluids using cutting-edge technology and a variety of analytical techniques. They are at the forefront of healthcare guiding other health care professionals. 70-80% of all medical decisions are based on laboratory results. A Bachelor of Science degree in Medical Laboratory Science will give you the ability to work in many different environments and several areas of expertise.

Medical Lab Scientists work in many environments:
- Hospitals
- Clinics
- Reference Laboratories
- Forensic Laboratories
- Research
- Veterinary Clinics
- Industry
- Public Health
- Pharmaceutical Laboratories

Areas of Expertise:
- Chemistry
- Hematology
- Immunology/ Serology
- Microbiology/ Virology
- Blood Banking
- Toxicology
- Urinalysis
- Molecular Diagnostics

Career Outlook
Medical laboratory scientists find challenging employment in a variety of laboratory settings. As vital members of the health care team, they enjoy assisting practitioners during the care, diagnosis and treatment of patients. Medical laboratory scientists can work in all areas of laboratories or specialize in one of several sections of a clinical laboratory such as chemistry, transfusion medicine, hematology, immunology, and microbiology.

You can be employed in hospitals, clinics, doctors’ offices, research facilities, industry, public health institutions, forensic or pharmaceutical laboratories, and animal clinics.

National Outlook
- 8.7% vacancy rate (2014)*
- 19.2% expected retirement rate between 2014-19*
- 16% job growth (2014-24)**


Advancement Opportunities
Medical laboratory scientists have many opportunities for advancement, with supervisory skills and with technical expertise in such areas as advanced immunology, cell marker technology, transplantation, toxicology, cancer research, and cytogenetics.

You also can obtain an advanced degree related to other fields of laboratory medicine including forensics, genetics, microbiology, medical informatics, public health, adult education, or business administration.

An advanced practice degree is in development: Doctorate in Medical Laboratory Science. Learn more about its development and scope of practice.

Other Opportunities
Medical laboratory scientists are very versatile in what positions they can fill within the lab and beyond its walls. For example, in industry, clinical laboratory scientists are needed for product development, research, marketing, sales, and quality assurance.

Curriculum
Note: Degree Completion Advancement (MLT to MLS) will have a different schedule from what is listed below, but are required to complete the listed courses.

The curriculum includes theory, practical application and technical performance experiences gained through lectures, clinical case studies, writing activities, small group work, independent study, and supervised laboratory experiences. The patient-oriented learning environment includes all areas of a full-service, accredited clinical pathology laboratory.

Required courses totaling 45 semester hours of credit include:
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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
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<tr>
<td>MLS 407</td>
<td>CLINICAL LABORATORY OPERATIONS</td>
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<td>MLS 408</td>
<td>INTRODUCTION TO CLINICAL HEMATOLOGY</td>
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<td>MLS 409</td>
<td>INTRODUCTION TO MEDICAL MICROBIOLOGY</td>
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<td>MLS 410</td>
<td>INTRODUCTION TO CLINICAL CHEMISTRY AND URINALYSIS</td>
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<td>MLS 411</td>
<td>INTRODUCTION TO CLINICAL IMMUNOHEMATOLOGY</td>
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<tr>
<td>MLS 413</td>
<td>CLINICAL ENDOCRINOLOGY AND TOXICOLOGY</td>
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<tr>
<td>MLS 414</td>
<td>CLINICAL CHEMISTRY AND URINALYSIS I</td>
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<td>MLS 416</td>
<td>CLINICAL HEMATOLOGY I</td>
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<td>CLINICAL MICROBIOLOGY I</td>
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<td>MLS 420</td>
<td>CLINICAL IMMUNOLOGY, SEROLOGY AND MOLECULAR DIAGNOSTICS</td>
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<td>MLS 448</td>
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<td><strong>Spring</strong> Completed November-May (Clinical Rotation II):</td>
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<tr>
<td>MLS 412</td>
<td>CLINICAL LABORATORY SCIENCE THEORY, APPLICATION AND CORRELATION</td>
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<td>CLINICAL CHEMISTRY AND URINALYSIS II</td>
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<td><strong>Total Credit Hours</strong></td>
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MEDICAL NUTRITION EDUCATION

Degree Offered

Students who complete the UNMC Dietetic Internship Program are awarded a Post-Baccalaureate Certificate. They will also receive a verification Statement of Completion and are eligible to take the national registration examination for dietitians administered by the Commission on Dietetic Registration, the credentialing agency for the Academy of Nutrition and Dietetics.

Course credit earned during the dietetic internship can be applied toward a master’s degree for students who pursue that option.

Length of Program

Nutrition Therapy Emphasis

The UNMC Dietetic Internship Program has a nutrition therapy emphasis that provides approximately 1000 hours of the total 1320 hours of supervised practice experience. Management, community nutrition, and clinical research comprise the remainder of the supervised practice experience. Courses emphasizing nutrition therapy, nutrition research and community nutrition are integrated into the program.

Calendar

The dietetic internship program begins in mid-August and is completed in mid-July of the following year. Classes are conducted on Mondays and supervised practice experiences are scheduled Tuesdays. Service learning and community nutrition experiences also occur on selected evenings and weekend days. Additional time is required to complete reading assignments and projects associated with classes and clinical rotations.

Admission to the Program

Enrollment in each program is limited and competitive. Evaluation of the qualifications of each applicant and the final selections for admission are made by the admissions committee of each program, which comprises program faculty and administration.

To be considered for admission, students are required to have:

1. Bachelor’s Degree from a U.S. regionally accredited college or university
2. Verification Statement of Completion of (or Declaration of Intent to Complete) a Didactic Program in Dietetics (DPD) from an institution accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. (Students who are in their final months of study are eligible to apply.)
3. Cumulative GPA of at least 3.0 based on a 4.0 scale
4. GRE – General test scores sent to UNMC Institution Code 6896, Nutrition Department Code 0214

How to Apply

For information on how to apply to the Medical Nutrition Internship Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/mne/admission/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Degree Requirements

Students in the UNMC Dietetic Internship Program complete thirty-three semester credit hours of didactic and clinical coursework, including the specified 1320 hours of supervised practice experiences. Successful completion of the program will result in issuance of the Verification Statement that qualifies the program graduate to take the Commission on Dietetic Registration (CDR) credentialing examination to become a Registered Dietitian Nutritionist (RDN).

Graduates of the 11-month dietetic internship program curriculum, who do not elect to pursue the Master of Medical Nutrition degree, will receive a Post-Baccalaureate Certificate.

Academic Medical Center Learning Environment

The nutrition therapy rotations are provided at Nebraska Medicine, the primary clinical teaching site for UNMC. The clinical preceptors are experienced Registered Dietitian Nutritionists and Licensed Medical Nutrition Therapists with academic appointments in the UNMC College of Allied Health Professions. This academic medical center setting provides a unique and stimulating interprofessional learning environment.

Outcomes

The curriculum is competency based. Students completing the UNMC Dietetic Internship Program are prepared for entry-level practice and are qualified to take the national Registration Examination for Dietitians. During the five year period of 2011-2015, UNMC graduates achieved a 93% first-time pass rate on the Registration Examination for Dietitians.

Master’s Degree

The Medical Nutrition Education Program offers a Master of Medical Nutrition degree option. Students enrolled in the UNMC Dietetic Internship Program are eligible to pursue this master’s degree upon successful completion of the dietetic internship program requirements. Coursework completed during the dietetic internship program will contribute toward the master’s degree. Visit our website for information on the Master of Medical Nutrition Program (https://www.unmc.edu/alliedhealth/education/mne/about/mdo.html)

Certification

Graduates of the 11-month program are well prepared for careers in dietetics and nutrition and are eligible to take the national registration examination for dietitians administered by the Commission on Dietetic Registration, the credentialing agency for the Academy of Nutrition and Dietetics.

About the Profession

The UNMC Dietetic Internship Program will prepare you to be a Registered Dietitian (RD) or Registered Dietitian Nutritionist (RDN), a food and nutrition expert who works in a wide variety of employment settings. An RD understands the science of nutrition and is skilled in the art of teaching and counseling.

Educational and professional requirements for Registered Dietitians (RD) or Registered Dietitian Nutritionists (RDN) include:

- Complete a minimum of a Baccalaureate degree granted by a US regionally accredited university or college, or foreign equivalent.
- Complete current minimum academic requirements (Didactic Program in Dietetics) as approved by the Accreditation Council for...
Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

- Complete a supervised practice program accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. NOTE: The UNMC Dietetic Internship Program meets this supervised practice program requirement.
- Successfully Complete the Registration Examination for Dietitians administered by the Commission on Dietetic Registration (CDR).
- Remit the annual registration fee.
- Comply with the Professional Development Portfolio (PDP) recertification requirements administered by the Commission on Dietetic Registration (CDR).

To learn more about the educational requirements and accredited education programs, please visit the Academy of Nutrition and Dietetics Student Center (http://www.eatright.org/BecomeanRDonDTR/content.aspx?id=8142) website.

Registered dietitians who provide patient care must be licensed in most states - in Nebraska they are Licensed Medical Nutrition Therapists. These professionals generally work in hospitals or other health care facilities, such as outpatient clinics. They are key members of the health care team and perform such services as:

- Assessing and monitoring nutritional status of patients;
- Developing care plans to complement the patient’s overall plan of medical care;
- Counseling patients and their families to help them achieve nutrition care goals relating to varied health conditions, and
- Working with the physician to manage enteral and parenteral nutrition support for patients who are not able to meet their nutritional needs with oral diet.

Registered dietitians have many other career opportunities, including:

- Food and nutrition related businesses and industries - foodservice systems management, communications, consumer affairs, product development, sales...
- Community nutrition - government sponsored public health programs, teaching the public, program development for target audiences, counseling in health clinics on topics related to pregnancy, infant feeding, geriatric care...
- Sports nutrition and corporate wellness programs - client education about food and fitness...
- Private practice - consulting with long-term care facilities, nursing homes, restaurants, distributors, athletes, providing medical nutrition therapy for individuals/groups...
- Teaching and research - conducting research in laboratories or clinical settings, teaching medical students and allied health students...
- Writing - newsletters, newspaper columns, magazine columns for the public...

**Career Outlook**

According to the Bureau of Labor Statistics, employment of dietitians and nutritionists is projected to grow 16 percent from 2014 to 2024, much faster than the average for all occupations.

Certified Registered Dietitians’ salaries can range from $51,000 to $88,000 with a median salary of $58,920.

**Curriculum**

The UNMC Dietetic Internship Program has a nutrition therapy concentration. The curriculum includes a combination of didactic, interactive, and supervised practice learning experiences. Classes are scheduled on Mondays and clinical rotations are scheduled Tuesdays-Fridays.

- The 11-month program includes approximately 1320 hours of supervised practice, exceeding the 1200 hours required for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).
- The academic calendar for the program includes fall semester, spring semester and summer term.
- Students must successfully complete all courses to meet requirements for completion of the dietetic internship program. All courses contribute to competencies specified for the dietetic internship program. Coursework credit earned during the dietetic internship program can be applied toward the optional master’s degree requirements (http://www.unmc.edu/alliedhealth/education/mne/about/mdo.html).
- The UNMC Dietetic Internship Program is approximately 11-months in length (mid-August through mid-July) and follows the UNMC academic calendar. Scheduled breaks include: Labor Day; fall semester break; Thanksgiving; break between fall and spring semester terms; Martin Luther King Day; spring semester break; Memorial Day and July 4th holiday.
- Variations in the courses and rotation calendar may occur related to specific educational opportunities.

**Course**  | **Title**                                                                 | **Credit Hours**
--- | --- | ---
**Fall**
MNED 710 | NUTRITION SERVICES SCOPE (128 Supervised Practice Hours) | 2
MNED 720 | INTERPROFESSIONAL LEARNING AND LEADERSHIP I (40 Supervised Practice Hours) | 1
MNED 730 | PEDIATRIC NUTRITION CARE (60 Supervised Practice Hours) | 2
MNED 732 | NUTRITION THERAPY - ADULT AND GERIATRIC PATIENT CARE (150 Supervised Practice Hours) | 3
MNED 775 or MNED 875 | RSCH MTHDS MED NUTR (50 hours Supervised Practice Hours) or RESEARCH METHODS IN MEDICAL NUTRITION I | 3
MNED 777 or MNED 877 | MEDICAL NUTRITION AND DIAGNOSIS RELATED CARE (20 hours Supervised Practice Hours & 60 Alternative Practice Experiences) or MEDICAL NUTRITION AND DIAGNOSIS RELATED CARE | 3
### 440 Total Supervised Practice Hours & 60 Alternative Practice Experiences

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<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>MNED 722</td>
<td>INTERPROFESSIONAL LEARNING AND LEADERSHIP II (50 Supervised Practice Hours)</td>
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<tr>
<td>MNED 734</td>
<td>NUTRITION THERAPY - EDUCATION &amp; COUNSELING (120 Supervised Practice Hours)</td>
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<tr>
<td>MNED 736</td>
<td>NUTRITION THERAPY - COMPLEX ISSUES &amp; CONTINUUM OF CARE (120 Supervised Practice Hours)</td>
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<tr>
<td>MNED 738</td>
<td>NUTRITION THERAPY - CRITICAL CARE &amp; NUTRITION SUPPORT (120 Supervised Practice Hours)</td>
<td>2</td>
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<tr>
<td>MNED 750</td>
<td>ADVANCED PRACTICE SELECTIVE (120 Supervised Practice Hours)</td>
<td>2</td>
</tr>
<tr>
<td>MNED 785 or MNED 975</td>
<td>APPLIED MEDICAL NUTRITION RESEARCH or APPLIED MEDICAL NUTRITION RESEARCH II</td>
<td>3</td>
</tr>
<tr>
<td>MNED 787 or MNED 977</td>
<td>MEDICAL NUTRITION AND THE NUTRITION CARE PROCESS (60 hours Alternative Practice Experiences) or MEDICAL NUTRITION AND THE NUTRITION CARE PROCESS</td>
<td>3</td>
</tr>
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</table>

530 Total Supervised Practice Hours & 60 Alternative Practice Experiences

<table>
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<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MNED 790</td>
<td>MED NUTRITION CAPSTONE</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 49-51

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1. Supervised Practice Hour requirements completed - eligible for national examination for registered dietitians.
2. Master of Medical Nutrition (MMN) degree program students complete an additional 17 semester credit hours of coursework during the fall & spring semesters of the second year, completing the degree requirements in May.
PHYSICAL THERAPY

Degree Offered
DPT Doctor of Physical Therapy

Program Length and Locations
The program is three years in length, starting in August and ending three years later in May. The program will be offered on the UNMC campus and on the University of Nebraska Kearney campus (http://www.unmc.edu/alliedhealth/about/kearney-expansion.html).

Description of the Physical Therapy (PT) Program
The College of Allied Health Professions at the University of Nebraska Medical Center (UNMC) offers a program leading to the Doctor of Physical Therapy degree. The program requires a bachelor’s degree prior to admission to the three-year professional program at UNMC. The Division of Physical Therapy Education, established at UNMC in 1970, is accredited (http://www.unmc.edu/alliedhealth/education/pt/ackreditation.html) by the Commission on Accreditation in Physical Therapy Education and approved by the Nebraska Department of Education. UNMC enjoys full accreditation by the Higher Learning Commission and is a member of the North Central Association of Colleges and Colleges.

Students in the Division of Physical Therapy Education at the University of Nebraska Medical Center receive a comprehensive entry-level education in a program that includes didactic and clinical coursework, including full-time clinical experience. Upon graduation, students qualify to sit for licensure examination.

Program Goals and Expected Outcomes
1. Upon completion of the entry-level DPT program, the students/graduates will be successfully prepared for entry-level employment as licensed physical therapists.
2. Upon completion of the entry-level program, the students/graduates will be prepared to successfully provide evidence-based, patient-centered care as members of an interprofessional team.
3. Upon completion of the entry-level DPT program, the students/graduates will demonstrate commitment to professional development and service, including outreach to underserved populations.
4. The faculty will conduct scholarly activities that contribute to the evidence and influence change in clinical and educational practice.
5. The faculty will participate in a variety of professional service activities consistent with the expectations of faculty within the CAHP and University.
6. The program provides educational and professional development opportunities beyond the entry-level degree curriculum to a variety of audiences.

Health Information
Students are not permitted to enroll at UNMC until a medical history and evidence of vaccinations or immunities are provided to the Student Health Services Clinic. Students are required to provide physician certification of the following: a previous vaccination for rubella or evidence of an immune titer, tetanus inoculations within the last 10 years, Rubeola (measles), vaccination for mumps and polio or documentation of having the disease previously, history of or evidence of immune titer to varicella (chicken pox). Students are strongly encouraged to receive the Hepatitis B vaccine prior to matriculation or to start the vaccination process upon matriculation.

All full-time students within the program are required to have health and accident insurance through a student health insurance program contracted by UNMC unless evidence of comparable coverage is provided.

Americans with Disabilities Act
Students enrolled in the DPT program are expected to meet the Essential Functions (https://www.unmc.edu/alliedhealth/education/pt/admission/pt-essential-functions.pdf) set forth by the UNMC Division of Physical Therapy Education in order to be eligible for graduation. Sections 502 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990) give students with disabilities certain rights with regard to student and staff services and the curriculum. For information on the process for requesting accommodation for disability, please contact: Services for Students with Disabilities, Counseling and Student Development Center (http://www.unmc.edu/stucouns), Bennett Hall room 6001, phone (402) 559-7276.

Admissions Requirements
Enrollment in each program is limited and competitive. Evaluation of the qualifications of each applicant and the final selections for admission are made by the admissions committee of each program, which comprises program faculty and administration.

Required Degree
You must have a bachelor’s degree, in any field, from a regionally accredited institution prior to Orientation in August. All applicants are required to present a minimum overall quality point average of 3.0 on a 4.0 grading scale. For further information on how various grade point averages are calculated, see the Application Instructions published by Physical Therapy Centralized Application Service (PTCAS) for the current admissions cycle.

Required Courses
The following prerequisite course work must be completed by July 15 preceding the intended fall semester date of enrollment. Required courses must be taken for letter grades. Credits for courses in which grades below “C-” were received, are not accepted in fulfillment of the individual course prerequisites listed below.

Biological Sciences: 14 hours minimum
- One course of human anatomy with lab – 4 hours
- One course of human physiology with lab – 4 hours
  - The anatomy and physiology requirements can be fulfilled by a series of two courses of combined anatomy and physiology.
  - Exercise physiology does not fulfill the human physiology requirement.
- If labs are not offered in anatomy and physiology at your institution, please include a course description for review by the admissions committee.
- No online labs will be accepted.
- Two courses in Biology (labs optional) – 6 hours. Any lab based course from a biology department will be accepted.
Chemistry: 8 semester hours
- Each course must include a lab. No online labs will be accepted.
- A two-semester chemistry sequence is required. Courses designed for science or health science majors are preferred. (Example: General Chemistry I and II, or one semester of General Chemistry and either Organic or Biochemistry.)

Physics: 8 semester hours
- Each course must include a lab. No online labs will be accepted.
- A two-semester physics sequence is required. Courses must include mechanics, heat, light, sound and electricity. Physical Science will not fulfill this requirement.

Statistics
1 course

Psychology
1 course
- One course in either Abnormal or Developmental/Life Span Psychology.

Social Sciences
1 course
- One course from any of the following departments/subjects: anthropology, community health, criminal justice, cultural geography, ethnic studies, human sexuality, marriage/family, personal health, psychology (course taken in addition to psychology requirement above), social science, social work, sociology, or women's studies.

Highly Recommended (Not Required) Courses
- One writing intensive course in any area.

How to Apply
For information on how to apply to the Physical Therapy Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/pt/admission/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html) website.

Degree Requirements (Academic and Professional Standards)
Students must receive a passing grade of "C-" or better or "Pass" in all courses and maintain an overall quality grade point average of 2.33 (on a 4.0 scale) or above. Grades of less than "C-" are considered as failing within the physical therapy program. Physical therapy education requires the student to demonstrate skills of observation, communication, sensory, intellectual-conceptual, integrative and qualitative abilities, and professionalism. As such, students must successfully meet all of the program's performance standards by passing all laboratory practical examinations and clinical education experiences, in addition to successful completion of didactic work. The standing of a student in any course is determined by the instructor of the course by examinations, laboratory and clinical performance, class participation, written assignments, personal observation, and other methods of evaluation.

Licensure
Graduates of accredited physical therapy education programs are eligible to sit for the National Physical Therapy Exam (NPTE), which is administered by the Federation of State Boards of Physical Therapy (http://www.fsbpt.org), in order to be licensed in the state(s) in which they wish to practice.

It is the position of the American Physical Therapy Association that:
Physical therapists are licensed and physical therapist assistants should be licensed or otherwise regulated in all U.S. jurisdictions. State regulation of physical therapists and physical therapist assistants should at a minimum:
1. require graduation from an accredited physical therapy education program (or in the case of an internationally-educated physical therapist, an equivalent education)
2. require passing an entry-level competency exam
3. provide title protection
4. allow for disciplinary action

Additionally, physical therapists' licensure should include a defined scope of practice.

For more information, visit the APTA website (http://www.apta.org/Licensure).

About the Profession
Physical therapists are health care professionals who evaluate and treat people with health problems resulting from injury or disease. Physical therapists assess joint motion, muscle strength and endurance, function of heart and lungs, and performance of activities required in daily living, among other responsibilities. Treatment includes a broad range of therapeutic exercise techniques, cardiovascular endurance training, and training in activities of daily living.

Additional information about physical therapy, including listings of all accredited physical therapy and physical therapist assistant educational programs may be found at American Physical Therapy Association (http://www.apta.org) (APTA), or may be requested from:

APTA
111 North Fairfax Street
Alexandria, VA 22314
1-800-999-APTA

Career Outlook
There is a high demand for physical therapists. According to the Bureau of Labor Statistics, employment of physical therapists is expected to grow by 36 percent from 2012 to 2022, much faster than the average for all occupations. While demand for physical therapists varies by geographical region and area of practice, the unemployment rates are low across the country. The need for physical therapists is expected to remain strong as the US population ages and the demand for physical therapy services grows. (Taken from the apta.org (http://apta.org) website)

Although many physical therapists practice in hospitals, more than 80% practice in other settings. For more information regarding the many practice settings in which physical therapists practice go to http://www.apta.org/PTCareers/Overview/.

Curriculum

The professional program is three years in length. Learning opportunities include lecture-laboratory courses, seminars, independent study opportunities, laboratory practical examinations and supervised clinical practice. The curriculum provides opportunities to develop abilities in teaching, supervision, administration, and research in physical therapy. Although a thesis is not required, opportunities exist for interested students to actively participate in research in a number of areas. Patient simulations using various levels of technology are included throughout the curriculum (see the virtual tour of the Clinical Skills Center in the Michael Sorrell Center in this website). In addition, there are service learning and leadership opportunities available in UNMC student-run clinics. The Division reserves the right to modify the curriculum as necessary to comply with accreditation standards and to reflect advancements in the health sciences.

Clinical Education

The clinical education component of the curriculum provides students the opportunity to directly apply the physical therapy theories and techniques acquired during the classroom instruction, as well as the opportunity to acquire knowledge, skills and attitudes best learned in the clinical environment. The intent of clinical education is to provide the student with a broad exposure to physical therapy practice in a variety of settings and geographic locations. The clinical education component is under the direction of the Director of Clinical Education.

Currently, the clinical education component of the curriculum consists of 34 weeks over the course of the three year professional program. Clinical experiences are scheduled in advance and are subject to change at the discretion of the clinical education site or the office of the Director of Clinical Education.

Some clinical education sites may require an assigned student to undergo a criminal background check and/or drug screening prior to participation in a clinical education experience. Please note, travel and living expenses for clinical education experiences should be anticipated.

First Year - PT 1 (late August - July)

Second Year - PT 2 (late August - mid June)

Third Year - PT 3 (late August - mid May)

<table>
<thead>
<tr>
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<tr>
<td>GBCA 571</td>
<td>STRUCT OF HUMAN BODY</td>
<td>9</td>
</tr>
<tr>
<td>CIP 606</td>
<td>INTERMEDIATE PHYSIOLOGY</td>
<td>6</td>
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<tr>
<td>PHYT 502</td>
<td>FOUNDATIONS OF PHYSICAL THERAPY PRACTICE</td>
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<td>PHYT 505</td>
<td>MUSCULOSKELETAL PHYSICAL THERAPY I</td>
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<tr>
<td>PHYT 511</td>
<td>INTEGUMENTARY PHYSICAL THERAPY</td>
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<td>PHYT 512</td>
<td>NEUROMUSCULAR PHYSICAL THERAPY I</td>
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<td>PHYT 550</td>
<td>CLINICAL EDUCATION I</td>
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<td>PHYT 552</td>
<td>PSYCHOSOCIAL ASPECTS OF HEALTH CARE</td>
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<td>PHYT 560</td>
<td>MUSCULOSKELETAL PHYSICAL THERAPY II</td>
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<td>PHYT 610</td>
<td>CARDIOPULMONARY PHYSICAL THERAPY</td>
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<tr>
<td>PHYT 615</td>
<td>FUNCTIONAL EXERCISE PROGRESSION</td>
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<td>PHYT 616</td>
<td>NEUROMUSCULAR PHYSICAL THERAPY II</td>
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<td>PHYT 630</td>
<td>PREVENTION &amp; WELLNESS</td>
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<td>PHAR 570</td>
<td>PHARM HLTH CARE PROFES</td>
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<td>NRSG 605</td>
<td>PATHOPHYSIOLOGY FOR ADVANCED PRACTICE NURSES I</td>
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<tr>
<td>PHYT 605</td>
<td>MUSCULOSKELETAL PHYSICAL THERAPY III</td>
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<tr>
<td>PHYT 612</td>
<td>PEDIATRIC PHYSICAL THERAPY</td>
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<tr>
<td>PHYT 614</td>
<td>PHYSICAL THERAPY MANAGEMENT OF INDIVIDUALS WITH CHRONIC HEALTH CONDITIONS</td>
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<tr>
<td>PHYT 617</td>
<td>NEUROMUSCULAR PHYSICAL THERAPY III</td>
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<td>PHYT 622</td>
<td>PRACTICE MANAGEMENT SKILLS IN PHYSICAL THERAPY I</td>
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<td>PHYT 624</td>
<td>ORTHOTICS &amp; PROSTHETICS</td>
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<td>PHYT 740</td>
<td>CRITICAL INQUIRY II</td>
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<td>PHYT 742</td>
<td>SPECIAL TOPICS (Elective)</td>
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<td>PHYT 750</td>
<td>CLINICAL EDUCATION III (8 weeks)</td>
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<td>PHYT 751</td>
<td>CLINICAL EDUCATION IV (8 weeks)</td>
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<td>PHYT 752</td>
<td>CLINICAL EDUCATION V (8 weeks)</td>
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<td>PHYT 753</td>
<td>CLINICAL EDUCATION VI (8 weeks)</td>
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<tr>
<td>PHYT 754</td>
<td>CLINICAL EDUCATION VII (8 weeks)</td>
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Total Credit Hours 124-125
Curriculum subject to change without notice.
PHYSICIAN ASSISTANT EDUCATION PROGRAM

Degree Offered
Master of Physician Assistant Studies (MPAS) degree

Length of Program
The program requires 28 continuous months of instruction divided into two phases.

Phase I, the Didactic Phase, consists of 13 months of basic medical sciences, pre-clinical sciences and professional studies course work. The basic medical and pre-clinical science courses introduce students to the fundamentals of scientific and clinical medicine. The professional studies courses are designed to provide understanding of professionalism, legal aspects of practice, medical ethics, practice-based learning and improvement and systems-based practice.

Phase II, the Clinical Education phase, consists of 10 months of Required clerkships and 5 months of Elective clerkships. The required clerkships are in specific areas of clinical medicine, designed to provide a broad foundation for primary care clinical practice. Elective clerkships may be selected from specialty or primary care areas.

Clerkships are scheduled after mutual collaboration and agreement between the student and the Clinical Coordinator. Assignments to clerkship sites are made after careful consideration of the individual student’s educational needs, site availability and the Program’s goal for clinical education. These sites are located throughout the state of Nebraska and are known collectively as the Nebraska Clinical Network. All required clerkships and most elective clerkships will be assigned within the Nebraska Clinical Network. Because of the location of clinical education sites, all applicants accepted into the Program must agree to spend at least three, and up to fifteen months in clerkship sites outside the Omaha and Lincoln metropolitan areas if required to do so by the Program.

Degree Requirements
Students must receive a passing grade of “C” or better or “Pass” in all courses and maintain an overall quality grade point average of 2.33 (on a 4.0 scale) or above. Grades of less than “C” are considered as failing within the physician assistant program. Physician assistant education requires the student to demonstrate skills of observation, communication, sensory, intellectual-conceptual, integrative and qualitative abilities, and professionalism. As such, students must successfully meet all of the program’s performance standards by passing all laboratory practical examinations and clinical education experiences, in addition to successful completion of didactic work. The standing of a student in any course is determined by the instructor of the course by examinations, laboratory and clinical performance, class participation, written assignments, personal observation, and other methods of evaluation.

Admission to the Program
Admissions Requirements
Enrollment in each program is limited and competitive. Evaluation of the qualifications of each applicant and the final selections for admission are made by the admissions committee of each program, which comprises program faculty and administration.

Admission to the Physician Assistant Program requires the applicant to successfully complete the following prior to matriculation:

Required Undergraduate Prerequisites
A bachelor’s degree must be completed by July 15 of the year of intended entry.

The following 50 hours of specific prerequisite course work is also required. These courses may be planned or in progress during the application process. All prerequisite course work must be successfully completed by July 15th of the year of intended entry.

**Biological Sciences - (minimum of sixteen semester hours)**
- Biology with Lab - 4 sem hrs
- Human Anatomy with Lab - 4 sem hrs
- Human Physiology with Lab - 4 sem hrs
- NOTE: Anatomy and Physiology may also be taken in an 8 sem hr combined course.
- Microbiology with Lab - 3 - 4 sem hrs
- Immunology and Genetics are strongly recommended.

**Chemistry - (minimum of sixteen semester hours)**
- General or Inorganic Chemistry with lab - 8 sem hrs (one year sequence)
- Organic Chemistry with lab - 4 sem hrs (one year sequence recommended)
- Biochemistry (lab recommended) - 4 sem hrs (3 sem hrs acceptable if 16 minimum semester hours will be met)

**Psychology - (minimum of nine semester hours)**
- General Psychology (or other psychology elective) - 3 sem hrs
- Abnormal Psychology - 3 sem hrs
- Life Span/Developmental Psychology - 3 sem hrs

**Mathematics - (minimum of three semester hours)**
- Statistics - 3 sem hrs
- Algebra is strongly recommended.

**English - (minimum of six semester hours)**
- English Composition or Writing Intensive Course - 3 sem hrs
- English Composition or Writing Intensive Course - 3 sem hrs

**Medical Terminology - (no minimum credit hour requirement)**
- Either a college/university course or certificate program is acceptable.
- UNMC offers a medical terminology course, CAHP 310, which meets this requirement. Taking medical terminology at UNMC is not a preference factor for admission.

Required course work graded Pass/Fail or credit obtained by CLEP Examination or Advanced Placement (AP) will not be accepted for any of the 50 hours.

Academic Criteria
1. A minimum cumulative grade point average of 3.0 (A=4.0) is required.
2. Grades below “C” are not accepted in transfer to the University of Nebraska (e.g., C-, D+, D, D-, F).
3. Any repeated course grades (original and repeated) will be averaged in the CASPA GPA calculations and used accordingly in evaluation of the application.

Graduate Record Examination (GRE) (http://www.ets.org/gre)
The General Test of the Graduate Record Examination (verbal, quantitative and analytical writing) is required. Scores must be sent using the UNMC PA Education Program Code 4917, and received by the application materials deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html).

A minimum achievement of the 30th percentile in each section (verbal, quantitative, and analytical writing) is required for admission to the program.

How to Apply
For information on how to apply to the Physician Assistant Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/pa/admissions/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Certification & Licensure
Certification
PAs receive their national certification from the National Commission on Certification of Physician Assistants (NCCPA). Only graduates of an accredited PA program are eligible to take the Physician Assistant National Certifying Examination (PANCE). Once a PA is certified, he/she must complete a continuous six-year cycle of continuing medical education (CME) to keep her/his certificate current. Every two years, a PA must earn and log 100 CME hours and reregister her/his certificate with the NCCPA (second and fourth years), and by the end of the sixth year, recertify by successfully completing either the Physician Assistant National Recertifying Examination (PANRE) or Pathway II study. All states require passage of the PANCE for state licensure. Forty-seven states make provisions to license new physician assistant program graduates prior to availability of PANCE results NCCPA, 770/734-4500

Licensure
Graduation from an accredited physician assistant program and passage of the national certifying exam are required for Nebraska state licensure. For information on other states, contact each state's credentialing office.

About the Profession
PAs practice medicine. PAs are medical providers licensed to diagnose and treat illness and disease.

PAs work collaboratively with physicians to provide care in a variety of settings, including physician offices, hospitals, nursing homes, and schools. After completing an intensive training program modeled after physician education, PAs can treat patients with significant autonomy.

PAs work together with physicians as part of an integrated medical team. PAs provide almost all the clinical services that physicians provide, including making clinical decisions and providing a broad range of diagnostic, therapeutic, preventive, and health maintenance services, including prescribing medications. The physician-PA team relationship is fundamental to the PA profession and enhances the delivery of high-quality health care.

PAs are qualified to practice by graduation from an accredited PA educational program and passing the Physician Assistant National Certifying Exam (PANCE) administered by the National Commission on Certification of Physician Assistants (http://www.nccpa.net) (NCCPA). Only those passing the examination can use the title "Physician Assistant-Certified (PA-C)." PAs keep up with medical advances through continuing medical education requirements.

Brief History of the PA Profession
The PA profession began in the 1960s during a period of primary care shortages. The profession's roots are in the military. The first PA class, in 1965, was composed of Navy corpsmen who had served during the Vietnam War who wanted to use their medical knowledge and experience in civilian life.

Additional information about the profession may be obtained from:
PA Focus: http://pafocus.org/what-is-a-pa/
AAPA - American Academy of Physician Assistants: https://www.aapa.org/

Career Outlook
According to the U.S. Bureau of Statistics’ Occupational Outlook Handbook (2017 Edition), the PA profession has the following outlook:

- Expected to grow much faster than average for all occupations.
- Opportunities should be good, particularly in rural and inner-city healthcare facilities.
- Employment to grow by 30 percent from 2014 to 2024.
- Scope of practice will continue to expand as States allow PAs to perform more procedures.
- The median annual wage for physician assistants was $101,480 in May 2016.

PAs are cost-effective and productive members of the healthcare team and are employed by Physicians and institutions to provide primary care and assist with medical and surgical procedures.

Curriculum
Phase I - Academic

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>GCBA 571 STRUCT OF HUMAN BODY</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>CIP 606 INTERMEDIATE PHYSIOLOGY</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PHAS 620 PHYSICIAN ASSISTANT PROFESSIONAL ISSUES</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PAMM 690 BIOLOGY OF DISEASE</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
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</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MLS 500 APPLICATION AND INTERPRETATION OF CLINICAL LABORATORY DATA</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PHAR 507 PHARMACOLOGY</td>
<td>5</td>
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<tr>
<td></td>
<td>PHAS 630 CLINICAL SKILLS I</td>
<td>3</td>
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<tr>
<td></td>
<td>PHAS 632 COMMUNICATION IN MEDICINE I</td>
<td>2</td>
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<tr>
<td></td>
<td>PHAS 650 ADULT AND PEDIATRIC MEDICINE I</td>
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<td></td>
<td>Credit Hours</td>
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### Phase II - Clinical

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<th>Credit Hours</th>
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<tr>
<td>PHAS 635</td>
<td>CLINICAL SKILLS II</td>
<td>3</td>
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<tr>
<td>PHAS 637</td>
<td>COMMUNICATION MEDICINE II</td>
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<tr>
<td>PHAS 645</td>
<td>BEHAVIORAL MEDICINE</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 655</td>
<td>ADULT AND PEDIATRIC MEDICINE II</td>
<td>9</td>
</tr>
<tr>
<td>PHAS 670</td>
<td>RESEARCH APPLICATIONS IN MEDICINE</td>
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</table>

**Credit Hours**: 17

### Second Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PHAS 656</td>
<td>ADULT AND PEDIATRIC MEDICINE III</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 660</td>
<td>MEDICAL ETHICS</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 665</td>
<td>SYSTEMS IN HEALTH CARE AND MANAGEMENT</td>
<td>1</td>
</tr>
</tbody>
</table>

**Credit Hours**: 5

**Total Credit Hours**: 63

### Phase II, The clinical education phase, consists of 10 months of Required clerkships and 5 months of Elective clerkships. The required clerkships are in specific areas of clinical medicine, designed to provide a broad foundation for primary care clinical practice. Elective clerkships will be selected from specialty and primary care areas.

<table>
<thead>
<tr>
<th>Required Clerkships</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 702</td>
<td>PSYCHIATRY CLERKSHIP</td>
<td>4</td>
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<tr>
<td>PHAS 703</td>
<td>INTERNAL MEDICINE CLERKSHIP</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 704</td>
<td>PEDIATRIC CLERKSHIP</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 705</td>
<td>OB/GYN CLERKSHIP</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 706</td>
<td>SURGERY CLERKSHIP</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 707A</td>
<td>FAMILY MEDICINE A CLERKSHIP</td>
<td>4</td>
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<tr>
<td>PHAS 707B</td>
<td>FAMILY MEDICINE B CLERKSHIP</td>
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<tr>
<td>PHAS 707C</td>
<td>FAMILY MEDICINE C CLERKSHIP</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 708</td>
<td>EMERGENCY MEDICINE CLERKSHIP</td>
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<tr>
<td>PHAS 709</td>
<td>GERIATRIC CLERKSHIP</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Clerkships</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 721</td>
<td>CARDIOLOGY ELECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 722</td>
<td>ENDOCRINOLOGY ELECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 724</td>
<td>INFECTIOUS DISEASE ELECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 726</td>
<td>ONCOLOGY / HEMATOLOGY ELECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 727</td>
<td>PULMONARY MEDICINE ELECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 729</td>
<td>CARDIOVASCULAR SURGERY ELECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 731</td>
<td>NEUROSURGERY ELECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 732</td>
<td>ORTHOPEDIC SURGERY ELECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 736</td>
<td>PLASTIC SURGERY ELECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 737</td>
<td>UROLOGY ELECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 742</td>
<td>DERMATOLOGY ELECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 744</td>
<td>INTERNATIONAL STUDIES ELECTIVE</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 749</td>
<td>OTOLARYNGOLOGY ELECTIVE</td>
<td>4</td>
</tr>
</tbody>
</table>

This is not an inclusive list. Clerkships in other specialties are available to meet student needs.

**Total Program Semester Hours - 123**

**Total Number of Months - 28**
RADIATION THERAPY

Degrees Offered
Bachelor of Science in Medical Imaging & Therapeutic Sciences
Post-Baccalaureate Professional Certificate in Radiation Therapy

Length of Program
The didactic component is composed of 40 semester hours and complies with the American Society of Radiologic Technology curriculum. Some of the courses in the curriculum include Treatment Planning, Patient Care, and Radiation Therapy Physics.

A UNMC radiation therapy student gains clinical experience by rotating through the following cancer centers:

- CHI Health - Bergan Mercy
- CHI Health - Immanuel
- CHI Health - Lakeside (Midwest Cancer Center)
- CHI Health - Saint Elizabeth Regional Medical Center
- Jennie Edmundson Hospital
- Nebraska Methodist Hospital
- Shenandoah Medical Center
- Nebraska Medicine
- Nebraska Medicine Village Pointe Cancer Center

Admission to the Program

Admission Requirements
1. Graduate from an accredited Radiography program. Students in their final months of study are eligible to apply.
3. Undergraduate cumulative GPA of at least 2.5 on a 4.0 scale.
4. Radiography program GPA of at least 3.0 on a 4.0 scale.
5. A shadow experience with a Radiation Therapy Program Representative. (Email (labarten@unmc.edu) to schedule a shadow experience.)


Enrollment in each program is limited and competitive. Evaluation of the qualifications of each applicant and the final selections for admission are made by the admissions committee of each program, which comprises program faculty and administration.

For admittance into the second certification program at UNMC, the technologist must have completed an accredited radiography program, be certified, registered, and in good standing in their profession (ARRT).

Admission to the Radiation Therapy Program requires the applicant to successfully complete the following prior to matriculation:

University / College Required Prerequisites
Total of 80 semester hours of transfer credit; a maximum of 60 semester hours of credit from an accredited Radiography program and 21 semester hours of specific prerequisite course work (see below). If a Radiography program is less than 60 semester hours, additional transfer credit from a regionally accredited institution will be required to meet the 80 semester hour total.

Successful completion of 21 semester hours at an accredited college or university. The required semester hours must include the following:

Language/Social Sciences (9 semester hours)
- English Composition required
- Oral Communication required

Course work used to meet this requirement may include but is not limited to literature, composition, communication, speech, foreign language, philosophy, psychology, sociology, art, history, religion.

Mathematics (3 semester hours)
- College Algebra, Statistics, or higher mathematics

Natural Sciences (9 semester hours)
- College Physics required
- Human Anatomy & Physiology required

Course work used to meet this requirement may include, but is not limited to, anatomy, physiology, biology, chemistry, physics, or earth sciences.

Advanced Placement
A maximum of 6 College Level Examination Program (CLEP) or Advanced Placement (AP) semester hours will be accepted for transfer. CLEP semester hours in math and science will not be accepted & no more than 3 CLEP or AP hours of English Composition will be accepted.

All science courses must be basic science courses for science majors.

The Radiation Therapy program also requires documentation of collegiate level Medical Terminology.

College prerequisites, course requirements, and program requirements are subject to change.

Clinical Environment
- Accepted students are guaranteed timely and appropriate clinical placement.
- Accepted students will be required to complete a background check and substance abuse testing prior to matriculation into the program. Depending on clinical site, additional requirements may need to be met or updated.

How to Apply
For information on how to apply to the Radiation Therapy Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/rtt/admission/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Degree Requirements
Required courses, totaling 40 semester hours, are completed as part of a 12-month curriculum. All required courses must be completed with a minimum passing grade of 70% unless specified otherwise in the syllabus to meet graduation requirements. Students must transfer in a minimum of 80 semester credit hours, 21 semester credit hours of which come from specific prerequisite coursework and a maximum of 60 semester credit hours for their radiography curriculum. A minimum total of 120 semester credit hours is required for the Bachelor of Science in Medical Imaging & Therapeutic Sciences degree, and completion of
the 40 semester hours in radiation therapy for the Post-Baccalaureate Professional Certificate.

The UNMC radiation therapy program has a first time ARRT pass rate of over 99.9% and 100% pass rate over the last 15 years.

Radiation Therapy is a rewarding profession with ever-changing technology and extensive patient contact. This career allows for a challenging work day as well as time for a personal life. If you feel you are a compassionate, motivated person who appreciates technical precision, this career may be for you.

Technical standards required to be a Radiation Therapist.

Certification

The American Registry of Radiologic Technologists (ARRT) is the credentialing organization that recognizes individuals qualified in the use of ionizing and non-ionizing radiation to promote high standards of patient care in diagnostic medical imaging, interventional procedures and therapeutic treatment. The ARRT tests and certifies therapists and administers continuing education and ethics requirements for their annual registration.

ARRT Primary Disciplines of Certification

The ARRT provides certification in three primary disciplines of radiologic technology; Radiography, Nuclear Medicine Technology, and Radiation Therapy.

Upon completion of the Radiation Therapy program at UNMC, graduates are eligible to apply for the national examination for certification offered by the ARRT.

For more information about the ARRT and requirements for certification and registration please contact:

The American Registry of Radiologic Technologists (http://www.arrt.org)
1255 Northland Drive
St. Paul, MN 55120-1155
Phone: 651.687.0048

About the Profession

A radiation therapist is an integral part of the cancer care team that manages and cares for cancer patients and is responsible for simulation, daily treatments, and patient evaluation. Utilizing state-of-the-art technology and developing supportive bonds with patients and their families are truly rewarding aspects of this challenging career.

Radiation Therapy is a clinical specialty using high energy x-rays to treat different types of cancer and non-malignant conditions. Radiation therapy may be used alone or in conjunction with surgery and/or chemotherapy.

Career Outlook

The number of cancer patients in the United States is projected to increase due to the aging population. Approximately 60% of all cancer patients will receive radiation therapy as part of their course of treatment. Over the next decade, the need for certified radiation therapists is expected to increase, especially in rural communities.

Career opportunities available to certified radiation therapists include: clinical patient care, administration, education, research, medical dosimetry, and equipment applications and sales.

Curriculum

The content of the Radiation Therapy curriculum follows the ASRT Radiation Therapy Professional Curriculum. The courses provide extensive didactic and clinical components to prepare the graduate for an exciting career in the field of radiation oncology.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ORIENTATION TO RADIATION THERAPY</td>
<td>1</td>
</tr>
<tr>
<td>MITS 405T</td>
<td>or MITS 605T</td>
<td></td>
</tr>
<tr>
<td>MITS 408T</td>
<td>RADIATION THERAPY PHYSICS</td>
<td>2</td>
</tr>
<tr>
<td>MITS 414T</td>
<td>or MITS 614T</td>
<td></td>
</tr>
<tr>
<td>MITS 424T</td>
<td>CLINICAL ONCOLOGY I</td>
<td>2</td>
</tr>
<tr>
<td>MITS 428T</td>
<td>or MITS 628T</td>
<td></td>
</tr>
<tr>
<td>MITS 430T</td>
<td>PATIENT CARE</td>
<td>1</td>
</tr>
<tr>
<td>MITS 436T</td>
<td>or MITS 636T</td>
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<tr>
<td>MITS 435T</td>
<td>TREATMENT PLANNING &amp; DELIVERY</td>
<td>3</td>
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<tr>
<td>MITS 438N</td>
<td>or MITS 638N</td>
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<tr>
<td>CAHP 423</td>
<td>PRINCIPALS OF CRITICAL INQUIRY</td>
<td>2</td>
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<tr>
<td>or CAHP 723</td>
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<td></td>
<td>Credit Hours</td>
<td>15</td>
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</table>

| Spring       | ONCOLOGY SECTIONAL ANATOMY & PATHOLOGY II    | 2            |
| MITS 415T    | or MITS 615T                                 |              |
| MITS 425T    | CLINICAL ONCOLOGY II                         | 2            |
| MITS 435T    | or MITS 635T                                 |              |
| MITS 438N    | ADVANCED RADIATION BIOLOGY                   | 3            |
| MITS 439T    | or MITS 639T                                 |              |
|               | RADIATION THERAPY CLINICAL EDUCATION II      | 3            |
|               | or RADIATION THERAPY CLINICAL EDUCATION II   |              |
|               | Credit Hours                                | 13           |

<p>| Summer       | PROFESSIONAL PROJECTS                        | 3            |
| MITS 442T    | or MITS 642T                                 |              |
| MITS 443T    | RADIATION THERAPY CLINICAL EDUCATION III     | 5            |
| MITS 443T    | or MITS 643T                                 |              |</p>
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<tr>
<td>MITS 444T</td>
<td>OPERATIONAL ISSUES IN ONCOLOGY</td>
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<tr>
<td>or MITS 644T</td>
<td>or OPERATIONAL ISSUES IN ONCOLOGY</td>
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<tr>
<td>MITS 445T</td>
<td>COMPREHENSIVE SEMINAR AND BOARD REVIEW</td>
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<tr>
<td>or MITS 645T</td>
<td>or COMPREHENSIVE SEMINAR AND BOARD REVIEW</td>
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</tbody>
</table>

Credit Hours: 12
Total Credit Hours: 40
RADIOGRAPHY

The Radiography Program at the University of Nebraska Medical Center is offered as a primary certification modality within the Department of Medical Imaging & Therapeutic Sciences at UNMC. The 21 month program consists of lecture, demonstrations, laboratory, and clinical instruction. A comprehensive knowledge base and clinical competencies are achieved through a plan of study that focuses on increasing proficiency under the supervision of quality faculty and staff. Campus locations include Columbus, Kearney, and Omaha.

Upon completion of 50 specified college prerequisites (https://www.unmc.edu/alliedhealth/education/rt/admission) and the 21 month professional program, students are awarded a Bachelor Degree in Medical Imaging & Therapeutic Sciences and are eligible to take the national examination for certification in Radiography by the American Registry of Radiologic Technologists (https://www.arrt.org). Students having completed the Radiography program may also apply for an additional year of study in a secondary certification Medical Imaging & Therapeutic Sciences Program.

Degree Offered
Bachelor of Science in Medical Imaging & Therapeutic Sciences

Length of Program
The program is 21 months in length, starting in August, and ending in May. The didactic component is composed of approximately 76 semester hours and complies with the American Society of Radiologic Technologists (https://www.arrt.org) curriculum. There are optional courses available to the student in specialized areas of interest.

The Radiography Program consists of lecture, demonstrations, laboratory, and supervised clinical experiences. The students gain clinical experience by rotating through one or more of the following facilities:

- Nebraska Medicine
- Children’s Hospital
- CHI Health - Creighton University Medical Center
- Veterans Affairs Medical Center
- CHI Health - Saint Francis Medical Center, Grand Island, NE
- Columbus Community Hospital, Columbus, NE
- CHI Health Good Samaritan Hospital, Kearney, NE
- Kearney Regional Medical Center

The amount of time dedicated to the clinical environment depends upon the student’s year in the program and semester of enrollment. Part of the clinical experience will involve evening/weekend rotation requirements. The evening/weekend rotations will not comprise more than 25% of the student’s total clinical clock hours.

List of technical standards (http://www.unmc.edu/alliedhealth/education/rt/about/rt-tech-standards.pdf) required by the radiography profession.

Admission to the Program
Admission Requirements
Enrollment in each program is limited and competitive. Evaluation of the qualifications of each applicant and the final selections for admission are made by the admissions committee of each program, which comprises program faculty and administration.

Cumulative GPA required for admissions consideration: 2.50

Admission to the Radiography Program requires the applicant to successfully complete the following prior to matriculation:

University / College Required Prerequisites
Successful completion of a minimum of 50 semester hours at an accredited college or university (60 hours preferred). The required semester hours must include the following:

- English Composition (6 semester hours)
- College Algebra (3 semester hours)
- Statistics (3 semester hours)
- College or General Chemistry with Lab (4 semester hours)
- Anatomy & Physiology with Lab (4 semester hours required; 8 semester hours suggested)
- College or General Physics (4 semester hours)
- Medical Terminology (2 semester hours)
- Speech / Oral Communications / Public Speaking (3 semester hours)
- Humanities (3 semester hours) and Social Sciences (3 semester hours) (psychology and sociology suggested)
- Electives (15 semester hours) – suggested elective courses: Anatomy & Physiology II, science, mathematics, humanities/social sciences, computer science.

Advanced Placement: A maximum of 6 College Level Examination Program (CLEP) or Advanced Placement (AP) semester hours will be accepted for transfer. CLEP semester hours in math and science will not be accepted & no more than 3 CLEP or AP hours of English Composition will be accepted.

All science courses must be basic science courses for science majors.

College prerequisites, course requirements, and program requirements are subject to change.

Please note: A personal laptop is required for one or more of the courses which are part of the radiography curriculum.

Clinical Environment
- Accepted students are guaranteed timely and appropriate clinical placement.
- Accepted students will be required to complete a background check and substance abuse testing prior to matriculation into the program. Depending on clinical site, additional requirements may need to be met or updated.
- During the program, students will be assigned to periodic evening/weekend rotations which will not comprise more than 25% of the total clinical clock hours.

Campus Location
Accepted students will be assigned to a campus location. Once a campus location is assigned, the student will be expected to remain at their assigned campus location for the duration of the program. Students are asked for their campus location preference during the application process; however, there is no guarantee as to what campus location will be offered. Campus location options: Omaha, Columbus, or Kearney.
the Campus Locations (http://www.unmc.edu/alliedhealth/education/rt/about/locations.html) page for more information and housing options.

MITS Early Acceptance Pipeline:
The MITS Early Acceptance Pipeline was created for those students who know they have an interest in one of our post-baccalaureate certificate (PBC) programs in the Medical Imaging & Therapeutic Sciences department. Those programs are:

- Cardiovascular Interventional Technology (CVIT)
- Diagnostic Medical Sonography (DMS)
- Magnetic Resonance Imaging (MRI)
- Radiation Therapy (RTT)

Students who want to apply to the above programs must first complete a radiography program, and so the Early Acceptance Pipeline allows applicants to apply to the Radiography Program and one PBC program at the same time. Applicants who choose to apply through the Early Acceptance Pipeline will complete a Radiography Program application during the normal admissions cycle, but will also indicate on the application an interest in one of the PBC programs. At that time, applicants will be asked to submit a personal statement about their interest in Radiography, as well as a personal statement about their interest in the PBC program of their choice.

Applicants accepted to the Radiography Program but not accepted to the PBC Program through the Early Acceptance Pipeline will be allowed to apply for early acceptance to the PBC Program of their choice again during their first year of the Radiography Program. Again, applicants may only apply for early acceptance to one of the PBC Programs, and will be required to submit a personal statement about their interest in the PBC program.

UNMC Radiography students who were not accepted as part of the Early Acceptance Pipeline are welcome to reapply to any of the PBC Programs during their final year of the Radiography Program.

Questions regarding the Early Acceptance Pipeline can be addressed to CAHP Academic & Student Affairs at cahpadmissions@unmc.edu or via phone at 402-559-6673.

How to Apply
For information on how to apply to the Radiography Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/rt/admission/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Degree Requirements
Students must successfully complete each course within the radiography curriculum in order to be considered for the Bachelor of Science degree in Medical Imaging & Therapeutic Sciences. A minimum of 120 semester credit hours are required for the Bachelor of Science degree in Medical Imaging & Therapeutic Sciences (minimum of 50 semester credit hours of specific prerequisite coursework and approximately 72 semester credit hours in the Radiography Program).

All required didactic and clinical courses must be completed with a minimum letter grade of C- or better to meet requirements for graduation from the program.

Certification & Licensure
Certification
The American Registry of Radiologic Technologists (ARRT) is the credentialing organization that recognizes individuals qualified in the use of ionizing and non-ionizing radiation to promote high standards of patient care in diagnostic medical imaging, interventional procedures and therapeutic treatment. The ARRT tests and certifies technologists and administers continuing education and ethics requirements for their annual registration.

ARRT Primary Disciplines of Certification
The ARRT provides certification in these primary disciplines of radiologic technology: Radiography, Nuclear Medicine Technology, Sonography, Magnetic Resonance Imaging and Radiation Therapy.

Upon completion of the Radiography program at UNMC, graduates are eligible to apply for the national examination for certification offered by the ARRT.

For more information about the ARRT and requirements for certification and registration please contact:
The American Registry of Radiologic Technologists (http://www.arrt.org)
1255 Northland Drive
St. Paul, MN 55120-1155
Phone: 651.687.0048

Licensure
Depending on the state in which you decide to practice, you may also be required to become licensed as a radiologic technologist. Each state has their own laws in regard to licensure. Individual states hold the authority to administer the license and grant individuals permission to practice radiologic technology within their state.

More information on licensure in Nebraska (http://dhhs.ne.gov/Pages/licensing.aspx)

About the Profession
Radiography is the use of ionizing radiation to produce detailed diagnostic images of the human body. The quality of the radiographs is dependent upon the judgment, knowledge, and skill of the radiographer who assists the Radiologist (a physician specially trained in radiology to diagnose disease and injury) by operating complex, highly technical equipment safely and efficiently.

The Radiographer must have a solid foundation in anatomy, physics, biology, and the professional and technical disciplines related to radiologic science. Imaging specialties found within the radiography profession include: Mammography, Surgical Radiography, Computed Tomography (CT), Cardiovascular Interventional Technology (CVIT), Bone Densitometry, and Quality Management.

Career Outlook
Radiologic technologists are the largest group of allied health professionals in the country.

More than 300 million radiologic procedures are performed every year in the United States, and seven out of 10 Americans undergo some type of medical imaging exam or radiation therapy treatment annually.

As the technology involved with diagnostic imaging, radiation therapy, telemedicine, and teleradiology progresses, so will the need for highly educated, credentialed technologists with independent-thinking and
critical-judgment skills. Career opportunities available to certified radiographers include clinical patient care, administration, education, research, radiation dosimetry/physics, clinical therapy treatment, commercial sales, equipment applications, and veterinary medicine.

The American Society of Radiologic Technologists recognizes the baccalaureate degree as the professional level of radiologic science education.

The career outlook for Radiologic Technologists (aka Radiographers) is good. The US Department of Labor projects that the employment of Radiologic Technologists is expected to increase by 9% from 2014-2024. While salaries vary depending upon shift differential, on-call pay, and years of experience, the US Department of Labor estimated the median salary in 2016 to be $58,960 per year.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours</th>
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<tr>
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<td>DIGITAL IMAGING PRINCIPLES</td>
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<td>INTRODUCTION TO RADIATION PHYSICS</td>
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<td>MITS 353R</td>
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<td>NRSG 317</td>
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</tr>
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<td><strong>Total Credit Hours</strong></td>
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</tbody>
</table>
A Practical Solution

Because of the advantages of having a master's degree, physician assistants are seeking ways to further their education. Recognizing that returning to a college campus for postgraduate study is impractical for most working physician assistants, the University of Nebraska Medical Center Physician Assistant Program offers a degree advancement option (DAO) to enable practicing PAs to advance from the bachelor's degree to the master's degree. Now in its third decade, this program has provided master's degrees to thousands of practicing PAs.

This program provides an opportunity for practicing physician assistants with a bachelor's degree to obtain a professional postgraduate master's degree in as little as five semesters at a reasonable cost and without any required travel. The program can be completed in 5 semesters. However, students are allowed up to five years to complete the DAO. Upon completion of the program, physician assistants are awarded the Master of Physician Assistant Studies degree.

MPAS DAO CME Credit

The Degree Advancement Option curriculum meets the requirements for AAPA category II CME credit on an hour per hour basis.

Features of the Program

Students in the Degree Advancement Option

• Acquire new competencies and skills by completing 800 hours of advanced supervised clinical practice at their place of employment,
• Learn current concepts in the areas of health care policy and medical ethics,
• Improve research skills by investigating a medical topic and presenting the results in a scientific paper.
• Select the option of the education track and study instructional design, education theory and leadership, and complete 320 hours of teaching in a supervised environment

General Information

• Successful candidates earn the professional degree - Master of Physician Assistant Studies (MPAS).
• Accredited by the North Central Association of Colleges and Schools.
• Approved by the Regents of the University of Nebraska and the Nebraska State Department of Education.
• Approved for military tuition assistance, and VA educational benefits.
• Options for study are available in almost every medical specialty or the education track can open opportunities in academia or community health promotion.

Admission to the Program

Admissions Requirements

• Accredited PA Program graduate with a bachelor's degree from an approved institution of higher learning
• PA student GPA of at least 2.0 on a 4.0 scale
• Current or prior certification by the National Commission on Certification of Physician Assistants (NCCPA)
• Personal professional liability coverage
• Current State PA license (military or federal employees are exempt)
• Must be employed in a clinical or educational role (PA's employed full-time or part-time can qualify)

If you choose the clinical track, you must identify a physician who agrees to be your preceptor for the duration of your clinical practice experience. If you choose the education track, you must identify a mentor for the supervised teaching practice courses.

Applicants will be considered without regard to age, sex, race, color, national origin, religion, political beliefs, or disability.

How to Apply

For information on how to apply to the MPAS DAO Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/online/padoa/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Review the Computer Requirements (http://www.unmc.edu/alliedhealth/_documents/computer-requirements-cahp.pdf).

Academic Progress

Students enrolled in the MPAS Degree Advancement Option are expected to make satisfactory academic progress toward the completion of their Plan of Study and degree requirements. All courses must be passed with a grade of "C" or better and a 2.0 cumulative grade point average (GPA) must be maintained throughout enrollment in the program. Courses may be repeated only once, and a cumulative GPA below 2.0 at the completion of any semester will result in dismissal from the program.

Degree Completion

Upon successful completion of all requirements by the deadline dates set by the Program, graduates of the MPAS DAO are welcome to participate in the graduation ceremonies in Omaha, Nebraska (May and December only). Graduates will be awarded the Master of Physician Assistant Studies degree.

Curriculum

MPAS DAO Courses and Practice Concentrations

The MPAS Degree Advancement Option consists of 36 semester credit hours of didactic courses and either educational methodology or clinical experiences intended to be completed in five semesters. Please note, the program cannot be completed any sooner than 5 semesters. Students must choose either the clinical track or the education track for their program of study. In order to complete the program in five semesters, students must complete one didactic course each semester combined with one course from the clinical track or one course from the education track. UNMC has Fall, Spring and Summer semesters. The courses required to complete the program are listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>PHAS 680</td>
<td>HEALTH CARE POLICY</td>
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<td>PHAS 681</td>
<td>CANADIAN HEALTH CARE POLICY</td>
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Clinical Track Courses

PHAS 682 CLINICAL INQUIRY AND WRITING 3
PHAS 790 MASTERS CAPSTONE 4

Education Track Courses

PHAS 765 INSTRUCTIONAL DESIGN IN HIGHER LEARNING 4
PHAS 766 EDUCATION THEORY IN MEDICINE 4
PHAS 767 LEADERSHIP IN CLINICAL EDUCATION 4
PHAS 768 SUPERVISED TEACHING PRACTICE I 4
PHAS 769 SUPERVISED TEACHING PRACTICE II 4

To complete the clinical track of this program, students are required
to complete and document a total of 800 clinical hours (160 hours
in each of five semesters) in a specific core area. During your first
two semesters of the Advanced Clinical Practice coursework, you
will meet objectives for one of our five Core Areas. The five core areas
are: family medicine, internal medicine, pediatrics, psychiatry, and
surgery. Your core area should be based on the type of clinic/practice
in which you are employed. During your final two semesters of the
Advanced Clinical Practice coursework, you may meet objectives for
a more specialized concentration area if you so choose. A full list of
these concentration areas can be found below. The concentration
areas available within a specific core area are listed to the right. Note:
Each semester is 14-16 weeks in length. Students cannot log more
than 160 hours in a semester. (See Core & Concentration options
indicated below)

Supervised Teaching Practice: to complete the education track
of this program, students are required to complete and document
a total of 320 clinical teaching hours (160 hours in each of two
semesters) in a supervised situation. This can be associated with
a formal institution of higher learning or can be other forms of
community education/patient education. Each semester’s log
will include involvement in all aspects of instruction, including
but not limited to: curriculum design, curriculum promotion,
course preparation, instructional delivery (classroom, one-on-
one, practicums, experimental training, etc.), evaluation analysis,
academic/instructional counseling, strategic planning, and
administrative responsibilities related to education. The log time
should represent a mix of activities, including: meetings with the
student’s mentor, independent student activities (e.g., the study of
instructional content, development of instructional strategies, and
preparation of materials), actual teaching, and analysis of learning
outcomes (for learners, teachers, courses, and programs).

Education goals and objectives have been established for the following
practice areas. The student should select the core area that best matches
his/her clinical practice, and identify any further focus of concentration
if desired. The applicant whose concentration is not listed below should
contact the program.

Core Areas and Concentrations (Clinical Track ONLY)

Family Medicine
1. Dermatology
2. Emergency Medicine
3. Family Medicine
4. Obstetrics/Gynecology
5. Urgent Care

Internal Medicine
1. Allergy/Immunology
2. Cardiology
3. Critical Care
4. Dermatology
5. Endocrinology
6. Gastroenterology
7. Geriatrics
8. Infectious Disease
9. Internal Medicine
10. Nephrology
11. Neurology
12. Occupational Medicine
13. Oncology/Hematology
14. Ophthalmology
15. Pulmonology
16. Radiology
17. Rheumatology
18. Sleep Medicine

Pediatrics
1. Neonatology
2. Pediatrics
3. Pediatric Cardiology
4. Pediatric Orthopedics
5. Pediatric Pulmonology

Psychiatry
1. Pain Management
2. Psychiatry

Surgery
1. Anesthesiology
2. Bariatric Surgery
3. Burn Management
4. Cardiovascular-Thoracic Surgery
5. Neurosurgery
6. Orthopedics
7. Otolaryngology
8. Physiatry
9. Plastic Surgery
10. Rehabilitation
11. Trauma Surgery
12. Surgery
13. Urology

Tuition & Fees

2017-2018 Tuition & Fees
Tuition $500.00 per credit hour
Technology Fee $100.00 per semester
Online Course Fee $35.00 per credit hour
Library Fee $6.25 per credit hour

Estimated total cost of the program is $16,069. This total is based on 36 semester credit hours, 5 semesters enrolled and the 2016-2017 tuition and fees rates. Please refer to the Curriculum (p. 150) to review the recommended plan of study for 5 semesters. Please note that if you do not finish the program in 5 semesters, you will incur additional fees.

One-time costs:
$60 Non-refundable application fee
$50 Academic Records application processing fee submitted upon program completion

Tuition and fee charges are subject to change each fall, as determined by the College of Allied Health Professions and the University of Nebraska Board of Regents.

Textbooks
Students are responsible for purchasing their textbooks from whatever vendor they choose; costs of textbooks will vary by course and are not included in the tuition and fees for the program.

Financial Aid
The Master of Physician Assistant Studies Degree Advancement Option students are considered part-time students. Students enrolled in the program may be eligible for financial aid including loans and deferment of student loans during the program. After you have been accepted into the program, the UNMC Financial Aid (http://www.unmc.edu/studentservices) office will be able to assist you. Students who wish to be considered for financial aid must complete the Free Application for Federal Student Aid.

The University of Nebraska Medical Center recognizes credit earned through military service as well as ACE credit. Tuition assistance can be used for active duty military. We also participate in the Yellow Ribbon Post 9/11 GI Bill program as well as other financial aid programs.
MASTER OF CLINICAL PERFUSION DAO

The Master of Perfusion Science (MPS) Degree Advancement Option (DAO) allows working Perfusionist, who have completed a CAAHEP-accredited perfusion program, the opportunity to advance their education and professional goals while working in their home communities. Qualified candidates work with the program director to develop a plan of study that includes coursework and a thesis project designed to match the student's clinical and educational background with their professional goals.

Students are allowed up to 3 years to complete the degree advancement option; however it is possible to complete the program in four semesters, depending on the student's course load. The MPS DAO program is available through distance education technology and may be completed on a part-time basis by qualified Perfusionists.

Courses are available through a variety of distance learning technologies (mostly synchronous and asynchronous online activities, independent reading, and projects). Students are required to write papers, complete projects, conduct research, communicate with professors and students online, work independently on assignments and with coworkers on group projects, do case presentations, take quizzes and exams, etc.

The Master of Perfusion Science Degree Advancement Option objectives are:

- To enable Perfusion professionals in good standing to earn a Master's of Perfusion Science (MPS) degree.
- To utilize distance learning technologies; providing access to education and the opportunity for technologists to continue to work in their profession while they complete their degree.
- To provide Perfusion professionals the opportunity to advance professionally and personally, develop independent-thinking and critical-judgment skills, and to become more flexible and competitive in today's healthcare environment.

Admission to the Program

Degree Offered
Master of Perfusion Science (MPS)

Admissions Requirements
Admission to the Master of Perfusion Science Degree Advancement Option requires the applicant to successfully complete the following prior to matriculation:

Applicants to the MPS DAO must:

- Complete a Bachelor’s degree from a United States or Canadian accredited college or university.
- Be a graduate of a CAAHEP-accredited perfusion education program from within the United States and
- Present a Perfusion program GPA of at least 3.0 on a 4.0 scale.

Biological Sciences
 Twelve (12) semester hours are required which may include laboratory sessions. Such courses should emphasize body structure, development, tissue organization and function. These courses may include but are not limited to general biology, cell biology, microbiology, physiology, anatomy, zoology, histology, embryology, genetics and immunology.

Physical Sciences
Six (6) semester hours of chemistry are required. Such courses should emphasize physical principles and may include but are not limited to general chemistry, qualitative analysis, quantitative analysis, and organic chemistry. Additionally, three (3) semester hours of physics including laboratory session are required. Such courses may include general physics, quantum physics, or physics for life sciences.

Mathematics
Three (3) semester hours are required.

Participant Requirements
Participants need to possess computer operating system skills and have easy access to a computer with a high speed Internet connection and up-to-date software. Local preceptor, or proctor, may be utilized.

Review the Computer Requirements (http://www.unmc.edu/alliedhealth/_documents/computer-requirements-cahp.pdf).

All applications and transcripts are reviewed by the Clinical Perfusion Education Program Director on a case-by-case basis. Grades lower than "C" will not transfer for credit. Additional coursework may transfer for credit; course description and syllabus may be requested for evaluation of equivalency with UNMC.

Applicants will be considered without regard to age, sex, race, color, national origin, religion, political beliefs, or disability. Motivational factors, life experience, patient care experience, maturity, and references are important factors in the admission process.

How to Apply
For information on how to apply to the MPS DAO Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/online/mpsdao/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Academic Progress
Students enrolled in the Masters Degree Clinical Perfusion are expected to make satisfactory academic progress toward the completion of their Plan of Study and degree requirements. All courses must be passed with a grade of "C" or better and a 2.0 cumulative grade point average (GPA) must be maintained throughout enrollment in the program. Courses may be repeated only once, and a cumulative GPA below 2.0 at the completion of any semester will result in dismissal from the program.

Degree Completion
Upon successful completion of all requirements by the deadline dates set by the Program, graduates of the MPS DAO are welcome to participate in the graduation ceremonies in Omaha, Nebraska (May and December only). Graduates will be awarded the Master of Perfusion Science degree.

To obtain your transcripts, please visit the UNMC Student Services website (http://www.unmc.edu/studentservices).

Continuing Education
For the purpose of reporting continuing education activity to the American Board of Cardiovascular Perfusion (ABCP), CEU's will apply
only toward credit hours not converted to academic credit hours. This occurs only by withdrawal from the program or failure to complete the program in the allotted 36 month period. ABCP credit may be applied as Category III CEUs as described in their Booklet of Information (http://www.abcp.org/boi.htm).

### Curriculum

The Plan of Study includes required allied health and perfusion science courses.

#### DAO Curriculum

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<td>PERFUSION SEMINAR IV</td>
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### Tuition & Fees

**2017-2018 Tuition & Fees**

- **Tuition**: $500.00 per credit hour
- **Technology Fee**: $100.00 per semester
- **Online Course Fee**: $35.00 per credit hour
- **Library Fee**: $6.25 per credit hour

**One-time costs:**
- $60 Non-refundable application fee
- $50 Academic Records application processing fee submitted upon program completion

Tuition and fee charges are subject to change each fall, as determined by the College of Allied Health Professions and the University of Nebraska Board of Regents.

**Textbooks**

Supplied course materials will be charged separately along with any shipping and handling charges. Students are responsible for purchasing their textbooks from whatever vendor they choose; costs of textbooks will vary by course and are not included in the tuition and fees for the program.

**Financial Assistance**

Degree Advancement Option (DAO) students are considered part-time students. Students enrolled in a DAO program may be eligible for financial aid including loans and deferment of student loans during the program. After you have been accepted into the program, the UNMC Financial Aid (http://www.unmc.edu/studentservices) office will be able to assist you.

Students who wish to be considered for financial aid must complete the Free Application for Federal Student Aid.

The University of Nebraska Medical Center recognizes credit earned through military service as well as ACE credit. Tuition assistance can be used for active duty military. We also participate in the Yellow Ribbon Post 9/11 GI Bill program as well as other financial aid programs.
BACHELOR OF SCIENCE IN MEDICAL IMAGING & THERAPEUTIC SCIENCES DAO

The BSMITS Degree Advancement Option (DAO) is offered through the University of Nebraska Medical Center (UNMC) campus and provides working radiation sciences professionals the opportunity to earn an advanced degree while continuing to work in their professions.

Qualified candidates are mentored by a faculty advisor who works with students to develop an Individual Plan of Study for degree completion. The Plan of Study includes a core of required management and education courses and a selection of radiation science courses that tailor students’ clinical and educational background to their professional goals.

A minimum of 20 semester hours of coursework from UNMC must be completed to qualify for degree completion. Students must be awarded a minimum of 120 total semester hours of college credit to be eligible to graduate from UNMC; therefore, additional coursework may be required. Students are allowed up to five years to complete the degree advancement option; however, it is possible to complete the program in three semesters.

Courses are available through a variety of distance learning technologies. Students are required to write papers, complete projects, conduct research, communicate with professors and students online, work independently on assignments and with coworkers on group projects, do case presentations and take quizzes and exams.

The University of Nebraska Medical Center, College of Allied Health Professions (CAHP) is accredited by the North Central Association of Colleges and Colleges. The BSMITS option is considered a degree advancement program and does not include a professional clinical education component; therefore, it is not under the purview of the Joint Review Commission on Education in Radiologic Technology (JRCERT).

Admission to the Program

Admission Requirements

Applicants to the Degree Advancement Option (DAO) must:

- Complete a minimum of 100 transferable semester hours, 40 hours of which comes from specific college prerequisite courses (listed below) and a maximum of 60 semester hours from an accredited medical imaging program.
- Be a graduate of an accredited radiography, radiation therapy, sonography, or nuclear medicine technology program (or other approved radiation science professional program) and be registered and in good standing with the ARRT, ARDMS and/or NMTCB and meet each of the following additional criteria:
  - Present a cumulative GPA of at least 2.5 on a 4.0 scale.
  - Present a professional program GPA of at least 3.0 on a 4.0 scale.
  - Provide proof of registration by the ARRT, ARDMS and/or NMTCB.
  - Provide proof they are currently authorized to practice in the state in which they are employed in the form of a license or certificate issued by the appropriate State authority.

Participant Requirements

Participants need to possess computer operating system skills and have easy access to a computer with a high speed Internet connection and up-to-date software. You may also need to purchase or have access to a digital camera and video camera. A local preceptor, or proctor, will be required (usually a supervisor who agrees to work with you to proctor exams and/or evaluate presentations) and you will need access and permission to follow cases at the facility where you work. To review the requirements and responsibilities for the preceptor/proctor please go to the How to Apply page and open the Preceptor Agreement.


University / College Prerequisites

Language and/or Social Sciences

Nine (9) semester hours are required. These courses may include but are not limited to composition, literature, communication, speech, foreign language, philosophy, sociology, psychology, art, history, religion, ethics, etc.

Mathematics

Three (3) semester hours of mathematics or statistics are required.

Natural Sciences

Nine (9) semester hours are required. These courses may include but are not limited to biology, chemistry physics and/or earth science.

Electives

Ten (10) to thirty (30) semester hours are required depending on the number of hours needed to meet admissions requirements. The courses accepted for this requirement are subject to approval.

Request a transcript evaluation (rstedco@unmc.edu).

All applications and transcripts are reviewed by CAHP Academic and Student Affairs on a case-by-case basis. Grades lower than “C” will not transfer for credit. Additional coursework may transfer for credit; course description and syllabus may be requested for evaluation of equivalency with UNMC.

We will not accept AP, CLEP, or DANTES credit toward the Mathematics, or Science requirements. Any AP, CLEP or DANTES credit earned in these categories will be used as elective prerequisite credit only. A maximum of 6 semester hours of College Level Examination Program (CLEP), Advanced Placement Program (APP) or Defense Activity for Non-Traditional Education Support (DANTES) will be accepted for transfer.

Applicants will be considered without regard to age, sex, race, color, national origin, religion, political beliefs, or disability. Motivational factors, life experience, patient care experience, maturity, and references are important factors in the admission process.

How to Apply

For information on how to apply to the BSMITS DAO, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/online/bsmits/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

Academic Progress
Students enrolled in the BSMITS Degree Advancement Option are expected to make satisfactory academic progress toward the completion of their Individual Plan of Study and degree requirements. All courses must be passed with a grade of “C” or better and a 2.0 cumulative grade point average (GPA) must be maintained throughout enrollment in the program. Courses may be repeated only once, and a cumulative GPA below 2.0 at the completion of any semester will result in dismissal from the program.

Degree Completion

Upon successful completion of BSMITS curriculum, students will receive diploma and graduation information from UNMC Student Services. Students must be awarded a minimum of 120 total semester hours of college credit (UNMC courses + transfer credit + professional certification credit) by the UNMC Office of Academic Records in order to be eligible to graduate from UNMC.

To obtain your transcripts, please visit the UNMC Student Services website (http://www.unmc.edu/student services). Diplomas are issued three times each year - May, August and December - dependent upon the student’s completion of all requirements by the deadline dates set by the Program. Graduates of the BSMITS DAO are welcome to participate in the graduation ceremonies in Omaha, Nebraska (May and December only).

Continuing Education

For the purpose of reporting continuing education activity to the American Registry of Radiologic Technologists (ARRT), DAO courses awarded continuing education credit (AMA category 1) by the CCE qualify as ARRT category B credit. Upon completion of a course and receipt of an official UNMC transcript, course activity meets the definition of an Approved Academic Course and qualifies as ARRT category A credit. Your biennium period should be considered when determining whether or not to submit coursework for category A or B, as you must have the appropriate documentation of the activity.

Curriculum

The Plan of Study includes a core of required* allied health and medical imaging and therapeutic sciences courses. The faculty advisor will work with the student to select an appropriate combination of elective courses to complete their Individual Plan of Study.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAHP 426</td>
<td>HEALTH CARE ETHICS AND CRITICAL THINKING</td>
<td>3</td>
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<tr>
<td>CAHP 423</td>
<td>PRINCIPALS OF CRITICAL INQUIRY</td>
<td>2</td>
</tr>
<tr>
<td>MITS 440R</td>
<td>CASE STUDIES &amp; JOURNAL REVIEW</td>
<td>2</td>
</tr>
<tr>
<td>CAHP 430</td>
<td>SCANNING HEALTH CARE ENVIRONMENT</td>
<td>1</td>
</tr>
<tr>
<td>CAHP 431</td>
<td>MANAGEMENT IN HEALTH CARE</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>10</strong></td>
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A minimum of 20 semester credit hours must be completed at UNMC. BSMITS elective course offerings are listed below. All courses are subject to change based on instructor availability, enrollment, and technology. All DAO courses are offered at least once each academic year (August–August).

BSMITS Elective Course Options

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MITS 401S</td>
<td>ULTRASOUND PHYSICS I</td>
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<td>MITS 407S</td>
<td>ADVANCED OBSTETRICAL ULTRASOUND</td>
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<td>MITS 408S</td>
<td>GYNECOLOGICAL ULTRASOUND</td>
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<tr>
<td>MITS 409S</td>
<td>GENITOURINARY ULTRASOUND</td>
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<tr>
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<td>SECTIONAL ANATOMY &amp; PATHOLOGY I</td>
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<tr>
<td>MITS 411R</td>
<td>SECTIONAL ANATOMY &amp; PATHOLOGY II</td>
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<td>MITS 413R</td>
<td>RADILOGIC CONTRAST AGENTS</td>
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</tr>
<tr>
<td>MITS 414S</td>
<td>INTRODUCTION TO SONOGRAPHY</td>
<td>2</td>
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<tr>
<td>MITS 414T</td>
<td>ONCOLOGY SECTIONAL ANATOMY &amp; PATHOLOGY I</td>
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</tr>
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<td>MITS 415T</td>
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<tr>
<td>MITS 419R</td>
<td>MRI PHYSICS &amp; SYSTEMS I</td>
<td>2</td>
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<tr>
<td>MITS 419S</td>
<td>PROFESSIONAL PROJECTS I</td>
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<tr>
<td>MITS 420R</td>
<td>MRI PHYSICS &amp; SYSTEMS II</td>
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<tr>
<td>MITS 422S</td>
<td>INTRO TO VASCULAR SONOGRAPHY</td>
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<td>MITS 423S</td>
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<tr>
<td>MITS 425R</td>
<td>MRI POSITIONING &amp; PROTOCOLS I</td>
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<td>MITS 440R</td>
<td>CASE STUDIES &amp; JOURNAL REVIEW</td>
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<tr>
<td>MITS 441R</td>
<td>MRI POSITIONING &amp; PROTOCOLS II</td>
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<td>MITS 451S</td>
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<tr>
<td>MITS 455S</td>
<td>HIGH RESOLUTION SONOGRAPHY</td>
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<td>MITS 456S</td>
<td>NEUROSONOGRAPHY</td>
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<td>MITS 457S</td>
<td>PEDIATRIC SONOGRAPHY</td>
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<td>MUSCULOSKELETAL SONOGRAPHY</td>
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<td>MEDICAL TERMINOLOGY</td>
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<td>CAHP 415</td>
<td>COMMUNICATION &amp; CULTURAL COMPETENCY</td>
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<td>CAHP 420</td>
<td>COMPUTERS IN HEALTH CARE</td>
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</tr>
<tr>
<td>CAHP 422</td>
<td>PRINCIPLES OF EDUCATION FOR HEALTH CARE PROFESSIONALS</td>
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<td>CAHP 423</td>
<td>PRINCIPALS OF CRITICAL INQUIRY</td>
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<td>CAHP 426</td>
<td>HEALTH CARE ETHICS AND CRITICAL THINKING</td>
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</tr>
<tr>
<td>CAHP 431</td>
<td>MANAGEMENT IN HEALTH CARE</td>
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**Tuition & Fees**

2017-2018 Tuition & Fees

<table>
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<tr>
<th>Fee Type</th>
<th>Description</th>
<th>Amount</th>
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</tr>
<tr>
<td>Library Fee</td>
<td>$6.25 per credit hour</td>
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</table>
BACHELOR OF SCIENCE IN MEDICAL LABORATORY SCIENCE DAO

Medical Laboratory Technicians and Clinical Laboratory Technicians interested in pursuing a Bachelor of Science Degree in Medical Laboratory Science may now apply to the BSMLS Degree Advancement Option (DAO), College of Allied Health Professions, at the University of Nebraska Medical Center (UNMC).

Applicants must be pre-approved for enrollment by the CAHP Academic and Student Affairs office. Accepted applicants must have completed a minimum of 85 semester credits hours of specific college prerequisite courses and an accredited MLT or CLT program. Technicians must be registry-eligible or certified.

Qualified candidates are interviewed and mentored by a faculty advisor who works with you to best meet your needs as both a student and employed practitioner in choosing a plan of study that varies by the number of credit hours taken each semester. The plan of study includes completion of the Level I and Level II MLS Program’s core curriculum (https://www.unmc.edu/alliedhealth/education/online/bsmls/curriculum), with access given to the orientation coursework.

You are allowed up to five years to complete the DAO; however it is possible to complete the program in five semesters. Most clinical practicum competencies can be documented at the student’s workplace or assessed as proctored, virtual, simulated activities.

Courses are available through a variety of distance learning technologies. Students are required to write papers, complete projects, conduct research, communicate with professors and students online, work independently on assignments and with coworkers on group projects, do case presentations, take quizzes and exams, etc.

The DAO is available through distance education technology and can be completed on a part-time basis by practicing laboratory professionals.

Program Objectives

The BSMLS Degree Advancement Option (DAO) has three objectives:

• To enable practicing medical laboratory professionals, currently registry-eligible or certified, to earn a Bachelor of Science degree in Medical Laboratory Science.

• To utilize distance learning technologies; providing access to education and the opportunity for technicians to continue to work in their profession while they complete their degree.

• To provide medical laboratory professionals the opportunity to advance professionally and personally, develop independent-thinking and critical-judgment skills, and become more flexible and competitive in today’s healthcare environment.

Admission to the Program

Admission Requirements

Applicants to the Degree Advancement Option (DAO) must:

• Complete the MLT professional requirement in one of the following ways:
  - Graduate from a NAACLS accredited MLT/CLT program, MLT certification highly recommended, or
  - Complete a U.S. military sponsored medical laboratory procedures educational program, MLT certification highly recommended, or
  - Graduate from a non-NAACLS accredited MLT/CLT program with MLT certification
  - Complete a minimum of 85 hours of specific college prerequisite courses (including the MLT coursework) prior to enrollment in the program;
  - Present a C- or better for all 85 hours of prerequisite coursework;
  - Present a cumulative GPA of at least 2.5 on a 4.0 scale;
  - Present a science GPA of at least 2.5 on a 4.0 scale and/or the most recently completed 20 biology/chemistry semester hours 2.5.
  - Identify the preceptor and submit the Preceptor Agreement (https://www.unmc.edu/alliedhealth/education/online/bsmls/bsclsdaoagreement.pdf);

<table>
<thead>
<tr>
<th>University / College DAO Prerequisites</th>
<th>Credit Hours</th>
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<tr>
<td>Biological Sciences</td>
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</tr>
<tr>
<td>Must include microbiology (with lab preferred) and immunology (this requirement can be satisfied with MLT program coursework)</td>
<td>16</td>
</tr>
<tr>
<td>Chemistry (with labs)</td>
<td></td>
</tr>
<tr>
<td>Must include minimum of 2 upper level (200 or above) chemistry courses (may include Biochemistry, Organic Chemistry I and II or Analytical Chemistry - Biochemistry with a lab is strongly recommended). This requirement can also be satisfied with MLT clinical chemistry coursework.</td>
<td>14</td>
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<tr>
<td>English Composition</td>
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</tr>
<tr>
<td>Select 3 hours</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Select 3 hours (Statistics preferred)</td>
<td>3</td>
</tr>
</tbody>
</table>

Request a transcript evaluation (clsdco@unmc.edu)

Suggested Electives

Students should select electives to achieve 85 semester hours (this includes the MLT professional coursework credit hour award), including a broad general educational background. Physiology, biochemistry, genetics, and molecular biology are strongly recommended. Additional recommended subjects include cell biology, pathogenic microbiology, and parasitology.

Admission to the BSMLS Degree Advancement Option requires the applicant to successfully complete at least 85 semester hours (127 quarter hours) at an accredited college or university. Only 66 semester credit hours can be accepted from a community college (the MLT professional coursework credit does not count towards these 66 hours). NOTE: A maximum of six College Level Examination Program (CLEP), Advanced Placement (AP) and/or Defense Activity for Non-Traditional Support (DANTES) semester hours will be accepted for transfer. Any CLEP AP or DANTES semester hours will not be accepted towards prerequisite science courses.

All applications and transcripts are reviewed by CAHP Academic and Student Affairs on a case-by-case basis. Grades lower than “C-” will not
transfer for credit. Additional coursework may transfer for credit; course description and syllabus may be requested for evaluation of equivalency with UNMC. All foreign transcripts must be evaluated by an ASCP Board of Certification-approved agency. Applicants will be considered without regard to age, sex, race, color, national origin, religion, political beliefs, or disability. Motivational factors, life experience, patient care experience, maturity, and references are important factors in the admission process.

**How to Apply**

For information on how to apply to the BSMLS Program, visit the "How to Apply (https://www.unmc.edu/alliedhealth/education/online/bsmls/apply.html)" website. For information on application deadlines and interview dates, visit the "Application Deadline (http://www.unmc.edu/alliedhealth/education/deadlines.html)" website.

**Academic Progress**

Students enrolled in the BSMLS Degree Advancement Option are expected to make satisfactory academic progress toward the completion of their Individual Plan of Study and degree requirements. All courses must be passed with a grade of "C" or better and a 2.0 cumulative grade point average (GPA) must be maintained throughout enrollment in the program. Courses may be repeated only once, and a cumulative GPA below 2.0 at the completion of any semester will result in dismissal from the program.

**Degree Completion**

Upon successful completion of BSMLS curriculum, students will receive diploma and graduation information from UNMC Student Services. Students must be awarded a minimum of 120 total semester hours of college credit (UNMC courses + transfer credit) by the UNMC Office of Academic Records in order to be eligible to graduate from UNMC.

To obtain your transcripts, please visit the UNMC Student Services website (http://www.unmc.edu/studentsservices).

Diplomas are issued once a year in May. Upon successful completion of all requirements by the deadline dates set by the Program, graduates of the BSMLS DAO are welcome to participate in the graduation ceremonies in Omaha, Nebraska.

**Accreditation**

The University of Nebraska Medical Center Medical Laboratory Science Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) (http://www.naacs.org), 5600 N River Road, Suite 720, Rosemont, IL 60018.

**Curriculum**

The plan of study includes 35 hours of theory and practical application experiences gained through recorded lectures, assignments/exercises, virtual laboratory simulations, and case studies. Coursework is completed independently or in small groups with faculty guidance. The faculty advisor will work with the student to select an appropriate schedule to complete their specific plan of study.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MLS 407</td>
<td>CLINICAL LABORATORY OPERATIONS</td>
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Orientation Courses are available for review purposes

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>MLS 408</td>
<td>INTRODUCTION TO CLINICAL HEMATOLOGY</td>
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</tr>
<tr>
<td>MLS 409</td>
<td>INTRODUCTION TO MEDICAL MICROBIOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>MLS 410</td>
<td>INTRODUCTION TO CLINICAL CHEMISTRY AND URINALYSIS</td>
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</tr>
<tr>
<td>MLS 411</td>
<td>INTRODUCTION TO CLINICAL IMMUNOHEMATOLOGY</td>
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<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MLS 413</td>
<td>CLINICAL ENDOCRINOLOGY AND TOXICOLOGY</td>
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</tr>
<tr>
<td>MLS 414</td>
<td>CLINICAL CHEMISTRY AND URINALYSIS I</td>
<td>2</td>
</tr>
<tr>
<td>MLS 416</td>
<td>CLINICAL HEMATOLOGY I</td>
<td>2</td>
</tr>
<tr>
<td>MLS 418</td>
<td>CLINICAL MICROBIOLOGY I</td>
<td>2</td>
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<td>MLS 420</td>
<td>CLINICAL IMMUNOLOGY, SEROLOGY AND MOLECULAR DIAGNOSTICS</td>
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<td>MLS 422</td>
<td>CLINICAL IMMUNOHEMATOLOGY I</td>
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<td>MLS 430</td>
<td>CLINICAL LABORATORY MANAGEMENT I</td>
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<tr>
<td>MLS 442</td>
<td>CLINICAL IMMUNOHEMATOLOGY LABORATORY PRACTICUM I</td>
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<tr>
<td>MLS 444</td>
<td>CLINICAL CORE LABORATORY PRACTICUM I</td>
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<td>MLS 448</td>
<td>CLINICAL MICROBIOLOGY LABATORY PRACTICUM I</td>
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</tbody>
</table>

**Tuition & Fees**

**2017-2018 Tuition & Fees**

Tuition: $322.00 per credit hour
Technology Fee: $100.00 per semester
Online Course Fee $35.00 per credit hour
Library Fee $6.25 per credit hour

One-time costs:
$60 Non-refundable application fee
$50 Academic Records application processing fee submitted upon program completion

Tuition and fee charges are subject to change each fall, as determined by the College of Allied Health Professions and the University of Nebraska Board of Regents.

Textbooks
Students are responsible for purchasing their textbooks from whatever vendor they choose; costs of textbooks will vary by course and are not included in the tuition and fees for the program.

Financial Assistance
Degree Advancement Option (DAO) students are considered part-time students. Students enrolled in a DAO program may be eligible for financial aid including loans and deferment of student loans during the program.

After you have been accepted into the program, the UNMC Financial Aid (http://www.unmc.edu/financialaid) office will be able to assist you. Students who wish to be considered for financial aid must complete the Free Application for Federal Student Aid.

The University of Nebraska Medical Center recognizes credit earned through military service as well as ACE credit. Tuition assistance can be used for active duty military. We also participate in the Yellow Ribbon Post 9/11 GI Bill program as well as other financial aid programs.
INTERSERVICE PHYSICIAN ASSISTANT PROGRAM (IPAP)

Interservice Physician Assistant Program - Fort Sam Houston, Texas

This Section For Active Duty Military Students Only

In 1996 the University of Nebraska entered into an agreement with the Armed Forces' newly created Interservice Physician Assistant Program (IPAP) to provide administrative and faculty support services for the primary care physician assistant program operated by the U.S. Armed Forces. Students enrolled in the IPAP receive academic credit from the University of Nebraska for course work completed as part of the IPAP.

Beginning in January 2011, students in the IPAP will complete 16 months of didactic course work at the Army’s Academy of Health Sciences, located at Fort Sam Houston, Texas. This will be followed by 13 months of supervised clinical clerkships at military or affiliated medical facilities.

Faculty — The faculty of the IPAP are military or civilian personnel who qualify for volunteer faculty appointments in the Division of Physician Assistant Education, School of Allied Health Professions.

Admission Requirements — Students admitted to the IPAP are selected by the military selection board of their respective service. The IPAP students are then matriculated at the University of Nebraska provided they have previously earned 60 semester hours of transferable college credit.

Degree Requirements — Students enrolling from 1996 through 2002 in the Interservice PA Program received a Bachelor of Science degree from the University of Nebraska upon completion of the prescribed IPAP course work. Effective January 2003, IPAP students receive a Bachelor of Science degree upon completing Phase I of their training, and receive a Master of Physician Assistant Studies degree upon completing their PA training.

For more information on the IPAP Program, visit Interservice Physician Assistant Program (http://www.cs.amedd.army.mil/ipap) website.

Curriculum

Phase One

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<td>IPAP 501</td>
<td>ANATOMY &amp; PHYSIOLOGY II</td>
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<td>IPAP 502</td>
<td>BIOCHEMISTRY</td>
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<td>IPAP 503</td>
<td>MICROBIOLOGY</td>
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<td>IPAP 608</td>
<td>RESEARCH EVALUATION</td>
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First Year

Second Year

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<td>IPAP 606</td>
<td>EKG</td>
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<td>IPAP 609</td>
<td>GASTROENTEROLOGY</td>
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<tr>
<td>IPAP 623</td>
<td>MILITARY PUBLIC HEALTH/DENTAL</td>
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<tr>
<td>IPAP 631</td>
<td>PATIENT EVALUATION I</td>
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<td><strong>Credit Hours</strong></td>
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Third Year

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<td>IPAP 607</td>
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<td>IPAP 610</td>
<td>CARDIOLOGY</td>
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<td>IPAP 611</td>
<td>ENDOCRINOLOGY</td>
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<td>IPAP 612</td>
<td>CLINICAL CORRELATIONS I</td>
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<td>IPAP 614</td>
<td>PEDIATRICS</td>
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<td>IPAP 620</td>
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<tr>
<td>IPAP 630</td>
<td>PHARMACOLOGY II</td>
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<td>IPAP 632</td>
<td>PATIENT EVALUATION II</td>
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<td><strong>Credit Hours</strong></td>
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Fourth Year

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<td>IPAP 613</td>
<td>CLINICAL CORRELATIONS II</td>
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<td>IPAP 615</td>
<td>SURGERY</td>
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<td>IPAP 616</td>
<td>DERMATOLOGY</td>
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<td>IPAP 617</td>
<td>OBSTETRICS/GYNECOLOGY</td>
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<td>IPAP 618</td>
<td>EMERGENCY MEDICINE</td>
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<td>IPAP 619</td>
<td>INFECTIOUS DISEASES</td>
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<td>PA PROFESSIONAL ISSUES</td>
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<td>IPAP 628</td>
<td>OTOLARYNGOLOGY/OPHTHALMOLOGY</td>
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<td>IPAP 629</td>
<td>GERONT/RHEUMATOLOGY</td>
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Total Credit Hours 101

Phase Two

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<td>DERMATOLOGY ROTATION</td>
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<td>IPAP 702</td>
<td>OBSTETRICS/GYNECOLOGY ROTATION</td>
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<td>IPAP 703</td>
<td>ORTHOPEDICS ROTATION</td>
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<td>IPAP 704</td>
<td>PSYCHIATRY ROTATION</td>
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<td>IPAP 707</td>
<td>PEDIATRICS ROTATION</td>
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<td>IPAP 708</td>
<td>OPHTHALMOLOGY ROTATION</td>
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<td>IPAP 710</td>
<td>FAMILY PRACTICE/OUTPATIENT MEDICINE ROTATION</td>
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<td>IPAP 712</td>
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Total Credit Hours 52
COURSE DESCRIPTIONS

C
• Cellular & Integrative Physiology (CIP) (p. 162)
• Clinical Perfusion (CLPR) (p. 162)
• College of Allied Health Professions (CAHP) (p. 167)
• Cytotherapy (CYTO) (p. 170)

G
• Genetics, Cell Biology & Anatomy (GCBA) (p. 172)

H
• Health Professions Teaching & Technology (HPTT) (p. 173)

M
• Medical Imaging & Therapeutic Sciences (MITS) (p. 174)
• Medical Laboratory Science (MLS) (p. 193)
• Medical Nutrition Education (MNED) (p. 197)

P
• Pathology & Microbiology (PAMM) (http://catalog.unmc.edu/allied-health-professions/course-descriptions/pamm)
• Pharmacology (PHAR) (http://catalog.unmc.edu/allied-health-professions/course-descriptions/phar)
• Physical Therapy (PHYT) (p. 199)
• Physician Assistant (PHAS) (p. 203)

Cellular & Integrative Physiology (CIP)

CIP 606 INTERMEDIATE PHYSIOLOGY 6 Credit Hours
Students will be introduced to fundamental principles of physiology. The course covers cell physiology, neurophysiology, the physiology of the musculoskeletal system, cardiovascular physiology, renal physiology, respiratory physiology, gastrointestinal physiology, endocrinology and reproductive physiology.
Prerequisite: Enrollement in the Physician Assistant Program, Physical Therapy Program.
Typically Offered: FALL

Clinical Perfusion (CLPR)

CLPR 501 ELECTRONICS & BIOMED MONITORING 3 Credit Hours
An introductory course to familiarize students with the fundamentals of electronics; to use and test monitoring equipment; to understand biomedical electronics as it pertains to perfusion related electrical and monitoring equipment. Introduction to catheterization procedures, techniques and hemodynamic assessment as it pertains to cardiac function and interpretation will also be covered in this course.
Prerequisite: Enrollment in the Clinical Perfusion Program.
Typically Offered: SUMMER

CLPR 502 INTRO PERFUSION TECHNOLOGY 2 Credit Hours
Introduction to Perfusion Technology is an introductory level class for the first year perfusion students. Students are introduced to the role of the cardiovascular Perfusionist as a professional health care provider. The course covers theory of extracorporeal science with a major focus on the principles of extracorporeal relationships within open systems and patient management techniques during cardiopulmonary bypass. The student is introduced to assessment skills, circulation management techniques, and the perfusion medical record. The main focus of the course is in the introduction of perfusion technology.
Prerequisite: Enrollment in Clinical Perfusion Program.
Corequisite: CLPR 505 CLPR 506.
Typically Offered: FALL

CLPR 505 PERFUSION CONCEPTS I 4 Credit Hours
Perfusion Concepts I provides the entry-level student with several fundamental concepts of extracorporeal circulation. Instruction includes substantial course work on blood propulsion, filtration, gas exchange in natural and artificial devices, principles of acid-base balance, thermal control and dynamics, and hemodilution. Additional topics include blood conservation methods, ultrafiltration, and special bypass situations. Monitoring of the cardiac patient during extracorporeal circulation will be discussed with specific emphasis on blood gas analysis, temperature, hemodynamics, fluid and electrolyte balance. Emphasis is placed on the fundamental concepts of cardiac surgical procedures, through observation and instruction from faculty of a variety of services who work collaboratively with perfusion.
Prerequisite: Enrollment in the Clinical Perfusion Program.
Corequisite: CLPR 502, CLPR 506.
Typically Offered: FALL

CLPR 506 APPLIED CLINICAL PRACTICES 2 Credit Hours
This course covers the fundamentals of daily responsibilities of the cardiovascular perfusionist, including the logistics of departmental organization, operating room and hospital organizational structure, and material management services. In addition, students will apply the concepts learned in CLPR and 502 and 505 in the clinical environment. Students will receive instruction on surgical techniques for various cardiac, orthopedic, vascular and transplantation procedures. Various invasive and non-invasive monitoring practices will be reviewed. Monitoring of the surgical patient during extracorporeal circulation will be discussed with specific emphasis on electrophysiology and hemodynamics. Emphasis is placed on the fundamental concepts of cardiac surgical procedures, through observation and instruction from faculty of a variety of services supported by cardiovascular perfusion.
Prerequisite: Enrollment in the Clinical Perfusion Program.
Corequisite: CLPR 502, CLPR 505.
Typically Offered: FALL

CLPR 512 PERFUSION TECHNIQUES 2 Credit Hours
Perfusion Techniques is an intermediate level class for first year perfusion students. Students have demonstrated beginning level competencies in the basic principles of extracorporeal circulation, and will now study how these principles can be applied to extended patient care situations. The class covers advanced assessment skills, extracorporeal hardware and circuitry, advanced management techniques in extracorporeal circulation, perfusion emergencies and disasters, perfusion protocols, and the detailed perfusion care plan. The main focus of this course is in the practical application of perfusion technology.
Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 502, CLPR 505, CLPR 506.
Typically Offered: SPRING
CLPR 515 PERFUSION CONCEPTS II 4 Credit Hours
Perfusion Concepts II is a continuation of Perfusion Concepts I where basic principles and theories of extracorporeal circulation were examined. The Clinical Perfusionist must have a solid understanding of cardiac anatomy, physiology, pathophysiology and diagnosis to effectively evaluate the patient’s condition and develop strategies in extracorporeal technology to meet specific needs of the patient. In this second semester, students will be introduced to advanced theories and practices in cardiovascular and related medicine, both through didactic and clinical instruction. Experts representing diverse specialties of patient care will serve as invited lecturers and will provide a basic understanding of their services in facilitating patient care management. Perfusion Concepts II is offered to second semester Clinical Perfusion Education Students. Emphasis will be placed on cardiac physiology and biochemistry of cardiac function, pathophysiology of cardiopulmonary bypass, techniques of pediatric perfusion, cardiology diagnostic techniques, anesthetic treatment of the cardiac patient, and cardiac and thoracic surgery.
Prerequisite: Enrollment in Clinical Perfusion Program.
Corequisite: CLPR 512, CLPR 520, CLPR 703, CLPR 705.
Typically Offered: SPRING

CLPR 520 THESIS DEVELOPMENT 1 Credit Hour
Thesis Development is part of the series of research courses offered through the Division of Clinical Perfusion Education on research methodology. This interactive multi-disciplinary course teaches the student the importance of performing well-designed research, in an effort to improve our understanding of extracorporeal circulation and better patient care. Through class participation, the students will have the opportunity to interact with individuals from multiple allied health specializations, in conducting clinical and laboratory research projects. Emphasis is placed on the scientific method in the design, conduct, and completion of a research project.
Prerequisite: Enrollment in the Clinical Perfusion Program or Clinical Perfusion DAO, CLPR 502, CLPR 505, CLPR 506, CAHP 518.
Typically Offered: FALL/SP/SU

CLPR 505 PEDIATRIC PERFUSION 3 Credit Hours
Pediatric Perfusion is a comprehensive review of the extracorporeal circulation techniques utilized in treating patients with congenital heart disease. Students will learn the embryological development of normal and abnormal cardiac structures, and identify congenital cardiac lesions that are amenable to surgical repair. In addition, a major emphasis of this course will be the interpretation of cardiac diagnostic information. Surgical interventions will be reviewed and appropriate extracorporeal circuits and devices will be discussed.
Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 502, CLPR 505, CLPR 506.
Typically Offered: SPRING

CLPR 701 IN VITRO/IN VIVO LAB PROCEDURES 2 Credit Hours
Perfusion Concepts III is an introduction to perfusion techniques and principles in an applied setting. Students are exposed to ‘hands on’ demonstrations and applications of perfusion devices and products currently used for cardiopulmonary bypass and cardiovascular surgery in addition to lecture series on the same. Exercises involve both ‘wet’ (in vitro) and animal laboratories (in vivo). Perfusion Concepts III is designed to study the various extracorporeal devices and techniques of their use, in both in vitro and in vivo laboratory environments. The purpose of these experiences is to develop an understanding, through applied methodology, of the operational characteristics of extracorporeal devices. The student will be given the opportunity to initiate and terminate CPB and to make critical decisions during the perfusion period. Detailed quizzing will take place during the lab to test the student’s ability to think and perform under stressful and demanding conditions.
Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 502, CLPR 505, CLPR 506, CLPR 512, CLPR 515.
Typically Offered: SUMMER

CLPR 702 PERFUSION SEMINAR I 1 Credit Hour
Perfusion Seminar is a forum where current concepts and techniques of applied perfusion technology are to be debated. Class participation will be fostered via informal discussion format with both first and second year perfusion students, degree completion students, clinical faculty members and guests. Case presentations will be presented by faculty members, students and guests from around the country for review and formulation of case plans for patient management. Perfusion Seminar will focus on preparing the student for superior clinical practice through exposure to situations and dialogues that are routinely encountered in clinical environments but rarely discussed in a scholarly manner. Pathophysiological alterations resulting from extracorporeal circulation may be reviewed and methods of reducing these effects may be presented in discussion format. Topics will be explored tailored areas specific to student progress needs.
Prerequisite: Enrollment in the Clinical Perfusion Program.
Typically Offered: FALL

CLPR 703 PERFUSION SEMINAR II 1 Credit Hour
Perfusion Seminar is a forum where current concepts and techniques of applied perfusion technology are to be debated. Class participation will be fostered via informal discussion format with both first and second year perfusion students, degree completion students, clinical faculty members and guests. Case presentations will be presented by faculty members, students and guests from around the country for review and formulation of case plans for patient management. Perfusion Seminar will focus on preparing the student for superior clinical practice through exposure to situations and dialogues that are routinely encountered in clinical environments but rarely discussed in a scholarly manner. Pathophysiological alterations resulting from extracorporeal circulation may be reviewed and methods of reducing these effects may be presented in discussion format. Topics will be explored tailored areas specific to student progress needs.
Prerequisite: Enrollment in the Clinical Perfusion Program.
Instructor: David Holt, MA CCT.
Typically Offered: SPRING

CLPR 702 PERFUSION SEMINAR I 1 Credit Hour
Perfusion Seminar is a forum where current concepts and techniques of applied perfusion technology are to be debated. Class participation will be fostered via informal discussion format with both first and second year perfusion students, degree completion students, clinical faculty members and guests. Case presentations will be presented by faculty members, students and guests from around the country for review and formulation of case plans for patient management. Perfusion Seminar will focus on preparing the student for superior clinical practice through exposure to situations and dialogues that are routinely encountered in clinical environments but rarely discussed in a scholarly manner. Pathophysiological alterations resulting from extracorporeal circulation may be reviewed and methods of reducing these effects may be presented in discussion format. Topics will be explored tailored areas specific to student progress needs.
Prerequisite: Enrollment in the Clinical Perfusion Program.
Typically Offered: FALL

CLPR 703 PERFUSION SEMINAR II 1 Credit Hour
Perfusion Seminar is a forum where current concepts and techniques of applied perfusion technology are to be debated. Class participation will be fostered via informal discussion format with both first and second year perfusion students, degree completion students, clinical faculty members and guests. Case presentations will be presented by faculty members, students and guests from around the country for review and formulation of case plans for patient management. Perfusion Seminar will focus on preparing the student for superior clinical practice through exposure to situations and dialogues that are routinely encountered in clinical environments but rarely discussed in a scholarly manner. Pathophysiological alterations resulting from extracorporeal circulation may be reviewed and methods of reducing these effects may be presented in discussion format. Topics will be explored tailored areas specific to student progress needs.
Prerequisite: Enrollment in the Clinical Perfusion Program.
Typically Offered: SPRING
CLPR 708 JOURNAL REVIEW 1 Credit Hour
This course is a complementary addition to the perfusion science courses to date. Students become interactive by exploring current topics relative to the scientific literature and relate those topics to laboratory discovery. Exercises involve complementary topics to existing UNMC CPE concurrent course work. The purpose of this course is to develop the necessary skills to inquire, search, and apply current literature to given perfusion clinical concepts. The student will be assigned topics to explore and apply to their observations and experiences. The student will gain practice in exploring the basis for scientific foundation in process and theory.
Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 502, CLPR 505, CLPR 506, CLPR 512, CLPR 515, CLPR 520.
Typically Offered: SUMMER

CLPR 710 THESIS DEVELOPMENT II 1 Credit Hour
This is the second phase in the development of a prospective research trial formulated by the student under the guidance of staff and faculty. Through class participation, the students will have the opportunity to interact with individuals from multiple allied health specializations, in conducting clinical and laboratory research projects. Emphasis is placed on the scientific method in the design, conduct, and completion of a research project.
Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 520.
Typically Offered: SUMMER

CLPR 711 THESIS DEVELOPMENT III 1 Credit Hour
This is the third phase in the development of a prospective research trial formulated by the student under the guidance of staff and faculty. Through class participation, the students will have the opportunity to interact with individuals from multiple allied health specializations, in conducting clinical and laboratory research projects. Emphasis is placed on the scientific method in the design, conduct, and completion of a research project.
Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 520.
Typically Offered: FALL

CLPR 712 THESIS DEVELOPMENT IV 1 Credit Hour
This is the final phase in the development of a prospective research trial formulated by the student under the guidance of staff and faculty. Through class participation and presentations, the students will be encouraged to interact with individuals from multiple allied health specialties in the conduct of clinical and laboratory projects. Emphasis placed on the scientific method in design, conduct, and completion of their approved project is expected.
Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 520, CLPR 710, CLPR 711.
Typically Offered: SPRING

CLPR 715 CLINICAL ROTATION PERFUSION I 5 Credit Hours
Previously learned principles and techniques of perfusion are applied to clinical setting at the Nebraska Medical Center and Omaha Methodist Hospital. Students participate in preceptorships in assorted medical services and may function as primary Perfusionists on a variety of clinical cases. Students are on call to report for emergency procedures as they arise. During these two clinical rotations (CLPR 715 and 718), the goal is to perform 10 clinical perfusion cases; in 5 of these the student will be the primary Student Perfusionist. Students will function as Perfusionists on a variety of clinical cases including coronary artery bypass grafting, valve replacement or repair, aneurysm repair, heart and liver transplantations, general thoracic procedures, and ventricular assist procedures. Students will participate in on-call responsibilities and report, with the clinical faculty member, for emergency procedures. Clinical Rotation Perfusion I will expose students to the various medical services, which are closely associated with the practice of extracorporeal circulation. Students will complete preceptorships with medical practitioners from each of the following services including thoracic surgery, cardiology, and anesthesiology.
Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 502, CLPR 505, CLPR 506, CLPR 512, CLPR 515.
Typically Offered: SUMMER

CLPR 718 CLINICAL ROTATION PERFUSION II 5 Credit Hours
Previously learned principles and techniques of ancillary technology are further explored in a clinical setting at the Nebraska Medical Center or Omaha Methodist Hospital. Students participate in preceptorships in assorted medical services and will function in variety of clinical cases. Students will participate in on-call responsibilities and report, with the clinical faculty member, for emergency procedures. Clinical Rotation Perfusion II will expose students to the various medical services, which are associated with the practice of extracorporeal circulation. Students will complete preceptorships with medical practitioners from each of the following services including thoracic surgery, cardiology, and anesthesiology. Additionally, students MAY also rotate through other medical institutions in Omaha where such techniques will be reviewed and practiced.
Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 502, CLPR 505, CLPR 506, CLPR 512, CLPR 515.
Corequisite: 715.
Typically Offered: SUMMER
CLPR 720 CLINICAL ROTATION PEDIATRIC PERFUSION I 5 Credit Hours
Clinical Rotation Pediatric Perfusion I is conducted at one of the affiliate hospitals with appropriately educated and experienced clinical faculty (preceptors). The hospitals where a student may be assigned are located in one of the following cities: Birmingham AL, Omaha NE, Peoria IL, Little Rock AR, Madison WI, or Kansas City MO, or Philadelphia PA. In addition, the Program maintains an elective agreement with Great Ormond Street Hospital for Sick Children in London, England. CLPR 720 will expose the student to principles of extracorporeal circulation for the patient with congenital heart disease. Principles and techniques learned in the first three semesters will be applied in the clinical setting. Students will be required to perform no less than 15 extracorporeal circulation procedures on neonatal or pediatric patients undergoing cardiac surgery. Clinical rotation on pediatric perfusion accentuates the didactic education course CLPR 705, Pediatric Perfusion. To this end, the clinical rotation will provide the student with the practical application of the principles of perfusion learned from previous courses. Students will continually apply their understanding of perfusion principles and congenital heart disease along with surgical techniques to provide safe, competent cardiopulmonary bypass. In addition, this course provides individual instruction to the student on "one on one" basis of advanced clinical perfusion techniques. A senior instructor provides instruction with considerable clinical experience. This course will prepare the student in the knowledge and theory of advanced pediatric perfusion techniques. Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 502, CLPR 505, CLPR 506, CLPR 512, CLPR 515, CLPR 701, CLPR 708, CLPR 710, CLPR 715, CLPR 718.
Typically Offered: FALL

CLPR 722 PERFUSION SEMINAR III 1 Credit Hour
Perfusion Seminar is a forum where current concepts and techniques of applied perfusion technology are to be debated. Class participation will be fostered via informal discussion format with both first and second year perfusion students, degree completion students, clinical faculty members and guests. Case presentations will be presented by faculty members, students and guests from around the country for review and formulation of case plans for patient management. Perfusion Seminar will focus on preparing the student for superior clinical practice through exposure to situations and dialogues that are routinely encountered in clinical environments but rarely discussed in a scholarly manner. Pathophysiological alterations resulting from extracorporeal circulation may be reviewed and methods of reducing these effects may be presented in discussion format. Topics will be explored tailored areas specific to student progress needs. Prerequisite: Enrollment in the Clinical Perfusion Program or Clinical Perfusion DAO.
Typically Offered: FALL

CLPR 723 PERFUSION SEMINAR IV 1 Credit Hour
Perfusion Seminar is a forum where current concepts and techniques of applied perfusion technology are to be debated. Class participation will be fostered via informal discussion format with both first and second year perfusion students, degree completion students, clinical faculty members and guests. Case presentations will be presented by faculty members, students and guests from around the country for review and formulation of case plans for patient management. Perfusion Seminar will focus on preparing the student for superior clinical practice through exposure to situations and dialogues that are routinely encountered in clinical environments but rarely discussed in a scholarly manner. Pathophysiological alterations resulting from extracorporeal circulation may be reviewed and methods of reducing these effects may be presented in discussion format. Topics will be explored tailored areas specific to student progress needs. Prerequisite: Enrollment in the Clinical Perfusion Program or Clinical Perfusion DAO.
Typically Offered: SPRING

CLPR 725 CLINICAL ROTATION PEDIATRIC PERFUSION II 5 Credit Hours
Clinical Rotation Pediatric Perfusion II is conducted at one of the affiliate hospitals with appropriately educated and experienced clinical faculty (preceptors). The hospitals where a student may be assigned are located in one of the following cities: Birmingham AL, Omaha NE, Peoria IL, Little Rock AR, Madison WI, or Kansas City, MO. In addition, the Program maintains an elective agreement with Great Ormond Street Hospital for Sick Children in London, England. CLPR 725 will expose the student to principles of extracorporeal circulation for the patient with congenital heart disease. Principles and techniques learned in the first three semesters will be applied in the clinical setting. Students will be required to perform no less than 15 extracorporeal circulation procedures on neonatal or pediatric patients undergoing cardiac surgery. Clinical rotation on pediatric perfusion accentuates the didactic education course CLPR 705, Pediatric Perfusion. To this end, the clinical rotation will provide the student with the practical application of the principles of perfusion learned from previous courses. Students will continually apply their understanding of perfusion principles and congenital heart disease along with surgical techniques to provide safe, competent cardiopulmonary bypass. In addition, this course provides individual instruction to the student on "one on one" basis of advanced clinical perfusion techniques. A senior instructor provides instruction with considerable clinical experience. This course will prepare the student in the knowledge and theory of advanced pediatric perfusion techniques. Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 502, CLPR 505, CLPR 506, CLPR 512, CLPR 515, CLPR 701, CLPR 708, CLPR 710, CLPR 715, CLPR 718, CLPR 720, CLPR 730.
Typically Offered: SPRING
CLPR 730 CLINICAL ROTATION PERFUSION III 5 Credit Hours
The final two semesters of perfusion education are the primary clinical rotations during which the students will practice the theories learned regarding cardiopulmonary bypass. Rotations are scheduled for two-month intervals at one of the Program’s clinical affiliate hospitals: Mid America Heart Institute (St. Luke’s Hospital, Kansas City, MO), Mid-Nebraska Heart Institute (Good Samaritan Hospital, Kearney, NE), St. Frances Hospital / Methodist Hospital, Peoria, IL, the University of Wisconsin Medical Center (Madison, WI), the University of Kansas (Kansas City, Kansas), the University of Toledo (Toledo, OH) and the Nebraska Medical Center (Omaha, NE). Faculty members at each institution will be primarily responsible for the clinical instruction that the students will receive. This course provides individual instruction to the student on “one on one” basis of advanced clinical perfusion techniques. A senior instructor provides instruction with considerable clinical experience. This course will prepare the student in the knowledge and theory of advanced adult perfusion techniques.
Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 502, CLPR 505, CLPR 506, CLPR 512, CLPR 515, CLPR 701, CLPR 708, CLPR 710, CLPR 715, CLPR 718.
Typically Offered: FALL

CLPR 735 CLINICAL ROTATION PERFUSION IV 5 Credit Hours
The final two semesters of perfusion education are the primary clinical rotations during which the students will practice the theories learned regarding cardiopulmonary bypass. Rotations are scheduled for two-month intervals at one of the Program’s clinical affiliate hospitals: Mid America Heart Institute (St. Luke’s Hospital, Kansas City, MO), Mid-Nebraska Heart Institute (Good Samaritan Hospital, Kearney, NE), St. Frances Hospital / Methodist Hospital, Peoria, IL, the University of Wisconsin Medical Center (Madison, WI), the University of Kansas (Kansas City, Kansas), the University of Toledo (Toledo, OH) and the Nebraska Medical Center (Omaha, NE). Faculty members at each institution will be primarily responsible for the clinical instruction that the students will receive. This course provides individual instruction to the student on “one on one” basis of advanced clinical perfusion techniques. A senior instructor provides instruction with considerable clinical experience. This course will prepare the student in the knowledge and theory of advanced adult perfusion techniques.
Prerequisite: Enrollment in the Clinical Perfusion Program, CLPR 502, CLPR 505, CLPR 506, CLPR 512, CLPR 515, CLPR 701, CLPR 708, CLPR 710, CLPR 715, CLPR 718.
Typically Offered: SPRING

CLPR 765 SPECIAL STUDIES IN ADVANCED CLINICAL PERFUSION I 3 Credit Hours
Special Studies in Advanced Clinical Perfusion I is one in the series of research courses on scientific methodology offered through the Division of Clinical Perfusion Education Degree Advancement Option (DAO). This interactive multidisciplinary course reinforces with the student the importance of design, management and production of an approved clinical project or scientific research with the goal of improvement of our understanding of extracorporeal circulation and better patient care. Special Studies in Advanced Clinical Perfusion I is the initial phase in the development of a project or trial formulated by the student under the guidance of staff and faculty. Through class participation and presentations, the students will be encouraged to interact with individuals from multiple allied health specialties in the conduct of clinical and laboratory projects. Emphasis is placed on the scientific method in the design, conduct, and measurable progress of an approved project by mutually agreed upon deliverables.
Prerequisite: Enrollment in Clinical Perfusion DAO Program, CLPR 520.
Typically Offered: FALL/SP/SU

CLPR 766 SPECIAL STUDIES IN ADVANCED CLINICAL PERFUSION II 3 Credit Hours
Special Studies in Advanced Clinical Perfusion II is the completion of the series of research courses on scientific methodology offered through the Division of Clinical Perfusion Education Degree Advancement Option (DAO). This interactive multi-disciplinary course reinforces with the student the importance of design, management and production of an approved clinical project or scientific research with the goal of improvement of our understanding of extracorporeal circulation and better patient care. Special Studies in Advanced Clinical Perfusion II is the final phase in the development of a project formulated by the student under the guidance of staff and faculty. Through class participation and presentations, the students will be encouraged to interact with individuals from multiple allied health specialties in the conduct of clinical and laboratory projects. Emphasis is placed on the scientific method in the design, conduct, and completion of an approved project.
Prerequisite: Enrollment in Clinical Perfusion DAO Program, CLPR 520, CLPR 765.
Typically Offered: FALL/SP/SU

CLPR 775 SURVEY IN ADVANCED EXTRACORPORAL SCIENCE I 2 Credit Hours
Survey in Advanced Extracorporeal Science I is a distance delivered course within the Clinical Perfusion Science curriculum offered to MPS DAO students. The students participate in a comprehensive review of the complex issues of extracorporeal circulation, exploring its controversies which seemingly drive clinicians away from wide-spread use of the technology. The course is intended for those students who have experience in ECC science and a practical or developing managerial perspective. The student will seek to understand assigned complexities by review of scientific literature, interviews with content experts, and combine these with contributions from their personal experiences. Survey in Advanced Extracorporeal Science I is an exploratory course seeking solutions under the guidance of staff and faculty. By class participation, presentations, and interviews the students will be encouraged to interact with individuals from multiple allied health specialties. Emphasis is placed on using scientific inquiry in exploring the real meaning and presence of the problems, as well as seeking potential solutions, if at all realistically possible.
Prerequisite: Enrollment in Clinical Perfusion DAO Program and permission of the instructor.
Typically Offered: SPRING

CLPR 790 INDEPENDENT STUDIES 1-6 Credit Hours
Independent Studies in Clinical Perfusion I is unique course within the Clinical Perfusion Science curriculum offered to CPE students. The students participate in the course as a self-designed curriculum and evaluation process. The course is intended to satisfy outstanding extracorporeal science, clinical, research or management requirements unique to the individual student needs. Independent Studies in Clinical Perfusion I is an independent study course offered under the guidance of staff and faculty. By class participation, presentations, clinical experience, etc. the students satisfy their self defined evaluation process.
Prerequisite: Enrollment in Clinical Perfusion Program and permission of the Program Director.
Typically Offered: FALL/SP/SU
CLPR 795 PERFUSION MED ETHICS 2 Credit Hours
Medical ethics is a course offered through the Division of Clinical Perfusion Education on bioethics and medical law. This interactive multi-disciplinary course teaches the student the importance of medical-ethical situations, in an effort to improve our understanding of better patient care. Through class participation, the students will have the opportunity to interact with individuals and develop a greater understanding of individual choices that make up good patient care. Emphasis is placed on understanding the medical laws which the legal implications for the practitioner.
Prerequisite: Enrollment in Clinical Perfusion Program and permission of the instructor.
Typically Offered: SUMMER

College of Allied Health Professions (CAHP)

CAHP 310 MEDICAL TERMINOLOGY 2 Credit Hours
Students planning on entering a health care career need to be introduced to medical language. The course will serve an introduction as it teaches students to analyze the basic word structure of medical terms. Students will learn the meaning of individual parts, common prefixes and suffixes, as well as combining vowels. Students will be able to understand new terms knowing the meanings of individual parts, prefixes, suffixes, and how medical terms are structured.
Typically Offered: SUMMER

CAHP 412 HUMAN GENETICS 3 Credit Hours
Human Genetics is an undergraduate web based distance education course that emphasizes the basic concepts of human genetics using a molecular approach. The course is designed as a human genetics course that meets the prerequisites for admission to an allied health professional program.
Prerequisite: General or molecular biology, general or organic chemistry, or permission of the instructor.
Typically Offered: SPRING

CAHP 413 STATISTICS FOR THE HEALTH CARE PROFESSIONAL 3 Credit Hours
This upper level course in the College of Allied Health Professions is designed to provide allied health professions students with an overview of biostatistical methods needed in the design of medical studies and the analysis of health care data. The major topics to be covered include types of data, descriptive statistics and plots, theoretical distributions, probability, estimation, hypothesis testing, and one-way analysis of variance. A brief introduction to correlation and univariate linear regression will also be given. The course is intended for health professions students to gain an understanding of basic statistical methods for both continuous and dichotomous data.
Prerequisite: Permission of instructor.
Typically Offered: FALL

CAHP 415 COMMUNICATION & CULTURAL COMPETENCY 2 Credit Hours
Cultural Competence and Communication is an upper-level course for allied health professions students and other interested students to facilitate an understanding of the role of cultural competence in the health care arena and explore the ethical and legal implications of this topic. The course will begin by helping the student understand the value of diversity in our society. Secondly, the course will allow the student to make self-examination of their own beliefs, values and biases. This will be followed by the dynamics involved when two cultures interact. Students will examine specific cultural characteristics as they apply to health care and propose ways of adapting diversity to the delivery of health care. The course will include an in-depth assessment of the Culturally and Linguistically Appropriate Services [CLAS] standards and cultural competency information available to healthcare organizations.
Cross List: CAHP 515.
Typically Offered: SUMMER

CAHP 416 CHILD LIFE IN HEALTH CARE 3 Credit Hours
Content will include an overview of the medical conditions and treatments commonly encountered by children and adolescents in health care settings and their typical reactions to them. Introduction to the philosophy and the role of the child life profession and as a part of the health care team. Students will be introduced to a variety of skills such as preparation, distraction, the role of play/adaptive play, and assessment skills. Additionally students will learn about child life's role in bereavement situations, working with children of adult patients, grief, and working with multicultural populations. Some classroom work will include hands-on experience with simulated patients in our simulation clinic and hospital classrooms, providing an opportunity to interact with actual medical equipment.
Prerequisite: Must have completed a minimum of three child development courses.
Typically Offered: SUMMER

CAHP 420 COMPUTERS IN HEALTH CARE 2 Credit Hours
This course is an introduction to computer sciences where emphasis will be placed on understanding the importance of computers in healthcare. Students will be exposed to the MS-DOS and windows systems and various applications including word processing, spreadsheets, databases, and networks. This course is an introduction to computer processes to include general terminology, data processing, and computer language. The application of HIS and RIS processing is presented.
Typically Offered: FALL

CAHP 422 PRINCIPLES OF EDUCATION FOR HEALTH CARE PROFESSIONALS 2 Credit Hours
The purpose of this course is to introduce the student to the principles of education for the purposes of preparing health care professionals to fulfill the role of clinical instructor and/or program director for their specific clinical discipline. The topics to be covered include curriculum development, the use of terminal objectives, developing test questions, preparation of lesson plans and assignments, and the development of audiovisual materials for didactic instruction.
Typically Offered: SPRING

CAHP 423 PRINCIPALS OF CRITICAL INQUIRY 2 Credit Hours
This course is designed to develop the students' abilities to critically analyze and interpret research. The primary focus will be on evidence-based practice, research designs, statistical methods, and critically analyzing research papers.
Prerequisite: Enrollment in a CAHP program or instructor permission.
Cross List: CAHP 723.
Typically Offered: FALL
CAHP 426 HEALTH CARE ETHICS AND CRITICAL THINKING 3 Credit Hours
This upper level course introduces ethical issues that Allied Health professionals can expect to encounter during their education and career. It covers such areas of concern as confidentiality, informed consent, responsible practice, professionalism, culture differences, handling mistakes, difficult cases, and key legal aspects of these issues. To assist students in resolving issues, the course identifies and applies key principles of critical thinking. The course trains students in the use of these principles in ethics and professionalism. The course is designed to improve the ability of students to reason soundly in professional ethics, to be familiar with the health professional ethics literature, and to communicate clearly about ethical values, integrity, and judgement.
Prerequisite: Enrollment in a CAHP program.
Cross List: CAHP 626.
Typically Offered: FALL/SPR

CAHP 430 SCANNING HEALTH CARE ENVIRONMENT 1 Credit Hour
This upper level course in the College of Allied Health Professions is designed to provide allied health professions students with an overview of health care delivery in the United States. The course will explore many factors that influence the delivery of health care, including the determinants of health, the financing of health care, and various health care settings. The course will examine the evolution of health care in the United States and will project issues that will affect health care in the future. Allied health professionals are affected by such changes in both their personal and professional lives. It will be the challenge of health care professionals of the future to consider the value of Medicare and Medicaid, the handling of insurance issues, the creation of policy governing health care delivery and the reduction of health care disparities. This course is designed to assist students in gaining an understanding of why change is occurring, recognizing trends in their particular professional environment and identifying strategies to affect the changes to assure the patient’s access to quality care in an economical environment.
Prerequisite: Enrollment in a CAHP program.
Cross List: CAHP 530.
Typically Offered: FALL

CAHP 431 MANAGEMENT IN HEALTH CARE 2 Credit Hours
This course introduces allied health students and practitioners to the concept of organizational theory and behavior as they apply to health care. The topics to be covered include self identification, the principles of motivation, team building, leadership, management, organizational culture and individual responses to organizational cultures. In addition, some basic methods for planning and implementing organizational change will be discussed. The second half of the course will focus on applications of management principles to the health care setting in the areas of financial management, risk management, and the processes of hiring, coaching, evaluating and dismissing employees. The basic concepts of continuous quality improvement and the application of several quality tools will be employed in the development of a quality improvement project proposal and the preparation of a resume for a professional allied health position in the student's discipline.
Prerequisite: Enrollment in a CAHP program, CAHP 430 or instructor permission.
Cross List: CAHP 531.
Typically Offered: SPRING

CAHP 433 SPECIAL PROJECT IN MANAGEMENT 1 Credit Hour
This is an independent study project course focusing on management projects in the specific allied health disciplines. Included in this course are literature reviews and individual or team-focused projects relating to management functions and performance improvement. Students will be supervised and evaluated by department administrators and division faculty members.
Prerequisite: CAHP 431.
Cross List: CAHP 533.
Typically Offered: SUMMER

CAHP 441 CLINICALLY ORIENTED GROSS ANATOMY 4 Credit Hours
Clinically Oriented Gross Anatomy is a 4-5 week summer course that explores human cadaveric anatomy, presenting all functional systems through a regional approach. This course utilizes a wide variety of imaging modalities and clinical correlations to reinforce the relevance and utility of gross anatomy in the health professions. The sequence of didactic material has been adapted to correlate with the group dissection laboratories.
Typically Offered: SUMMER

CAHP 445 CLINICALLY ORIENTED HUMAN ANATOMY I 3 Credit Hours
This is the first semester of a 2 semester clinically oriented human anatomy course (CAHP 445-3 credit hours in the fall semester and CAHP 446-2 credit hours in the spring semester). The content of the two courses includes human anatomy presented in a systems approach that utilizes a wide variety of imaging modalities and clinical correlations to understand gross anatomy with cell biology, histology, embryology and neuroanatomy followed by a review applying the information to anatomic regions of the human body. The sequence of the units has been adapted to correlate with the MITS Human Physiology 352 and 353 courses.
Prerequisite: Enrollment in the Radiography program.
Typically Offered: FALL

CAHP 446 CLINICALLY ORIENTED HUMAN ANATOMY II 2 Credit Hours
This is the second semester of a 2 semester clinically oriented human anatomy course (CAHP 445-3 credit hours in the fall semester and CAHP 446-2 credit hours in the spring semester). The content of the two courses includes human anatomy presented in a systems approach that utilizes a wide variety of imaging modalities and clinical correlations to understand gross anatomy with cell biology, histology, embryology and neuroanatomy followed by a review applying the information to anatomic regions of the human body. The sequence of the units has been adapted to correlate with the MITS Human Physiology 352 and 353 courses.
Prerequisite: Enrollment in the Radiography program.
Typically Offered: SPRING

CAHP 462 HUMAN ANATOMY & PHYSIOLOGY I 4 Credit Hours
The first course in a comprehensive two semester series (sections I and II) designed to provide the student with a basic understanding of human anatomy and physiology including an introduction to cadaver anatomy and clinical correlations that are particularly relevant to clinical imaging. The course is designed for use within a baccalaureate level allied health profession curriculum. Students are expected to complete both section I and II for a total of 8 credit hours.
Prerequisite: Instructor permission.
Cross List: CAHP 662.
Typically Offered: FALL
CAHP 463 HUMAN ANATOMY & PHYSIOLOGY II 4 Credit Hours
The second course in a comprehensive two semester series (sections I and II) designed to provide the student with a basic understanding of human anatomy and physiology including an introduction to cadaver anatomy and clinical correlations. The course is designed to meet the requirements as a prerequisite for health science and allied health professions. The course is also designed for use within a baccalaureate level allied health profession curriculum. Students are expected to complete both section I and II for a total of 8 credit hours as a prerequisite or prerequisite for most allied health profession programs. Prerequisite: CAHP 462/662 or Instructor permission.
Cross List: CAHP 663.
Typically Offered: SPR

CAHP 515 COMMUNICATION & CULTURAL COMPETENCY 2 Credit Hours
Cultural Competence and Communication is an upper-level course for allied health professions students and other interested students to facilitate an understanding of the role of cultural competence in the health care arena and explore the ethical and legal implications of this topic. The course will begin by helping the student understand the value of diversity in our society. Secondly, the course will allow the student to make self-examination of their own beliefs, values and biases. This will be followed by the dynamics involved when two cultures interact. Students will examine specific cultural characteristics as they apply to health care and propose ways of adapting diversity to the delivery of health care. The course will include an in-depth assessment of the Culturally and Linguistically Appropriate Services [CLAS] standards and cultural competency information available to healthcare organizations.
Cross List: CAHP 415.
Typically Offered: SUMMER

CAHP 530 SCANNING HEALTH CARE ENVIRONMENT 1 Credit Hour
This upper level course in the School of Allied Health Professions is designed to provide allied health professionals with an overview of health care delivery in the United States. The course will explore many factors that influence the delivery of health care, including the determinants of health, the financing of health care, and various health care settings. The course will examine the evolution of health care in the United States and will project issues that will affect health care in the future. Allied health professionals are affected by such changes in both their personal and professional lives. It will be the challenge of health care professionals of the future to consider the value of Medicare and Medicaid, the handling of insurance issues, the creation of policy governing health care delivery and the reduction of health care disparities. This course is designed to assist students in gaining an understanding of why change is occurring, recognizing trends in their particular professional environment and identifying strategies to affect the changes to assure the patient’s access to quality care in an economical environment.
Prerequisite: Enrollment in a CAHP program.
Cross List: CAHP 430.
Typically Offered: FALL

CAHP 531 MANAGEMENT IN HEALTH CARE 2 Credit Hours
This course introduces allied health students and practitioners to the concept of organizational theory and behavior as they apply to health care. The topics to be covered include self identification, the principles of motivation, team building, leadership, management, organizational culture and individual responses to organizational cultures. In addition, some basic methods for planning and implementing organizational change will be discussed. The second half of the course will focus on applications of management principles to the health care setting in the areas of financial management, risk management, and the processes of hiring, coaching, evaluating and dismissing employees. The basic concepts of continuous quality improvement and the application of several quality tools will be employed in the development of a quality improvement project proposal and the preparation of a resume for a professional allied health position in the student’s discipline.
Prerequisite: Enrollment in a CAHP program, CAHP 530 or instructor permission.
Cross List: CAHP 431.
Typically Offered: SPR

CAHP 533 SPECIAL PROJECT IN MANAGEMENT 1 Credit Hour
This is an independent study project course focusing on management projects in the specific allied health disciplines. Included in this course are literature reviews and individual or team-focused projects relating to management functions and performance improvement. Students work will be supervised and evaluated by department administrators and division faculty members.
Prerequisite: CAHP 531.
Cross List: CAHP 433.
Typically Offered: SUMMER

CAHP 626 HEALTH CARE ETHICS AND CRITICAL THINKING 3 Credit Hours
This upper level course introduces ethical issues that Allied Health professionals can expect to encounter during their education and career. It covers such areas of concern as confidentiality, informed consent, responsible practice, professionalism, culture differences, handling mistakes, difficult cases, and key legal aspects of these issues. To assist students in resolving issues, the course identifies and applies key principles of critical thinking. The course trains students in the use of these principles in ethics and professionalism. The course is designed to improve the ability of students to reason soundly in professional ethics, to be familiar with the health professional ethics literature, and to communicate clearly about ethical values, integrity, and judgement.
Prerequisite: Enrollment in a CAHP program.
Cross List: CAHP 426.
Typically Offered: FALL/SPR
CAHP 631 MANAGEMENT IN HEALTH CARE 3 Credit Hours
This course introduces allied health students and practitioners to the concept of organizational theory and behavior as they apply to health care. The topics to be covered include self identification, the principles of motivation, team building, leadership, management, organizational culture and individual responses to organizational cultures. In addition, some basic methods for planning and implementing organizational change will be discussed. The second half of the course will focus on applications of management principles to the health care setting in the areas of financial management, risk management, and the processes of hiring, coaching, evaluating and dismissing employees. The basic concepts of continuous quality improvement and the application of several quality tools will be employed in the development of a quality improvement project proposal and the preparation of a resume for a professional allied health position in the student’s discipline.
Prerequisite: Enrollment in a CAHP program, CAHP 430 or instructor permission.
Cross List: CAHP 531
Typically Offered: SPRING

CAHP 662 HUMAN ANATOMY & PHYSIOLOGY I 4 Credit Hours
The first course in a comprehensive two semester series (sections I and II) designed to provide the student with a basic understanding of human anatomy and physiology including an introduction to cadaver anatomy and clinical correlations that are particularly relevant to clinical imaging. The course is designed for use within a baccalaureate level allied health profession curriculum. Students are expected to complete both section I and II for a total of 8 credit hours.
Prerequisite: Instructor permission.
Cross List: CAHP 462.
Typically Offered: FALL

CAHP 663 HUMAN ANATOMY & PHYSIOLOGY II 4 Credit Hours
The second course in a comprehensive two semester series (sections I and II) designed to provide the student with a basic understanding of human anatomy and physiology including an introduction to cadaver anatomy and clinical correlations. The course is designed to meet the requirements as a preerequisite for health science and allied health professions. The course is also designed for use within a baccalaureate level allied health profession curriculum. Students are expected to complete both section I and II for a total of 8 credit hours as a prerequisite or requisite for most allied health profession programs.
Prerequisite: CAHP 462/662 or instructor permission.
Cross List: CAHP 463.
Typically Offered: SPRING

CAHP 672 HUMAN EMBRYOLOGY 2 Credit Hours
A Blackboard based, distance education course for health science students or entry level graduate students offered through the College of Allied Health Professions. Human embryology is presented using a clinically oriented approach that emphasizes the basic concepts of human development from gamete formation to birth.
Prerequisite: Human Anatomy, Human Anatomy Physiology or instructor permission.
Cross List: CAHP 472.
Typically Offered: FALL/SPR

CAHP 682 HUMAN NEUROANATOMY 3 Credit Hours
This is a 3 hour course designed for distance delivery to provide foundational knowledge about structures and processes within the human nervous system essential for all health care professions. The approach will cover our understanding of neuroscience at the molecular, cellular, system, behavioral and cognitive levels and will include a study of the neuromuscular system and its influence on movement as well as the consequences of use, disuse, age, pathology, and injury in the nervous system.
Prerequisite: Human Anatomy, Human Anatomy Physiology or instructor permission.
Cross List: CAHP 482.
Typically Offered: FALL/SPR

CAHP 723 PRIN OF CRITICAL INQUIRY 2 Credit Hours
This course is designed to develop the students' abilities to critically analyze and interpret research. The primary focus will be on evidence-based practice, research designs, statistical methods, and critically analyzing research papers.
Prerequisite: Enrollment in a CAHP program or instructor permission.
Cross List: CAHP 423.
Typically Offered: FALL/SP/SU

Cytotechnology (CYTO)

CYTO 701 INTRO CYTOLOGY/CYTOPREPARATION 1 Credit Hour
This two week course presents the goals of cytotechnology and the science of cytology. Students will learn the principles of microscopy and cytopreparation.
Prerequisite: Enrollment in the Cytotechnology Program or permission of the instructor.
Cross List: CYTO 801.
Typically Offered: FALL/SP/SU

CYTO 702 CYTOLOGY OF THE FEMALE GENITAL TRACT 4 Credit Hours
This eight-week course provides training necessary for the microscopic interpretation of Pap smears. This includes basic cell structure, cellular biology, and the mechanism of pathologic change. Students will learn to distinguish normal from abnormal cells and grade the severity of the abnormality present. The student will obtain skills to identify infectious agents and non-neoplastic conditions of the female genital tract.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 802.
Typically Offered: FALL/SP/SU

CYTO 703 CYTOLOGY/RESPIRATORY TRACT 2 Credit Hours
This three-week course includes the study of respiratory epithelial and inflammatory cells from sputum, bronchial washing, bronchial brushing, bronchoalveolar lavage and fine needle aspiration specimens of the lung. The student will obtain skills to identify normal, infectious, non-neoplastic non-infectious, and malignant conditions of the lung.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 803.
Typically Offered: FALL/SP/SU
CYTO 704 CYTOLOGY/URINARY TRACT 1 Credit Hour
This two week course will present the cytology of benign conditions, inflammatory disorders, infections, malignancies and therapeutic effects as seen in the urinary tract. An overview of the cytology of combined kidney/pancreas transplantation will be provided and students will learn to identify graft rejection in this patient population by the cytologic study of recipient’s urine. Prerequisite: Enrollment in Cytotechnology Program or instructor permission. Cross List: CYTO 804. Typically Offered: FALL/SP/SU

CYTO 705 CYTOLOGY OF BODY FLUIDS AND CEREBROSPINAL FLUID 1 Credit Hour
This two week course presents the morphologic evaluation of cerebrospinal fluid and pleural, peritoneal, pericardial, and pelvic washing fluids. Students will learn to identify normal cells, infectious diseases, benign conditions, primary malignancies, and metastatic malignancies found in these sites. Prerequisite: Enrollment in Cytotechnology Program or instructor permission. Cross List: CYTO 805. Typically Offered: FALL/SP/SU

CYTO 710 CYTOLOGY OF THE GASTROINTESTINAL TRACT 1 Credit Hour
During this two-week course the cytopathologic morphology of scrapings, brushing and washings from the oral cavity, esophagus, stomach, duodenum, colon, and rectum will be studied. The students will obtain skills to identify normal cells, non-cellular material, infections, benign conditions, and malignancies of the gastrointestinal tract. Prerequisite: Enrollment in Cytotechnology Program or instructor permission. Cross List: CYTO 810. Typically Offered: FALL/SP/SU

CYTO 711 FINE NEEDLE ASPIRATION CYTOLOGY 3 Credit Hours
Fine Needle Aspiration (FNA) is a method of collection for obtaining a cellular specimen. Any anatomic body site can be examined by FNA. During this six week course, the student will obtain skills to interpret samples obtained from the breast, thyroid, salivary gland, lymph nodes, soft tissue, bone, mediastinum, liver, pancreas, kidney, adrenal gland, and brain. Students will have the opportunity to assist physicians in obtaining FNAs in the outpatient clinic setting. Prerequisite: Enrollment in Cytotechnology Program or instructor permission. Cross List: CYTO 811. Typically Offered: FALL/SP/SU

CYTO 712 IMMUNOCYTOCHEMISTRY 1 Credit Hour
Immunocytochemistry is a staining technique used to demonstrate cellular antigens. It is used as an adjunctive test to the standard morphology of cells. During this one week course, students will learn the principle of the staining process as well as its utility and appropriateness. The staining procedure will be observed, performed, and the students will learn to interpret the staining results. Students will learn about other companion techniques, such as flow cytometry, molecular testing, image analysis and digital cytology. Prerequisite: Enrollment in Cytotechnology Program or instructor permission. Cross List: CYTO 812. Typically Offered: FALL/SP/SU

CYTO 713 CYTOLOGY LABORATORY MANAGEMENT 1 Credit Hour
This one week course will introduce students to the activities required for the management of a cytopathology laboratory. Of particular emphasis will be the compliance with federal and accrediting agency mandates. This includes quality control, quality assurance, proficiency testing, procedure manuals, statistics, workload, and accreditation. Other topics discussed will be personnel issues, financial management, inventory, and basic principles of clinical investigation. Prerequisite: Enrollment in Cytotechnology Program or instructor permission. Cross List: CYTO 813. Typically Offered: FALL/SP/SU

CYTO 714 CYTOLOGY CLINICAL PRACTICUM 4-10 Credit Hours
This course of twenty-one weeks gives students an actual experience in cytology laboratories and other selected pathology laboratory sections. Students will receive slides each day to screen, as well as performing the necessary processing procedures in the cytopreparation laboratory. Glass slide proficiency tests, journal reviews and a research project will be completed during this course. Prerequisite: Enrollment in Cytotechnology Program, CYTO 701, CYTO 802, CYTO 703, CYTO 704, CYTO 705, CYTO 710, CYTO 711, CYTO 712, CYTO 713, PAMM 690. Typically Offered: SUM/SPRING

CYTO 801 INTRO TO CYTOTECHNOLOGY & CYTOPREPARATION 1 Credit Hour
This two week course presents the goals of cytotechnology and the science of cytology. Students will learn the principles of microscopy and cytopreparation. Prerequisite: Enrollment in the Cytotechnology Program or permission of the instructor. Cross List: CYTO 701. Typically Offered: FALL

CYTO 802 CYTOLOGY OF THE GENITAL TRACT 4 Credit Hours
This eight-week course provides training necessary for the microscopic interpretation of Pap smears. This includes basic cell structure, cellular biology, and the mechanism of pathologic change. Students will learn to distinguish normal from abnormal cells and grade the severity of the abnormality present. The student will obtain skills to identify infectious agents and non-neoplastic conditions of the female genital tract. Prerequisite: Enrollment in Cytotechnology Program or instructor permission. Cross List: CYTO 702. Typically Offered: FALL

CYTO 803 CYTOLOGY OF THE RESPIRATORY TRACT 2 Credit Hours
This three-week course includes the study of respiratory epithelial and inflammatory cells from sputum, bronchial washing, bronchial brushing, bronchoalveolar lavage and fine needle aspiration specimens of the lung. The student will obtain skills to identify normal, infectious, non-neoplastic non-inflammatory, and malignant conditions of the lung. Prerequisite: Enrollment in Cytotechnology Program or instructor permission. Cross List: CYTO 703. Typically Offered: FALL
CYTO 804 CYTOLOGY OF THE URINARY TRACT 1 Credit Hour
This two week course will present the cytology of benign conditions, inflammatory disorders, infections, malignancies and therapeutic effects as seen in the urinary tract. An overview of the cytology of combined kidney/pancreas transplantation will be provided and students will learn to identify graft rejection in this patient population by the cytologic study of recipient's urine.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 704.
Typically Offered: FALL

CYTO 805 CYTOLOGY OF BODY FLUIDS AND CEREBROSPINAL FLUID 1 Credit Hour
This two week course presents the morphologic evaluation of cerebrospinal fluid and pleural, peritoneal, pericardial, and pelvic washing fluids. Students will learn to identify normal cells, infectious diseases, benign conditions, primary malignancies, and metastatic malignancies found in these sites.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 705.
Typically Offered: FALL

CYTO 810 CYTOLOGY AND THE GASTROINTESTINAL TRACT 1 Credit Hour
During this two-week course the cytologic morphology of scrapings, brushing and washings from the oral cavity, esophagus, stomach, duodenum, colon, and rectum will be studied. The students will obtain skills to identify normal cells, non-cellular material, infections, benign conditions, and malignancies of the gastrointestinal tract.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 710.
Typically Offered: FALL

CYTO 811 FINE NEEDLE ASPIRATION CYTOLOGY 3 Credit Hours
Fine Needle Aspiration (FNA) is a method of collection for obtaining a cellular specimen. Any anatomic body site can be examined by FNA. During this six week course, the student will obtain skills to interpret samples obtained from the breast, thyroid, salivary gland, lymph nodes, soft tissue, bone, mediastinum, liver, pancreas, kidney, adrenal gland, and brain. Students will have the opportunity to assist physicians in obtaining FNAs in the outpatient clinic setting.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 711.
Typically Offered: SPRING

CYTO 812 IMMUNOCYTOCHEMISTRY 3 Credit Hours
Immunocytochemistry is a staining technique used to demonstrate cellular antigens. It is used as an adjunctive test to the standard morphology of cells. During this one week course, students will learn the principle of the staining process as well as its utility and appropriateness. The staining procedure will be observed, performed, and the students will learn to interpret the staining results. Students will learn about other companion techniques, such as flow cytometry, molecular testing, image analysis and digital cytology.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 712.
Typically Offered: SPRING

CYTO 813 CYTOLOGY LABORATORY MANAGEMENT 1 Credit Hour
This one week course will introduce students to the activities required for the management of a cytopathology laboratory. Of particular emphasis will be the compliance with federal and accrediting agency mandates. This includes quality control, quality assurance, proficiency testing, procedure manuals, statistics, workload, and accreditation. Other topics discussed will be personnel issues, financial management, inventory, and basic principles of clinical investigation.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 713.

Genetics, Cell Biology & Anatomy (GCBA)

GCBA 571 STRUCT OF HUMAN BODY 9 Credit Hours
Students of human anatomy are introduced to the terminology of Anatomy, in particular, and medicine in general. In the Gross Anatomy Laboratory, the human body is studied systematically and the three-dimensional relationships of structures are observed and related to their function. The gross anatomy laboratory is equipped with a computer at each table and access to an Interactive Dissecting Guide online with links to atlas plates to facilitate the learning process. Self-learning while dissecting a cadaver is the basis of the study of gross anatomy. Faculty members will assist in all laboratory sessions and will present some demonstrations. Lectures are limited and will emphasize application of anatomic knowledge to clinical medicine. Gross Anatomy is taught synchronously with Embryology in order to provide students with understanding about the configuration of adult anatomy. Running concurrently with the gross anatomy course is a Neuroanatomy component with weekly lectures. Grades from the mid-term and final exams will be added to the points from the regular gross anatomy course. Students are responsible for reading the designated material prior to each lecture. Throughout the seventeen weeks of the program, particular emphasis is placed on “Living Anatomy” as a corollary to anatomy learned in the dissecting room. Living anatomy is designed to reinforce knowledge obtained in the dissecting room by demonstrating that many structures in the human body may be palpated and/or tested in the living. Although designed as a supplement to Gross Anatomy, many of the tests performed and techniques learned will serve as an introduction to the techniques of Physical Diagnosis. Throughout the program, appropriate clinical correlations are emphasized to form the basis of the clinical procedures students will eventually perform. In selected cases, pathological processes are examined and related to the anatomical information presented in the course. Students are encouraged to seek an anatomical solution to clinical problems where one exists. Students may make use of a wide variety of audio-visual materials and other teaching aids. This material is available in the Holyoke-Latta Anatomy Self-Study Center which is located in the room adjacent to the Gross Anatomy Laboratory. Independent study is both encouraged and necessary. Students are provided ample opportunities to reinforce, amplify and employ their classroom experiences.
Prerequisite: Enrollment in the Physical Therapy or the Physician Assistant Program
Typically Offered: FALL
Health Professions Teaching & Technology (HPTT)

HPTT 601 FOUNDATIONS OF HEALTH PROFESSIONS EDUCATION 3 Credit Hours
This course presents the basic concepts and processes of curriculum and instruction, including learning theories, curriculum planning, teaching modalities, and curriculum evaluation. Topics are selected to give students a basic understanding of pedagogy. Evaluation is based on weekly discussion posts and papers.
Prerequisite: Enrollment in the HPTT Program or instructor permission.
Cross List: HPTT 801.
Typically Offered: FALL/SP/SU

HPTT 602 INSTRUCTIONAL DESIGN FOR HEALTH PROFESSIONS EDUCATION 3 Credit Hours
This course focuses on the fundamentals of instructional design for developing highly effective instruction. Topics include the science of how people learn, learning situations and characteristics, task and needs analysis, development of goals and objectives, principles of design, design process, assessment strategies (formative and summative), and concepts of design for a variety of environments and instructional modalities.
Prerequisite: Enrollment in the HPTT Program or instructor permission.
Cross List: HPTT 602.
Typically Offered: SPRING

HPTT 603 INTEGRATING TECHNOLOGY INTO HEALTH PROFESSIONS CURRICULUM 3 Credit Hours
This course is intended to prepare the graduate student, professional student, health educators or health professional to integrate technology into health sciences curriculum. It is designed to help health profession educators to become confident with the practical applications of technology integration when constructing curriculum. This course will focus on integrating modern technologies in the traditional, online, hybrid and flipped classrooms.
Prerequisite: Enrollment in the HPTT Program or instructor permission.
Cross List: HPTT 803.
Typically Offered: FALL/SPR

HPTT 604 MULTI-MEDIA & EMERGING TECHNOLOGIES FOR LEARNING IN THE HEALTH PROFESSIONS 3 Credit Hours
This course provides participants with an introduction to the use of multimedia and emerging technology for teaching and learning in the health professions. Participants will develop skills and apply knowledge using technology tools to enhance their profession. Participants will research, discuss and share current technology trends in health professions. They will engage with multimedia and telecommunication solutions, evaluate existing and emerging technology learning opportunities and articulate personal principles concerning technology for teaching and learning.
Prerequisite: Enrollment in the HPTT Program or instructor permission.
Cross List: HPTT 804.
Typically Offered: FALL/SPR

HPTT 605 EVALUATION AND ASSESSMENT OF TEACHING AND LEARNING IN THE HEALTH PROFESSIONS EDUCATION 3 Credit Hours
This course explores the nature, objective, and basic procedures of assessment and program evaluation as applied to the various aspects of health professions education settings. The course will examine technical characteristics of various assessment methods, including both traditional and alternative methods. In addition, the course will analyze and discuss various topics in assessment such as authentic assessment, large-scale assessment, formative assessment, and assessment for program evaluation. Additional topics will include accreditation, program review, benchmarking, and evaluation of teaching in health professions programs.
Prerequisite: Enrollment in the HPTT Program or instructor permission, HPTT 601/801, HPTT 602/802.
Cross List: HPTT 805.
Typically Offered: FALL/SP/SU

HPTT 620 DISTANCE EDUCATION IN HEALTH PROFESSIONS EDUCATION 3 Credit Hours
Distance education for the health professions is an asynchronous, online course which will focus on the practical aspects of developing and facilitating distance education courses in medical education. The course will cover various aspects of online course delivery and design including the creation and facilitation of interaction, the creation of assignments and assessments for on-line learning, course etiquette and ADA compliance. As part of the course, participants will have the opportunity to develop a distance course module grounded in distance education theory and instructional design principles.
Prerequisite: Enrollment in the HPTT Program, HPTT 604/804 or instructor permission.
Cross List: HPTT 820.
Typically Offered: SUMMER

HPTT 621 FUNDAMENTALS OF ADULT LEARNING IN HEALTH PROFESSIONS EDUCATION 3 Credit Hours
Fundamentals of Adult Learning for the Health Professions is an on-line course which will focus on adult learning in medical education. As part of this course, students will explore the evolution of adult learning theory including traditional and emerging views of the practice of adult learning, such as andragogy, self-directed learning, transformative learning, social and cognitive constructivism, and critical reflection. The goal of this course is to give the student an overview of these major theories and current research related to adult learning along with providing ideas on how to apply these concepts to practice.
Prerequisite: Enrollment in the HPTT Program or instructor permission.
Cross List: HPTT 821.
Typically Offered: SPRING
HPTT 622 COGNITIVE PSYCHOLOGY APPLIED TO HEALTH PROFESSIONS EDUCATION 3 Credit Hours
This course will explore the construct of cognitive psychology as it relates to both personal experiences and pedagogical implications for the health care professional or educator. A foundation of cognitive psychology, relationship to neuroscience, perception, attention, working memory, long-term memory, visual imagery, language, metacognition, problem solving, reasoning, and decision making are key elements related to cognitive psychology that will be examined throughout the course. A connection to how these foundational elements of cognitive psychology are impacted by the unique environment of the healthcare professional or educator will be a central theme of the course.
Prerequisite: Enrollment in the HPTT Program, HPTT 601/801 or instructor permission.
Cross List: HPTT 822.
Typically Offered: SUM/SPRING

HPTT 623 LEADERSHIP & ADMINISTRATION IN HEALTH PROFESSIONS EDUCATION 3 Credit Hours
This course focuses on concepts and skills in leadership in the context of health professions education. Topics include calling, nature or nurture, visioning, team-building, power and influence, leader-follower dyads, and stewardship. Styles of leadership that are effective in health professions education are explored, such as transactional, situational, servant, transformational, and charismatic styles. Research evidence about models, theories and measures of leadership in education are highlighted throughout the course.
Prerequisite: Enrollment in the HPTT Program, or instructor permission.
Cross List: HPTT 823.
Typically Offered: FALL

HPTT 624 SIMULATED AND VIRTUAL LEARNING IN HEALTH PROFESSIONS EDUCATION 3 Credit Hours
This upper level course in the College of Allied Health Professions provides students the tools they need to design and perform simulation in an educationally sound manner. Emphasis will be placed on practical application of teaching/learning theory in simulation environments by promoting the transfer of theory to practice. Students will examine a variety of simulation techniques, strategies and the role they play in the education and training of the healthcare professionals.
Prerequisite: Enrollment in the HPTT Program or instructor permission.
Cross List: HPTT 824.
Typically Offered: SUM/SPRING

HPTT 630 RESEARCH ANALYSIS AND DESIGN FOR HEALTH PROFESSIONS EDUCATION 3 Credit Hours
The purpose of this course is to provide an introduction to research methods likely to be encountered during a health professions teaching and technology career. Learners will demonstrate the steps of scientific research. This course will cover topics including formulation of a research problem, sampling and research design, dissemination of research findings, and research proposal writing. These topics will be discussed in detail and result in the learners demonstrating the application of newly acquired skills through critical review of peer-reviewed scientific articles. Research ethics is large component of the course. Learners will complete the Collaborative Institutional Training Initiative (CITI) training program as well as learn about the Institutional Review Board (IRB) processes and applications. Through an iterative process of group feedback and project refinement, each learner will develop a research/grant proposal which can be included in an e-portfolio.
Prerequisite: Enrollment in the HPTT Program or instructor permission.
Cross List: HPTT 830.
Typically Offered: FALL/SP/SU

HPTT 631 DIGITAL PORTFOLIO CAPSTONE: PART 1 1 Credit Hour
This course provides participants with an introduction to professional digital portfolios that will be utilized by the graduate candidate wishing to complete the requirements for graduation with the Master of Health Professions Teaching and Technology degree. An electronic portfolio will be developed during the graduate candidate’s experience in the MHPTT program.
Prerequisite: Enrollment in the HPTT Program or instructor permission.
Cross List: HPTT 831.
Typically Offered: FALL/SP/SU

HPTT 632 DIGITAL PORTFOLIO CAPSTONE: PART 2 2 Credit Hours
This course provides students with the time and focus to complete their digital portfolio, which was introduced in MHPTT 631/831 Digital Portfolio Capstone: Part 1. The portfolio will include artifacts that are exemplary of the graduate candidates work.
Prerequisite: Enrollment in the HPTT Program, HPTT 630/830 or instructor permission.
Cross List: HPTT 832.
Typically Offered: FALL/SP/SU

Medical Imaging & Therapeutic Sciences (MITS)

MITS 305R SPECIAL PROJECTS I 1 Credit Hour
This is an independent study assignment designed to give the student the opportunity to develop a scientific essay on selected special topics in Radiologic Technology.
Prerequisite: Enrollment in the Radiography Program or instructor approval.
Typically Offered: FALL

MITS 306R SPECIAL PROJECTS II 1 Credit Hour
This is an independent study assignment designed to give the student the opportunity to develop a scientific exhibit and present its findings on selected special topics in Radiologic Technology.
Prerequisite: Enrollment in the Radiography Program or instructor approval.
Typically Offered: SPRING
MITS 308R INTRODUCTION TO MEDICAL IMAGING AND THERAPEUTIC SCIENCES 2 Credit Hours
This course will provide an introduction and overview of Cardiovascular Interventional Technology (CVIT) Diagnostic Medical Sonography (DMS), Nuclear Medicine (NM), Radiation Therapy (RTT), Magnetic Resonance Imaging (MRI), CT practicum. Prerequisite: Enrollment in the Radiography Program or instructor approval. Typically Offered: SPRING

MITS 312R RADIOGRAPHIC TECHNOLOGY I 3 Credit Hours
This course includes four units of instruction: I. Analog Imaging; II. Radiographic Positioning; III. Radiographic Laboratory; IV. Orientation to Clinical Setting. The positioning unit will provide the student with the knowledge and skills necessary to perform the following radiographic procedures: introduction, chest, abdomen, upper and lower extremities, spine and pelvis. The exposure and processing unit will provide the student with the knowledge of factors that govern and influence the production of the radiographic image on film. Requirements for the processing of radiographic film will be addressed. Prerequisite: Enrollment in the Radiography Program. Typically Offered: FALL

MITS 313R RADIOGRAPHIC TECH II 4 Credit Hours
The purpose of this course is to prepare the student in the more advanced levels of Diagnostic Radiography. This course includes three units of instruction: I. didactic instruction of radiographic positioning, II. case study image critique presentations by students, and III. practice laboratory and demonstration. The didactic and laboratory positioning units will provide the student with the knowledge and skills to perform the following radiographic procedures: sternum, ribs, skull, pediatric studies, geriatric studies, gastrointestinal system, genitourinary system and biliary system. Prerequisite: Enrollment in the Radiography Program, MITS 312R. Typically Offered: SPRING

MITS 315R APPLIED RADIOGRAPHIC TECHNOLOGY I 2-4 Credit Hours
This clinical course is intended to initiate participation of the Radiography student in patient care and routine radiographic imaging procedures. The clinical education experience is competency-based with professional components included as well. This experience is intended to provide the student with the confidence needed to assist and perform radiographic procedures that parallel progress in his or her didactic education. Prerequisite: Enrollment in the Radiography Program. Typically Offered: FALL

MITS 316R APPLIED RADIOGRAPHIC TECHNOLOGY II 3-4 Credit Hours
This clinical course is intended to initiate participation of the Radiography student in patient care and routine radiographic imaging procedures. The clinical education experience is competency-based with professional components included as well. This experience is intended to provide the student with the confidence needed to assist and perform radiographic procedures that parallel progress in his or her didactic education. Prerequisite: Enrollment in the Radiography Program. Typically Offered: SPRING

MITS 323R APPLIED RADIOGRAPHIC TECHNOLOGY III 3-6 Credit Hours
This clinical course is intended to initiate participation of the Radiography student in patient care and routine radiographic imaging procedures. The clinical education experience is competency-based with professional components included as well. This experience is intended to provide the student with the confidence needed to assist and perform radiographic procedures that parallel progress in his or her didactic education. Students will also have the opportunity to complete a rural rotation at a JRCERT clinically recognized site. During the summer semester, each student will have the opportunity to request an off site rotation at a JRCERT clinically recognized site. The purpose of this rotation is to expose students to diverse environments, variety of equipment, variety of exams, and hospital protocols and procedures. Prerequisite: Enrollment in the Radiography Program. Typically Offered: SUMMER

MITS 340R APPLIED MAMMOGRAPHY PRACT 1 Credit Hour
APPLIED MAMMOGRAPHY PRACT
Typically Offered: FALL/SP/SU

MITS 350R RADIOGRAPHIC PATHOLOGY 2 Credit Hours
RADIOGRAPHIC PATHOLOGY
Typically Offered: FALL

MITS 352R HUMAN PHYSIOLOGY I 2 Credit Hours
HUMAN PHYSIOLOGY I
Typically Offered: FALL

MITS 353R HUMAN PHYSIOLOGY II 2 Credit Hours
HUMAN PHYSIOLOGY II
Typically Offered: SPRING

MITS 355R RADIOGRAPHIC PATHOLOGY II 2 Credit Hours
An essential part of the training of a radiologic technologist is an understanding of the basic principles of pathology and cognizance of the radiographic appearances of specific diseases. Not only does this knowledge make the radiologic technologist more competent, but it also aids the technologist in selecting the appropriate imaging modality, evaluate the quality of the images, and become a contributing member of the radiologic diagnostic team. This type of competency is especially needed for those radiologic technologists that will be working in rural areas that do not have a radiologist readily available. With this knowledge, the radiologic technologist should be able to identify some of the medical emergencies that need immediate attention based on the radiographic findings. Common pathologic conditions will be presented along with the radiographic findings. This course will be based on a systematic approach to the disease involving a specific organ system. Prerequisite: Enrollment in the Radiography Program, MITS 350R or instructor permission. Typically Offered: SPRING

MITS 390R DIGITAL IMAGING PRINCIPLES 3 Credit Hours
This course is designed to facilitate a basic understanding of digital radiographic imaging. Concepts covered include: 1) principles of exposure and image production 2) digital image acquisition and display 3) picture archiving and communication systems and 4) quality control. Prerequisite: Enrollment in the Radiography Program or instructor approval. Typically Offered: FALL
**MITS 401S ULTRASOUND PHYSICS I 1 Credit Hour**
This course is designed to provide the student with fundamental information necessary to understand the principles of ultrasound physics as it applies to diagnostic imaging. Topics to be covered include sound parameters, interaction of sound with media, resolution, transducers, instrumentation, real-time imaging, and image storage and display. Concepts will focus on applicability in the clinical setting and preparation for the registry examination. Course offered Fall, Spring, Summer for BSMITS DAO students.
Prerequisite: Enrollment in undergraduate Diagnostic Medical Sonography program or instructor permission.
Cross List: MITS 601S.
Typically Offered: FALL

**MITS 402R INTRODUCTION TO RADIATION PHYSICS 3 Credit Hours**
This course will provide the student with knowledge of basic, radiation and nuclear physics. The course will cover basic radiation physics, radiation production, radiation equipment radiation protection to provide the student with a solid foundation of radiation physics.
Prerequisite: Enrollment in the Radiography Program.
Typically Offered: FALL

**MITS 402S SONOGRAPHY CLINICAL EDUCATION II 5 Credit Hours**
This clinical course is designed to provide the DMS student with a working knowledge of Diagnostic Medical Sonography. The student will participate in clinical ultrasound exams with emphasis on operating equipment, producing quality images, applying scanning techniques and protocols, identifying normal anatomy, and recognizing pathology. Clinical Competency Evaluations will be used to assess application of technical skills and knowledge. Overall Clinical Evaluations will monitor affective, psychomotor, and cognitive skills.
Prerequisite: Enrollment in the undergraduate Diagnostic Medical Sonography program, MITS 412S/612S or instructor permission.
Cross List: 602S.
Typically Offered: SPRING

**MITS 403S DIAGNOSTIC FILM REVIEW II 2 Credit Hours**
This course is designed to give the student an understanding of normal and pathologic conditions and how they are viewed by Ultrasound. Course materials will consist of teaching file cases from the Ultrasound Section in the Department of Radiology. The class will consist of two (2) weekly lecture sessions. Each Monday, a student will present a case of the week from the cases they have seen during the previous weeks Clinical Rotation. This brief presentation (10-15 minutes) will include pertinent facts on patient history, lab values, previous imaging studies, and sonographic findings. The remainder of the class will be presented by the faculty and will consist of the students reviewing ultrasound cases with faculty guidance to make the correct differential diagnosis.
Prerequisite: Enrollment in the undergraduate Diagnostic Medical Sonography Program, MITS 414S or instructor permission.
Cross List: MITS 603S.
Typically Offered: SPRING

**MITS 404R APPLIED RADIOGRAPHIC TECHNOLOGY IV 2-4 Credit Hours**
This clinical course is intended to initiate participation of the Radiography student in patient care and routine radiographic imaging procedures. The clinical education experience is competency-based with professional components included as well. This experience is intended to provide the student with the confidence needed to assist and perform radiographic procedures that parallel progress in his or her didactic education. Students will be rotating through various modality sites (ie, CVIT, CT, MRI, Nuclear Medicine, Radiation Therapy, Diagnostic Medical Sonography). Mammography will be an optional rotation for all students. For those modality areas that distance sites do not have, the modality rotation will be offered on the Omaha campus at The Nebraska Medical Center.
Prerequisite: Enrollment in the Radiography Program.
Typically Offered: FALL

**MITS 405S OBSTETRICAL CONFERENCE II 1 Credit Hour**
This course is designed to give the student the opportunity and responsibility to investigate common pathological changes as seen by sonography in the OB/GYN patient. The course will consist of weekly presentations by the students on an assigned topic. Two students will give presentations each week. The topics to be covered each week are listed in the course outline. The presentations should be brief (10 minutes) and should include the following: facts about the topic, reasons why it is important in obstetrical sonography, and examples showing the sonographic appearance. The remainder of each class session will be presented by the faculty and will consist of current OB/GYN case material.
Prerequisite: Enrollment in the Undergraduate Diagnostic Medical Sonography program, MITS 431S, or instructor permission.
Cross List: MITS 605S.
Typically Offered: SPRING

**MITS 405T ORIENTATION TO RADIATION THERAPY 1 Credit Hour**
The content of this course is designed to provide the student with an overview of the foundations in radiation therapy and the practitioners role in the health care delivery system. Principles, practices and policies of the educational program, health care organizations, and principles of radiation and health safety as well as professional responsibilities of the radiation therapist will be discussed and examined.
Prerequisite: Enrollment in the Undergraduate Radiation Therapy Program or instructor permission.
Cross List: MITS 605T.
Typically Offered: FALL

**MITS 407R RADIOGRAPHIC IMAGING SEMINARS 2 Credit Hours**
This course is a comprehensive review of didactic learning material presented in the professional radiography program curriculum completed thus far in the students educational process. It will assist the radiography student in a way to demonstrate an overall understanding of the knowledge and skills needed to be a successful, competent radiographer. Review will encompass radiation protection, equipment operation and quality control, image production and evaluation, radiographic procedures to include anatomy, positioning, procedures and pathology, and patient care and education. The course is designed to assist the student in preparing for a national certification examination provided by the American Registry of Radiologic Technologists Organization (ARRT).
Prerequisite: Enrollment in the Radiography Program.
Typically Offered: SPRING
MITS 407S ADVANCED OBSTETRICAL ULTRASOUND 2 Credit Hours
This course is designed to give the student a working knowledge of obstetrics as it relates to sonography. The student is instructed on fetal embryology, normal anatomy, gestational age assessment, anomalies of each organ system, uteroplacental anatomy and physiology, and maternal and fetal complications associated with pregnancy. Course offered Fall, Spring, Summer for BSMITS DAO students.
Prerequisite: Enrollment in the Undergraduate Diagnostic Medical Sonography Program or instructor permission.
Cross List: MITS 607S.
Typically Offered: SPRING

MITS 408S GYNECOLOGICAL ULTRASOUND 1 Credit Hour
This course is designed to give the student a working knowledge of patient care preparation, normal female pelvic anatomy, reproductive physiology, gynecological pathology and scanning techniques. Clinical application of gynecological sonography will be emphasized in this course. Course offered Fall, Spring, Summer for BSMITS DAO students.
Prerequisite: Enrollment in the Undergraduate Diagnostic Medical Sonography Program or instructor permission.
Cross List: MITS 608S.
Typically Offered: SPRING

MITS 408T RADIATION THERAPY PHYSICS 2 Credit Hours
This course is the study of the fundamental physics principles and applications utilized in clinical radiation oncology. Wherever possible, clinical correlations will be made. Fundamental nuclear physics, charged particle interaction, measurement of absorbed dose, dosimetric calculations, external beam therapy, brachytherapy and radiation safety will be discussed in detail. New and future therapeutic techniques will also be introduced. Because of the higher level nature of the course and the involvement of medical residents and medical physics residents, the curriculum is the same for both 408T and 608T.
Prerequisite: Enrollment in the Undergraduate Radiation Therapy Program or instructor permission.
Cross List: MITS 608T.
Typically Offered: SPRING

MITS 410R SECTIONAL ANATOMY & PATHOLOGY I 4 Credit Hours
This course is designed to give students a basic understanding of sectional anatomy and pathology requisite to competently perform computed tomography and magnetic resonance imaging procedures. To enable the students to create optimal diagnostic images, this course provides the students with the ability to identify normal human anatomical structures in sectional images, and the ability to distinguish common pathological processes and variant anatomy. The sectional anatomy and pathology covered in this course will include neck/spine, bones (osseous system), joints, cranial nerves and head (nervous systems).
Prerequisite: Enrollment in an MITS Program or instructor permission.
Cross List: MITS 610R.
Typically Offered: FALL

MITS 411R SECTIONAL ANATOMY & PATHOLOGY II 4 Credit Hours
This course is a continuation of RSTE 410R/610R and is designed to give students a basic understanding of sectional anatomy and pathology requisite to competently perform computed tomography and magnetic resonance imaging procedures. To enable the students to create optimal diagnostic images, this course provides the students with the ability to identify normal human anatomical structures in sectional images, and the ability to distinguish common pathological processes and variant anatomy. The sectional anatomy and pathology covered in this course will include chest (respiratory system lymphoid system), abdomen (gastrointestinal system) and pelvis (genitourinary reproductive systems).
Prerequisite: Enrollment in an MITS program, MITS 410R or instructor permission.
Cross List: MITS 611R.
Typically Offered: SPRING

MITS 412S SONOGRAPHY CLINICAL EDUCATION I 4 Credit Hours
This course is designed to provide the DMS student with the fundamental knowledge and critical thinking skills necessary to participate in the clinical setting. The student will participate in a clinical setting to develop skills in equipment operation, scanning technique, scanning protocol, normal anatomy identification, and pathology recognition. Scanning assignments will be used to assess application of technical skills and knowledge. Overall Clinical Evaluations (OCE) will monitor affective, psychomotor and cognitive skills.
Prerequisite: Enrollment in the undergraduate Diagnostic Medical Sonography program or instructor permission.
Cross List: MITS 612S.
Typically Offered: FALL

MITS 413R RADIOLOGIC CONTRAST AGENTS 1 Credit Hour
This course presents the physical principles of contrast media related to imaging, the physical and chemical properties of contrast media solutions, classification/chemistry/pharmacology of contrast agents, pharmacodynamics, the pharmacokinetics and biopharmaceutics of contrast media, routes of drug administration, infection prevention and control, anxiety/phobia/conscious sedation, pharmacology of emergency medications, contrast-related nephrotoxicity, mechanisms of contrast media reactions, radiographic contrast media terminology, and the economic and legal issues involving contrast media and radiographic procedures.
Prerequisite: Enrollment in the Radiography Program or instructor approval.
Typically Offered: SUMMER
MITS 414R RADIATION HEALTH PHYSICS 1 Credit Hour
This course will focus on the legal, biological, and administrative aspects of radiation protection in radiology. Emphasis will be placed on practical means of minimizing radiation exposure to the patient, radiology staff, and the general public.
Prerequisite: Enrollment in the Radiography Program.
Typically Offered: FALL

MITS 414S INTRODUCTION TO SONOGRAPHY 2 Credit Hours
This course is designed to give the allied health professions student an introduction to the field of sonography. The course will begin by covering the physics and instrumentation of ultrasound. Students will also learn sonographic anatomy, exam preparations, scanning techniques, and pathology in the areas of abdomen, obstetrics, gynecology, neurosonography, and high-resolution sonography. Course offered Fall, Spring, Summer for BSMITS DAO students.
Prerequisite: Enrollment in a CAHP program or instructor permission.
Cross List: MITS 614S.
Typically Offered: FALL/SP/SU

MITS 414T ONCOLOGY SECTIONAL ANATOMY & PATHOLOGY I 2 Credit Hours
This course is designed to give students a basic understanding of sectional anatomy and pathology requisite to competently perform radiation therapy treatment and imaging procedures. To enable the students to create optimal diagnostic images, this course provides the students with the ability to identify normal human anatomical structures in sectional images, and the ability to distinguish common pathological processes and variant anatomy. The sectional anatomy and pathology covered in this course will include pelvis (urinary reproductive systems), spine/ head (nervous system) and neck/neck lymphatics.
Prerequisite: Enrollment in the undergraduate Radiation Therapy program or instructor permission.
Cross List: MITS 614R.
Typically Offered: SPRING

MITS 415R MRI PHYSICS & SYSTEMS I 2 Credit Hours
This course is designed for use within a magnetic resonance imaging program (MRI) or related health science profession. Course content will include a comprehensive MRI safety overview, an introduction of fundamental MRI concepts including magnetization, image contrast, image weighting, and introduction to pulse sequences, instrumentation, spatial encoding principles and imaging parameters and their trade-offs.
Prerequisite: Enrollment in the UNMC Magnetic Resonance Imaging Program or by permission of instructor.
Cross List: MITS 615R.
Typically Offered: SPRING

MITS 415T ONCOLOGY SECTIONAL ANATOMY & PATHOLOGY II 2 Credit Hours
This course is a continuation of MITS 414/614T and is designed to give students a basic understanding of sectional anatomy and pathology requisite to competently perform radiation therapy treatment and imaging procedures. To enable the students to create optimal diagnostic images, this course provides the students with the ability to identify normal human anatomical structures in sectional images, and the ability to distinguish common pathological processes and variant anatomy. The sectional anatomy and pathology covered in this course will include abdomen (gastrointestinal system) and abdomen (gastrointestinal system).
Prerequisite: Enrollment in a CAHP program or instructor permission.
Cross List: MITS 615S.
Typically Offered: SPRING

MITS 415S PROFESSIONAL PROJECTS I 2 Credit Hours
This course will allow the DMS student to conduct an in-depth investigation into the field of Diagnostic Medical Sonography. The student will research, identify, and form a differential diagnosis for pathologic cases imaged by ultrasound. Written communication skills will be advanced through completion of a scientific paper and poster exhibit related to the field of sonography. Course offered Fall, Spring, Summer for BSMITS DAO students.
Prerequisite: Enrollment in the undergraduate Diagnostic Medical Sonography program or instructor permission.
Cross List: MITS 615S.
Typically Offered: FALL

MITS 420R MRI PHYSICS & SYSTEMS II 2 Credit Hours
This course is a continuation of MITS 419/619R and is for the student who is enrolled in a Magnetic Resonance Imaging (MRI) program or related health science discipline. Content will be built upon principles covered in MITS 419/619R and establishing understanding of spin echo and gradient echo pulse sequences, image artifacts and methods to correct them, and advanced imaging procedures including contrast and contrast procedures, diffusion, perfusion, fMRI and spectroscopy.
Prerequisite: MITS 419R, enrollment in the UNMC Magnetic Resonance Imaging Program or by permission of instructor.
Cross List: MITS 620R.
Typically Offered: SPRING

MITS 420T IND STUDY PROJECT 1-3 Credit Hours
IND STUDY PROJECT
Typically Offered: FALL/SP/SU
MITS 421S PROFESSIONAL PROJECTS II 1 Credit Hour
This course is comprised of two components. The first component will consist of oral case presentations demonstrating integration of key facets of didactic and clinical education. This section fosters the student's oral communication skills and enhances professional development and growth. The second component will consist of the student collaborating in the design and construction of a scientific poster exhibit relating to the field of sonography. Course offered Fall, Spring, Summer for BSMITS DAO students.
Prerequisite: Enrollment in the undergraduate Diagnostic Medical Sonography program, MITS 419S or instructor permission.
Cross List: MITS 621S.
Typically Offered: SUMMER

MITS 422S INTRO TO VASCULAR SONOGRAPHY 2 Credit Hours
This course is designed for registered diagnostic medical sonographers who are preparing to take their vascular technology examination. The course will cover hemodynamics, anatomy, and pathology of the cerebral, extremity, abdominal and pelvic vessels. Students will also learn exam preparations and scanning techniques. This course will provide only didactic instruction and will not include clinical experience.
Prerequisite: Current ARDMS, ARRT credentials or instructor permission.
Cross List: MITS 622S.
Typically Offered: FALL/SP/SU

MITS 423S PATHOLOGY FOR THE HEALTH CARE PROFESSIONAL 2 Credit Hours
This course allows an in-depth investigation into pathology that may be encountered by the health care professional in clinical practice. The relationship of clinical symptoms, labs values, and imaging findings will be covered for each disease process.
Prerequisite: Current ARDMS or ARRT credentials and/or permission of the instructor.
Typically Offered: FALL/SP/SU

MITS 424S BREAST SONOGRAPHY 1 Credit Hour
This course is designed to prepare the registered sonographer or radiographer for the Breast Sonography Certification Exam offered by the ARDMS or ARRT. The course will offer a comprehensive review of sonographic principles and instrumention, sonographic anatomy and pathology of the breast, and interventional procedures/treatment. This course does not offer a clinical component.
Prerequisite: Current ARDMS or ARRT credentials or instructor permission.
Cross List: MITS 624S.
Typically Offered: FALL/SP/SU

MITS 424T CLINICAL ONCOLOGY I 2 Credit Hours
Content is designed to examine and evaluate the management of neoplastic disease using knowledge in arts and sciences, while promoting critical thinking and the basis of ethical clinical decision making. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis of neoplastic disease will be presented, discussed and evaluated in relation to histology, anatomical site and patterns of spread. The radiation therapists' responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the scope of the profession. Site specific neoplasms covered in this course will include: Breast, Gastrointestinal, Genitourinary, Head and Neck, Reproductive and Respiratory. Because of the higher level nature of the course and the involvement of medical residents and medical physics residents, the curriculum is the same for both 424T and 424T.
Prerequisite: Enrollment in the undergraduate Radiation Therapy program or instructor permission.
Cross List: MITS 624T.
Typically Offered: FALL

MITS 425R MRI POSITIONING & PROTOCOLS I 2 Credit Hours
This course is directed to the student who is enrolled in a Magnetic Resonance Imaging (MRI) program or related health science discipline. Content will include materials related to MRI safety and patient care, cross sectional anatomy, patient positioning, MRI instrumentation, and technical parameters associated with MR imaging of the brain, spine, abdomen, and musculoskeletal exams. Students enrolled in this course must have access to an MRI scanner in order to complete various protocol assignments.
Prerequisite: Enrollment in the UNMC Magnetic Resonance Imaging Program or by permission of instructor.
Cross List: MITS 625R.
Typically Offered: FALL

MITS 425T CLINICAL ONCOLOGY II 2 Credit Hours
Content is designed to examine and evaluate the management of neoplastic disease using knowledge in arts and sciences, while promoting critical thinking and the basis of ethical clinical decision making. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis of neoplastic disease will be presented, discussed and evaluated in relation to histology, anatomical site and patterns of spread. The radiation therapists' responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the scope of the profession. Site specific neoplasms covered in this course will include: Central Nervous System, Endocrine, Hematopoietic, Integumentary, Lymphoreticular, Musculoskeletal, Pediatric, Metastatic and Emergent disease. Because of the higher level nature of the course and the involvement of medical residents and medical physics residents, the curriculum is the same for both 425T and 625T.
Prerequisite: Enrollment in the undergraduate Radiation Therapy Program or instructor permission.
Cross List: MITS 625T.
Typically Offered: SPRING

MITS 427R PATIENT EDUCATION AND ASSESSMENT IN MAMMOGRAPHY 1 Credit Hour
PATIENT EDUCATION AND ASSESSMENT IN MAMMOGRAPHY
Typically Offered: FALL/SP/SU
MIT 428T PRINCIPLES AND PRACTICE OF RADIATION THERAPY 2
Credit Hours
This course is designed to provide an overview of cancer and the specialty of radiation therapy. Historic and current aspects of cancer treatment will be covered. The roles and responsibilities of the radiation therapist will be discussed. Aspects of law and ethics pertaining to a radiation therapist are included. Basic principles of radiation safety are reinforced. In addition, treatment prescription, techniques, and treatment delivery will be covered. Oral and written communication skills are developed with the writing and presentation of an article abstract pertaining to radiation oncology.
Prerequisite: Enrollment in the Radiation Therapy Program.
Cross List: MITS 628T.
Typically Offered: FALL

MIT 429R INTRUMENTATION & QUALITY ASSURANCE IN MAMMOGRAPHY 1 Credit Hour

INTRUMENTATION QUALITY ASSURANCE IN MAMMOGRAPHY
Typically Offered: FALL/SP/SU

MIT 430T PATIENT CARE 1 Credit Hour
This course builds upon the students previous academic knowledge and clinical experience. Assessment and evaluation of the cancer patient for service delivery will be addressed. Content will include examination of patients psychological and physical needs affecting radiation treatment outcome. The role of chemotherapy will be discussed; to include common agents, routes of administration, and side effects. Routine and emergency care procedures will be reviewed or presented.
Prerequisite: Enrollment in the undergraduate Radiation Therapy Program or instructor permission.
Cross List: MITS 630T.
Typically Offered: FALL

MIT 431S OBSTETRICAL CONFERENCE I 1 Credit Hour
This course is designed to give the student the opportunity and responsibility to investigate basic topics in obstetric and gynecologic sonography. The course will consist of weekly presentations by the students on an assigned topic. Two students will give presentations each week. The topics to be covered each week are listed in the course outline. The presentation should be brief (10 minutes) and should include the following: facts about the topic, reasons why it is important in ultrasound, and examples of the sonographic appearance. The remainder of each class session will be presented by the faculty and will consist of current OB/GYN case material.
Prerequisite: Enrollment in the DMS Program or instructor permission.
Cross List: MITS 631S.
Typically Offered: FALL

MIT 432S GASTROINTESTINAL ULTRASOUND 3 Credit Hours
This course is designed to provide the student with a working knowledge of gastrointestinal sonography. The student is provided with instruction in sectional anatomy, scanning techniques, physiology, pathophysiology of the liver, gallbladder, biliary tract, pancreas, spleen.
Prerequisite: Enrollment in the DMS Program or instructor permission.
Cross List: MITS 632S.
Typically Offered: FALL/SP/SU

MIT 434S VASCULAR SONOGRAPHY EXTERNSHIP 3 Credit Hours
This clinical course is designed to provide the sonography student with a working knowledge of clinical vascular sonography. The student will apply concepts learned in didactic courses to the performance of noninvasive vascular procedures. Emphasis will be placed on delivering quality patient care, applying scanning techniques and protocols, producing quality images, identifying normal anatomy, and recognizing pathology.
Prerequisite: MITS 424S or MITS 624S, satisfactory completion of a DMS program, ARDMS or ARRT certification and DMS Program Director permission.
Corequisite: MITS 424S or MITS 624S, satisfactory completion of a DMS program, ARDMS or ARRT certification and DMS Program Director permission.
Cross List: MITS 634S.
Typically Offered: FALL/SPR

MIT 435T TREATMENT PLANNING & DELIVERY 3 Credit Hours
This course covers concepts of clinical dosimetry, brachytherapy, and treatment planning. Emerging technologist and delivering precise doses of radiation are emphasized. Included are isodose summation, construction and calculations. The importance of lifelong learning is addressed with the construction and presentation of an educational exhibit incorporating radiation therapy’s role in cancer care as well as completion of the ASRT IGRT educational modules. Activities emphasizing inter-professionalism and leadership are also included. Written and oral communication skills will continue to be strengthened through the writing and presentation of an article abstract assignment. MITS 635T students will complete a scientific essay and present it to their peers.
Prerequisite: Enrollment in the undergraduate Radiation Therapy Program or instructor permission.
Cross List: MITS 635T.
Typically Offered: SPRING

MIT 436S ADULT CARDIAC SONOGRAPHY EXTERNSHIP 3 Credit Hours
This clinical course is designed to provide the sonography student with a working knowledge of clinical cardiac sonography. The student will apply concepts learned in their didactic courses to the performance of adult echocardiography procedures. Emphasis will be placed on delivering quality patient care, applying scanning techniques and protocols, producing quality images, identifying normal anatomy, and recognizing pathology.
Prerequisite: MITS 437S or 637S, MITS 438S or 638S, satisfactory completion of a DMS program, ARDMS or ARRT certification and DMS Program Director permission.
Corequisite: MITS 437S or MITS 637S, MITS 438S or MITS 638S, satisfactory completion of a DMS program, ARDMS or ARRT certification and DMS Program Director permission.
Cross List: MITS 636S.
Typically Offered: FALL
MITS 436T RADIATION THERAPY CLINICAL EDUCATION I

This course provides the student with the necessary skills used in treatment delivery, record keeping, simulation, and development of patient-therapist rapport. Content is designed to provide sequential development, application and integration of concepts and theories in radiation therapy. Clinical experiences will include operation of linear accelerators, instruction in dosimetry, beam modification, simulation procedures, and patient-centered clinical practices. Concepts of team practice, critical thinking, and professional development will also be presented and evaluated.

Cross List: MITS 636T.
Typically Offered: FALL

MITS 437S CARDIAC ANATOMY & PHYSIOLOGY 1

This course is designed to prepare the registered sonographer for the Adult Echocardiography Certification Exam offered by the ARDMS or CCI. The course will offer a comprehensive review of cardiac anatomy and physiology and the related sonographic findings. Exam indications and protocols will also be covered. This course does not offer a clinical component.

Prerequisite: Satisfactory completion of a DMS Program, ARDMS or ARRT certification and DMS Program Director permission.
Cross List: MITS 637S.
Typically Offered: FALL/SP/SU

MITS 438N ADVANCED RADIATION BIOLOGY

Content will include review and continuation of basic radiobiology involved with radiographic and nuclear medicine imaging, and radiation therapy. It will address the radiobiological/biophysical events at the cellular and subcellular levels. Analysis of factors influencing radiation response of cells and tissues will be covered. Construction and evaluation of radiobiological data on graphs, charts, and survival curves will be included. Relationships of time, dose, fractionation, volume and site as they apply to both normal and tumor biology will be evaluated. The principles of radiation response modifiers, hyperthermia, chemotherapy and their influence on biologic effects in combination with radiation will be examined. Note: This is an interdisciplinary course for radiation science modalities. This course is directed to the senior level students enrolled in the Radiation Oncology Residency Program, Radiation Physics Residency Program, Radiation Therapy Program and degree advancement programs. Students are expected to learn biological considerations specific to several modalities within the radiation science professions.

Prerequisite: Enrollment in a Medical Imaging and Therapeutic Sciences Program or instructor permission.
Cross List: MITS 638N.
Typically Offered: FALL/SP/SU

MITS 439T RADIATION THERAPY CLINICAL EDUCATION II

As a continuum of Applied Radiation Therapy I, this course provides the student with the necessary skills used in treatment delivery, record keeping, simulation, and development of patient-therapist rapport. Content is designed to provide sequential development, application and integration of concepts and theories in radiation therapy. Clinical experiences will include operation of linear accelerators, instruction in dosimetry, beam modification, simulation procedures, and patient-centered clinical practices. Concepts of team practice, critical thinking, and professional development will also be presented and evaluated. For 639T, students will participate in a cytology lab assignment to identify various histologic types of cancers treated in the clinic.

Prerequisite: Enrollment in the Radiation Therapy Program, MITS 428T, MITS 436T or instructor permission.
Cross List: MITS 639T.
Typically Offered: SPRING

MITS 440R CASE STUDIES & JOURNAL REVIEW

Case Studies Journal Review is an independent upper-level course designed for radiation science students in a baccalaureate degree program to facilitate analytical and critical thinking skills, apply their written and oral communication skills, and foster professional development and growth. Students will research, identify, and form a differential diagnosis for clinical cases imaged by various diagnostic modalities. Students will also study and critique medical cases and professional peer-reviewed journal articles. This course will allow students to broaden their educational experience in radiation science and their specific modality of study by investigating cases from a wider perspective. Students will review clinical cases to gain a better understanding of their scope of practice/role as a radiation science professional in an integrated health care system. They will witness, reflect upon, and discuss the interdisciplinary medical process; patient clinical presentation, historical interview, diagnostic findings, differential diagnosis, initial diagnosis, actual pathology, definition of terms, therapy, follow up, home care and support, and the healthcare provider/patient relationship. They will also consider any medical legal issues, communication issues, age related and cultural competency issues, risk management issues, and/or ethical issues associated with each case.

Prerequisite: Enrollment in the BS/MTS DAO Program or instructor permission.
Typically Offered: SUMMER

MITS 441R MRI POSITIONING & PROTOCOLS II

This course is a continuation of MITS 425/625R and is for the student who is enrolled in a Magnetic Resonance Imaging (MRI) program or related health science discipline. Content will include materials related to MRI safety and patient care, cross sectional anatomy, patient preparation, patient positioning, MRI instrumentation, and technical parameters associated with MR imaging of the upper and lower extremities, soft tissue and boney pelvis, cardiac, chest, and breast MRI. Content will also include material related to MRI quality control procedures. Students enrolled in this course must have access to an MRI scanner in order to complete various protocol assignments.

Prerequisite: MITS 425R, enrollment in the undergraduate MRI Program or by permission of instructor.
Cross List: MITS 641R
Typically Offered: SPRING
MITS 441S DIAGNOSTIC FILM REVIEW I 2 Credit Hours
This course is designed to give the student an understanding of normal and pathologic conditions and how they are viewed by Ultrasound. Course materials will consist of teaching file cases from the Ultrasound Section in the department of Radiology. The class will consist of two (2) weekly lecture sessions. Each Monday, a student will present a case of the week from the cases they have seen during the previous weeks Clinical Rotation. This brief presentation (10-15 minutes) will include pertinent facts on patient history, lab values, previous imaging studies, and sonographic findings. The remainder of the class will be presented by the faculty and will consist of the students reviewing ultrasound cases with faculty guidance to make the correct differential diagnosis.
Prerequisite: Enrollment in the DMS Program or instructor permission.
Cross List: MITS 641S.
Typically Offered: FALL

MITS 442T PROFESSIONAL PROJECTS 3 Credit Hours
This course will emphasize the dosimetry and treatment planning aspects of the radiation therapy profession. Completion of the dosimetry workbook documents experiences and learning in dosimetry and physics. The second component of this course requires the student to investigate a clinical case demonstrated during their clinical experience and expand on the information to develop a well written case study which will then be presented to their peers. This will allow the radiation therapy student to facilitate analytical and critical thinking skills, apply their written and oral communication skills and foster professional development and growth. Professional development will also be addressed by attending a tumor board conference and the completion of two Bioterrorism Public Health Emergency modules sponsored by the University of Nebraska Medical Center. Due to the advanced dosimetry content, requirements for 442T and 642T are the same.
Prerequisite: Enrollment in the BSMITS DAO, ARRT certification or instructor permission.
Typically Offered: FALL/SP/SU

MITS 443T RADIATION THERAPY CLINICAL EDUCATION III 5 Credit Hours
This clinical course is designed to provide the Radiation Therapy student with a working knowledge of Radiation Therapy. It will provide the student the opportunity to apply academic clinical skills previously learned with minimal instruction, while maintaining direct supervision and assistance. The student will participate clinically with the theory and operation of linear accelerators, simulators and treatment planning equipment with increased levels of responsibility. Assessment and care of the cancer patient is also emphasized. Assignments and clinical rotations for this course will be a continuation from Applied Radiation Therapy II. MITS 643T students will be required to complete a QA procedure on a VMAT treatment and submit documentation from physics/dosimetry.
Prerequisite: Enrollment in the Radiation Therapy Program, MITS 439T, MITS 435T or instructor permission.
Cross List: MITS 643T.
Typically Offered: SUMMER

MITS 444T OPERATIONAL ISSUES IN ONCOLOGY 2 Credit Hours
This course is designed to focus on components of quality improvement programs and various operational issues in radiation therapy. Quality control and assessment for treatment delivery, planning and patient care are included as well as image acquisition. The role of the radiation therapist in billing, reimbursement and continuous quality improvement will be presented along with issues of regulation, accreditation and budgeting.
Prerequisite: Enrollment in the Radiation Therapy Program, MITS 435T, MITS 438N or instructor permission.
Cross List: MITS 644T.
Typically Offered: SUMMER

MITS 445T COMPREHENSIVE SEMINAR AND BOARD REVIEW 2 Credit Hours
This course is a comprehensive review of didactic learning material presented in the professional radiation therapy curriculum completed thus far in the student’s educational process. It will assist the therapy student in a way to demonstrate an overall understanding of the knowledge and skills needed to be a successful, competent radiation therapist. One component of this course will review content categories including: Radiation protection and quality assurance, Clinical concepts in radiation oncology, Treatment planning, Treatment delivery; and Patient care and education. Due to the intensive nature of this course, requirements for 445T and 645T are the same.
Prerequisite: Enrollment in the Radiation Therapy Program, MITS 438N, MITS 439T or instructor permission.
Cross List: MITS 645T.
Typically Offered: SUMMER

MITS 450R MRI CAPSTONE 2 Credit Hours
The MRI Capstone course prepares students for the ARRT MRI Board Examination by providing a comprehensive review of magnetic resonance imaging. The topics to be covered include patient care and safety, imaging procedures, pulse sequences, data manipulation, special procedures, sequence parameters and options, instrumentation, fundamentals of image formation, artifacts, and quality control.
Prerequisite: Enrollment in the undergraduate MRI Program or instructor permission.
Cross List: MITS 650R.
Typically Offered: SPRING

MITS 451S ULTRASOUND PHYSICS II 1 Credit Hour
This course is designed to provide the student with an understanding of the fundamental principles of ultrasound physics instrumentation. Topics to be covered include hemodynamics, Doppler, color Doppler, quality assurance, bioeffects and new advances in technology. Concepts will focus on applicability in the clinical setting and preparation for the registry examination. Course offered Fall, Spring, Summer for BSMITS DAO students.
Prerequisite: Enrollment in the Undergraduate Diagnostic Medical Sonography Program or instructor permission.
Cross List: MITS 651S.
Typically Offered: SPRING
MITS 452S SONOGRAPHY CLINICAL EDUCATION III 5 Credit Hours
This clinical course is designed to provide the DMS student with a working knowledge of Diagnostic Medical Sonography. The student will participate in clinical ultrasound exams with increased emphasis placed on operating equipment, producing quality images, applying scanning techniques and protocols, recognizing sonographic features and findings associated with various pathologies, and providing differential diagnosis. Clinical Competency Evaluations will be used to assess application of technical skills and knowledge. Overall Clinical Evaluations will monitor affective, psychomotor, and cognitive skills.
Prerequisite: Enrollment in the undergraduate Diagnostic Medical Sonography Program.
Cross List: MITS 652S.
Typically Offered: SUMMER

MITS 453S OBSTETRICAL CONFERENCE III 1 Credit Hour
This course is designed to give the student the opportunity and responsibility to investigate advanced pathological changes as seen by sonography in the OB/GYN patient. The course will consist of weekly presentations by the students on an assigned topic. Two students will give presentations each week. The topics to be covered each week are listed in the course outline. The presentation should be brief (10 minutes) and should include the following: facts about the topic, reasons why it is important in obstetrical sonography, and examples showing the sonographic appearance. The remainder of each class session will be presented by the faculty and will consist of current OB/GYN case material. Enrollment in the undergraduate Diagnostic Medical Sonography Program.
Cross List: MITS 653S.
Typically Offered: SUMMER

MITS 454S DIAGNOSTIC FILM REVIEW III 2 Credit Hours
This course is designed to give the student an understanding of normal sonographic findings and the sonographic findings associated with various pathologies. Course materials will consist of teaching file cases from the Ultrasound Section in the Department of Radiology. A logical approach to analyzing ultrasound findings and developing meaningful differential diagnoses will be stressed. The class will consist of two (2) lectures each week. Each Monday, a student will present a case of the week from the cases they have seen during the previous weeks Clinical Rotation. This brief presentation (approximately 10 minutes) will include pertinent facts on patient history, lab values, previous imaging studies, and sonographic findings. The remainder of the class session will be presented by the faculty and will consist of the students reviewing ultrasound cases with faculty guidance to make the correct differential diagnosis.
Prerequisite: Enrollment in the undergraduate Diagnostic Medical Sonography Program.
Cross List: MITS 654S.
Typically Offered: SUMMER

MITS 455S HIGH RESOLUTION SONOGRAPHY 1 Credit Hour
This course is designed to provide the student with a working knowledge of anatomy, physiology, pathology related to the scrotum, retroperitoneum, RE system, musculoskeletal system, thyroid, parathyroid, GI tract, breast, abdominal wall, diaphragm, peritoneum. Scanning techniques will also be covered for each topic. Course offered Fall, Spring, Summer for BSMITS DAO students.
Prerequisite: Enrollment in the undergraduate Diagnostic Medical Sonography Program.
Cross List: MITS 655S.
Typically Offered: SUMMER

MITS 456S NEUROSONOGRAPHY 2 Credit Hours
This course is designed to provide the student a working knowledge of the embryologic development, anatomy, and physiology of the CNS, CSF formation and circulation, blood supply to the brain, scanning techniques, pathology of the neonatal brain and spine, and medical care of the neonate during scanning.
Prerequisite: Enrollment in an MITS Program or instructor permission.
Cross List: MITS 656S.
Typically Offered: FALL/SP/SU

MITS 457R CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY I 3 Credit Hours
This didactic course includes instruction over: the history of Angiography, medical and legal implications of angiographic procedures, pharmaceuticals and contrast agents used in interventional radiology, patient care procedures, quality control, angiographic equipment, and image enhancement techniques.
Prerequisite: Enrollment in the CVIT undergraduate program or instructor approval.
Cross List: MITS 657R.
Typically Offered: FALL/SP/SU

MITS 457S PEDIATRIC SONOGRAPHY 2 Credit Hours
This course focuses on the use of ultrasound in the pediatric patient. It is designed to provide the student a working knowledge of patient care practices and scanning techniques related to pediatric imaging. Anatomy, pathology, and sonographic correlation will be covered for organs/structures related to the central nervous system, neck, thorax, abdomen, pelvis, and musculoskeletal system. Course offered Fall, Spring, Summer for BSMITS DAO students.
Prerequisite: Enrollment in the undergraduate Diagnostic Medical Sonography Program.
Cross List: MITS 657S.
Typically Offered: SUMMER

MITS 458R CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY II 3 Credit Hours
This didactic course includes instruction over: interventional procedures of arterial and vascular systems, central venous access procedures, cardiac-interventional, vascular-interventional, neurologic-interventional and nonvascular interventional procedures. This course also includes discussion of supplies and materials used in intervention procedures.
Prerequisite: Enrollment in the CVIT undergraduate Program, MITS 457R or instructor permission.
Cross List: MITS 658R.
Typically Offered: FALL/SP/SU

MITS 458S MUSCULOSKELETAL SONOGRAPHY 2 Credit Hours
This course focuses on the use of ultrasound for imaging the musculoskeletal system. It is designed to provide the student with a basic working knowledge and the skills required to image and diagnose musculoskeletal-related conditions. Key concepts to be covered include scanning techniques, anatomy and pathology with sonographic correlation, and invasive procedures.
Prerequisite: Current ARDMS or ARRT certification or DMS director permission.
Cross List: MITS 658S.
Typically Offered: FALL/SP/SU
MITS 460R CT PROTOCOLS AND CROSS SECTIONAL ANATOMY 2 Credit Hours
Content provides detailed coverage of procedures for CT imaging of adults and pediatric patients. Procedures include, but are not limited to, indications for the procedure, patient education, preparation, orientation and positioning, patient history and assessment, contrast media usage, scout image, selectable scan parameters and archiving of the images. CT procedures will be taught for differentiation of specific structures, patient symptomology and pathology. CT images studied will be reviewed for quality, anatomy and pathology. CT procedures vary from facility to facility and normally are dependent on the preferences of the radiologists.
Prerequisite: Enrollment in the CT Practicum, Radiography Program, MITS DAO or instructor approval.
Cross List: MITS 660R.
Typically Offered: SUM/FALL

MITS 461R CT PHYSICS 1 Credit Hour
This course will cover the fundamental physic principles, quality control, and instrumentation needed for a CT technologist.
Prerequisite: Enrollment in the CT Practicum, Radiography Program, MITS DAO or instructor permission.
Cross List: MITS 661R.
Typically Offered: SUM/FALL

MITS 462R APPLIED COMPUTED TOMOGRAPHY 3-6 Credit Hours
This clinical course will cover patient set-up (positioning) and scan set-up (protocols), for Computerized Tomography examinations. The clinical rotations will include hands-on experience. Students will have the opportunity to seek out exam competencies that may be applied toward ARRT CT certifying examination eligibility.
Prerequisite: Enrollment in the CT Practicum, MITS 460R, MITS 461R, or instructor permission.
Cross List: MITS 662R.
Typically Offered: SUM/FALL

MITS 463R CT CAPSTONE 2 Credit Hours
The Computed Tomography Capstone prepares students for board examinations by providing a comprehensive review of computed tomography imaging. The topics to be covered include patient care and safety, imaging procedures, protocols, data manipulation, instrumentation, fundamentals of image formation, artifacts, and quality control.
Prerequisite: Enrollment in the CT Program or instructor permission.
Cross List: MITS 663R.
Typically Offered: SUM/FALL

MITS 464R MITS INDEPENDENT STUDIES 1-2 Credit Hours
MITS INDEPENDENT STUDIES
Typically Offered: FALL/SP/SU

MITS 464R SPECIAL TOPICS IN IMAGING SCIENCES 1-3 Credit Hours
This is an applied clinical course which will cover the patient care, positioning, and equipment operation skills required for the Imaging Sciences discipline. The clinical rotations will include hands-on experience. Students will have the opportunity to seek out exam competencies.
Prerequisite: Enrollment in an MITS Program or Practicum or instructor permission.
Cross List: MITS 664R.
Typically Offered: FALL/SP/SU

MITS 465R MRI CLINICAL EDUCATION I 6 Credit Hours
The course will cover patient set-up (positioning) and scan set up (protocols), for MRI examinations. The clinical rotations will include hands-on experience through a variety of clinical settings. Additionally, students will gain exam competencies, which will be applied toward ARRT certifying examination eligibility.
Prerequisite: Admission in the UNMC Magnetic Resonance Imaging Program.
Cross List: MITS 665R.
Typically Offered: FALL

MITS 466R MRI CLINICAL EDUCATION II 6 Credit Hours
The course will cover patient set-up (positioning) and scan set up (protocols), for MRI examinations. The clinical rotations will include hands-on experience through a variety of clinical settings. Additionally, students will gain exam competencies, which will be applied toward ARRT certifying examination eligibility.
Prerequisite: MITS 465R and/or Program Director approval.
Cross List: MITS 666R.
Typically Offered: SPRING

MITS 467R SPECIAL PROJECTS I 1 Credit Hour
This is an independent study assignment designed to give the student the opportunity to develop a scientific essay on selected special topics in the medical imaging and therapeutic sciences field.
Prerequisite: Enrollment in the undergraduate MRI Program or instructor permission.
Cross List: MITS 667R.
Typically Offered: FALL/SP/SU

MITS 468R SPECIAL PROJECTS II 1 Credit Hour
This is an independent study assignment designed to give the student the opportunity to develop a scientific exhibit and present its findings on selected special topics in Radiologic Technology.
Prerequisite: Enrollment in the undergraduate MRI Program, MITS 467R or instructor permission.
Cross List: MITS 668R.
Typically Offered: FALL/SP/SU

MITS 473R CVIT CLINICAL EDUCATION I 6-10 Credit Hours
This clinical course is intended to initiate participation of the CVIT student in patient care (prior, during and following procedure), radiation safety measures (accompanying high dose procedures), and routine and emergency procedures and protocols performed in Interventional Radiography Suites and Cardiac Catheterization Laboratories. This experience is intended to provide the student with the confidence needed to assist and perform procedures that parallel progress in his or her didactic education.
Prerequisite: Enrollment in the CVIT undergraduate program or instructor approval.
Cross List: MITS 673R.
Typically Offered: FALL/SP/SU

MITS 478R SPECIAL TOPICS IN CVIT 1 Credit Hour
This course covers special topics in the CVIT discipline. Topics may include but are not limited to, new technologies, equipment, and procedures.
Prerequisite: Enrollment in the CVIT Program or instructor permission.
Cross List: MITS 678R.
Typically Offered: FALL/SP/SU
MIT 474R CVIT CLINICAL EDUCATION III 6-10 Credit Hours
This clinical course is intended to initiate participation of the CVIT student in patient care (prior, during and following procedure), radiation safety measures (accompanying high dose procedures), and routine and emergency procedures and protocols performed in Interventional Radiography Suites and Cardiac Catheterization Laboratories. This experience is intended to provide the student with the confidence needed to assist and perform procedures that parallel progress in his or her didactic education.
Prerequisite: Enrollment in the undergraduate CVIT Program, MIT 473R or instructor permission.
Cross List: MIT 674R.
Typically Offered: FALL/SP/SU

MIT 475R CVIT CLINICAL EDUCATION III 6-10 Credit Hours
This clinical course is intended to initiate participation of the CVIT student in patient care (prior, during and following procedure), radiation safety measures (accompanying high dose procedures), and routine and emergency procedures and protocols performed in Interventional Radiography Suites and Cardiac Catheterization Laboratories. This experience is intended to provide the student with the confidence needed to assist and perform procedures that parallel progress in his or her didactic education.
Prerequisite: Enrollment in the undergraduate CVIT Program, MIT 473R, MIT 474R.
Cross List: MIT 675R.
Typically Offered: FAL/S/SP/SU

MIT 601S ULTRASOUND PHYSICS I 1 Credit Hour
This course is designed to provide the student with fundamental information necessary to understand the principles of ultrasound physics as it applies to diagnostic imaging. Topics to be covered include sound parameters, interaction of sound with media, resolution, transducers, instrumentation, real-time imaging, and image storage and display. Concepts will focus on applicability in the clinical setting and preparation for the registry examination.
Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission.
Cross List: MIT 401S.
Typically Offered: FALL

MIT 602S SONOGRAPHY CLINICAL EDUCATION II 5 Credit Hours
This clinical course is designed to provide the DMS student with a working knowledge of Diagnostic Medical Sonography. The student will participate in clinical ultrasound exams with emphasis on operating equipment, producing quality images, applying scanning techniques and protocols, identifying normal anatomy, and recognizing pathology. Clinical Competency Evaluations will be used to assess application of technical skills and knowledge. Overall Clinical Evaluations will monitor affective, psychomotor, and cognitive skills.
Prerequisite: Enrollment in the Post Baccalaureate Diagnostic Medical Sonography program, MIT 412S/612S or instructor permission.
Cross List: 402S.
Typically Offered: SPRING

MIT 603S DIAGNOSTIC FILM REVIEW II 2 Credit Hours
This course is designed to give the student an understanding of normal and pathologic conditions and how they are viewed by Ultrasound. Course materials will consist of teaching file cases from the Ultrasound Section in the Department of Radiology. The class will consist of two (2) weekly lecture sessions. Each Monday, a student will present a case of the week from the cases they have seen during the previous weeks Clinical Rotation. This brief presentation (10-15 minutes) will include pertinent facts on patient history, lab values, previous imaging studies, and sonographic findings. The remainder of the class will be presented by the faculty and will consist of the students reviewing ultrasound cases with faculty guidance to make the correct differential diagnosis.
Prerequisite: Enrollment in the Post Baccalaureate Diagnostic Medical Sonography Program, MIT 614S or instructor permission.
Cross List: MIT 403S.
Typically Offered: SPRING

MIT 605S OBSTETRICAL CONFERENCE II 1 Credit Hour
This course is designed to give the student the opportunity and responsibility to investigate common pathological changes as seen by sonography in the OB/GYN patient. The course will consist of weekly presentations by the students on an assigned topic. Two students will give presentations each week. The topics to be covered each week are listed in the course outline. The presentations should be brief (10 minutes) and should include the following: facts about the topic, reasons why it is important in obstetrical sonography, and examples showing the sonographic appearance. The remainder of each class session will be presented by the faculty and will consist of current OB/GYN case material.
Prerequisite: Enrollment in the Post Baccalaureate Diagnostic Medical Sonography Program, MIT 631S, or instructor permission.
Cross List: MIT 405S.
Typically Offered: SPRING

MIT 605T ORIENTATION TO RADIATION THERAPY 1 Credit Hour
This course is designed to give the student an understanding of normal and pathologic conditions and how they are viewed by Ultrasound. Course materials will consist of teaching file cases from the Ultrasound Section in the Department of Radiology. The class will consist of two (2) weekly lecture sessions. Each Monday, a student will present a case of the week from the cases they have seen during the previous weeks Clinical Rotation. This brief presentation (10-15 minutes) will include pertinent facts on patient history, lab values, previous imaging studies, and sonographic findings. The remainder of the class will be presented by the faculty and will consist of the students reviewing ultrasound cases with faculty guidance to make the correct differential diagnosis.
Prerequisite: Enrollment in the Post Baccalaureate Diagnostic Medical Sonography Program, MIT 614S or instructor permission.
Cross List: MIT 403S.
Typically Offered: SPRING

MIT 607S ADVANCED OBSTETRICAL ULTRASOUND 2 Credit Hours
This course is designed to give the student a working knowledge of obstetrics as it relates to sonography. The student is instructed on fetal embryology, normal anatomy, gestational age assessment, anomalies of each organ system, uteroplacental anatomy and physiology, and maternal and fetal complications associated with pregnancy.
Prerequisite: Enrollment in the Post Baccalaureate Diagnostic Medical Sonography Program or instructor permission.
Cross List: MIT 407S.
Typically Offered: SPRING
**MITS 608S GYNECOLOGICAL ULTRASOUND 1 Credit Hour**

This course is designed to give the student a working knowledge of patient care preparation, normal female pelvic anatomy, reproductive physiology, gynecological pathology and scanning techniques. Clinical application of gynecological sonography will be emphasized in this course.

Prerequisite: Enrollment in the Post Baccalaureate Diagnostic Medical Sonography Program or instructor permission.

Cross List: MITS 408S.

Typically Offered: FALL

**MITS 608T RADIATION THERAPY PHYSICS 2 Credit Hours**

This course is the study of the fundamental physics principles and applications utilized in clinical radiation oncology. Wherever possible, clinical correlations will be made. Fundamental nuclear physics, charged particle interaction, measurement of absorbed dose, dosimetric calculations, external beam therapy, brachytherapy and radiation safety will be discussed in detail. New and future therapeutic techniques will also be introduced. Because of the higher level nature of the course and the involvement of medical residents and medical physics residents, the curriculum is the same for both 408T and 608T.

Prerequisite: Enrollment in the Post Baccalaureate Radiation Therapy Program or instructor permission.

Cross List: MITS 408T.

Typically Offered: FALL

**MITS 609S GENITOURINARY ULTRASOUND 1 Credit Hour**

This course is designed to provide the student with an understanding of anatomy, physiology, and pathology of the genitourinary system. Clinical application of genitourinary sonography will be emphasized in this course.

Prerequisite: Enrollment in the Post Baccalaureate Diagnostic Medical Sonography Program or instructor permission.

Cross List: MITS 409S.

Typically Offered: FALL

**MITS 610R SECTIONAL ANATOMY & PATHOLOGY I 4 Credit Hours**

This course is designed to give students a basic understanding of sectional anatomy and pathology requisite to competently perform computed tomography and magnetic resonance imaging procedures. To enable the students to create optimal diagnostic images, this course provides the students with the ability to identify normal human anatomical structures in sectional images, and the ability to distinguish common pathological processes and variant anatomy. The sectional anatomy and pathology covered in this course will include chest (respiratory system lymphoid system), abdomen (gastrointestinal system) and pelvis (genitourinary reproductive systems).

Prerequisite: Enrollment in an MITS program, MITS 610R or instructor permission.

Cross List: MITS 410R.

Typically Offered: SPRING

**MITS 611R SECTIONAL ANATOMY & PATHOLOGY II 4 Credit Hours**

This course is a continuation of RSTE 410R/610R and is designed to give students a basic understanding of sectional anatomy and pathology requisite to competently perform computed tomography and magnetic resonance imaging procedures. To enable the students to create optimal diagnostic images, this course provides the students with the ability to identify normal human anatomical structures in sectional images, and the ability to distinguish common pathological processes and variant anatomy. The sectional anatomy and pathology covered in this course will include chest (respiratory system lymphoid system), abdomen (gastrointestinal system) and pelvis (genitourinary reproductive systems).

Prerequisite: Enrollment in an MITS program, MITS 610R or instructor permission.

Cross List: MITS 411R.

Typically Offered: SPRING

**MITS 612S SONOGRAPHY CLINICAL EDUCATION I 4 Credit Hours**

This clinical course is designed to provide the DMS student with the fundamental knowledge and critical thinking skills necessary to participate in the clinical setting. The student will participate in a clinical setting to develop skills in equipment operation, scanning technique, scanning protocol, normal anatomy identification, and pathology recognition. Scanning assignments will be used to assess application of technical skills and knowledge. Overall Clinical Evaluations (OCE) will monitor affective, psychomotor and cognitive skills.

Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission.

Cross List: MITS 412S.

Typically Offered: FALL

**MITS 614S INTRO TO SONOGRAPHY 2 Credit Hours**

This course is designed to give the allied health professions student an introduction to the field of sonography. The course will begin by covering the physics and instrumentation of ultrasound. Students will also learn sonographic anatomy, exam preparations, scanning techniques, and pathology in the areas of abdomen, obstetrics, gynecology, neurosonography, and high-resolution sonography. Enrollment in a CAHP program or instructor permission.

Cross List: MITS 414S.

Typically Offered: FALL

**MITS 614T ONCOLOGY SECTIONAL ANATOMY & PATHOLOGY I 2 Credit Hours**

This course is designed to give students a basic understanding of sectional anatomy and pathology requisite to competently perform radiation therapy treatment and imaging procedures. To enable the students to create optimal diagnostic images, this course provides the students with the ability to identify normal human anatomical structures in sectional images, and the ability to distinguish common pathological processes and variant anatomy. The sectional anatomy and pathology covered in this course will include chest (respiratory system) and abdomen (gastrointestinal system).

Prerequisite: Enrollment in post baccalaureate Radiation Therapy program or instructor permission.

Cross List: MITS 414T.

Typically Offered: FALL
MITS 615S ORIENTATION TO DMS 2 Credit Hours
This course is designed to provide the sonography student the fundamental background and knowledge needed to begin clinical ultrasound scanning. The student will learn basic anatomy pathology, exam preparations, and scanning techniques in the areas of abdomen, obstetrics, gynecology, neurosonography, and high-resolution sonography. The course will also include ultrasound physics and instrumentation, terminology, patient history taking, departmental procedures, computer-based patient information systems. Students will attend seminars throughout the semester that cover cultural competency, patient safety, HIPPA, workplace ethics. Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission. Cross List: 415S. Typically Offered: FALL

MITS 615T ONCOLOGY SECTIONAL ANATOMY & PATHOLOGY II 2 Credit Hours
This course is a continuation of RSTE 414/614T and is designed to give students a basic understanding of sectional anatomy and pathology requisite to competently perform radiation therapy treatment and imaging procedures. To enable the students to create optimal diagnostic images, this course provides the students with the ability to identify normal human anatomical structures in sectional images, and the ability to distinguish common pathological processes and variant anatomy. The sectional anatomy and pathology covered in this course will include pelvis (urinary reproductive systems), spine/head (nervous system) and neck/neck lymphatics. Prerequisite: Enrollment in the post baccalaureate Radiation Therapy program or instructor permission. Cross List: MITS 415T. Typically Offered: FALL

MITS 619R MRI PHYSICS & SYSTEMS I 2 Credit Hours
This course is designed for use within a magnetic resonance imaging program (MRI) or related health science profession. Course content will include a comprehensive MRI safety overview; an introduction of fundamental MRI concepts including magnetization, image contrast, image weighting, and introduction to pulse sequences, instrumentation, spatial encoding principles and imaging parameters and their trade-offs. Prerequisite: Enrollment in the UNMC Magnetic Resonance Imaging Program or by permission of instructor. Cross List: MITS 419R. Typically Offered: SPRING

MITS 619S ORIENTATION TO DMS 1 1 Credit Hour
This course is designed to provide the sonography student the fundamental background and knowledge needed to begin clinical ultrasound scanning. The student will learn basic anatomy pathology, exam preparations, and scanning techniques in the areas of abdomen, obstetrics, gynecology, neurosonography, and high-resolution sonography. The course will also include ultrasound physics and instrumentation, terminology, patient history taking, departmental procedures, computer-based patient information systems. Students will attend seminars throughout the semester that cover cultural competency, patient safety, HIPPA, workplace ethics. Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission. Cross List: 415S. Typically Offered: FALL

MITS 620R MRI PHYSICS & SYSTEMS II 2 Credit Hours
This course is a continuation of MITS 419/619R and is for the student who is enrolled in a Magnetic Resonance Imaging (MRI) program or related health science discipline. Content will be built upon principles covered in MITS 419/619R and establishing understanding of spin echo and gradient echo pulse sequences, image artifacts and methods to correct them, and advanced imaging procedures including contrast and contrast procedures, diffusion, perfusion, fMRI and spectroscopy. Prerequisite: MITS 619R, enrollment in the UNMC Magnetic Resonance Imaging Program or by permission of instructor. Cross List: MITS 420R. Typically Offered: SPRING

MITS 621S PROFESSIONAL PROJECTS II 1 Credit Hour
This course is comprised of two components. The first component will consist of oral case presentations demonstrating integration of key facets of didactic and clinical education. This section fosters the student’s oral communication skills and enhances professional development and growth. The second component will consist of the student collaborating in the design and construction of a scientific poster exhibit relating to the field of sonography. Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program, MITS 619S or instructor permission. Cross List: MITS 421S. Typically Offered: SUMMER

MITS 622S INTRO TO VASCULAR SONOGRAPHY 2 Credit Hours
This course is designed for registered diagnostic medical sonographers who are preparing to take their vascular technology examination. The course will cover hemodynamics, anatomy, and pathology of the cerebral, extremity, abdominal and pelvic vessels. Students will also learn exam preparations and scanning techniques. This course will provide only didactic instruction and will not include clinical experience. Prerequisite: Current ARDMS, ARRT credentials or instructor permission. Cross List: MITS 422S. Typically Offered: FALL/SP/SU

MITS 623S PATHOLOGY FOR THE HEALTH CARE PROFESSIONAL 2 Credit Hours
This course allows an in-depth investigation into pathology that may be encountered by the health care professional in clinical practice. The relationship of clinical symptoms, lab values, and imaging findings will be covered for each disease process. Prerequisite: Current American Registry of Diagnostic Medical Sonography (ARDMS) or American Registry of Radiologic Technologist (ARRT) credentials and/or permission of the instructor. Typically Offered: FALL/SP/SU

MITS 624S BREAST SONOGRAPHY 1 Credit Hour
This course is designed to prepare the registered sonographer or radiographer for the Breast Sonography Certification Exam offered by the ARDMS or ARRT. The course will offer a comprehensive review of sonographic principles and instrumentation, sonographic anatomy and pathology of the breast, and interventional procedures/treatment. This course does not offer a clinical component. Prerequisite: Current ARDMS or ARRT credentials or instructor permission. Cross List: MITS 424S. Typically Offered: FALL/SP/SU
MITS 624T CLINICAL ONCOLOGY I 2 Credit Hours
Content is designed to examine and evaluate the management of neoplastic disease using knowledge in arts and sciences, while promoting critical thinking and the basis of ethical clinical decision making. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis of neoplastic disease will be presented, discussed and evaluated in relation to histology, anatomical site and patterns of spread. The radiation therapists responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the scope of the profession. Site specific neoplasms covered in this course will include: Breast, Gastrointestinal, Genitourinary, Head and Neck, Reproductive and Respiratory. Because of the higher level nature of the course and the involvement of medical residents and medical physics residents, the curriculum is the same for both 424T and 624T.
Prerequisite: Enrollment in the post baccalaureate Radiation Therapy program or instructor permission.
Cross List: MITS 424T.
Typically Offered: FALL

MITS 625R MRI POSITION & PROTOCOL II 2 Credit Hours
This course is directed to the student who is enrolled in a Magnetic Resonance Imaging (MRI) program or related health science discipline. Content will include materials related to MRI safety and patient care, cross sectional anatomy, patient positioning, MRI instrumentation, and technical parameters associated with MR imaging of the brain, spine, abdomen, and musculoskeletal exams. Students enrolled in this course must have access to an MRI scanner in order to complete various protocol assignments.
Prerequisite: Enrollment in the UNMC Magnetic Resonance Imaging Program or by permission of instructor.
Cross List: MITS 425R.
Typically Offered: FALL

MITS 625T CLINICAL ONCOLOGY II 2 Credit Hours
Content is designed to examine and evaluate the management of neoplastic disease using knowledge in arts and sciences, while promoting critical thinking and the basis of ethical clinical decision making. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis of neoplastic disease will be presented, discussed and evaluated in relation to histology, anatomical site and patterns of spread. The radiation therapists responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the scope of the profession. Site specific neoplasms covered in this course will include: Breast, Gastrointestinal, Genitourinary, Head and Neck, Reproductive and Respiratory. Because of the higher level nature of the course and the involvement of medical residents and medical physics residents, the curriculum is the same for both 425T and 625T.
Prerequisite: Enrollment in the post baccalaureate Radiation Therapy program or instructor permission.
Cross List: MITS 425T.
Typically Offered: SPRING

MITS 628T PRINCIPLES AND PRACTICE OF RADIATION THERAPY 2 2 Credit Hours
This course is designed to provide and overview of cancer and the specialty of radiation therapy. Historic and current aspects of cancer treatment will be covered. The roles and responsibilities of the radiation therapist will be discussed. Aspects of law and ethics pertaining to a radiation therapist are included. Basic principles of radiation safety are reinforced. In addition, treatment prescription, techniques, and treatment delivery will be covered. Oral and written communication skills are developed with the writing and presentation of an article abstract pertaining to radiation oncology.
Prerequisite: Enrollment in the Radiation Therapy Program.
Cross List: MITS 428T.
Typically Offered: FALL

MITS 630T PATIENT CARE 1 Credit Hour
This course builds upon the students previous academic knowledge and clinical experience. Assessment and evaluation of the cancer patient for service delivery will be addressed. Content will include examination of patients psychological and physical needs affecting radiation treatment outcome. The role of chemotherapy will be discussed; to include common agents, routes of administration, and side effects. Routine and emergency care procedures will be reviewed or presented.
Prerequisite: Enrollment in the post baccalaureate Radiation Therapy Program or instructor permission.
Cross List: MITS 430T.
Typically Offered: FALL

MITS 631S OBSTETRICAL CONFERENCE I 1 Credit Hour
This course is designed to give the student the opportunity and responsibility to investigate basic topics in obstetric and gynecologic sonography. The course will consist of weekly presentations by the students on an assigned topic. Two students will give presentations each week. The topics to be covered each week are listed in the course outline. The presentation should be brief (10 minutes) and should include the following: facts about the topic, reasons why it is important in ultrasound, and examples of the sonographic appearance. The remainder of each class session will be presented by the faculty and will consist of current OB/GYN case material.
Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission.
Cross List: MITS 431S.
Typically Offered: FALL

MITS 632S GASTROINTESTINAL ULTRASOUND 3 Credit Hours
This course is designed to provide the student with a working knowledge of gastrointestinal sonography. The student is provided with instruction in sectional anatomy, scanning techniques, physiology, pathophysiology of the liver, gallbladder, biliary tract, pancreas, spleen.
Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission.
Cross List: MITS 432S.
Typically Offered: FALL/SP/SU
MITS 634S VASCULAR SONOGRAPHY EXTERNSHIP 3 Credit Hours
This clinical course is designed to provide the sonography student with a working knowledge of clinical vascular sonography. The student will apply concepts learned in didactic courses to the performance of noninvasive vascular procedures. Emphasis will be placed on delivering quality patient care, applying scanning techniques and protocols, producing quality images, identifying normal anatomy, and recognizing pathology.
Prerequisite: MITS 424S or MITS 624S, satisfactory completion of a DMS program, ARDMS or ARRT certification and DMS Program Director permission.
Corequisite: MITS 424S or MITS 624S, satisfactory completion of a DMS program, ARDMS or ARRT certification and DMS Program Director permission.
Cross List: MITS 434S.
Typically Offered: FALL

MITS 635T TREATMENT PLANNING & DELIVERY 3 Credit Hours
This course covers concepts of clinical dosimetry, brachytherapy, and treatment planning. Emerging technologist and delivering precise doses of radiation are emphasized. Included are isodose summation, construction and calculations. The importance of lifelong learning is addressed with the construction and presentation of an educational exhibit incorporating radiation therapy’s role in cancer care as well as completion of the ASRT IGRT educational modules. Activities emphasizing inter-professionalism and leadership are also included. Written and oral communication skills will continue to be strengthened through the writing and presentation of an article abstract assignment. MITS 635T students will complete a scientific essay and present it to their peers.
Prerequisite: Enrollment in the Radiation Therapy Program or instructor permission.
Cross List: MITS 435T.
Typically Offered: FALL/SPR

MITS 636S ADULT CARDIAC SONOGRAPHY EXTERNSHIP 3 Credit Hours
This clinical course is designed to provide the sonography student with a working knowledge of clinical cardiac sonography. The student will apply concepts learned in their didactic courses to the performance of adult echocardiography procedures. Emphasis will be placed on delivering quality patient care, applying scanning techniques and protocols, producing quality images, identifying normal anatomy, and recognizing pathology.
Prerequisite: MITS 437S or 637S, MITS 438S or 638S, satisfactory completion of a DMS Program, ARDMS or ARRT certification and DMS Program Director permission.
Corequisite: MITS 437S or MITS 637S, MITS 438S or MITS 638S, satisfactory completion of a DMS program, ARDMS or ARRT certification and DMS Program Director permission.
Cross List: MITS 636S.
Typically Offered: SPRING

MITS 636T RADIATION THERAPY CLINICAL EDUCATION I 3 Credit Hours
This course provides the student with the necessary skills used in treatment delivery, record keeping, simulation, and development of patient-therapist rapport. Content is designed to provide sequential development, application and integration of concepts and theories in radiation therapy. Clinical experiences will include operation of linear accelerators, instruction in dosimetry, beam modification, simulation procedures, and patient-centered clinical practices. Concepts of team practice, Critical thinking, and professional development will also be presented and evaluated.
Cross List: MITS 436T.
Typically Offered: FALL

MITS 637S CARDIAC ANATOMY AND PHYSIOLOGY 1 Credit Hour
This course is designed to prepare the registered sonographer for the Adult Echocardiography Certification Exam offered by the ARDMS or CCI. The course will offer a comprehensive review of cardiac anatomy and physiology and the related sonographic findings. Exam indications and protocols will also be covered. This course does not offer a clinical component.
Prerequisite: Satisfactory completion of a DMS Program, ARDMS or ARRT certification and DMS Program Director permission.
Cross List: MITS 437S.
Typically Offered: FALL/SP/SU

MITS 638N ADVANCED RADIATION BIOLOGY 3 Credit Hours
Content will include review and continuation of basic radiobiology involved with radiographic and nuclear medicine imaging, and radiation therapy. It will address the radiobiological/biophysical events at the cellular and subcellular levels. Analysis of factors influencing radiation response of cells and tissues will be covered. Construction and evaluation of radiobiological data on graphs, charts, and survival curves will be included. Relationships of time, dose, fractionation, volume and site as they apply to both normal and tumor biology will be evaluated. The principles of radiation response modifiers, hyperthermia, chemotherapy and their influence on biologic effects in combination with radiation will be examined. Note: This is an interdisciplinary course for radiation science modalities. This course is directed to the senior level students enrolled in the Radiation Oncology Residency Program, Radiation Physics Residency Program, Radiation Therapy Program and degree advancement programs. Students are expected to learn biological considerations specific to several modalities within the radiation science professions.
Prerequisite: Enrollment in a Medical Imaging and Therapeutic Sciences Program or instructor permission.
Cross List: MITS 438N.
Typically Offered: SPRING

MITS 638S CARDIAC PATHOLOGY 1 Credit Hour
This course does not include a clinical component. The clinical experience and exam documentation needed to take the American Registry for Diagnostic Medical Sonography (ARDMS) or Cardiovascular Credentialing International (CCI) Certification Exam is the responsibility of the student.
Prerequisite: Satisfactory completion of a DMS Program, ARDMS or ARRT Certification and DMS Program Director permission.
Cross List: MITS 438S.
Typically Offered: FALL/SP/SU
MITS 639T RADIATION THERAPY CLINICAL EDUCATION II 3 Credit Hours
As a continuum of Applied Radiation Therapy I, this course provides the student with the necessary skills used in treatment delivery, record keeping, simulation, and development of patient-therapist rapport. Content is designed to provide sequential development, application and integration of concepts and theories in radiation therapy. Clinical experiences will include operation of linear accelerators, instruction in dosimetry, beam modification, simulation procedures, and patient-centered clinical practices. Concepts of team practice, critical thinking, and professional development will also be presented and evaluated. For 639T, students will participate in a cytology lab assignment to identify various histologic types of cancers treated in the clinic.
Prerequisite: Enrollment in the Radiation Therapy Program, MITS 628T, MITS 636T or instructor permission.
Cross List: MITS 439T.
Typically Offered: SPRING

MITS 641R MRI POSITIONING & PROTOCOLS II 2 Credit Hours
This course is a continuation of MITS 425/625R and is for the student who is enrolled in a Magnetic Resonance Imaging (MRI) program or related health science discipline. Content will include materials related to MRI safety and patient care, cross sectional anatomy, patient preparation, patient positioning, MRI instrumentation, and technical parameters associated with MR imaging of the upper and lower extremities, soft tissue and boney pelvis, cardiac, chest, and breast MRI. Content will also include material related to MRI quality control procedures. Students enrolled in this course must have access to an MRI scanner in order to complete various protocol assignments.
Prerequisite: MITS: 625R MRI Positioning Protocols I, enrollment in the undergraduate MRI Program or by permission of instructor.
Cross List: MITS 441R.
Typically Offered: SPRING

MITS 641S DIAGNOSTIC FILM REVIEW I 2 Credit Hours
This course is designed to give the student an understanding of normal and pathologic conditions and how they are viewed by Ultrasound. Course materials will consist of teaching file cases from the Ultrasound Section in the department of Radiology. The class will consist of two (2) weekly lecture sessions. Each Monday, a student will present a case of the week from the cases they have seen during the previous weeks Clinical Rotation. This brief presentation (10-15 minutes) will include pertinent facts on patient history, lab values, previous imaging studies, and sonographic findings. The remainder of the class will be presented by the faculty and will consist of the students reviewing ultrasound cases with faculty guidance to make the correct differential diagnosis.
Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission.
Cross List: MITS 441S.
Typically Offered: FALL

MITS 642T PROFESSIONAL PROJECTS 3 Credit Hours
This course will emphasize the dosimetry and treatment planning aspects of the radiation therapy profession. Completion of the dosimetry workbook documents experiences and learning in dosimetry and physics. The second component of this course requires the student to investigate a clinical case demonstrated during their clinical experience and expand on the information to develop a well written case study which will then be presented to their peers. This will allow the radiation therapy student to facilitate analytical and critical thinking skills, apply their written and oral communication skills and foster professional development and growth. Professional development will also be addressed by attending a tumor board conference and the completion of two Bioterrorism Public Health Emergency modules sponsored by the University of Nebraska Medical Center. Due to the advanced dosimetry content, requirements for 442T and 642T are the same.
Prerequisite: Enrollment in the Radiation Therapy Program or instructor permission.
Cross List: MITS 442T.
Typically Offered: SUMMER

MITS 643T RADIATION THERAPY CLINICAL EDUCATION III 5 Credit Hours
This clinical course is designed to provide the Radiation Therapy student with a working knowledge of Radiation Therapy. It will provide the student the opportunity to apply academic clinical skills previously learned with minimal instruction, while maintaining direct supervision and assistance. The student will participate clinically with the theory and operation of linear accelerators, simulators and treatment planning equipment with increased levels of responsibility. Assessment and care of the cancer patient is also emphasized. Assignments and clinical rotations for this course will be a continuation from Applied Radiation Therapy II. MITS 643T students will be required to complete a QA procedure on a VMAT treatment and submit documentation from physics/dosimetry.
Prerequisite: Enrollment in the Radiation Therapy Program, MITS 639T, MITS 635T or instructor permission.
Cross List: MITS 443T.
Typically Offered: SUMMER

MITS 644T OPERATIONAL ISSUES IN ONCOLOGY 2 Credit Hours
This course is designed to focus on components of quality improvement programs and various operational issues in radiation therapy. Quality control and assessment for treatment delivery, planning and patient care are included as well as image acquisition. The role of the radiation therapist in billing, reimbursement and continuous quality improvement will be presented along with issues of regulation, accreditation and budgeting.
Prerequisite: Enrollment in the Radiation Therapy Program, MITS 635T, MITS 638N or instructor permission.
Cross List: MITS 444T.
Typically Offered: SUMMER
MITS 645T COMPREHENSIVE SEMINAR AND BOARD REVIEW 2 Credit Hours

This course is a comprehensive review of didactic learning material presented in the professional radiation therapy curriculum completed thus far in the student’s educational process. It will assist the therapy student in a way to demonstrate an overall understanding of the knowledge and skills needed to be a successful, competent radiation therapist. One component of this course will review content categories including Radiation protection and quality assurance, Clinical concepts in radiation oncology, Treatment planning, Treatment delivery, and Patient care and education. Due to the intensive nature of this course, requirements for 445T and 645T are the same.
Prerequisite: Enrollment in the Radiation Therapy Program, MITS 638N, MITS 639T or instructor permission.
Cross List: MITS 445T.
Typically Offered: SUMMER

MITS 650R MRI CAPSTONE 2 Credit Hours

The MRI Capstone course prepares students for the ARRT MRI Board Examination by providing a comprehensive review of magnetic resonance imaging. The topics to be covered include patient care and safety, imaging procedures, pulse sequences, data manipulation, special procedures, sequence parameters and options, instrumentation, fundamentals of image formation, artifacts, and quality control.
Prerequisite: Enrollment in the post baccalaureate MRI Program or instructor permission.
Cross List: MITS 450R.
Typically Offered: SPRING

MITS 651S ULTRASOUND PHYSICS II 1 Credit Hour

This course is designed to provide the student with an understanding of the fundamental principles of ultrasound physics instrumentation. Topics to be covered include hemodynamics, Doppler, color Doppler, quality assurance, bioeffects and new advances in technology. Concepts will focus on applicability in the clinical setting and preparation for the registry examination. Course offered Fall, Spring, Summer for BSMITS DAO students.
Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission.
Cross List: MITS 451S.
Typically Offered: SPRING

MITS 652S SONOGRAPHY CLINICAL EDUCATION III 5 Credit Hours

This clinical course is designed to provide the DMS student with a working knowledge of Diagnostic Medical Sonography. The student will participate in clinical ultrasound exams with increased emphasis placed on operating equipment, producing quality images, applying scanning techniques and protocols, recognizing sonographic features and findings associated with various pathologies, and providing differential diagnosis. Clinical Competency Evaluations will be used to assess application of technical skills and knowledge. Overall Clinical Evaluations will monitor affective, psychomotor, and cognitive skills.
Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission.
Cross List: MITS 452S.
Typically Offered: SUMMER

MITS 653S OBSTETRICAL CONFERENCE III 1 Credit Hour

This course is designed to give the student the opportunity and responsibility to investigate advanced pathological changes as seen by sonography in the OB/GYN patient. The course will consist of weekly presentations by the students on an assigned topic. Two students will give presentations each week. The topics to be covered each week are listed in the course outline. The presentation should be brief (10 minutes) and should include the following: facts about the topic, reasons why it is important in obstetrical sonography, and examples showing the sonographic appearance. The remainder of each class session will be presented by the faculty and will consist of current OB/GYN case material.
Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission.
Cross List: MITS 453S.
Typically Offered: SUMMER

MITS 654S DIAGNOSTIC FILM REVIEW III 2 Credit Hours

This course is designed to give the student an understanding of normal sonographic findings and the sonographic findings associated with various pathologies. Course materials will consist of teaching file cases from the Ultrasound Section in the Department of Radiology. A logical approach to analyzing ultrasound findings and developing meaningful differential diagnoses will be stressed. The class will consist of two (2) lectures each week. Each Monday, a student will present a case of the week from the cases they have seen during the previous week’s Clinical Rotation. This brief presentation (approximately 10 minutes) will include pertinent facts on patient history, lab values, previous imaging studies, and sonographic findings. The remainder of the class session will be presented by the faculty and will consist of the students reviewing ultrasound cases with faculty guidance to make the correct differential diagnosis.
Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission.
Cross List: MITS 454S.
Typically Offered: SUMMER

MITS 655S HIGH RESOLUTION SONOGRAPHY 1 Credit Hour

This course is designed to provide the student with a working knowledge of anatomy, physiology, pathology related to the scrotum, retroperitoneum, RE system, musculoskeletal system, thyroid, parathyroid, GI tract, breast, abdominal wall, diaphragm, peritoneum. Scanning techniques will also be covered for each topic. Course offered Fall, Spring, Summer for BSMITS DAO students.
Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission.
Cross List: MITS 455S.
Typically Offered: SUMMER

MITS 656S NEUROSONOGRAPHY 2 Credit Hours

This course is designed to provide the student a working knowledge of the embryologic development, anatomy, and physiology of the CNS, CSF formation and circulation, blood supply to the brain, scanning techniques, pathology of the neonatal brain and spine, and medical care of the neonate during scanning.
Prerequisite: Enrollment in the DMS Program or instructor permission.
Cross List: MITS 456S.
Typically Offered: FALL/SP/SU
MITS 657R CARDIOVASCULAR INTERVENTIONAL TECHNOLOGY I 3 Credit Hours
This didactic course includes instruction over: the history of Angiography, medical and legal implications of angiographic procedures, pharmaceuticals and contrast agents used in interventional radiology, patient care procedures, quality control, angiographic equipment, and image enhancement techniques.
Prerequisite: Enrollment in the CT Practicum, Radiography Program or instructor permission.
Cross List: MITS 457R.
Typically Offered: FALL/SP/SU

MITS 657S PEDIATRIC SONOGRAPHY 2 Credit Hours
This course focuses on the use of ultrasound in the pediatric patient. It is designed to provide the student a working knowledge of patient care practices and scanning techniques related to pediatric imaging. Anatomy, pathology, and sonographic correlation will be covered for organs/structures related to the central nervous system, neck, thorax, abdomen, pelvis, and musculoskeletal system. Course offered Fall, Spring, Summer for BSMITS DAO students.
Prerequisite: Enrollment in the post baccalaureate Diagnostic Medical Sonography program or instructor permission.
Cross List: MITS 457S.
Typically Offered: SUMMER

MITS 658R CVIT II 3 Credit Hours
This didactic course includes instruction over: interventional procedures of arterial and vascular systems, central venous access procedures, cardiac-interventional, vascular-interventional, neurologic-interventional and nonvascular interventional procedures This course also includes discussion of supplies and materials used in intervention procedures.
Prerequisite: Enrollment in the CVIT post baccalaureate program, MITS 657R or instructor permission.
Cross List: MITS 458R.
Typically Offered: FALL/SP/SU

MITS 658S MUSCULOSKELETAL SONOGRAPHY 2 Credit Hours
This course focuses on the use of ultrasound for imaging the musculoskeletal system. It is designed to provide the student with a basic working knowledge and the skills required to image and diagnose musculoskeletal-related conditions. Key concepts to be covered include scanning techniques, anatomy and pathology with sonographic correlation, and invasive procedures.
Prerequisite: Current ARDMS or ARRT certification or DMS director permission.
Cross List: MITS 458S.
Typically Offered: FALL/SP/SU

MITS 660R CT PROTOCOLS AND CROSS SECTIONAL ANATOMY 2 Credit Hours
Content provides detailed coverage of procedures for CT imaging of adults and pediatric patients. Procedures include, but are not limited to, indications for the procedure, patient education, preparation, orientation and positioning, patient history and assessment, contrast media usage, scout image, selectable scan parameters and archiving of the images. CT procedures will be taught for differentiation of specific structures, patient symptomology and pathology. CT images studied will be reviewed for quality, anatomy and pathology. CT procedures vary from facility to facility and normally are dependent on the preferences of the radiologists.
Prerequisite: Enrollment in the CT Practicum, Radiography Program or instructor permission.
Typically Offered: SUM/FALL

MITS 661R CT PHYSICS 1 Credit Hour
This course will cover the fundamental physic principles, quality control, and instrumentation needed for a CT technologist.
Prerequisite: Enrollment in the CT Practicum, Radiography Program or instructor permission.
Typically Offered: SUM/FALL

MITS 662R CT CLINICAL EDUCATION 3-6 Credit Hours
This clinical course will cover patient set-up (positioning) and scan set-up (protocols), for Computed Tomography examinations. The clinical rotations will include hands-on experience. Students will have the opportunity to seek out exam competencies that may be applied toward ARRT CT certifying examination eligibility.
Prerequisite: Enrollment in the CT Practicum, MITS 660R, MITS 661R, or instructor permission.
Cross List: MITS 462R.
Typically Offered: SUM/FALL

MITS 663R CT CAPSTONE 2 Credit Hours
The Computed Tomography Capstone prepares students for board examinations by providing a comprehensive review of computed tomography imaging. The topics to be covered include patient care and safety, imaging procedures, protocols, data manipulation, instrumentation, fundamentals of image formation, artifacts, and quality control.
Prerequisite: Enrollment in the CT Practicum or instructor permission.
Cross List: MITS 463R.
Typically Offered: SUM/FALL

MITS 664R SPECIAL TOPICS IN IMAGING SCIENCES 1-3 Credit Hours
This is an applied clinical course which will cover the patient care, positioning, and equipment operation skills required for the Imaging Sciences discipline. The clinical rotations will include hands-on experience. Students will have the opportunity to seek out exam competencies.
Prerequisite: Enrollment in an MITS Program or Practicum or instructor permission.
Cross List: MITS 464R.
Typically Offered: FALL/SP/SU

MITS 665R MRI CLINICAL EDUCATION I 6 Credit Hours
The course will cover patient set-up (positioning) and scan set up (protocols), for MRI examinations. The clinical rotations will include hands-on experience through a variety of clinical settings. Additionally, students will gain exam competencies, which will be applied toward ARRT certifying examination eligibility.
Prerequisite: Admission in the UNMC Magnetic Resonance Imaging Program.
Cross List: MITS 465R.
Typically Offered: FALL

MITS 666R MRI CLINICAL EDUCATION II 6 Credit Hours
The course will cover patient set-up (positioning) and scan set up (protocols), for MRI examinations. The clinical rotations will include hands-on experience through a variety of clinical settings. Additionally, students will gain exam competencies, which will be applied toward ARRT certifying examination eligibility.
Prerequisite: MITS 665R and/or Program Director approval.
Cross List: MITS 466R.
Typically Offered: SPRING
Medical Laboratory Science (MLS)

MLS 302 INTRODUCTION TO HEMATOLOGY 2 Credit Hours
The theory and basic principles of procedures performed in the Hematology and urinalysis areas of the laboratory will be introduced as well as evaluation of test data to detect possible disease. Quality control measures will be addressed.
Prerequisite: General Biology, Physiology and/or Cell Biology or instructor permission.
Typically Offered: SPRING

MLS 404 IMMUNOLOGY 3 Credit Hours
This online course includes the theory and application of basic concepts in immunology, immunopathology, and immunologic testing methods. Topics of study include the cells, proteins and chemicals involved in the immune system. Immune disorders such as hypersensitivity, immunodeficiency, autoimmunity, and protein abnormalities are addressed, as well as transplant and tumor immunology, immunologic testing methods and flow cytometry.
Prerequisite: General Biology, Physiology and/or Cell Biology or permission of instructor.
Typically Offered: FALL/SPR

MLS 407 CLINICAL LABORATORY OPERATIONS 2 Credit Hours
This course provides a basic introduction to the theory, practical application, technical performance and evaluation of laboratory skills specific to the practice of clinical laboratory science. Laboratory safety; microscopy; pipetting; general laboratory equipment; quality control; mathematics; phlebotomy; pre-analytic, analytic and post-analytic processes, including specimen collection, processing and transport to maintain test result integrity, will be addressed.
Typically Offered: FALL/SPR

MLS 408 INTRODUCTION TO CLINICAL HEMATOLOGY 2 Credit Hours
This course introduces the theory, practical application, technical performance and evaluation of hematological and hemostasis procedures. Correlation of laboratory data with the diagnosis of erythrocyte, leukocyte and bleeding/clotting disorders will be introduced. 
Prerequisite: Enrollment in MLS or MLS DAO Program.
Typically Offered: FALL/SPR

MLS 409 INTRODUCTION TO MEDICAL MICROBIOLOGY 2 Credit Hours
This course introduces the theory, practical application, technical performance and evaluation of procedures for isolation, identification and susceptibility testing of infectious disease organisms in humans. The course primarily focuses on bacteriology, but will include introductory coverage of parasitology, mycology and virology.
Prerequisite: Enrollment in MLS or MLS DAO Program.
Typically Offered: FALL/SPR

MLS 410 INTRODUCTION TO CLINICAL CHEMISTRY AND URINALYSIS 1 Credit Hour
This course introduces the theory, practical application, technical performance and evaluation of basic laboratory skills and methods in clinical chemistry and urinalysis. The course focuses on the correlation of laboratory data with the diagnosis of renal conditions, but will include introductory coverage of carbohydrate, liver and protein conditions, as well as enzymes.
Prerequisite: Enrollment in MLS or MLS DAO Program.
Typically Offered: FALL/SPR
MLS 411 INTRODUCTION TO CLINICAL IMMUNOHEMATOLOGY 1 Credit Hour
This course introduces the theory, practical application, technical performance and evaluation of immunohematology procedures required to provide compatible blood components for transfusion. Methods for collection, processing, storage and transfusion of blood and blood components will be presented. Immunohematology procedures that assist in the diagnosis and management of hemolytic conditions will be introduced.
Prerequisite: Enrollment in MLS Program.
Instructor: Kathy Trudell, MLS(ASCP)SBB, Donna Kruger, MT(ASCP), Susanne Bishop, MS, MLS(ASCP)SBB.
Typically Offered: FALL/SPR

MLS 412 CLINICAL LABORATORY SCIENCE THEORY, APPLICATION AND CORRELATION 5 Credit Hours
This course includes the application, evaluation and correlation of laboratory procedures used in the diagnosis and treatment of common disease states. Opportunities for building critical thinking, problem solving, leadership, oral communication, professionalism, and team work skills are provided in small group clinical case discussions.
Prerequisite: Enrollment in the MLS or MLS DAO Program, MLS 413, MLS 414, MLS 416, MLS 418, MLS 420, MLS 422.
Typically Offered: FALL/SPR

MLS 413 CLINICAL ENDOCRINOLOGY AND TOXICOLOGY 1 Credit Hour
This course introduces the theory, practical application, and evaluation of laboratory procedures related to clinical endocrinology, therapeutic drug monitoring and toxicology. Correlation of clinical laboratory data with the diagnosis and treatment of endocrine disorders, toxicity disturbances and therapeutic drug monitoring is emphasized.
Prerequisite: Enrollment in the MLS or MLS DAO Program, MLS 410.
Typically Offered: FALL/SPR

MLS 414 CLINICAL CHEMISTRY AND URINALYSIS I 2 Credit Hours
This course expands on the theory, practical application, and evaluation of basic laboratory procedures introduced in MLS 407 Clinical Laboratory Operations and MLS 410 Introduction to Clinical Chemistry and Urinalysis, with an emphasis on common automated methodologies used in clinical chemistry and urinalysis laboratories. This course will focus on the interpretation, evaluation and correlation of clinical laboratory data with the diagnosis and treatment monitoring of carbohydrate, renal, hepatic, protein, cardiac, lipid/lipoprotein, major and minor electrolyte, enzyme, pancreatic-gastrointestinal and acid-base disorders.
Prerequisite: Enrollment in the MLS or MLS DAO Program, MLS 407, MLS 410.
Typically Offered: FALL/SPR

MLS 415 CLINICAL CHEMISTRY AND URINALYSIS II 2 Credit Hours
This course expands on the theory, practical application, and evaluation of laboratory procedures introduced in MLS 414 Clinical Chemistry and Urinalysis I and MLS 444 Clinical Core Laboratory Practical I. Correlation of clinical laboratory data with the diagnosis and treatment monitoring of carbohydrate, renal, hepatic, cardiac, lipid/lipoprotein, protein, major and minor electrolyte, trace element, enzyme, pancreatic-gastrointestinal and acid-base disorders; tumor markers; and inborn errors of metabolism is emphasized.
Prerequisite: Enrollment in the MLS or MLS DAO Program, MLS 414, MLS 444.
Typically Offered: FALL/SPR

MLS 416 CLINICAL HEMATOLOGY I 2 Credit Hours
This course expands on the theory, practical application, and evaluation of hematological and hemostasis procedures introduced in MLS 408 Introduction to Clinical Hematology and of basic laboratory skills in MLS 407 Clinical Laboratory Operations. Correlation of clinical laboratory data with the diagnosis and treatment of erythrocyte, leukocyte and bleeding/clotting disorders will be emphasized.
Prerequisite: Enrollment in the MLS or MLS DAO Program, MLS 407, MLS 408.
Typically Offered: FALL/SPR

MLS 417 CLINICAL HEMATOLOGY II 2 Credit Hours
This course expands on the theory, practical application, and evaluation of hematological and hemostasis procedures introduced in MLS 416 Clinical Hematology I and MLS 444 Clinical Core Laboratory Practicum I, and includes the analysis of cerebrospinal, synovial and serous fluids. Correlation of clinical laboratory data with the diagnosis and treatment of erythrocyte, leukocyte and bleeding/clotting disorders will be emphasized.
Prerequisite: Enrollment in the MLS or MLS DAO Program, MLS 416, MLS 444.
Typically Offered: FALL/SPR

MLS 418 CLINICAL MICROBIOLOGY I 2 Credit Hours
This course expands on the theory, practical application, and evaluation of procedures for isolation, identification and susceptibility testing of infectious disease organisms in humans introduced in MLS 409 Introduction to Clinical Microbiology and of basic laboratory skills in MLS 407 Clinical Laboratory Operations. The course primarily focuses on bacteriology, but will include coverage of parasitology, mycology and virology. Course content emphasizes the correlation of clinical laboratory data with the patients diagnosis and treatment.
Prerequisite: Enrollment in the MLS or MLS DAO Program, MLS 407, MLS 409.
Typically Offered: FALL/SPR

MLS 419 CLINICAL MICROBIOLOGY II 2 Credit Hours
This course builds on the theory, practical application and evaluation of the procedures for isolation, identification and susceptibility testing of infectious disease organisms in humans introduced in MLS 418 Clinical Microbiology I and MLS 448 Clinical Microbiology Laboratory Practicum I. This course includes bacteriology, mycology, parasitology, and virology content, and will emphasize the correlation of clinical laboratory data with the patients diagnosis and treatment.
Prerequisite: Enrollment in the MLS or MLS DAO Program, MLS 418, MLS 448.
Typically Offered: FALL/SPR

MLS 420 CLINICAL IMMUNOLOGY, SEROLOGY AND MOLECULAR DIAGNOSTICS 2 Credit Hours
This course includes the theory, practical application, and evaluation of immunological components and infectious disease serology. The principles and methodologies used in the assessment of immunologically related disorders, including hypersensitivity reactions, autoimmune, immunoproliferative, immunodeficient disorders and infectious disease are included. The course emphasizes the correlation of clinical laboratory data with the patient’s diagnosis and treatment. The theory and application of molecular diagnostic tools, such as polymerase chain reaction (PCR), nucleic acid probes, and microarrays are also addressed.
Prerequisite: Enrollment in the MLS or MLS DAO Program.
Typically Offered: FALL/SPR
MLS 422 CLINICAL IMMUNOHEMATOLOGY I 2 Credit Hours
This course expands on the theory, practical application, and evaluation of immunohematology procedures introduced in MLS 411 Introduction to Clinical Immunohematology and of basic laboratory skills in MLS 407 Clinical Laboratory Operations. The primary focus will be on processes required to provide compatible blood components for transfusion. Processes for donor blood collection and blood component processing and storage will be discussed. Immunohematology procedures that assist in the diagnosis and management of hemolytic conditions will be addressed.
Prerequisite: Enrollment in the MLS or MLS DAO Program, MLS 407, MLS 411.
Typically Offered: FALL/SPR

MLS 423 CLINICAL IMMUNOHEMATOLOGY II 2 Credit Hours
This course expands on the theory, practical application, and evaluation of immunohematology procedures presented in MLS 422 Clinical Immunohematology I and MLS 442 Clinical Immunohematology Laboratory Practicum I. There is an emphasis on the application of immunohematology procedures used for the resolution of complex immunohematology problems. Proper selection of immunohematology procedures that assist in the diagnosis and management of hemolytic conditions will be discussed. Concepts in patient blood management and the adverse effects of transfusion will be presented. Quality management as it applies to transfusion medicine will be addressed.
Prerequisite: Enrollment in the MLS or MLS DAO Program, MLS 422, MLS 442.
Typically Offered: FALL/SPR

MLS 430 CLINICAL LABORATORY MANAGEMENT I 2 Credit Hours
This course introduces the theory, practical application and evaluation of laboratory management principles in healthcare, including safety, research, educational methodology, quality control, ethics, laboratory operations, point-of-care testing, scope of practice, and the job application process. Opportunities for building critical thinking, problem-solving, research, communication, professionalism, management and leadership skills are provided.
Prerequisite: Enrollment in the MLS or MLS DAO Program.
Typically Offered: FALL/SPR

MLS 431 CLINICAL LABORATORY MANAGEMENT II 3 Credit Hours
This course builds on MLS 430 Clinical Laboratory Management I, and includes the theory, practical application and evaluation of laboratory management principles in compliance and regulatory issues, test utilization, human resource management, written and oral communication, method evaluation, educational methodology, professionalism, quality improvement and financial resource management. Opportunities for building critical thinking, problem-solving, team work, communication, professionalism, management and leadership skills are provided.
Prerequisite: Enrollment in the MLS or MLS DAO Program, MLS 430.
Typically Offered: SPRING

MLS 442 CLINICAL IMMUNOHEMATOLOGY LABORATORY PRACTICUM I 1 Credit Hour
This course provides practical application in a clinical laboratory setting for the technical performance and evaluation of clinical immunohematology procedures and preparation of blood components. Course content will include new skills procedures, in addition to the skills and procedures presented in MLS 407 Clinical Laboratory Operations and MLS 411 Introduction to Clinical Immunohematology.
Prerequisite: Enrollment in the MLS Program, MLS 407, MLS 411, MLS 422.
Typically Offered: FALL/SPR

MLS 443 CLINICAL IMMUNOHEMATOLOGY LABORATORY PRACTICUM II 1 Credit Hour
This course provides practical application in a clinical laboratory setting for the technical performance and evaluation of clinical immunohematology procedures and preparation of blood components. Course content will include new skills procedures, in addition to the skills and procedures presented in MLS 442 Clinical Immunohematology Laboratory Practicum I.
Prerequisite: Enrollment in the MLS Program, MLS 422, MLS 442, concurrent enrollment or successful completion of MLS 423.
Typically Offered: FALL/SPR

MLS 444 CLINICAL CORE LABORATORY PRACTICUM I 1 Credit Hour
This course provides practical application in a clinical laboratory setting for the technical performance and evaluation of clinical hematology/ hemostasis, chemistry and urinalysis procedures. Course content will include new skills and procedures and the application of automation and automatic verification techniques, building on the skills and procedures presented in MLS 407 Clinical Laboratory Operations, MLS 408 Introduction to Clinical Hematology and MLS 410 Introduction to Clinical Chemistry and Urinalysis.
Prerequisite: Enrollment in the MLS Program, MLS 407, MLS 408, MLS 410, and concurrent enrollment or successful completion of MLS 414 and MLS 416.
Typically Offered: FALL/SPR

MLS 445 CLINICAL CORE LABORATORY PRACTICUM II 1 Credit Hour
This course provides practical application in a clinical laboratory setting for the technical performance and evaluation of clinical hematology/ hemostasis, chemistry and urinalysis procedures. Technical content will include new skills and procedures, in addition to the skills and procedures presented in MLS 444 Clinical Core Laboratory Practicum I.
Prerequisite: Enrollment in the MLS Program, MLS 414, MLS 416, MLS 444, and concurrent enrollment or successful completion of MLS 415 and MLS 417.
Typically Offered: FALL/SPR

MLS 448 CLINICAL MICROBIOLOGY LABATORY PRACTICUM I 1 Credit Hour
This course provides practical application in a clinical laboratory setting for the technical performance and evaluation of clinical microbiology procedures. Course content will include new skills and procedures, in addition to the skills and procedures presented in MLS 407 Clinical Laboratory Operations and MLS 409 Introduction to Clinical Microbiology.
Prerequisite: Enrollment in the MLS Program, MLS 407, MLS 409, and concurrent enrollment or successful completion of MLS 418.
Typically Offered: FALL/SPR

MLS 449 CLINICAL MICROBIOLOGY LABATORY PRACTICUM II 1 Credit Hour
This course provides practical application in a clinical laboratory setting for the technical performance and evaluation of clinical microbiology procedures. Course content will include new skills and procedures, in addition to the skills and procedures presented in MLS 448 Clinical Microbiology Laboratory Practicum I.
Prerequisite: Enrollment in the MLS Program, MLS 418, MLS 448, and concurrent enrollment or successful completion of MLS 419.
Typically Offered: FALL/SPR
MLS 500 APPLICATION AND INTERPRETATION OF CLINICAL LABORATORY DATA 2 Credit Hours
This course will provide the physician assistant student with an overview of commonly utilized laboratory tests, the appropriate application of these tests in a clinical setting, and the interpretation of selected clinical laboratory data. The course will include basic laboratory techniques such as urinalysis, a brief overview of CLIA (Clinical Laboratory Improvement Amendments) regulations, and an explanation of the use of quality measures to ensure the accuracy of test results.
Prerequisite: Enrollment in the Physician Assistant program.
Typically Offered: SPRING

MLS 552 APPLICATION OF CLINICAL MEDICAL MICROBIOLOGY AND IMMUNOLOGY 1 Credit Hour
This course includes the application, evaluation and correlation of laboratory data used in the diagnosis and treatment of common infectious disease states. Opportunities for building problem solving and communication skills are provided in small and large group clinical case discussions.
Prerequisite: Enrollment in Doctor of Pharmacy Program.
Corequisite: PAMM 550 and PAMM 509.
Typically Offered: SPRING

MLS 615 CLINICAL CHEMISTRY AND URINALYSIS II 2 Credit Hours
This course expands on the theory, practical application, and evaluation of laboratory procedures introduced in MLS 414 Clinical Chemistry and Urinalysis I and MLS 444 Clinical Core Laboratory Practice I. Correlation of clinical laboratory data with the diagnosis and treatment monitoring of carbohydrate, renal, hepatic, cardiac, lipid/lipoprotein, protein, major and minor electrolyte, trace element, enzyme, pancreatic-gastrointestinal and acid-based disorders; tumor markers; and inborn errors of metabolism is emphasized.
Prerequisite: Enrollment in MMLS Program and satisfactory undergraduate MLS 414 Clinical Chemistry and Urinalysis I, and MLS 444 Clinical Core Laboratory Practicum I.
Typically Offered: SPRING

MLS 617 CLINICAL HEMATOLOGY II 2 Credit Hours
This course expands on the theory, practical application, and evaluation of hematological and hemostasis procedures introduced in MLS 416 Clinical Hematology I and MLS 444 Clinical Core Laboratory Practicum I, and includes the analysis of cerebrospinal, synovial and serous fluids. Correlation of clinical laboratory data with the diagnosis and treatment of erythrocyte and bleeding/clotting disorders will be emphasized.
Prerequisite: Enrollment in MMLS Program and satisfactory completion of MLS 416 Clinical Hematology I, and MLS 444 Clinical Core Laboratory Practicum I.
Typically Offered: SPRING

MLS 619 CLINICAL MICROBIOLOGY II 2 Credit Hours
This course builds on the theory, practical application and evaluation of the procedures for isolation, identification and susceptibility testing of infectious disease organisms in humans introduced in MLS 418 Clinical Microbiology I and MLS 448 Clinical Microbiology Laboratory Practicum I. This course includes bacteriology, mycology, parasitology, and virology content, and will emphasize the correlation of clinical laboratory data with the patient’s diagnosis and treatment.
Prerequisite: Enrollment in MMLS Program and satisfactory completion of MLS 418 Clinical Microbiology I, and MLS 448 Clinical Microbiology Laboratory Practicum I.
Typically Offered: SPRING

MLS 620 CLINICAL IMMUNOLOGY, SEROLOGY AND MOLECULAR DIAGNOSTICS 2 Credit Hours
This course includes the theory, practical application, and clinical diagnostic evaluation of immunological components and infectious disease serology. The principles and methodologies used in the assessment of immunologically related disorders, including hypersensitivity reactions, autoimmune, immunoproliferative, immunodeficient disorders and infectious disease are included. The course emphasizes the correlation of clinical laboratory data with the patient's diagnosis and treatment. The theory, application, and evaluation of molecular diagnostic testing tools, such as polymerase chain reaction (PCR), nucleic acid probes, and microarrays are also addressed.
Prerequisite: Enrollment in MMLS Program or instructor permission.
Typically Offered: FALL

MLS 623 CLIN IMMUNOHEMATOLOGY II 2 Credit Hours
This course expands on the theory, practical application, and evaluation of immunohematology procedures in MLS 422 Clinical Immunohematology I and MLS 422 Clinical Immunohematology Laboratory Practicum I. There is an emphasis on the application of immunohematology procedures used for the resolution of complex immunohematology problems. Proper selection of immunohematology procedures that assist in the diagnosis and management of hemolytic conditions will be discussed. Concepts in patient blood management and the adverse effects of transfusion will be presented. Quality management as it applies to transfusion medicine will be addressed.
Prerequisite: Enrollment in MMLS Program and satisfactory completion of MLS 422 Clinical Immunohematology I, and MLS 442 Clinical Immunohematology Laboratory Practicum I.
Typically Offered: SPRING

MLS 630 CLINICAL LABORATORY MANAGEMENT II 2 Credit Hours
This course introduces the theory, practical application and evaluation of laboratory management principles in healthcare, including research, educational methodology, quality control, ethics, laboratory operations, point-of-care testing, scope of practice, and the job application process. Opportunities for building critical thinking, problem-solving, research, communication, professionalism, management and leadership skills are provided.
Prerequisite: Enrollment in MMLS Program
Typically Offered: FALL

MLS 631 CLIN LAB MANAGEMENT II 3 Credit Hours
This course builds on MLS 430/630 Clinical Laboratory Management I, and includes the theory, practical application and evaluation of laboratory management principles in compliance and regulatory issues, test utilization, human resource management, written and oral communication, method evaluation, education methodology, professionalism, quality improvement and financial resource management. Opportunities for building critical thinking, problem-solving, team work, communication, professionalism, management and leadership skills are provided.
Prerequisite: Enrollment in MMLS Program and satisfactory completion of MLS 430/630 Clinical Laboratory Management I
Typically Offered: SPRING
Medical Nutrition Education (MNED)

MNED 700 SEMINAR MED NUTRITION I 1 Credit Hour
This course allows a unique seminar opportunity for students enrolled in the Medical Nutrition Therapy Master of Medical Nutrition program. The course will include attendance at research seminars and journal clubs within the Medical Nutrition Education department and across campus. Prerequisite: Enrollment in the Medical Nutrition Education Program. Typically Offered: FALL/SP/SU

MNED 701 SEMINAR MED NUTRITION II 1 Credit Hour
This course allows a unique seminar opportunity for students enrolled in the Medical Nutrition Therapy Master of Medical Nutrition program. The course will include attendance at research seminars and journal clubs within the Medical Nutrition Education department and across campus. Prerequisite: Enrollment in the Medical Nutrition Education Program, MNED 700. Typically Offered: FALL/SP/SU

MNED 710 NUTRITION SERVICES SCOPE 2 Credit Hours
This supervised practice experience is focused on community, clinical nutrition and management roles for registered dietitians in varied settings. Students will gain understanding of the role of the registered dietitian nutritionist in providing consumer and patient nutrition services in marketplace and healthcare programs. They will develop related skills through practical experiences guided and supervised by qualified registered dietitian nutritionist preceptors. Prerequisite: Enrollment in the Medical Nutrition Program. Typically Offered: FALL

MNED 720 INTERPROFESSIONAL LEARNING AND LEADERSHIP I 1 Credit Hour
This supervised practice experience is focused on interprofessional learning, service learning and professional development. Students will gain an understanding of scope of practice, interprofessional teams, meaningful service to the community and professional development. Prerequisite: Enrollment in the Medical Nutrition Education Program, MNED 720. Typically Offered: SPRING

MNED 722 INTERPROFESSIONAL LEARNING AND LEADERSHIP II 1 Credit Hour
This supervised practice experience is focused on interprofessional learning, service learning and leadership skill development. Students will gain an understanding of scope of practice, interprofessional teams, meaningful service to the community and leadership skill development. Prerequisite: Enrollment in the Medical Nutrition Education Program, MNED 720. Typically Offered: SPRING

MNED 724 INTERPROFESSIONAL LEARNING AND LEADERSHIP III 1 Credit Hour
This supervised practice experience is focused on interprofessional learning, service learning and developing leadership and mentoring skills. Students will gain an understanding of scope of practice, interprofessional teams, meaningful service to the community and skill development in leadership and mentoring. Prerequisite: Enrollment in the Medical Nutrition Education Program, MNED 720, MNED 722. Typically Offered: FALL

MNED 730 PEDICIAN NUTRITION CARE 2 Credit Hours
This supervised practice experience is focused on the care of pediatric patients in community/ambulatory/acute inpatient care settings. Students will gain an understanding of regulatory requirements for nutrition care programs, e.g., Child Nutrition programs, Women, Infant and Children (WIC) program, Supplemental Nutrition Assistance Program (SNAP). In the clinical setting, students will use nutrition care process tools to gather and evaluate patient/client date for nutrition assessment. Prerequisite: Enrollment in the Medical Nutrition Program, MNED 710. Typically Offered: FALL

MNED 732 NUTRITION THERAPY - ADULT AND GERIATRIC PATIENT CARE 3 Credit Hours
This supervised practice experience is focused on the adult/geriatric patients in the acute care setting. Students will participate in patient nutrition care using the fundamental principles of the nutrition care process with an emphasis on nutrition assessment and patient/family education. Nutrition therapy for medical diagnoses related to cardiac disease, diabetes, gastrointestinal diseases will be included. Prerequisite: Enrollment in the Medical Nutrition Program, MNED 710. Typically Offered: FALL

MNED 734 NUTRITION THERAPY - EDUCATION & COUNSELING 2 Credit Hours
This supervised practice experience is focused on education and counseling for prevention and/or management of chronic diseases with nutrition correlates. Students gain functional understanding of specific counseling strategies through application in the clinical setting and debriefing with skilled preceptors. Prerequisite: Enrollment in the Medical Nutrition Program, MNED 710, 720, 730, 732, 775/875, 777/877 or instructor permission. Typically Offered: SPRING

MNED 736 NUTRITION THERAPY - COMPLEX ISSUES & CONTINUUM OF CARE 2 Credit Hours
This supervised practice experience is focused on adult and geriatric patients in the acute care setting (inpatient and ambulatory with home care consultation). Students will participate in patient nutrition care using the fundamental principles of the nutrition care process with an emphasis on nutrition assessment, nutrition support, and patient/family education. Students will monitor and evaluate nutrition care to determine impact in achieving expected outcomes. Practice areas include cancer, renal disease and other disease states with nutrition therapy as an important component of the patient’s overall plan of care. Prerequisite: Enrollment in the Medical Nutrition Program, MNED 710, 720, 730, 732, 775/875, 777/877 or instructor permission. Typically Offered: SPRING

MNED 738 NUTRITION THERAPY - CRITICAL CARE & NUTRITION SUPPORT 2 Credit Hours
This supervised practice experience is focused on adult/geriatric patients in the acute inpatient critical care setting who require nutrition support. Students will participate in patient nutrition care using the fundamental principles of the nutrition care process with an emphasis on nutrition assessment and reassessment, nutrition diagnosis and nutrition interventions including enteral/parenteral nutrition support and transitional feeding. Varied medical diagnoses and conditions are included. Prerequisite: Enrollment in the Medical Nutrition Program, MNED 710, 720, 730, 732, 775/875, 777/877 or instructor permission. Typically Offered: SPRING
MNED 750 ADVANCED PRACTICE SELECTIVE 2 Credit Hours
This supervised practice experience provides students (dietetic interns) an opportunity to add skills in an area of nutrition practice or nutrition research. Students may focus on a specialized area of practice and/or add experiences from an alternate location and practice type. Students will work with the course instructor, in advance, to select practice sites and learning objectives. Requires advance preparation and approval of personal learning objectives.
Prerequisite: Enrollment in the Medical Nutrition Program, MNED 710, 720, 730, 732, 775/875, 777/877 or instructor permission.
Typically Offered: SUM/SPRING

MNED 773 CLINICAL NUTRITION MANAGEMENT 1 Credit Hour
This supervised practice experience is focused on knowledge and skill development related to managing clinical nutrition services in health care settings. Students will conduct management functions and complete projects that demonstrate mastery of competencies relevant to entry-level practice. Project categories include: accreditation standards and regulatory requirements; policies and procedures; human resource functions; strategic planning and program development; financial management and process improvement.
Prerequisite: Enrollment in the Medical Nutrition Program, MNED 710, 720, 722, 730, 732, 734, 736, 738, 750, 775/875, 777/877, 785/975, 787/977 or instructor permission.
Typically Offered: SUM/SPRING

MNED 775 RSCH METHODS MED NUTR 3 Credit Hours
This course introduces students to the basic components of the medical nutrition research process including formulation of a valid research hypothesis and appropriate research methodology in a clinical practice setting. Students will be introduced to the fundamental concepts of research methods, enabling them to critically evaluate published research in medical nutrition. Course content includes appropriate procedures for conducting a comprehensive literature review, hypothesis development, study design, and statistical analysis.
Prerequisite: Enrollment in the Medical Nutrition Program or instructor permission.
Typically Offered: FALL

MNED 777 MEDICAL NUTRITION AND DIAGNOSIS RELATED CARE 3 Credit Hours
This course focuses on nutrition and diagnosis related care using a format of lectures and case studies. It explores the relationship between nutrition and the physiological, biochemical and anatomical changes in acute, chronic and/or terminal illness, surgery and trauma. Course content includes appropriate strategies for implementing each step of the nutrition care process as it relates to specific diseases/medical conditions. Areas of study include nutrition assessment and support in adult and pediatric nutrition care. Topics include burn, cardiology, diabetes, gastrointestinal and liver disease, oncology, pulmonology, renal disease, organ transplantation and introduction to nutrition support. Students use case studies from clinical settings to apply knowledge of nutrition assessment, diagnosis and intervention.
Prerequisite: Enrollment in the Medical Nutrition Program or instructor permission.
Typically Offered: FALL

MNED 779 NUTRITION THERAPY PRACTICUM 3 Credit Hours
This course is the culminating supervised practice experience that demonstrates entry-level competency attainment in the practice of medical nutrition therapy. Students work independently under the guidance of an experienced Registered Dietitian Nutritionist-Licensed Medical Nutrition Therapist. Students conduct all steps of the Nutrition Care Process to provide care for an assigned patient population similar to what would be expected in an entry-level position.
Prerequisite: Enrollment in the Medical Nutrition Program, MNED 710, 720, 722, 730, 732, 734, 736, 738, 750, 775/875, 777/877, 785/975, 787/977 or instructor permission.
Typically Offered: SUM/SPRING

MNED 785 APPLIED MEDICAL NUTRITION RESEARCH 3 Credit Hours
This course is designed to familiarize students with evidence based research and libraries, provide experiences designed to develop oral presentation and professional writing skills, and provide the experience of conducting medical nutrition research in the clinical setting. Students will obtain IRB approval for their research proposal developed in MNED 775, and develop proposals for research projects using appropriate methods, ethical procedures, and statistical analysis. Students will present their projects orally in class and in poster format at the College of Allied Health Professions Forum on Evidence-Based Medicine.
Prerequisite: Enrollment in the Medical Nutrition Program, MNED 775, CITI Training Certification.
Typically Offered: SPRING

MNED 787 MEDICAL NUTRITION AND THE NUTRITION CARE PROCESS 3 Credit Hours
This didactic course is designed to analyze nutrition care practice using the Academy of Nutrition and Dietetics Nutrition Care Process. Students will engage in application of strategies associated with evidence based practice and outcome measures in medical nutrition therapy.
Prerequisite: Enrollment in the Medical Nutrition Program, MNED 777, successful completion of fall semester clinical rotation requirements.
Typically Offered: SPRING

MNED 790 MED NUTRITION CAPSTONE 1-6 Credit Hours
This course provides the student with experiences that will demonstrate competence in planning, implementing, and interpreting a relevant, focused clinical or professional topic related to high quality delivery of Medical Nutrition Therapy. The submission of the Capstone Project in the form of a paper and oral presentation is a requirement for obtaining the Master of Medical Nutrition degree.
Prerequisite: Enrollment in the Medical Nutrition Program, MNED 775, MNED 785, successful completion of CITI Training.
Typically Offered: FALL/SP/SU

MNED 798 SPECIAL TOPICS MED NUTR 1-3 Credit Hours
This independent study course allows students to explore a specific topic not offered in the existing curriculum.
Prerequisite: Enrollment in the Medical Nutrition Program.
Typically Offered: FALL/SP/SU
MNED 875 RESEARCH METHODS IN MEDICAL NUTRITION I 3 Credit Hours
An introduction to the basic components of the medical nutrition research process including formulation of a valid research hypothesis and appropriate research methodology in a clinical practice setting. Students will be introduced to the fundamental concepts of research methods, enabling them to critically evaluate published research in medical nutrition. Course content includes appropriate procedures for conducting a comprehensive literature review, hypothesis development, study design, and statistical analysis. Students will develop a research proposal and will complete CITI training.
Prerequisite: Permission of instructor.

MNED 877 MEDICAL NUTRITION AND DIAGNOSIS RELATED CARE 3 Credit Hours
This course focuses on nutrition care for patients with varied medical diagnoses. Format includes lectures by practicing clinicians and case studies from clinical settings to apply knowledge of nutrition assessment, diagnosis and intervention.
Prerequisite: Permission of instructor.

MNED 975 APPLIED MEDICAL NUTRITION RESEARCH II 3 Credit Hours
This course is designed to familiarize students with evidence based research and libraries, provide experiences designed to develop oral presentation and professional writing skills, and provide the experience of conducting medical nutrition research in the clinical setting. Students will obtain IRB approval for their research proposal developed in MNED 875, and execute the research project using appropriate methods, ethical procedures, and statistical analysis. Students will present their findings orally in class and in poster format at the CAHP Forum on Evidence-Based Medicine. Students will be assigned published papers and specific sections of books to read, and websites to visit prior to classes five through seven. The papers will be used as examples of study design. The website provides current information on dietary supplements and their regulation.
Prerequisite: MNED 875 and permission of instructor.

MNED 977 MEDICAL NUTRITION AND THE NUTRITION CARE PROCESS 3 Credit Hours
A didactic course designed to analyze nutrition care practice using the American Dietetic Association Nutrition Care Process. Students will engage in application of strategies associated with evidence based practice and outcome measures in the medical nutrition therapy.
Prerequisite: MNED 877 and permission of instructor.

MNED 998 SPECIAL TOPICS IN MEDICAL NUTRITION 1-3 Credit Hours
An independent study course that allows students to explore in depth a specific topic not offered in existing curriculum. Topics may include an evidence for specific nutrition therapy or other medical nutrition issues.
Prerequisite: Permission of instructor.

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Physical Therapy (PHYT)

PHYT 502 FOUNDATIONS OF PHYSICAL THERAPY PRACTICE 3 Credit Hours
This course addresses major topic areas related to the practice of physical therapy. Six modules serve to introduce students to: the history of physical therapy and current issues facing the profession, the processes involved in physical therapy clinical decision-making, the structure of the American healthcare system, and a conceptual foundation for performing observation and joint range of motion measurement skills used in physical therapy. The information presented in this course will serve as a foundation for subsequent course work, as the general themes presented in this course will recur throughout the curriculum.
Prerequisite: Enrollment in the Physical Therapy Program.
Typically Offered: FALL

PHYT 505 MUSCULOSKELETAL PHYSICAL THERAPY I 5 Credit Hours
This course consists of a combination of lectures, discussion, required readings, demonstrations, and laboratory sessions related to physical therapy examination, evaluation, and intervention techniques related to muscle length, muscle performance, posture, gait and locomotion. An emphasis of the course will be on evidence-based practice in all areas of patient management. Where little evidence exists, a pragmatic approach integrating basic principles of biomechanics and pathokinesiology will be used. Principles of measurement, biomechanics (including kinematics and kinetics of human motion, and muscle mechanical properties), and neural control of movement are also covered in this course.
Prerequisite: Enrollment in the Physical Therapy Program, GCBA 571, CIP 606, PHYT 502.
Typically Offered: SPRING

PHYT 506 FUNCTIONAL MOBILITY 2 Credit Hours
This is a lecture-laboratory course which covers examination, evaluation and intervention concepts and skills specifically related to gait, mobility, transfers, self care, and home management. Community and work integration, and a study of environmental barriers will also be covered in this course.
Prerequisite: Enrollment in the Physical Therapy Program, GCBA 571, CIP 606, PHYT 505.
Typically Offered: SUMMER

PHYT 510 PHYSICAL AGENTS 3 Credit Hours
This course is designed to incorporate all classroom and clinical experience to date to sharpen problem solving skills. The emphasis is on integration of knowledge and skills with clinical decision making. Emphasis is on clinical problem solving of case studies frequently seen in physical therapy practice. The problem solving approach will be used in journal documentation and research, small group discussions, demonstration and laboratory experience.
Prerequisite: Enrollment in the Physical Therapy Program.
Typically Offered: SUMMER

PHYT 511 INTEGUMENTARY PHYSICAL THERAPY 2 Credit Hours
This course teaches the students the basic science of inflammation and tissue healing. The student will learn how to conduct an examination of the integumentary system and evaluate the findings. Various intervention techniques used in the treatment of wounds (including arterial venous wounds, burns, pressure ulcers) and lymphedema will be taught.
Prerequisite: Enrollment in the Physical Therapy Program, GCBA 571, CIP 606; NRSG 605.
Typically Offered: SPRING
PHYT 512 NEUROMUSCULAR PHYSICAL THERAPY I 3 Credit Hours
This course is designed to provide foundational knowledge about structures and processes within the neuromuscular system that influence movement. Consequences of use, disuse, age, pathology, and injury will be addressed as they relate to sensorimotor Impairment, disability, and/or handicap. Neurologic examination techniques will be introduced.
Prerequisite: Enrollment in the Physical Therapy Program, GCBA 571, PHYS 606.
Typically Offered: SPRING

PHYT 522 PSYCHOSOCIAL ASPECTS OF HEALTH CARE 2 Credit Hours
This survey course addresses a wide array of professional issues related to the practice of physical therapy from the perspectives of behavioral and social science (the study of human behavior in both individual and collective forms). Course topics include, but are not limited to: defining professional and expert practice; identifying ethical dimensions of health care; respecting human differences including self-awareness, family-centered care and cultural competence; developing effective skills in communication and patient education; appreciating the continuum of loss, grieving and adjustment due to chronic illness, social and physical changes and death and dying; and responses to illness and disability that complicate care such as self-destructive behaviors. The course includes a simulation with standardized patients with a focus on communication and patient interview skills.
Prerequisite: Enrollment in the Physical Therapy Program.
Typically Offered: SUMMER

PHYT 550 CLINICAL EDUCATION I 2-7 Credit Hours
This course is the first in a series of five clinical education courses, and includes a module teaching documentation. This course will provide the student with the first professional exposure to the clinical practice of physical therapy. Students will spend one day per week in the clinical setting, for a total of 10 days (80 contact hours) during the semester. Every student will be assigned clinical placements in outpatient orthopedic, geriatric, and acute care settings, as well as a limited number of days in either home health or clinical settings treating adult neurological disorders or children. The clinical experience allows for the application of didactic information acquired through the curriculum. The documentation module will provide the student with the first exposure to documentation in the curriculum. Effective documentation promotes positive clinical outcomes, patient safety, continuity of care and appropriate reimbursement. The written record is the evidence for compliance with laws and regulations governing practice. Application of documentation principles will continue in subsequent courses and while on clinical rotations.
Prerequisite: Enrollment in the Physical Therapy Program.
Typically Offered: SPRING

PHYT 605 MUSCULOSKELETAL PHYSICAL THERAPY II 4 Credit Hours
This course emphasizes physical therapy examination, evaluation, diagnosis, prognosis, and intervention for patients with musculoskeletal dysfunction of the upper quarter: craniomandibular joint, cervical spine, thoracic spine, and upper limb. The material is taught using a combination of lectures, discussion, required readings, demonstrations, case studies, and laboratory sessions.
Prerequisite: Enrollment in the Physical Therapy Program and successful completion of year 1 curriculum.
Typically Offered: FALL

PHYT 606 MUSCULOSKELETAL PHYSICAL THERAPY III 4 Credit Hours
This course emphasizes physical therapy examination, evaluation, diagnosis, prognosis, and intervention for patients with musculoskeletal dysfunction of the lower quarter: lumbar spine, pelvic girdle, lower limb, womens health, and PT in industry.
Prerequisite: Enrollment in the Physical Therapy Program and successful completion of year 1 curriculum.
Typically Offered: SPRING

PHYT 610 CARDIOPULMONARY PHYSICAL THERAPY 4 Credit Hours
This lecture-laboratory course emphasizes application of the therapist-client management model as related to common cardiovascular and pulmonary disorders. Etiology, clinical manifestations, physical therapy examination, evaluation, diagnosis, prognosis and intervention strategies for various cardiovascular and pulmonary disorders will be presented through lectures, laboratory experiences, patient simulation and case study formats.
Prerequisite: Enrollment in the Physical Therapy Program, GCBA 571, CIP 606, NRSG 605.
Typically Offered: FALL

PHYT 612 PEDIATRIC PHYSICAL THERAPY 4 Credit Hours
This course provides the physical therapy student with entry level, foundational knowledge for pediatric practice settings. Topics include: typical motor development, motor performance, and motor learning; standardized tests and screening tools for pediatric populations, common pediatric diagnoses and the impact upon the developing child, treatment planning and equipment needs for specific conditions, goal writing for pediatric practice settings, and pediatric practice issues.
Prerequisite: Enrollment in the Physical Therapy Program.
Typically Offered: SPRING

PHYT 614 PHYSICAL THERAPY MANAGEMENT OF INDIVIDUALS WITH CHRONIC HEALTH CONDITIONS 2 Credit Hours
A lecture/discussion course which applies concepts of exercise physiology, exercise prescription, and other physical therapy interventions to those individuals with impairments, activity limitations and participation restrictions related to the presence of chronic health conditions. Topics include physical therapy management of individuals with obesity, osteoporosis, fibromyalgia, chronic fatigue syndrome, diabetes, metabolic syndrome, end-stage renal failure, HIV/AIDS, cancer, arthritis and conditions associated with advanced age, and others.
Prerequisite: Enrollment in the Physical Therapy Program successful completion of year 1 curriculum.
Typically Offered: SPRING

PHYT 615 FUNCTIONAL EXERCISE PROGRESSION 3 Credit Hours
This is a lecture and laboratory course which applies concepts of functional exercise to individuals with health conditions that have resulted in impairments, activity limitations, and participation restrictions with the intent of eliminating or reducing the severity of them. Topics will include motor skills training to diminish or eliminate activity limitations (e.g., standing, walking, transfers, stairs) through functional training, exercise directed at ameliorating specific impairments such as muscle weakness, loss of joint range of motion, or poor coordination and balance, and special exercise modalities that can be applied to patients with varying health conditions. This course is not intended to provide exercise protocols for specific health conditions.
Prerequisite: Enrollment in the Physical Therapy Program successful completion of year 1 curriculum.
Typically Offered: FALL
PHYT 616 NEUROMUSCULAR PHYSICAL THERAPY II 4 Credit Hours
This is the second in a three course sequence that prepares the student to manage adults presenting with neuromuscular disease. The course provides the student with 1) general principles of examination and evaluation, 2) the theoretical framework for making intervention decisions, including theories of motor control and motor learning, and 3) an overview of adult patient management (examination, evaluation, diagnosis, prognosis, intervention, and outcomes) for Neuromuscular Physical Therapy Practice Patterns.
Prerequisite: Enrollment in the Physical Therapy Program, PHYT 512. Typically Offered: FALL

PHYT 617 NEUROMUSCULAR PHYSICAL THERAPY III 3 Credit Hours
This is the third in a three course sequence that continues to prepare the student to manage adults presenting with neuromuscular disease. This course provides the student with 1) an overview of adult patient management (examination, evaluation, diagnosis, prognosis, intervention, and outcomes) for Neuromuscular Physical Therapy Practice Patterns with an emphasis on the complex medical patient, and 2) the theoretical framework for making delegation decisions to PT Assistants.
Prerequisite: Enrollment in the Physical Therapy Program, PHYT 616. Typically Offered: SPRING

PHYT 622 PRACTICE MANAGEMENT SKILLS IN PHYSICAL THERAPY I 1 Credit Hour
This foundational course provides an overview of the US health care system, budgeting, resource utilization, billing and reimbursement as related to providing cost-effective, efficient, ethical, high quality physical therapy services using a lecture and seminar class format.
Prerequisite: Enrollment in the Physical Therapy Program, PHYT 502, PHYT 522. Typically Offered: SPRING

PHYT 624 ORTHOTICS & PROSTHETICS 3 Credit Hours
An advanced lecture, laboratory and demonstration course in the application of anatomy and pathomechanics to bracing and positioning of the human body, to artificial limbs, and the selection and use of other specialized assistive devices, including wheelchairs seating and mobility. It includes examination, evaluation, physical therapy diagnosis and prognosis, and implementation as applied to selection, fitting and training protocols for a variety of neuromuscular and skeletal pathologies, impairments and disabilities, amputations and limb deficiencies.
Prerequisite: Musculoskeletal I and II, Therapeutic Exercise. Enrollment in the Physical Therapy Program.
Typically Offered: SPRING

PHYT 630 PREVENTION & WELLNESS 2 Credit Hours
The Public Health model of care will be discussed. Methods for addressing the wellness needs of populations, groups and individuals across the lifespan are covered, including alternative and complementary healing methods and movement therapies. The physical therapist\'s role in primary, secondary and tertiary prevention of diseases of the neuromuscular, musculoskeletal, cardiopulmonary and integumentary systems will be discussed. In addition, the consultant role of the physical therapist in promoting wellness to industry, community groups and individuals will be addressed.
Prerequisite: Enrollment in the Physical Therapy Program and successful completion of year 1 curriculum.
Typically Offered: FALL

PHYT 640 CRITICAL INQUIRY I 3 Credit Hours
This is the first of two courses in critical inquiry designed to develop the students\' abilities to critically analyze and interpret research. The primary focus will be on evidence-based practice, research designs, statistical methods, and critically analyzing research papers.
Prerequisite: Enrollment in the Physical Therapy Program, PHYT 502. Typically Offered: SPRING

PHYT 650 CLINICAL EDUCATION II 8 Credit Hours
Clinical education courses are an integral part of the DPT curriculum. They allow for the clinical application of physical therapy theories and techniques acquired during lecture and laboratory instruction. As importantly, these courses provide the student with the opportunity to acquire the knowledge, skills and abilities most effectively taught in the clinical setting. The clinical education process is designed to provide the student with periodic clinical exposure at key times throughout the curriculum, thus enabling to student to build clinical practice skills and confidence while being exposed to a variety of clinicians, patients, and facilities. Although each student will have different clinical education experiences, the process is designed to move the student along a continuum from observation, identification and description to analysis, demonstration, and evaluation. Consequently, the student will also progress from requiring fairly constant supervision by clinical instructors to requiring periodic guidance and eventually to entry level practice. The clinical faculty provides the student with clinical practice experience and specialty knowledge. This, coupled with the program curriculum, provides the foundational base of knowledge, skills and abilities necessary to begin entry level practice.
Prerequisite: Enrollment in the Physical Therapy Program, PHYT 550. Typically Offered: SUMMER

PHYT 720 DIFFERENTIAL DIAGNOSIS I 2 Credit Hours
This class builds on the students current knowledge of pathophysiology. Emphasis will be placed not only on the signs and symptoms but also the natural progression of the various disease pathologies and how this influences the PT plan of care. Lectures and group discussions will be utilized to facilitate clinical decision-making. Case studies will be used to assist the student in the development of physical therapy treatment programs which not only address current problems, but potential problems and the patient\'s general health.
Prerequisite: Enrollment in the Physical Therapy Program.
Typically Offered: FALL

PHYT 722 PRACTICE MANAGEMENT SKILLS IN PHYSICAL THERAPY II 2 Credit Hours
Clinical education courses are an integral part of the DPT curriculum. They allow for the clinical application of physical therapy theories and techniques acquired during lecture and laboratory instruction. As importantly, these courses provide the student with the opportunity to acquire the knowledge, skills and abilities most effectively taught in the clinical setting. The clinical education process is designed to provide the student with periodic clinical exposure at key times throughout the curriculum, thus enabling to student to build clinical practice skills and confidence while being exposed to a variety of clinicians, patients, and facilities. Although each student will have different clinical education experiences, the process is designed to move the student along a continuum from observation, identification and description to analysis, demonstration, and evaluation. Consequently, the student will also progress from requiring fairly constant supervision by clinical instructors to requiring periodic guidance and eventually to entry level practice. The clinical faculty provides the student with clinical practice experience and specialty knowledge. This, coupled with the program curriculum, provides the foundational base of knowledge, skills and abilities necessary to begin entry level practice.
Prerequisite: Enrollment in the Physical Therapy Program, PHYT 502, PHYT 622. Typically Offered: FALL
PHYT 726 PROFESSIONAL DEVELOPMENT IN PHYSICAL THERAPY 2
Credit Hours
This course provides the learner with the opportunity to acquire specific skills for professional development that include but are not limited to: 1) presenting a patient case to faculty and peers that incorporates demonstration of evidences-based clinical decision making, while using best practices of instructional techniques and educational theories, 2) performing peer and self-assessment activities that include reflective and constructive feedback, 3) critically evaluating methods of maintaining clinical competence, 4) identifying key clinical instructor competencies, 5) designing a realistic and comprehensive professional development plan, and 6) characterizing effective methods for contributing to social responsibility and advocacy.
Prerequisite: Enrollment in the Physical Therapy Program.
Typically Offered: FALL

PHYT 727 DIFFERENTIAL SCREENING FOR PHYSICAL THERAPISTS 2
Credit Hours
This course emphasizes imaging and medical screening tools as they pertain to physical therapy examination, evaluation, diagnosis, prognosis, and intervention. Course information will focus on how findings may influence patient management as well as need for further medical examination or referral. Self-study, lecture, case studies, and group discussion are included in this course.
Prerequisite: Enrollment in the Physical Therapy Program, successful completion of year 1 2 curriculum.
Typically Offered: FALL

PHYT 740 CRITICAL INQUIRY II 3 Credit Hours
This is the second of two courses in critical inquiry designed to develop the students’ abilities to critically analyze and interpret research. A major emphasis in this course is on the process of evidence-based practice: developing clinical questions, searching for evidence, analyzing the evidence, and applying the evidence to practice. An additional emphasis is placed on learning to conduct Journal Club discussions of the literature.
Prerequisite: Enrollment in the Physical Therapy Program, PHYT 640.
Typically Offered: SPRING

PHYT 742 SPECIAL TOPICS 1-3 Credit Hours
Typically Offered: FALL

PHYT 750 CLINICAL EDUCATION III 8 Credit Hours
Clinical education courses are an integral part of the DPT curriculum. They allow for the clinical application of physical therapy theories and techniques acquired during lecture and laboratory instruction. As importantly, these courses provide the student with the opportunity to acquire the knowledge, skills and abilities most effectively taught in the clinical setting. The clinical education process is designed to provide the student with periodic clinical exposure at key times throughout the curriculum, thus enabling to student to build clinical practice skills and confidence while being exposed to a variety of clinicians, patients, and facilities. Although each student will have different clinical education experiences, the process is designed to move the student along a continuum from observation, identification and description to analysis, demonstration, and evaluation. Consequently, the student will also progress from requiring fairly constant supervision by clinical instructors to requiring periodic guidance and eventually to entry level practice. The clinical faculty provides the student with clinical practice experience and specialty knowledge. This, coupled with the program curriculum, provides the foundational base of knowledge, skills and abilities necessary to begin entry level practice.
Prerequisite: Enrollment in the Physical Therapy Program, PHYT 550, PHYT 650 and successful completion of all previous curriculum.
Typically Offered: FALL

PHYT 751 CLINICAL EDUCATION IV 8 Credit Hours
Clinical education courses are an integral part of the DPT curriculum. They allow for the clinical application of physical therapy theories and techniques acquired during lecture and laboratory instruction. As importantly, these courses provide the student with the opportunity to acquire the knowledge, skills and abilities most effectively taught in the clinical setting. The clinical education process is designed to provide the student with periodic clinical exposure at key times throughout the curriculum, thus enabling to student to build clinical practice skills and confidence while being exposed to a variety of clinicians, patients, and facilities. Although each student will have different clinical education experiences, the process is designed to move the student along a continuum from observation, identification and description to analysis, demonstration, and evaluation. Consequently, the student will also progress from requiring fairly constant supervision by clinical instructors to requiring periodic guidance and eventually to entry level practice. The clinical faculty provides the student with clinical practice experience and specialty knowledge. This, coupled with the program curriculum, provides the foundational base of knowledge, skills and abilities necessary to begin entry level practice.
Prerequisite: Enrollment in the Physical Therapy Program, PHYT 550, PHYT 650, PHYT 750 and successful completion of all prior curriculum.
Typically Offered: SPRING
PHYS 752 CLINICAL EDUCATION V 8 Credit Hours
Clinical education courses are an integral part of the DPT curriculum. They allow for the clinical application of physical therapy theories and techniques acquired during lecture and laboratory instruction. As importantly, these courses provide the student with the opportunity to acquire the knowledge, skills, and abilities most effectively taught in the clinical setting. The clinical education process is designed to provide the student with periodic clinical exposure at key times throughout the curriculum, thus enabling to student to build clinical practice skills and confidence while being exposed to a variety of clinicians, patients, and facilities. Although each student will have different clinical education experiences, the process is designed to move the student along a continuum from observation, identification and description to analysis, demonstration, and evaluation. Consequently, the student will also progress from requiring fairly constant supervision by clinical instructors to requiring periodic guidance and eventually to entry level practice. The clinical faculty provides the student with clinical practice experience and specialty knowledge. This, coupled with the program curriculum, provides the foundational base of knowledge, skills, and abilities necessary to begin entry level practice.
Prerequisite: Enrollment in the Physical Therapy Program, PHYT 550, PHYT 650, PHYT 750, PHYT 751 and successful completion of all prior curriculum.
Typically Offered: SPRING

PHYT 942 SPECIAL TOPICS 1-6 Credit Hours
A directed independent study graduate course designed to address a specific and limited area of content in depth. The course is not intended for students who desire an overview or global content course.
Prerequisite: Permission of instructor.
Typically Offered: FALL/SP/SU

Physician Assistant (PHAS)

PHAS 620 PHYSICIAN ASSISTANT PROFESSIONAL ISSUES 1 Credit Hour
This course is designed to introduce students to the physician assistant profession through the use of lectures, selected readings, examinations and written assignments. Students will gain an understanding of the role of the PA on the health care team and the responsibilities of being a health care professional. Attention will be focused on professionalism. Information will be presented about the history of the profession, professional organizations, competency-based PA education, practicing patterns, credentialing certification. Additional topics will include health care economics and future directions of the PA profession.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: FALL

PHAS 630 CLINICAL SKILLS I 3 Credit Hours
This course is designed to provide instruction and practice in the fundamental clinical skills necessary for patient care, with a primary focus on performance of a complete physical examination of patients throughout the lifespan. There will be weekly lectures as well as instruction and practice in a small group setting, focusing on physical examination skills. Summative evaluation will include the student demonstrating mastery of a complete physical examination.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: SPRING

PHAS 632 COMMUNICATION IN MEDICINE I 2 Credit Hours
This course is designed to provide students the skills necessary to become proficient in communication including verbal communication, non-verbal communication, and medical writing skills. Communication is recognized as a core component in the practice of medicine. Communication bridges the gap between evidence-based medicine and the patient. Research has shown that good communication between provider and patient results in improved patient outcomes by more accurate diagnosis, increased patient adherence, increased provider job satisfaction, and decreased malpractice claims. To effectively build communication skills, the course will address the basic fundamentals and integrate these skills into the clinical curriculum. This method will allow the student to reiterate the learned skills and take them to higher complexity levels throughout the educational program.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: SPRING

PHAS 635 CLINICAL SKILLS II 3 Credit Hours
Clinical Skills II is a continuation of Clinical Skills I. Technical skills and procedures necessary for patient care are taught, including: Suturing and surgical knot-tying; advanced musculoskeletal examination techniques; simple dermatologic procedures; cast application and removal; splinting; intravenous access; injection techniques; phlebotomy; gowning, gloving, sterile technique and a general orientation to the operating room. Students are provided with an introduction to many common office-based and hospital-based procedures through lecture and video and assigned readings. Students must also successfully complete Basic Life Support (BLS), Advanced Cardiopulmonary Life Support (ACLS) and Pediatric Advanced Life Support (PALS) as a part of this course.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: SUM/FALL

PHAS 637 COMMUNICATION MEDICINE II 1 Credit Hour
This course is designed to allow students to build on the medical communication skills that were presented in Communication in Medicine I. Students will continue to improve their competency in the areas of verbal communication, non-verbal communication, and medical writing skills. Patient education and counseling skills will be presented. Communication is a core component in the practice of medicine and it is critical that medical providers become proficient at this task. This course will challenge the student to integrate the skills learned in CIM I and take them to higher complexity levels. There will be significant emphasis placed on communication necessary for interdisciplinary care. The skills learned in this course will be integrated into the clinical curriculum, thereby allowing the student to become more familiar with medical communication. Students are given opportunities to carry out case presentations in small groups in preparation for the clinical phase of their education.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: SUM/FALL

PHAS 645 BEHAVIORAL MEDICINE 3 Credit Hours
The Behavioral Medicine course will present an introduction to the neurobiological, psychobiological, social, and emotional influences on health and illness in the practice of primary care medicine. The material is presented in a lecture-based format with some small group work. Learning is assessed through a variety of methods including, but not limited to, exams, papers, journals, research, and community activities.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: SUM/FALL
PHAS 650 ADULT AND PEDIATRIC MEDICINE I 8 Credit Hours
The Med/Peds I course is designed to expose students to the most common medical and surgical conditions that are seen in primary care practice and to prepare pre-clinical students for a more in-depth study of medicine in the second part of the course and for their clinical clerkships in Phase II of the PA Program and lay the foundation for the life-long process of self-directed education in medicine. The course will consist of lectures, discussions, assigned readings, problem-based learning cases, quizzes and examinations during the Spring Semester. Selected topics from the following organ systems will be covered in this course: pediatrics, dermatologic system, head and neck, immunology, otolaryngology, ophthalmology, pulmonary system, cardiovascular system, musculoskeletal system, neurologic system, reproductive system, genitourinary system, endocrine system, hematologic system, surgery and emergency medicine. Many important topics will be covered by lecture. Most of these will be presented by the Physician Assistant program core faculty, although some topics will be presented by guest lecturers who are clinicians with expertise in a particular area of study. It is impossible, however, to cover all essential topics adequately in a lecture format. Assigned readings are important adjuncts to supplement the lecture material, and will also cover other topics not presented in lecture. This process of self-directed learning will be vitally important during your clinical rotations, in preparation for the National Board Examination, and in developing good reading and study habits for life-long learning.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: SUMMER

PHAS 655 ADULT AND PEDIATRIC MEDICINE II 9 Credit Hours
The Adult and Pediatric Medicine II course is designed to be a continuation of Adult and Pediatric Medicine I serving to introduce and reinforce the process of clinical decision making and the procedures involved in the diagnosis, treatment and follow-up of common diseases and disorders in adults and children in the practice of clinical medicine. Emphasis will also be given to the strategies and methods of disease prevention and the promotion of healthy lifestyles through the lifespan. The course also serves to lay the foundation for the life-long process of self-directed education in medicine.
Typically Offered: SPRING

PHAS 656 ADULT AND PEDIATRIC MEDICINE III 3 Credit Hours
The Adult and Pediatric Medicine III course is designed to be a continuation of Adult and Pediatric Medicine I and II and is meant to prepare pre-clinical students for their clinical clerkships in Phase II of the PA Program and lay the foundation for the life-long process of self-education in medicine. The course will consist of lectures, discussions, assigned readings, and examinations during the beginning of the Fall semester. Selected topics from various areas of medicine and surgery will be covered in this course.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: FALL

PHAS 660 MEDICAL ETHICS 1 Credit Hour
This course is designed to introduce PA students to the main concepts and practices in medical ethics. Three areas of medical ethics are examined: professional ethics, clinical ethics and ethics in relation to selected aspects of medical law. In the area of professional ethics, emphasis will be placed on the ethical obligations of a professional practitioner to patients in clinical practice. In clinical ethics, current ethical issues in clinical practice will be reviewed. Additionally, students will be introduced to a structured approach for identifying, analyzing and resolving ethical issues in clinical medicine. The interaction of medical law and medical ethics will be examined in particular in relation to patient rights and protections in clinical practice, medical practice acts, professional liability and medical malpractice.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: SUM/FALL

PHAS 664 SPECIAL TOPICS IN PHYSICIAN ASSISTANT STUDIES 1-6 Credit Hours
This is a directed study course. It is designed to address a specific, focused and limited area of content in depth. The area of study may be selected by the student or prescribed by the instructor.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: FALL/SP/SU

PHAS 665 SYSTEMS IN HEALTH CARE AND MANAGEMENT 1 Credit Hour
The course Systems in Health Care and Management is to provide PA students with an overview of the history and structure of the major types of health care systems currently operating in the United States along with socioeconomic issues associated with these systems. Instruction will also be provided in clinical management practices and procedures including coding systems for diagnosis and reimbursement, quality assurance and risk management, and legal issues that impact medical practice.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: SUM/FALL

PHAS 670 RESEARCH APPLICATIONS IN MEDICINE 1 Credit Hour
This course is designed to introduce PA students to clinical research in medicine and its application to clinical decision making through the concepts and principles of evidence-based medicine. Additionally, the course will provide the student with the skills to complete a written research project through the investigation of a clinical topic utilizing the medical literature. Searching, interpreting and critically evaluating the medical literature and its application to patient care in order to promote evidence-based clinical practice will be emphasized.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: SUM/FALL

PHAS 680 HEALTH CARE POLICY 3 Credit Hours
The purpose of the course of study in this area is to give the student an opportunity to focus his/her attention on how the health care system works. Completion of the assignment is intended to review with the student the basic principles of health policy so that the student will have a clearer, more systematic way of thinking about health care in the United States, its problems, and the alternatives for managing these problems. Most of the principles also apply to the understanding of health care systems in other nations.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: SUMMER
PHAS 681 CANADIAN HEALTH CARE POLICY 3 Credit Hours
The purpose of the course of study in this area is to give the student an opportunity to focus his/her attention on how the Canadian health care system works. Completion of the assignment is intended to review with the student the basic principles of health policy so that the student will have a clearer, more systematic way of thinking about health care in Canada, its problems, and the alternatives for managing these problems. Most of the principles also apply to the understanding of health care systems in other nations.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: SUMMER

PHAS 682 CLINICAL INQUIRY AND WRITING 3 Credit Hours
This course focuses on common concepts and methodology involved in clinical research. Students learn to critique published research papers relevant to clinical practice. Topics include evidence-based medicine, elements of credible research, applied statistical concepts, research article critiques, integrative literature and applications of clinical research. The skills required to develop an independent research project are developed, preparing the student for the writing project required for the Masters of PA Studies degree. This course is offered in alternating terms. MPAS DAO advisors will work with students to schedule the course within their plan of study.
Prerequisite: Enrollment in the Physician Assistant Program.

PHAS 700 CLINICAL EDUCATION 4 Credit Hours
This course is designed to provide clerkship experiences to students in the Physician Assistant Program.
Prerequisite: Enrollment in the Physician Assistant Program.
Typically Offered: FALL/SP/SU

PHAS 702 PSYCHIATRY CLERKSHIP 4 Credit Hours
A four-week clinical experience in outpatient and/or inpatient psychiatry, geared to the anticipated role of a physician assistant. Students have the opportunity to initiate patient evaluation, learn to do psychiatric interviews, assess mental status, develop a working diagnosis and tentative medical management plan, make referral to a physician or community agency, and learn follow-up management with the treating physician or agency.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 703 INTERNAL MEDICINE CLERKSHIP 4 Credit Hours
This is a four-week clinical rotation in which the student will learn many of the common disease states seen in an Internal Medicine practice. In addition the indications, limitations, and methods of performing the necessary diagnostic procedures and therapeutic measures used in the treatment of general medicine disorders are reviewed. Patient problems and conditions as experienced in the outpatient clinical and/or the hospital ward are covered in this course. Through the collection and acquisition of historical, physical and laboratory data, the student develops and understands of patient evaluation and treatment under preceptor supervision.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 704 PEDIATRIC CLERKSHIP 4 Credit Hours
This is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient ward under the supervision of a community-based pediatrician and/or pediatric Physician Assistant. The student will learn to manage various acute and chronic childhood illnesses and learn to evaluate normal variations of growth and development by participating in the outpatient clinic.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 705 OB/GYN CLERKSHIP 4 Credit Hours
A four-week clinical experience studying the broad spectrum of common obstetric and gynecological problems. During this clerkship, the management of pregnancy, labor, and delivery including prenatal, natal, and postnatal complications is taught. The student is responsible for taking obstetrical histories, performing obstetrical physical examinations, and following patients through labor, delivery, and the early postpartum period. The student is exposed to protocols and programs relating to cancer detection, sexually transmitted diseases, and contraception. Learning to take gynecologically oriented patient histories and perform complete and accurate gynecological examinations is required.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 706 SURGERY CLERKSHIP 4 Credit Hours
This is a four-week rotation during which students learn about surgical patients and the surgical service. Students participate in the care of the patients on the wards, during the preoperative phase, in the operating room, and during their postoperative follow-up. At the end of the four weeks students are expected to understand the course of surgical illness, be able to conduct themselves appropriately in the operating room and to have gained the skills commensurate with care of the surgical patient including intravenous access, suturing, and other appropriate procedures as required by the clerkship preceptor.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 707 FAMILY MEDICINE CLERKSHIP 4 Credit Hours
This is a twelve-week clinical experience (three 4-week clerkships) under the supervision of a community-based primary care physician and/or Physician Assistant designed to acquaint the student with those aspects of the practice of medicine unique to the community setting. The student works with the preceptor in the hospital, the office, long-term care facilities, and all other areas where the preceptor works. In the hospital the student makes rounds with the preceptor and assists him in fulfilling his inpatient responsibilities. In the office the student learns about management procedures in a private practice and helps the preceptor by providing services consonant with his individual background and clinical training. Students will observe the team practice concept of health care. Some home health care clinical training is available.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU
PHAS 707A FAMILY MEDICINE A CLERKSHIP 4 Credit Hours
This is a twelve-week clinical experience (three 4-week clerkship) under the supervision of a community-based primary care physician and/or Physician Assistant designed to acquaint the student with those aspects of the practice of medicine unique to the community setting. The student works with the preceptor in the hospital, the office, long-term care facilities, and all other areas where the preceptor works. In the hospital the student makes rounds with the preceptor and assists him in fulfilling his inpatient responsibilities. In the office the student learns about management procedures in a private practice and helps the preceptor by providing services consonant with his individual background and clinical training. Students will observe the team practice concept of health care. Some home health care clinical training is available. Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I. Typically Offered: FALL/SP/SU

PHAS 707B FAMILY MEDICINE B CLERKSHIP 4 Credit Hours
This is a twelve-week clinical experience (three 4-week clerkship) under the supervision of a community-based primary care physician and/or Physician Assistant designed to acquaint the student with those aspects of the practice of medicine unique to the community setting. The student works with the preceptor in the hospital, the office, long-term care facilities, and all other areas where the preceptor works. In the hospital the student makes rounds with the preceptor and assists him in fulfilling his inpatient responsibilities. In the office the student learns about management procedures in a private practice and helps the preceptor by providing services consonant with his individual background and clinical training. Students will observe the team practice concept of health care. Some home health care clinical training is available. Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I. Typically Offered: FALL/SP/SU

PHAS 707C FAMILY MEDICINE C CLERKSHIP 4 Credit Hours
This is a twelve-week clinical experience (three 4-week clerkship) under the supervision of a community-based primary care physician and/or Physician Assistant designed to acquaint the student with those aspects of the practice of medicine unique to the community setting. The student works with the preceptor in the hospital, the office, long-term care facilities, and all other areas where the preceptor works. In the hospital the student makes rounds with the preceptor and assists him in fulfilling his inpatient responsibilities. In the office the student learns about management procedures in a private practice and helps the preceptor by providing services consonant with his individual background and clinical training. Students will observe the team practice concept of health care. Some home health care clinical training is available. Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I. Typically Offered: FALL/SP/SU

PHAS 708 EMERGENCY MEDICINE CLERKSHIP 4 Credit Hours
This is a four-week clerkship that presents the student with opportunities to deal with a variety of common medical emergencies under the supervision of Emergency Department physicians and staff. The student learns to collect and integrate information regarding the emergency patient. Management of trauma, drug overdose, cardiac life support, and common illnesses and injuries seen in an emergency care setting are emphasized. Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I. Typically Offered: FALL/SP/SU

PHAS 709 GERIATRIC CLERKSHIP 4 Credit Hours
This clerkship is designed to provide students with a geriatric-specific clinical experience. The fundamental principles of geriatric medicine will be explored by providing opportunities for exposure to the various aspects of restorative and rehabilitative care, interdisciplinary approaches to the delivery of geriatric health services, and an examination of the primary care PA role and responsibility in the long-term care system. There is a specific focus on interactions with older adults, decision making as it effects the well being of patients, and the strengths and weaknesses of the referral system. Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I. Typically Offered: FALL/SP/SU

PHAS 721 CARDIOLOGY ELECTIVE 4 Credit Hours
This is a four-week rotation during which the indications, limitations, and methods of performing the necessary diagnostic procedures and therapeutic regimen for the evaluation of disorders of the cardiovascular systems is studied. Students conduct initial patient evaluations including the history and physical examination, and perform relevant diagnostic and therapeutic studies including the interpretation of electrocardiographic, chest xray, and laboratory studies. They will also have exposure to echocardiogram and cardiac catheterization studies. Students follow patients from admission to discharge, attend all daily rounds and conferences, assist in the provision of patient care, record progress notes, perform discharge physical examinations, and write narrative summaries under the guidance of the preceptor. Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I. Typically Offered: FALL/SP/SU

PHAS 722 ENDOCRINOLOGY ELECTIVE 4 Credit Hours
This is a four-week elective clerkship in which the student will care for patients with diabetes and other endocrine and metabolic disorders. Particular emphasis is placed on the diagnosis and treatment of endocrine disorders that are encountered frequently in the practice of medicine, specifically diabetes mellitus and thyroid diseases. There will also be adequate opportunity for the student to acquire a working understanding of diagnostic approaches for the less common endocrine disorders (adrenal, pituitary and others). Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I. Typically Offered: FALL/SP/SU

PHAS 723 GASTROENTEROLOGY ELECTIVE 4 Credit Hours
This is a four-week elective rotation during which the student will learn about the full spectrum of GI disease, evaluation, diagnosis, and management. Students conduct initial patient evaluations including the history and physical examination, and perform relevant diagnostic and therapeutic studies including the interpretation of GI specific studies. Students follow patients from admission to discharge, attend all daily rounds and conferences, assist in the provision of patient care, record progress notes, perform discharge physical examinations, and write narrative summaries under the guidance of the preceptor. Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I. Typically Offered: FALL/SP/SU
PHAS 724 INFECTIOUS DISEASE ELECTIVE 4 Credit Hours
This is a four-week clinical experience dealing with communicable disease in an inpatient and/or outpatient setting. Students will learn to assess and treat common and uncommon diseases due to microorganisms. Students are expected to recognize the manifestations of HIV/AIDS and the current treatment of associated opportunistic infections. Evaluation, integration of data and management of ID patients is the focus of this rotation. The student will have the opportunities to obtain patient histories, perform exams and procedures, develop treatment plans, and provide patient education.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 725 NEPHROLOGY ELECTIVE 4 Credit Hours
This is a four-week course designed to introduce the student to the fluid and electrolyte abnormalities common in patients with renal disease. Acute renal failure and chronic kidney disease will be stressed in this rotation, with exposure to drug therapy, hemodialysis and peritoneal dialysis. Inpatient and outpatient care will be included.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 726 ONCOLOGY / HEMATOLOGY ELECTIVE 4 Credit Hours
This is a four-week elective rotation during which the student will learn about common disease states associated with oncology and hematology. Patient problems and conditions as experienced in the outpatient clinic, the inpatient setting, and the emergency room are covered in this course. Through the collection and acquisition of historical, physical, and laboratory data, the student is expected to attain an adequate level of knowledge to provide appropriate treatment or referral of conditions encountered in a general oncology/hematology practice.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 727 PULMONARY MEDICINE ELECTIVE 4 Credit Hours
This is a four-week elective in Pulmonary Medicine providing the student with an opportunity to receive advanced training in managing a wide variety of pulmonary disorders. Students will conduct initial patient evaluations including the history and physical examination, and perform relevant diagnostic and therapeutic studies including spirometry, pulmonary function testing, interpretation of chest x-rays, and blood gas analysis. Students will follow patients from admission to discharge, attend all daily rounds and conferences, assist in the provision of patient care, record progress notes, perform discharge physical examinations, and write narrative summaries under the guidance of the preceptor.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 728 RHEUMATOLOGY ELECTIVE 4 Credit Hours
This is a four-week elective clerkship, which provides the students with an opportunity to work with both inpatients and outpatients with various rheumatic diseases such as rheumatoid arthritis, osteoarthritis, gout, and systemic lupus erythematosus. Students will be actively involved in evaluation of patients with rheumatic diseases and will be exposed to common used medications for rheumatic conditions as well as common procedures utilized in rheumatology practice.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 729 CARDIOVASCULAR SURGERY ELECTIVE 4 Credit Hours
This is a four-week elective inpatient clinical clerkship which provides the opportunity to practice cardiovascular surgical skills. The student will perform intake history and physical exams, assist in surgery, follow patient progress, and counsel patients at discharge. Observation and assistance with diagnostic and therapeutic procedures (i.e., echocardiogram, angiogram) are included. The student will have the opportunity to work with clinical perfusionists, respiratory therapists, and/or radiologists.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 730 NEUROSURGERY ELECTIVE 4 Credit Hours
This four-week clerkship offers the student experience with respect to the evaluation, diagnosis, and management of neurological surgical diseases. Students will be involved with surgical patients admitted to their service. They will participate in the care of patients on the wards, in the operating room, and during their postoperative follow-up care. Students are expected to participate in daily rounds, clinic, conferences, and other activities as designated by the preceptor.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 731 ORTHOPEDIC SURGERY ELECTIVE 4 Credit Hours
This four-week elective clerkship will survey the knowledge necessary for understanding the common problems in orthopedic oncology. This experience includes learning specialized orthopedic historical review and physical examination techniques, delivering emergency care to patients suffering from acute oncologic complications, caring for the pre- and post-surgical orthopedic patient, and maintaining sterile operating room techniques. An understanding of the pathophysiology and the complications of bone and joint injury as well as the ability to fabricate and apply a variety of splints, tractions, and casts is taught.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 732 ORTHOPEDIC SPORTS MEDICINE ELECTIVE 4 Credit Hours
This four-week elective clerkship will provide students with experience in the evaluation, management, and rehabilitation of patients with musculoskeletal sports injuries or related medical problems. Students will participate in the care of patients in the outpatient clinic, emergency department, on the wards, in the operating room, and during their post-operative follow-up care. Students may also have the opportunity to practice cardiovascular surgical skills. The student will have the opportunity to work with clinical perfusionists, respiratory therapists, and/or radiologists.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 733 SURGERY SUBSPECIALTY CLERKSHIP 4 Credit Hours
This is a four-week elective clerkship which provides students with experience in surgery sub specialties.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU
PHAS 735 ORTHOPEDIC SPINE SURGERY ELECTIVE 4 Credit Hours
This is a four-week elective clerkship which provides students with experience in the evaluation, management, treatment, and rehabilitation of patients with musculoskeletal spine disease and injuries. Students will participate in the care of patients in the outpatient clinic, the pre-operative evaluation, the operating room, the post-operative area and during their inpatient stay. Students will work closely with the team to provide appropriate and safe care.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 736 PLASTIC SURGERY ELECTIVE 4 Credit Hours
This is a four-week elective clerkship which provides students with experience in the evaluation, management, treatment, and rehabilitation of patients with conditions treated with plastic and reconstructive surgery procedures. Students will learn the principles of plastic surgery and participate in the care of patients in the outpatient clinic, on the wards, in the operating room, and during their post-operative follow-up care.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 737 UROLOGY ELECTIVE 4 Credit Hours
This is a four-week elective clerkship during which students learn about urology patients and the urological service. Students participate in the care of the patients (adult and pediatric) in the clinic, on the wards, in the operating room, and during their postoperative follow-up. At the end of the four weeks they are expected to understand the course of urological illness, be able to conduct themselves appropriately in the operating room and to have gained the skills commensurate with care of the urology patient including intravenous access, placement of catheters, and other appropriate procedures as required by the clerkship preceptor.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 739 ALLERGY/IMMUNOLOGY ELECTIVE 4 Credit Hours
This is a four-week elective clerkship which provides students with experience in the evaluation and management of patients with asthma, allergies, and immunological conditions. Students will actively participate in patient evaluation and management of patients in the outpatient situation as well as inpatient care when appropriate. The student will be exposed to common diagnostic and therapeutic procedures such allergy testing.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 741 COMPLEMENTARY & ALTERNATIVE MEDICINE ELECTIVE 4 Credit Hours
This four-week clinical elective experience under the supervision of a community-based Complementary and Alternative setting. The student works with the preceptor in the office and other areas appropriate to their practice. The student will develop an appreciation and understanding of Complementary and Alternative Medicine. Pre-requisites: Completion of Phase 1 of Physician Assistant Program
Typically Offered: FALL/SP/SU

PHAS 742 DERMATOLOGY ELECTIVE 4 Credit Hours
A four-week elective clerkship during which the student will review the spectrum of dermatologic diseases encountered primarily in the outpatient setting. Taking histories and performing physical examinations with special emphasis on problems concerning dermatologic diseases as well as carrying out potassium hydroxide preparations, skin biopsies, and tissue scrapings and other procedures on prescribed patients are included in this rotation. The student will become familiar with the diagnostic procedures and therapeutic regime, their indications, availability, reliability, and limitations in the treatment of dermatologic diseases.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 744 INTERNATIONAL STUDIES ELECTIVE 4 Credit Hours
This four-week elective offers students the opportunity to participate in a clinical health care setting in a foreign country. Students may participate in a variety of experiences at international sites. These may include clinical experiences, teaching sessions of international and third world health care systems and public health topics. Most courses are coordinated through the UNMC Office of International Studies. The main focus of this elective will be hands-on primary care clinical experiences in a foreign country under the supervision of a local preceptor.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 745 NEONATAL ELECTIVE 4 Credit Hours
This is a four-week didactic and clinical experience in which the student will have many learning opportunities in the well-baby nursery and neonatal intensive care unit under the supervision of attending physicians, House officers, and neonatal nurse practitioners. The student will learn to manage various acute and chronic newborn illnesses and learn to evaluate normal variations of growth and development by participating in this elective.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 746 NEUROLOGY ELECTIVE 4 Credit Hours
This is a four-week elective clerkship that offers students a clinical experience where evaluation, diagnosis and managerial approaches of patients with neurological conditions are studied. Students will have exposure to neuropathology and to special studies such as electromyography and electroencephalography. Student experiences will include the outpatient clinic, the inpatient setting, and the emergency room.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU
PHAS 749 OTOLARYNGOLOGY ELECTIVE 4 Credit Hours
This is a four-week elective clinical experience studying ear, nose and throat diseases. The student will develop an understanding of ENT problems and how to initiate the first step in the management of such problems. A wide spectrum of patients with ear, nose and throat problems will be seen in a variety of settings. Learning and performing tracheotomy care, assisting with the management of the pre- and post-operative patient, assisting in the operating room, and learning to perform specialized audiometric tests are also included.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 751 REHABILITATION ELECTIVE 4 Credit Hours
This is a four-week rotation surveying the knowledge necessary for understanding the many problems facing rehabilitative patients. This experience includes learning to take a meticulous and germane history concerning the patient’s medical issues and performing physical examination techniques, evaluating the patient’s functional capacity, and caring for the rehabilitation patient. An understanding and appreciation of the multidisciplinary nature of the rehabilitation process will be expected. As an elective course, students are expected to gain an appreciation of the specialty, obtain experience in evaluating and managing patients, and work within the multidisciplinary care team in this area.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 754 RADIOLOGY ELECTIVE 4 Credit Hours
A four-week elective consisting of daily observation of x-ray interpretation, fluoroscopic examination and special radiographic procedures including CT, MRI, ultrasound, mammography, angiography, and nuclear imaging. Students will also be exposed to specialized areas such as pediatric radiology, cardiovascular radiology, ultrasound, neuroradiology and interventional radiology.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 765 INSTRUCTIONAL DESIGN IN HIGHER LEARNING 4 Credit Hours
This course focuses on key instructional methods and teaching strategies appropriate to graduate level learners. The examples typically apply to education in professional clinical areas, but the principles apply to graduate level professional education. Students develop an instructional syllabus for a theoretical course including samples of teaching activities and outcome measures. Topics include adult learning theory, framing objectives, metacognition, learning behaviors and professionalism, teaching methods, formative and summative evaluations.
Prerequisite: Enrollment in the MPAS DAO Program or instructor permission.
Typically Offered: FALL

PHAS 766 EDUCATION THEORY IN MEDICINE 4 Credit Hours
This course is a study of human learning and cognitive organization and process. The content provides an overview of the development of learning theory and cognitive models since the beginning of the philosophical study of human learning. It is designed to expand on the clinicians prior experiential and learned knowledge of the learning process as negotiated in various settings such as in patient care, in social contexts, and in the classroom. Participants will identify those theories and approaches which support a personal philosophy to apply to their own opportunities for teaching and learning.
Prerequisite: Enrollment in the MPAS DAO Program or instructor permission.
Typically Offered: SUMMER

PHAS 767 LEADERSHIP IN CLINICAL EDUCATION 4 Credit Hours
This course focuses on concepts and skills in leadership in the context of clinical education. Topics include calling, nature or nurture, visioning, team-building, power and influence, leader-follower dyads, and stewardship. Styles of leadership that are effective in clinical education are explored, such as transactional, situational, servant, transformational, and charismatic styles. Research evidence about models, theories and measures of leadership in education are highlighted throughout the course.
Prerequisite: Enrollment in the MPAS DAO Program or instructor permission.
Typically Offered: SPRING

PHAS 768 SUPERVISED TEACHING PRACTICE I 4 Credit Hours
This is the first semester of a two semester teaching experience under the supervision of an educator/mentor in a clinical or academic environment designed to integrate the student into an educational experience including the preparation, implementation, and evaluation of instruction associated with patient education, community health education, or formal academic instruction. The student’s experience should include curriculum design, course preparation, instructional delivery (e.g., one-on-one, practicums, experiential training, or lecture/demonstration) and evaluation analysis.
Prerequisite: Enrollment in the MPAS DAO, PHAS 765, PHAS 766 or instructor permission.
Typically Offered: FALL/SP/SU

PHAS 769 SUPERVISED TEACHING PRACTICE II 4 Credit Hours
This is the second semester of a two semester teaching experience under the supervision of an educator/mentor in a clinical or academic environment designed to integrate the student into an educational experience including the preparation, implementation, and evaluation of instruction associated with patient education, community health education, or formal academic instruction. The student’s experience should include curriculum design, course preparation, instructional delivery (e.g., one-on-one, practicums, experiential training, or lecture/demonstration) and evaluation analysis.
Prerequisite: Enrollment in the MPAS DAO, PHAS 768 or instructor permission.
Typically Offered: FALL/SP/SU
PHAS 771 PRIMARY CARE ELECTIVE 4 Credit Hours
This is a four-week elective clinical rotation for the student desiring a more comprehensive experience in primary care. Areas available include pediatrics, internal medicine, family practice, correctional medicine, and urgent care. The student works under the supervision of a community or institutionally based physician or PA and acquires hands-on clinical experience in the principles and clinical application of diagnostic, therapeutic, and management techniques pertinent to their area of expertise and interest.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 772 PSYCHIATRY ELECTIVE 4 Credit Hours
A four-week clinical experience in outpatient and/or inpatient psychiatry, geared to the anticipated role of a physician assistant. Students have the opportunity to initiate patient evaluation, learn to do psychiatric interviews, assess mental status, develop a working diagnosis and tentative medical management plan, make referral to a physician or community agency, and learn follow-up management with the treating physician or agency.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 773 INTERNAL MEDICINE ELECTIVE 4 Credit Hours
A four-week rotation during which the indications, limitations, and methods of performing the necessary diagnostic procedures and therapeutic measures used in the treatment of general medicine disorders is reviewed. Patient problems and conditions as experienced in the outpatient clinic and/or the hospital ward are covered in this course. Through the collection and acquisition of historical, physical, and laboratory data, the student develops an understanding of patient evaluation and treatment under preceptor supervision.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 774 PEDIATRICS ELECTIVE 4 Credit Hours
This is a four-week clinical experience in which the student will have many learning opportunities in the outpatient clinic and/or inpatient ward under the supervision of a community-based pediatrician and/or pediatric Physician Assistant. The student will learn to manage various acute and chronic childhood illnesses and learn to evaluate normal variations of growth and development by participating in the outpatient clinic.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion Phase I.
Typically Offered: FALL/SP/SU

PHAS 775 OB/GYN ELECTIVE 4 Credit Hours
This four-week clinical experience will focus on the broad spectrum of common obstetric and gynecological problems. During this clerkship, the management of pregnancy, labor, and delivery including prenatal, natal, and postnatal complications is taught. The student is responsible for taking obstetrical histories, performing obstetrical physical examinations, and following patients through labor, delivery, and the early postpartum period. The student is exposed to methods and programs relating to cancer detection, sexually transmitted diseases, and contraception. Learning to take gynecologically oriented patient histories and perform complete and accurate gynecological examinations are required.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 776 SURGERY ELECTIVE 4 Credit Hours
This is a four-week rotation during which students learn about surgical patients and the surgical service. Students participate in the care of the patients on the wards, during the preoperative phase, in the operating room, and during their postoperative follow-up. At the end of the four weeks students are expected to understand the course of surgical illness, be able to conduct themselves appropriately in the operating room and to have gained the skills commensurate with care of the surgical patient including intravenous access, suturing, and other appropriate procedures as required by the clerkship preceptor.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 777 FAMILY MEDICINE ELECTIVE 4 Credit Hours
This is a four-week clinical experience under the supervision of a community-based primary care physician and/or Physician Assistant designed to acquaint the student with those aspects of the practice of medicine unique to the community setting. The student works with the preceptor in the outpatient and/or inpatient areas, long-term care facility, and other areas as needed. In the office the student learns about management procedures in a private practice and helps the preceptor by providing services consonant with their individual background and clinical training.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 778 EMERGENCY MEDICINE ELECTIVE 4 Credit Hours
This is a four-week clerkship that presents the student with opportunities to deal with a variety of common medical emergencies under the supervision of Emergency Department physicians and staff. The student learns to collect and integrate information regarding the emergency patient. Management of trauma, drug overdose, cardiac life support, and common illnesses and injuries seen in an emergency care setting are emphasized.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 779 GERIATRICS ELECTIVE 4 Credit Hours
This clerkship is designed to provide students with a geriatric-specific clinical experience. The fundamental principles of geriatric medicine will be explored by providing opportunities for exposure to the various aspects of restorative and rehabilitative care, interdisciplinary approaches to the delivery of geriatric health services, and an examination of the primary care PA role and responsibility in the long-term care system. There is a specific focus on interactions with older adults, decision making as it effects the well-being of patients, and the strengths and weaknesses of the referral system.
Prerequisite: Enrollment in the Physician Assistant Program, successful completion of Phase I.
Typically Offered: FALL/SP/SU

PHAS 785 ADVANCED CLINICAL PRACTICE I 4 Credit Hours
This is the first semester of a five semester clinical experience under the supervision of a supervising physician designed to acquaint the student with all aspects of the practice of medicine unique to their specific practice setting. The focus of this semester is Medical Knowledge.
Prerequisite: Enrollment in the MPAS DAO Program.
Typically Offered: FALL/SP/SU
PHAS 786 ADVANCED CLINICAL PRACTICE II 4 Credit Hours
This is the second semester of a five semester clinical experience under the supervision of a supervising physician designed to acquaint the student with all aspects of the practice of medicine unique to their specific practice setting. The focus of this semester is Interpersonal and Communication Skills.
Prerequisite: Enrollment in the MPAS DAO Program.
Typically Offered: FALL/SP/SU

PHAS 787 ADVANCED CLINICAL PRACTICE III 4 Credit Hours
This is the third semester of a five semester clinical experience under the supervision of a supervising physician designed to acquaint the student with all aspects of the practice of medicine unique to their specific practice setting. The focus of this semester is Patient Care.
Prerequisite: Enrollment in the MPAS DAO Program.
Typically Offered: FALL/SP/SU

PHAS 788 ADVANCED CLINICAL PRACTICE IV 4 Credit Hours
This is the fourth semester of a five semester clinical experience under the supervision of a supervising physician designed to acquaint the student with all aspects of the practice of medicine unique to their specific practice setting. The focus of this semester is Professionalism.
Prerequisite: Enrollment in the MPAS DAO Program.
Typically Offered: FALL/SP/SU

PHAS 789 ADVANCED CLINICAL PRACTICE V 4 Credit Hours
This is the final semester of a five semester clinical experience under the supervision of a supervising physician designed to acquaint the student with all aspects of the practice of medicine unique to their specific practice setting. The focus of this semester is Practice-Based Learning and Improvement, and Systems-Based Practice.
Prerequisite: Enrollment in the MPAS DAO Program.
Typically Offered: FALL/SP/SU

PHAS 790 MASTERS CAPSTONE 4 Credit Hours
This course provides the student with a research review and writing experience that demonstrates excellent research interpretation, organization and communication skills in exploring a relevant, focused, clinical or professional topic related to high quality health care delivery. The submission of the Capstone Project in the form of a research paper is a requirement for obtaining the Master's degree through the Degree Advancement Option (DAO) Program.
Prerequisite: Enrollment in the MPAS DAO Program PHAS 682.
Typically Offered: FALL/SP/SU

PHAS 799 DIRECTED STUDY 4 Credit Hours
Typically Offered: FALL/SP/SU
The listing of courses contained in any University bulletin, catalog or schedule is by way of announcement only and shall not be regarded as an offer of contract. The University expressly reserves the right to:

1. add or delete courses from its offerings
2. change times or locations of courses or programs
3. change academic calendars without notice
4. cancel any course for insufficient registrations
5. revise or change rules, charges, fees, schedules, courses, requirements for degrees and any other policy or regulation affecting students, including, but not limited to, evaluation standards, whenever the same is considered to be in the best interests of the University.

Registration by the student signifies an agreement to comply with all regulations of the University whenever approved.

The College of Dentistry, in concert with the entire Medical Center, is implementing a total quality management system recognized as Distinction Through Quality (DTQ). DTQ supports the following principles:

- Focus on Customers
- Prevent Problems: Do It Right the First Time
- Make Decisions Based on Facts
- Systems Fail, Not People
- Continuously Improve the System

DTQ is both a process and a philosophy aimed at limitless, continuous improvement of our services to meet the needs of our customers, patients, students, faculty and staff. Once DTQ is fully implemented, our commitment and obligation toward this goal will empower each person within the system to assist in creating a positive environment in which to work, learn and care for our patients.

**Degree**

- Program in Dental Hygiene (p. 240)
- Program in Dentistry (p. 216)
THE UNIVERSITY OF NEBRASKA

The University's Heritage

Founded in 1869, the University of Nebraska is one of the major institutions of public higher education in mid-America. On its Kearney, Lincoln, Omaha, and Scottsbluff campuses, it serves approximately 50,000 students.

The University’s classes began September 7, 1871, in the original building, University Hall, which was located on the edge of the then new Nebraska capital village of Lincoln. Despite deep economic difficulties and disputes over policy, the University survived its early years and by 1886 had inaugurated the first program in graduate education west of the Mississippi.

The Present Organization

The University of Nebraska is composed of four major administrative units: The University of Nebraska-Lincoln (UNL), the University of Nebraska at Kearney (UNK), the University of Nebraska at Omaha (UNO), and the University of Nebraska Medical Center (UNMC). Each of the major administrative units is led by a chancellor who reports to the University President. Each is ultimately governed by a 12-member Board of Regents which insures that the University meets its goal of quality instruction, research, and public service for the citizens of the state.

The College of Dentistry actively seeks to fulfill the goals of the University through its diversified degree (baccalaureate, masters, and doctoral) and certificate programs. As one of the 11 major units of UNMC, it shares the patient care, research, and community service missions of the Medical Center.

University of Nebraska at Kearney (UNK)

Formerly Kearney State College, an institution founded in 1903, The University of Nebraska at Kearney came under direction of the University of Nebraska Board of Regents in 1991.

The University of Nebraska at Kearney is located on a campus of more than 235-acres at 905 West 25th Street and serves over 10,000 students.

The University of Nebraska at Kearney is composed of four Colleges: Business and Technology, Education, Fine Arts and Humanities, and Natural and Social Sciences.

University of Nebraska at Lincoln (UNL)

There are two campuses in Lincoln; one, the downtown or city campus, 195-acres, developed on the original site; the second, the East Campus, 332-acres, about three miles away, developed on the location of the College of Agriculture. There are about 25,000 students enrolled at UNL, and it is from these campuses that the University's outstate activities, including the Experiment Stations and Extension, are directed.

Several of the nine Colleges on the city campus include Architecture, Journalism, Business Administration, Engineering, Journalism, and Fine and Performing Arts. The College of Nursing, Lincoln division, is also located on the city campus. Biological Sciences, Chemistry, and Mathematics are several of the departments housed in the College of Arts and Sciences. Some of the departments in the College of Education and Human Sciences (located on both city and east campuses), include Educational Psychology, Teaching, Nutrition and Health Sciences, Family Studies, and Textiles and Fashion Merchandising.

On the east campus are UNL’s College of Agriculture and Natural Resources, College of Law, and the UNMC College of Dentistry. The Barkley Speech-Language and Hearing Clinic and the Nebraska Center for Virology are also located on east campus.

University of Nebraska at Omaha (UNO)

Formerly the Municipal University of Omaha, an institution founded in 1908, The University of Nebraska at Omaha came under direction of the University of Nebraska Board of Regents in 1968.

The University of Nebraska at Omaha is located on a campus of more than 70-acres at 60th and Dodge Streets and serves nearly 14,000 students.

The University of Nebraska at Omaha is composed of six Colleges: Arts and Sciences, Business Administration, Education, Information Science and Technology, Public Affairs and Community Service, and Communication, Fine Arts and Media; graduate studies and research opportunities are offered.

University of Nebraska Medical Center (UNMC)

The University of Nebraska Medical Center, located on more than 25-acres in central Omaha, is the hub of a complex and diversified medical community. The Center includes the Colleges of Medicine, Allied Health Professions, Nursing, Pharmacy, Public Health, and Graduate Studies. Although the College of Dentistry is on the East Campus of the University of Nebraska-Lincoln, it is administratively part of the Medical Center.

The College of Nursing, also part of UNMC, has five divisions, utilizing facilities on the main campus at Omaha, UNL, UNK, Norfolk, and at the West Nebraska Medical Center in Scottsbluff. Enrollment at the Medical Center totals about 2,400 annually.

Other facilities utilized for teaching and research located on the Medical Center Campus include: the Eugene C. Eppley Institute for Research in Cancer and Allied Diseases, the Munroe-Meyer Institute for Genetics and Rehabilitation, University Geriatric Center/Psychiatric Services, the UNMC Physicians and the UNMC/NHS Hospital, and the Fred and Pamela Buffet Cancer Center. In October, 1997, UNMC and Clarkson Regional Health Services merged their hospitals to create Nebraska Health System which continues to operate both hospitals and is now called The Nebraska Medical Center.
THE COLLEGE OF DENTISTRY

The College of Dentistry, a College within the University of Nebraska Medical Center, is located in Lincoln, Nebraska, on the east campus of the University of Nebraska-Lincoln. This location is only five minutes from the city campus and 15 minutes from the Lincoln airport. Also on the east campus are UNL’s College of Agriculture and Natural Resources, College of Law, the Barkley Speech-Language and Hearing Clinic, and the Nebraska Center for Virology.

The physical facility of the College of Dentistry was constructed in 1967 and is completely self-contained with regard to its curriculum. It contains its own basic science facilities and clinical areas. In addition, the College of Dentistry is equipped for distance learning and television transmission to all classrooms and laboratories for teaching purposes. Particular attention has been placed on modern laboratory and clinical equipment. The laboratories are well-designed for preclinical disciplines and the clinical areas are pleasant, modern areas in which each student has a semiprivate work area. During 1996-98, the facility was renovated and modernized and a new addition, The Center for Dental Research, was constructed to increase state-of-the-art space and resources for clinical research in dentistry.

The College of Dentistry has five specialty programs in the areas of pediatric dentistry, endodontics, periodontics, and orthodontics and dentofacial orthopedics, plus a general practice residency (GPR). The residency programs in pediatric dentistry and general practice (GPR) operate in facilities at UNMC in Omaha. Courses in the College of Dentistry are open only to those students who are formally accepted by the Admissions Committee as students in the College of Dentistry.

History

The College of Dentistry in Lincoln was started as the Lincoln Dental College in 1899. It became affiliated with the University of Nebraska in 1903 when dental students were enrolled in the University for the basic science portion of the curriculum and received their clinical instruction from the Lincoln Dental College. In 1918, the College of Dentistry was formally made a unit in the University of Nebraska and was recognized as a college in the University of Nebraska by the State Legislature in 1919. The College of Dentistry has a proud history and its graduates have practiced with distinction in all areas of the United States and around the world.

Philosophy

A major goal of the College of Dentistry is to provide the physical facility and service atmosphere conducive to comprehensive patient care. The prime mission of the College is to prepare competent general dental practitioners and dental hygienists who can satisfactorily practice dentistry and dental hygiene in any area of the country and render patient-centered comprehensive care. Emphasis is placed on the understanding of the community of preventive dentistry, and of all components of the therapeutic procedures constituting the professions of dentistry and dental hygiene.

Accreditation

The University of Nebraska is fully accredited by the North Central Association of Colleges and Secondary Schools, the accrediting agency for the region in which the University is located.

The programs in dental education, endodontics, orthodontics and dentofacial orthopedics, pediatric dentistry, periodontics, general practice residency and dental hygiene are accredited by the Commission on Dental Accreditation and have been granted the accreditation status of “approval without reporting requirements”. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611.

Definition of a Graduate

The College of Dentistry strives to create a learning environment in which each graduate is instilled with the determination to provide conscientious care to patients, along with a sense of responsibility to self, the community, and the profession. The curriculum for students of both dentistry and dental hygiene provides an orderly progression of knowledge and skills, reflecting the interdependence of biological, behavioral, and clinical sciences. At the same time, the curriculum is flexible, permitting variations in background, interests, and career goals and allowing for the development of each student’s potential.

Overall, the dental program of the College focuses on three interwoven areas:

1. Scientific Foundations
2. Competencies for Cognitive and Psychomotor Skills, and
3. Competencies for Professional and Ethical Values.

Each of these areas addresses a set of foundations or competencies upon which the College curriculum objectives are based. Therefore, upon completion of the undergraduate dental program, the student is expected to demonstrate achievement of the stated competencies in each area.

Scientific Foundations

It is acknowledged that the dental college’s basic science curriculum is essential in establishing a sound scientific basis for the practice of dentistry and is far more encompassing of modern biomedical science than is included in the clinical competency statements that follow.

Competencies for Cognitive and Psychomotor Skills

1. Scientific Process: The new dentist must be competent to acquire, critically appraise, communicate, and apply the clinically relevant biomedical information necessary for providing evidence-based comprehensive care to patients.
2. Behavioral Sciences: The new dentist must be competent to promote, improve, and maintain oral health by applying the fundamental principles of behavioral sciences and managing interpersonal communications while providing patient-centered care to a diverse population in a multicultural-work environment.
3. Patient Assessment: The new dentist must be competent to collect biological, psychological and social information needed to evaluate the medical and oral condition, including screening for head and neck cancer, for patients in all stages of life.
4. Diagnosis: The new dentist must be competent to distinguish normal from abnormal clinical states and interpret historical, clinical, and imaging data as well as apply other diagnostic tests to develop a diagnosis for patients of all ages.
5. Treatment Planning: The new dentist must be competent to develop, present, discuss, and obtain informed consent for individual, evidence-based treatment plans. Such treatment plans must consider the patient’s age, condition, interests, prognosis, and capabilities.
and include recognizing complexity and identifying when a referral is indicated.

6. **Definitive Treatment**: For patients in all stages of life, the new dentist must be competent to:
   a. Employ techniques to manage orofacial discomfort and attributed psychological distress during the provision of care.
   b. Prevent and/or manage the dental and medical emergency situations encountered in the practice of general dentistry.
   c. Treat and/or manage caries in the primary, mixed, and permanent dentition.
   d. Diagnose and/or manage temporomandibular disorders.
   e. Treat and/or manage developmental or acquired and functional occlusal abnormalities of the primary, mixed, or permanent dentition.
   f. Recognize and manage oral mucosal and osseous disorders.
   g. Provide pulpal therapy.
   h. Provide periodontal therapy.
   i. Treat and/or manage conditions requiring uncomplicated surgical procedures on the hard and soft tissues.
   j. Provide restorations and prostheses, including dental implant prosthodontics that are appropriate in form and function, and which satisfy the reasonable comfort and esthetic requirements of the patient.
   k. Communicate with and manage dental laboratory procedures in support of patient care.
   l. Assess the treatment needs of patients with special needs.
   m. Evaluate the outcomes of treatment, recall strategies, and prognosis.

**Competencies for Professional and Ethical Values**

1. **Practice Management**: The new dentist must be competent to develop and assess practice goals, evaluate models of health care delivery, and lead the oral health care team, including collaboration with other health care professionals.

2. **Ethics**: The new dentist must be competent to appropriately apply ethical reasoning, professional values, and legal and regulatory concepts in the provision and/or support of health care services.

3. **Oral Health Promotion**: The new dentist must be competent to provide patient education and care that emphasizes prevention of oral diseases and supports improving and maintaining oral health in patients of all stages of life.

4. **Self-improvement**: The new dentist must be competent to self-assess professional knowledge, skills, and values to support self-directed lifelong learning.

5. **Critical Thinking**: The new dentist must be competent to use critical thinking for scientific inquiry and patient care.

6. **Research**: The new dentist must be competent to recognize and apply fundamental principles of basic, clinical and translational research methodology to the comprehensive care of patients.
PROGRAM IN DENTISTRY

Predental Requirements

It is to the advantage of a student intent upon a career in dentistry to pursue a strong college preparatory course in high school, including as many courses in science and mathematics as possible.

Students who are uncertain about their interest in dentistry are invited to contact the Admissions Enrollment Manager, College of Dentistry, 4000 East Camus Loop South, Lincoln, Nebraska 68583-0740. All students considering careers in dentistry are welcome to visit the College.

Applicants for admission are required to have completed a minimum of three years (90 semester hours) of college preparation, including specified predental courses. Most students, however, will have completed four years of college. Students are encouraged to work toward a degree in their optional field of interest since admission cannot be assured.

Whether enrolled at the University of Nebraska-Lincoln or elsewhere, predental students are encouraged to take the following courses during their first two undergraduate years:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
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<tr>
<td><strong>First Year</strong></td>
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<td></td>
</tr>
<tr>
<td>First Semester</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>English composition</td>
<td>3</td>
</tr>
<tr>
<td>Inorganic chemistry w/lab</td>
<td>Inorganic chemistry w/lab</td>
<td>4</td>
</tr>
<tr>
<td>General biology (life sciences) w/lab</td>
<td>General biology (life sciences) w/lab</td>
<td>4</td>
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<tr>
<td>Humanities or social science electives</td>
<td>Humanities or social science electives</td>
<td>5</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
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<td>16</td>
</tr>
<tr>
<td>Second Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English composition</td>
<td>English composition</td>
<td>3</td>
</tr>
<tr>
<td>Inorganic chemistry w/lab</td>
<td>Inorganic chemistry w/lab</td>
<td>4</td>
</tr>
<tr>
<td>General biology (life sciences) w/lab</td>
<td>General biology (life sciences) w/lab</td>
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<tr>
<td>Humanities or social science electives</td>
<td>Humanities or social science electives</td>
<td>5</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organic chemistry w/lab</td>
<td>Organic chemistry w/lab</td>
<td>4</td>
</tr>
<tr>
<td>General physics w/lab</td>
<td>General physics w/lab</td>
<td>4-5</td>
</tr>
<tr>
<td>Humanities or social science electives</td>
<td>Humanities or social science electives</td>
<td>8-9</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td>16-18</td>
</tr>
<tr>
<td>Second Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organic chemistry w/lab</td>
<td>Organic chemistry w/lab</td>
<td>4</td>
</tr>
<tr>
<td>General physics w/lab</td>
<td>General physics w/lab</td>
<td>4-5</td>
</tr>
<tr>
<td>Humanities or social science electives</td>
<td>Humanities or social science electives</td>
<td>8-9</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
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<td>16-18</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
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<td>64-68</td>
</tr>
</tbody>
</table>

In addition to basic preparation in science, courses should be selected which will broaden the student's intellectual background and lay the groundwork for a full professional life. The following electives are especially appropriate: business, human communication, English literature, economics, mathematics, statistics, political science, psychology, scientific Greek, sociology, life sciences (biochemistry, microbiology, zoology, genetics) and behavioral sciences.

Transfer of Credits

The University Board of Regents on January 11, 1975, established policy resulting in these statements:

"The University of Nebraska Medical Center Registrar will maintain a record of names and credit hours of courses taken at other institutions of higher learning in Nebraska and, upon the student's request, provide unofficial copies of such records only as authorized by the Family Educational Rights and Privacy Act of 1974."

"Grades received in courses presented for advanced standing credit will not appear on the permanent record sheet of the student."

The applicability of transferred credits to entrance and degree requirements or from petitions for advanced standing is determined by the Dean of the College, Admissions Committee, and department chairpersons on an individual basis after all necessary materials are submitted. A limited number of students may be admitted with advanced standing. Courses not considered applicable are:

1. graded ’I’ (Incomplete), ’W’ (Withdrawal), or Audit
2. completed but not given for credit
3. those remedial in nature.

Rural Health Opportunities Program (RHOP)

The College of Dentistry has entered into a program with Chadron State College (www.csc.edu) and Wayne State College (www.wsc.edu) where selected applicants to dentistry and dental hygiene, prior to their enrollment at these schools, are given acceptance into the College of Dentistry through the Rural Health Opportunities Program. Tuition may be waived while completing prerequisites for dental college. For further information, contact:

Wayne State College: https://www.wsc.edu/info/20010/academics/97/rural_health_opportunities_program_rhop
Chadron State College: http://www.csc.edu/sci/rhop

Kearney Health Opportunities Program (KHOP)

KHOP is a cooperative program between the University of Nebraska at Kearney (UNK) and the College of of Dentistry. The purpose of this program is to recruit and educate students from rural Nebraka who are committed to returning to Nebraska to practice dentistry or dental hygiene. Prior to UNK enrollment, selected applicants are given acceptance into the College of Dentistry, and UNK tuition may be waived while completing prerequisites for dental college. For further information go to: http://www.unk.edu/academics/health_sciences/scholarshipprograms.php

Admission Guidelines

Students may be considered for admission who are academically prepared and are United States citizens or resident aliens at the time of application. Nonimmigrant foreign students who want to be issued Form
Technical Standards for Admission to the College of Dentistry (Dentistry and Dental Hygiene)

Decisions by the College of Dentistry Admissions Committee are based on prior scholastic achievement, personality and emotional characteristics, motivation, industry, resourcefulness, and personal health. Admission decisions do not discriminate on the basis of sex, race, creed, or national origin. Students must possess the intelligence, integrity, and personal and emotional characteristics appropriate to the successful dentist.

The University of Nebraska Medical Center College of Dentistry is committed to the principle of providing an educational setting that facilitates the greatest success for all students, within their individual abilities, who are qualified for admission into the College. In that spirit, admission to the College is open to all qualified individuals in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

The College is mindful of the unique nature of the dental curriculum. As a primary surgical specialty, the dental curriculum must include, in addition to the accumulation of certain scientific knowledge, the simultaneous acquisition of essential surgical skills, technical functions, and professional attitudes and behaviors. In the process, the student is required to direct or perform treatment on patients safely within an acceptable amount of time. Students must possess the skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. With this in mind, any student or applicant seeking admission as a student (subsequently referred to herein as “student”) must be able to meet the following technical standards with or without reasonable accommodations.

1. Motor Skills

   General: A student should have sufficient motor function such that she/he is able to execute movements reasonably required to provide general care and treatment to patients.

   Specific: A student must possess the motor skills necessary to directly perform palpitation, percussion, auscultation and other diagnostic maneuvers, basic laboratory tests, and diagnostic procedures. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

   Specific: A student must be able to perform basic life support (including CPR and AED) and to position himself/herself around the patient and chair at heights and locations necessary to achieve effective patient treatment. The candidate must be able to operate all dental equipment and tools commonly necessary to the effective treatment of patients, operate high- and low-speed dental movements of less than one millimeter and utilize hand instrumentation (including scalpels for surgical procedures).

2. Sensory/Observation

   General: A student must be able to acquire a defined level of required information as presented through demonstrations and experiences in the basic and dental sciences.

   Specific: This includes, but is not limited to, information conveyed through physiologic and pharmacological demonstrations in animals; and microbiological cultures and microscopic images of
microorganisms and tissues in normal and pathologic states. A student must be able to acquire information from written documents, including charts and patient records, and to visualize information presented in images from paper, films, slides, or video. A student must interpret radiographs and other graphic images. A student must have functional use of visual, auditory, and somatic sensation while being enhanced by the functional use of sensory modalities.

**General:** A student must be able to observe a patient accurately, at a reasonable distance and close up, and observe and appreciate non-verbal communications when performing dental operations or administering medications.

**Specific:** A student must be able to perform visual and tactile dental examination and treatment including use of visual acuity with an ability to discern differences and variations in color, shape, and general appearance between normal and abnormal, soft and hard tissues. Use of tactile senses may be either direct palpation or indirect through instrumentation. A student must also possess the visual acuity to distinguish colors intra- and extra-orally and to make such visual observations as are necessary to provide diagnosis and treatment.

### 3. Communication

**General:** A student must be able to: communicate effectively and sensitively with patients; convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. Communications include speech and writing. The student must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

**Specific:** A student must have sufficient facility with English to: retrieve information from texts and lectures and communicate concepts on written exams and patients charts; elicit patient backgrounds; describe patient changes in condition, symptoms, moods, activity, and posture; and coordinate patient care with all members of the health care team.

### 4. Cognitive

**General:** A student must be able to measure, calculate, reason, analyze, integrate, and synthesize.

**Specific:** In addition, a student must be able to comprehend three dimensional relationships and to understand the spatial relationships of structures. Problem solving, a critical skill demanded of dentists, requires all of these intellectual abilities. A student must be able to perform these problem solving skills in a timely fashion.

### 5. Behavioral

**General:** A student must possess the behavioral qualities and mannerisms required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients.

**Specific:** A student must be able to tolerate intellectually and physically-taxing workloads and to function effectively under stress. He/She must be able to adapt to changing environments to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of patients. Compassion, integrity, concern for others, interpersonal skills, interests, and motivation are all personal qualities that will be assessed during the admissions and educational processes. Further, a student must be able to manage apprehensive patients with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them. A student must reasonably be expected to accept criticism and respond by appropriate modification of behavior.

The University of Nebraska Medical Center/College of Dentistry recognizes that the award of a Doctor of Dental Surgery (DDS) degree carries with it the full authority of the institution and communicates to those who might seek the services of the bearer that he or she is competent to practice dentistry. The DDS degree is a broad degree unique in that the graduate is prepared, and upon licensure, is allowed to practice all disciplines of the dental profession. This requires that the student in the curriculum acquire didactic knowledge, as well as learning skills and attitudes essential to the profession and agreed upon by the faculty as requisite for the practice of dentistry. The student requires both cognitive and technical skills to satisfy the requirements of this curriculum.

Although the College may not inquire whether an applicant has a disability prior to making a decision on admission, an applicant may disclose during the admissions process a disability for which he or she wishes accommodation during the admissions process or upon admission. If this occurs, the College will, with the cooperation and input of the applicant, evaluate whether the applicant can perform the essential functions of the educational program, taking into account the accommodations that the applicant has requested, or alternative reasonable accommodations that the institution would offer.

Upon admission, a student who discloses a disability and requests accommodation may be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The College will provide reasonable accommodations, but is not required to make modifications that would fundamentally alter the nature of the program. The student must be able to perform all of the technical standards with or without reasonable accommodation to matriculate or continue in the curriculum. Costs of reasonable accommodations will be borne by the College, unless otherwise funded.

Requests for accommodation should be initiated with the Associate Dean for Academic Affairs, (402) 472-1343.

## Application Procedure

Students are enrolled in the College of Dentistry each August. Candidates should formally apply for admission approximately 15 months before they wish to be admitted to the College. Applicant application service opens in June for class beginning 15 months later.

The College of Dentistry uses the American Association of Dental Schools Application Service (AADSAS) and, therefore, does not provide its own application form.

Applicants are required to take the Dental Admission Test (DAT) sponsored by the Council on Dental Education of the American Dental Association. Tests are given at Sylvan Learning Centers. Special attention is given to science scores. Should the applicant obtain scores below the national average, counseling is recommended before retaking the test. Register for the DAT at www.ada.org/dat.aspx (http://www.ada.org/dat.aspx).
**Application Deadline**

The AADSAS application deadline is February 1, however early application submission prior to October 1 is strongly encouraged! Applicants should not wait for DAT scores, transcripts, or other application materials before applying through AADSAS. Applicants’ files will be updated as these materials are received.

**Interviews**

Applicants under serious consideration will be contacted to arrange personal interviews with the Admissions Committee. Interviews will not be granted at the request of applicants. Applicants who are not interviewed may counsel with their predental advisers or the Admissions Committee coordinator.

**Letters of Recommendation**

It is recommended that applicants submit two to three letters of recommendation.

**Applications for Advanced Standing**

Students may be admitted with advanced standing in the dental program. (See the Program for Transfer of Credits section, page 9 for details.)

The preceding paragraphs concern applications for admission to the College of Dentistry. Students interested in beginning study in predental instruction at UNL should consult the General Information Bulletin of the University of Nebraska-Lincoln or inquire at the Explore Center, Love Library South 127, University of Nebraska-Lincoln, Lincoln, Nebraska 68588, 402-472-3605.

**Costs at the College of Dentistry**

Tuition and fees are set by the University Board of Regents and may be changed at any time. The current tuition and fee rates are available from the Registrar’s Office, College of Dentistry. The following quotations are offered as guidelines only.

**University of Nebraska Medical Center College of Dentistry**

**Academic Year 2017-2018**

**Dental Resident Tuition and Fees**

<table>
<thead>
<tr>
<th>Class of 2021 (Freshman)</th>
<th>Fee</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer Session</th>
<th>Total</th>
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<tr>
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<td>$13,454.00</td>
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<td>$1,456.00</td>
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1 Library fee based on hours registered for and subject to change.

2 This fee is waived if student has private insurance and completes waiver form. 2nd semester fee includes Summer session.

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**Class of 2020 (Sophomore)**

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<tr>
<th>Fee</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer Session</th>
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<tr>
<td>Books &amp; Instrument</td>
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<td>$7,840.00</td>
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<td>Technology Fee</td>
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<td>$206.00</td>
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</tr>
<tr>
<td>Equipment Replacement Fee</td>
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**Class of 2019 (Junior)**

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<th>Summer Session</th>
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<td>$206.00</td>
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<td>$412.00</td>
</tr>
<tr>
<td>Equipment Replacement Fee</td>
<td>$1,025.00</td>
<td>$1,025.00</td>
<td></td>
<td>$2,050.00</td>
</tr>
<tr>
<td>Library Fee¹</td>
<td>$81.25</td>
<td>$143.75</td>
<td>$62.50</td>
<td>$287.50</td>
</tr>
<tr>
<td>Student Health Insurance²</td>
<td>$842.35</td>
<td>$1,179.29</td>
<td></td>
<td>$2,021.64</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$19,301.16</td>
<td>$19,701.04</td>
<td>$6,603.35</td>
<td>$45,607.14</td>
</tr>
</tbody>
</table>

**Class of 2018 (Senior)**

<table>
<thead>
<tr>
<th>Fee</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer Session</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$12,616.00</td>
<td>$12,616.00</td>
<td>$25,233.00</td>
<td>$25,233.00</td>
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<tr>
<td>Student Fees</td>
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<td>$611.00</td>
<td>$1,222.00</td>
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<tr>
<td>Books &amp; Instrument</td>
<td>$3,920.00</td>
<td>$3,290.00</td>
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<td>$7,210.00</td>
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<tr>
<td>Technology Fee</td>
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<td>$206.00</td>
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<tr>
<td>Equipment Replacement Fee</td>
<td>$1,025.00</td>
<td>$1,025.00</td>
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<td>$2,050.00</td>
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<td>Library Fee¹</td>
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<tr>
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<td>$1,179.29</td>
<td></td>
<td>$2,021.64</td>
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<tr>
<td>TOTAL</td>
<td>$19,295.35</td>
<td>$19,663.54</td>
<td>$38,959.89</td>
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</tr>
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</table>
Beginning with Fall 2017, the College will no longer issue books. New incoming 2017 students will purchase their own books. No fee charged for books.

### Dental Nonresident Tuition

<table>
<thead>
<tr>
<th>Fee</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Summer Session</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
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All other fees remain the same as for a resident student.

### Dental Hygiene Tuition and Fees

<table>
<thead>
<tr>
<th>Dental Hygiene#Resident</th>
<th>$237.41/credit hour</th>
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</thead>
<tbody>
<tr>
<td>Dental Hygiene#Nonresident</td>
<td>$747.55/credit hour</td>
</tr>
<tr>
<td>Dental Hygiene (Class of 2019) Instruments</td>
<td>$1,030.00/semester 3</td>
</tr>
<tr>
<td>Dental Hygiene (Class of 2018) Book &amp; Instruments</td>
<td>$1,900.00/semester</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$103.00/semester</td>
</tr>
<tr>
<td>Equipment Replacement Fee</td>
<td>$307.50/semester</td>
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<tr>
<td>Student Health Insurance</td>
<td>$842.35/1st semester 1</td>
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<tr>
<td></td>
<td>$1,179.29/2nd semester 1</td>
</tr>
<tr>
<td>Library Fee</td>
<td>$6.25/credit hour</td>
</tr>
<tr>
<td>Dental Hygiene (Lincoln Campus)- Student Fees</td>
<td>$611.00/semester</td>
</tr>
<tr>
<td></td>
<td>$234.00/Summer 2</td>
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</tbody>
</table>

1 Fee is waived if student has private insurance and completes the waiver form. 2nd semester fee includes summer session.

2 No fees for books, instruments, technological equipment, replacement fees during summer session.

3 Beginning with Fall 2017, the College will no longer issue books. New incoming 2017 students will purchase their own books. No fee charged for books.

### Dental and Dental Hygiene Estimated Living Expenses

For both Dental students and Dental Hygiene students, the estimated living expenses are $2,100.00/month. Costs may vary (+/-) from the time of this printing.

### Residency Information

Students whose homes are not in Nebraska are considered nonresidents for tuition purposes. Nonresident students desiring to qualify for Nebraska residency may do so by meeting residency requirements as adopted by the Board of Regents on April 30, 1994. These regulations are on file in the registrar’s office and may be reviewed during normal business hours.

### Tuition Refunds

A student who withdraws from the University during a term for which he/she is registered is entitled to claim a refund of tuition. The University’s current policy for a tuition refund is:

- **First week**: 100%
- **Second week**: 75%
- **Third week**: 50%
- **Fourth week**: 25%
- **Fifth week**: None

Financial Aid

**Judith Walker, Director**

Room 2046, Student Life Center, Omaha

402-559-4199

The University of Nebraska Medical Center offers several financial aid opportunities to assist students in the financing of their health professions education. The UNMC Office of Financial Aid administers four basic types of aid: academic scholarship, grants, loans, and student employment.

Governed by the rules and regulations established by the U.S. Department of Education (Title IV) and the U.S. Department of Health and Human Services (Title VII) the Office of Financial Aid has adopted a consistent and equitable approach of awarding financial aid. The completion of the Free Application for Federal Student Aid (FAFSA) is required to be eligible for all federal student aid funds (Title IV and Title VII).

The **priority** filing deadline for federal financial aid is **April 1**. Applications received on or before April 1 will receive priority consideration in the awarding of campus-based grants and loans.

Scholarships are awarded by the scholarship committees of each UNMC college: Allied Health, Dentistry, Medicine, Nursing, Pharmacy, Public Health and Graduate Studies. The Office of Financial Aid does not award scholarships. The timing of scholarship announcements is based on the committee’s selection of recipients. To ensure an equitable distribution of all financial aid, students are notified of their financial aid awards after scholarship selection committees have announced their scholarship recipients.

The UNMC Office of Financial Aid reserves the right to revise a student’s award package based on changes to a student’s enrollment status, outside funding received by a student, or changes in funding received at UNMC after the award letter is delivered. Students will be notified in writing of any changes made to their awards.

Questions regarding financial aid may be directed to 402-559-4199, 1-800-626-8431 or studentservices@unmc.edu. An open door policy is maintained in the Office of Financial Aid. Appointments are preferred but are not required.

**Title IV Federal Financial Aid**

The following programs are governed by the U.S. Department of Education rules and regulations. These programs are considered to be campus-based programs at UNMC. The Free Application for Federal Student Aid (FAFSA) electronic data must be received in the Office of Financial Aid before April 1 to be considered for these “priority funds.”

**Federal Perkins**

The Federal Perkins Student Loan Program is a subsidized student loan (interest free) through graduation with a nine month grace period. Perkins loan funds awarded to Dental Hygiene students are eligible for loan forgiveness, if the undergraduate recipient practices full time in his or her chosen professional health career. This loan is provided to undergraduate students who demonstrate an unmet need in accordance with federal need analysis measures. Details on the four areas of loan forgiveness are provided on the Perkins promissory note or fact sheet: http://www.unmc.edu/studentservices/exit_counseling.htm
Refund of Student Financial Aid Funds

This federal regulation applies only to students who completely withdraw from their semester coursework.

Federal student financial aid is provided to students to fund their direct and indirect costs as determined by the institutional cost of education. Failure to complete a required term of enrollment may result in the need to refund or repay federal student financial aid for costs not incurred. The federal student aid regulations do not follow the institutional refund policy guidelines. The federal government imposes a much stricter policy of attendance and cost allowances. UNMC imposes a 100% penalty of tuition and fees after the fifth week of class. The U.S. Department of Education regulates that until a student completes 60% of each term, a refund or repayment of aid may be required if the student fails to complete the term of enrollment. If you were awarded federal student aid dollars to pay your costs, UNMC would not be entitled to keep 100% of the federal dollars until such time you were enrolled for 60% of the term. Until 60% of the term is completed, the Office of Financial Aid is required to recover federal student aid funds from your student account and “refund” them to the U.S. Department of Education. Returning the funds to the Direct Loan program will reduce your loan debt for current academic year.

If federal funds were used to pay your tuition and fees, and those federal funds are returned the U.S. Department of Education, you will be left with an outstanding tuition/fee student account balance—the aid is no longer on your account to pay 100% of your tuition and fees. If a student is issued a refund on their student account for living expenses, the Office of Financial Aid must also return living expense funds for periods of non-enrollment. These funds will also be recovered from your student account and returned to the U.S. Direct Loan program. You will be billed for the new outstanding student account balance. Failure to pay the outstanding student account balance will result in denial of: future registration at any of the University of Nebraska campuses; future financial aid eligibility at any University of Nebraska campus; denial of: future registration at any of the University of Nebraska campuses; future financial aid eligibility at any University of Nebraska campus; denial of: future registration at any of the University of Nebraska campuses; future financial aid eligibility at any University of Nebraska campus; denial of:

Repayment of Student Financial Aid Funds

This federal regulation applies only to students who completely withdraw from their semester coursework.

In addition to receiving funds for your direct costs (tuition and fees), you also are provided funds for your living expenses. Failure to complete a term of enrollment will result in the “repayment” of funds for periods of non-enrollment. For this policy, financial aid is considered to be used first for payment of tuition, fees, and other payments to the University. Therefore, all or part of any unearned funds will be used to reimburse financial aid programs. If a student withdraws from the University for any reason, student financial aid dollars must be returned to the U.S. Department of Education for repayment to the respective federal aid programs. In accordance with federal laws, the following fund priority listing will be used when refunding and repaying funds to Title IV and non-Title IV aid programs for the academic term involved

A. Title IV Program
1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Student Loan (FPSL)
4. Federal Parent Loan (FPLUS)
5. Federal Pell Grant
6. Federal Supplemental Ed Op (FSEOG)

B. Non-Title IV Programs
1. Health Profession Student Loan (HPSL)
2. Nursing Student Loan
3. Other Federal Grants
4. State Grants
5. University Scholarship/Grant
6. University Loan

Satisfactory Academic Progress for Financial Aid

This regulation applies to all students in receipt of federal student financial aid.
The following federal student aid policies apply to all students in receipt of federal student loans (loans, grants, work study). Students are responsible for reading/understanding these policies. If you have questions regarding the policies, please contact the UNMC Office of Financial Aid: 402-559-4199. Students are also responsible for the Student policies found on this Web page: http://wiki.unmc.edu/Student_policies

Satisfactory academic progress: http://webmedia.unmc.edu/studentservices/docs/satisfactory-academic-progress011713.pdf


1. Students who have completed two or more years of college (all course work) must achieve and maintain a cumulative grade point average of at least 2.0. Students not meeting this standard will be suspended from financial aid eligibility until the 2.0 GPA requirement is met. The suspension may be waived because of special circumstances (illness, injury, etc.).

2. Undergraduate students must complete their program within 1.5 times the published length of the educational program, measured at full-time status (i.e. Nursing program is four (4) semesters; students must complete the program in six (6) semesters or be terminated from financial aid). Students enrolled at less than full-time status must follow this standard as well (i.e. ½ time enrollment: Nursing program eight (8) semesters; students must complete program in 12 semesters or be terminated from financial aid).

3. Students choosing to enroll in a program at less than full-time status must, each academic year, in addition to 1 and 2 above, complete 100% of the cumulative yearly hours attempted.

4. In addition, the following standards apply:

   **College of Medicine**: Full-time enrollment; maintain grades compatible with advancement. Complete 100% of the cumulative yearly hours attempted or progress to the next level of the program. Students required to repeat any academic year will not be eligible for financial aid for the repeat year unless granted an appeal from the financial aid office.

   **College of Dentistry**: Full-time enrollment; maintain a minimum GPA of 2.0. Complete 100% of the cumulative yearly hours attempted or progress to the next level of the program. Students required to repeat any academic year will not be eligible for financial aid for the repeat year unless granted an appeal from the financial aid office.

   **College of Pharmacy**: Full-time enrollment; maintain a minimum GPA of 2.0. Complete 100% of the cumulative yearly hours attempted or progress to the next level of the program. Students required to repeat any academic year will not be eligible for financial aid for the repeat year unless granted an appeal from the financial aid office.

   **College of Allied Health Professions**: Full-time enrollment; maintain a minimum GPA of 2.0. Complete 100% of the cumulative yearly hours attempted or progress to the next level of the program. Students required to repeat any academic year will not be eligible for financial aid for the repeat year unless granted an appeal from the financial aid office.

   **College of Nursing-Undergraduate Students**: Full-time enrollment; maintain a minimum GPA of 2.0. Complete 75% of the cumulative hours attempted or progress to the next level of the program. In accordance with federal regulations, effective July 1, 2011, the cumulative hours attempted must include the program transfer credit requirements. Grades of D and below do not count as completed hours when measuring the 75% completion rate. Please refer to the College of Nursing Catalogue for information on grade evaluations.

   **College of Nursing-Professional Students-MSN/DNP/PMC**: Maintain a minimum GPA of 3.0. Complete 100% of the cumulative yearly hours attempted. Students who fail to complete 100% of the cumulative hours attempted each academic year will not be eligible for federal student aid until such time they successfully complete an entire academic year of enrollment. Be enrolled a minimum of three (3) credit hours per term. Professional nursing students are eligible for financial aid for those classes which are required for their professional nursing degree/certificate only.

   **College of Public Health**: Maintain a minimum GPA of 3.0. Complete 100% of the cumulative yearly hours attempted. Students who fail to complete 100% of the cumulative hours attempted each academic year will not be eligible for federal student aid until such time they successfully complete an entire academic year of enrollment. Be enrolled a minimum of four (4) credit hours per term. College of Public Health students are eligible for financial aid for those classes which are required for the Certificate or Masters programs. The College of Public Health grading scale is as follows:

   **College of Graduate Studies**: Maintain a minimum GPA of 3.0. Complete 100% of the cumulative yearly hours attempted. Students who fail to complete 100% of the cumulative hours attempted each academic year will not be eligible for federal student aid until such time they successfully complete an entire academic year of enrollment. Be enrolled a minimum of four (4) credit hours per term. Graduate students are eligible for financial aid for those classes which are required for the Masters or Doctoral degree only.

The Medical Center Campus grading system for graduate students conforms with the system-wide grading scale. It is UNMC policy that graduate students must maintain a 3.0 grade point average. A grade point average of B is not acceptable per Graduate College policy. Financial Aid will be terminated for failure to maintain a 3.0 GPA. Reinstatement of financial aid will be based on a recommendation from the Executive Associate Dean of the Graduate College.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.6</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>0.6</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grades of (F) Failing, (I) Incomplete, (W) Withdraw, (WP) Withdraw Passing, (WF) Withdraw Failing, and (NR) No Report will count as hours attempted and will not count as hours completed.

Academic Year is defined as the period of time established by each college/school in their academic calendar. Progress shall normally be
measured as soon as possible after the end of each academic year. Students failing to meet the above standards, or students academically suspended from their college, will not be eligible for financial aid eligibility.

Reinstatement of aid eligibility will occur when the student meets the minimum GPA requirements and progresses to the next level of the program. Students will be notified, in writing, by the Office of Financial Aid of their aid suspension upon receipt of progress advisement from colleges/programs. Students enrolled in programs with academic calendars greater than nine (9) months are advised to review their progress with their program in the spring to determine the likelihood of not meeting the above standards and plan accordingly.

Appeal and Reinstatement of Financial Aid Eligibility
If extenuating circumstances have affected a student’s progress, a written appeal must be received by the Financial Aid Office within 30 days of the date of the suspension notification. The following circumstances may qualify for a legitimate appeal:

1. Student illness requiring physician’s care in excess of several weeks.
2. Major illness or death in the student’s immediate family (spouse, mother, father, child, etc.)
3. Legal issues which force the student to compromise class attendance for an extended period of time.

The following must be included in the appeal letter:
The appeal letter must be submitted by the student. Appeals must explain the reason the student failed to progress to the next level of the program. The appeal must include a description of a program approved action plan to insure successful completion in the repeat year (working with the Academic Success program/assigned tutoring/advising plan). Students should detail the approved action plan/and program administrator with whom they are working to insure success.

Graduate students placed on Student Academic Probation (SAP) suspension for failure to complete 100% of their attempted credit hours must include their projected enrollment plan for the next academic year and a statement to insure they understand that failure to complete 100% of the attempted hours will result in financial aid suspension until such time they complete 100% of their attempted hours for an academic year.

Appeals will be reviewed and a written response sent to the student within ten days of the decision. Students are granted only one appeal and reinstatement of aid for their UNMC education. Students who are required to repeat courses/semesters/academic years more than once are suspended from financial aid until such time they progress to the next level of curriculum.

Textbooks, Instruments and Materials

All required textbooks and dental instruments issued to the student are the property of the College of Dentistry. As these items become necessary for the various courses, they are issued to the student. Upon completion of the course and the conferring of the degree, all issued equipment and instruments are to be returned to the College in satisfactory condition. If any issued item is lost or damaged beyond usefulness, the student must replace it at his/her own expense. If for any reason additional supplies become necessary, the student must pay for the needed item(s).

Should a student leave the College before graduation with a degree, all issued books, instruments, and unused supplies must be returned to the College of Dentistry before any University Tuition and General Fee refunds will be made. The College does not furnish pens, pencils, notebooks, or paper.

Dental Student Books, Equipment & Supply Policy Class of 2004 and Subsequent Years

Books
All books issued to dental students by the College are issued on a lease/purchase arrangement until the student graduates from the College. Upon completion of the dental program and the conferral of the D.D.S. degree, all issued books become the property of the student. Beginning with Fall 2017, the college will no longer issue books to entering students. Students will be responsible for obtaining assigned books. This policy will continue annually until no books will be issued by the college.

Equipment
Equipment and dental instruments are leased to students and checked out as needed for specific purposes. They are to be returned in satisfactory condition. Students are financially responsible for damaged or lost equipment and dental instruments as follows:

Handpieces and Titan Scalers
- First $100 of repair cost for damaged handpieces/handpiece components or Titan Scalers
- 50% replacement fee for first lost handpiece/handpiece components (either high speed or slow speed handpiece/components)
- 50% replacement fee for first lost Titan Scaler
- 100% replacement fee for lost handpieces/components and Titan Scalers after first lost handpiece/components or Titan Scaler

Hand Instruments
- No charge for first 10 damaged hand instruments (if exchanged for a new instrument)
- $4/hand instrument for first 10 lost hand instruments
- Full replacement fee for damaged or lost hand instruments after the first 10 damaged/first 10 lost

Other Equipment and Instruments (including but not limited to articulators and cassettes)
- First $100 of repair cost for damaged other equipment or instruments
- 50% replacement fee for lost other equipment or instruments

Fees for Supplies and Services
Students pay a service fee which provides for a limited amount of printed, photocopied or electronic course materials, basic and preclinical laboratory supplies, use and laundering of COD clinic gowns, pre-clinical and clinical dispensing services and other items or services necessary for student participation in the academic programs at the College.

Withdrawal of Students
If a student leaves the program before graduation, all issued equipment and supplies must be returned before the College will authorize any University tuition and general fee refunds, release of transcripts and letters of recommendation or any other information as determined by the College.

If a withdrawing student wishes to have a refund on issued books, the returned books will be submitted by the College of Dentistry to the UNMC Bookstore for possible acceptance for refunds. A student will be eligible to receive any refunds issued by the UNMC Bookstore up to a maximum determined by the College of Dentistry. The maximum will take into account recapture of subsidy for books by the College of Dentistry. The
student may keep any books for which the UNMC Bookstore will not issue a refund.

**Housing Facilities**

Information about available housing for families or single students can be obtained from the Division of University Housing, 1115 N. 16th Street, University of Nebraska-Lincoln, Box 880622, Lincoln, Nebraska 68588-0622, (402) 472-3561.

**Placement Service**

The College of Dentistry maintains a placement information service for students and recent graduates to aid them in finding practice locations and associateship opportunities. Dentists who wish to sell their practice or acquire an associate may contact the College to have the opportunity listed and presented to students.

**Student Information**

The Division of Student Services of the Medical Center regularly publishes a Student Handbook, which contains information on many subjects of interest to students. Handbooks may be obtained from the UNMC website and is linked in the COD Operations Manual on the COD Intranet.

**Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORBI 505</td>
<td>HUMAN ANATOMY</td>
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<tr>
<td>ORBI 519</td>
<td>GENERAL HISTOLOGY</td>
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<tr>
<td>ADRS 529</td>
<td>DENTAL ANATOMY</td>
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<tr>
<td>ADRS 531</td>
<td>DENTAL MATERIALS</td>
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<td>ORBI 535</td>
<td>CRITICAL THINKING I</td>
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</tr>
<tr>
<td>ORBI 545</td>
<td>BIOCHEM DENT STUDENTS</td>
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<td><strong>Second Semester</strong></td>
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<tr>
<td>ORBI 506</td>
<td>HEAD &amp; NECK ANATOMY</td>
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<tr>
<td>ORBI 514</td>
<td>INTRODUCTION TO IMMUNOLOGY</td>
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<td>ORBI 518</td>
<td>HUMAN PHYSIOLOGY</td>
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<tr>
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<td>ORAL HISTOL&amp; EMBRYOL</td>
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<td>ORBI 525</td>
<td>ORAL &amp; MEDICAL MICROBIOLOGY</td>
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<td>ADRS 530</td>
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<td>ADRS 532</td>
<td>OPERATIVE DENTISTRY I</td>
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<td><strong>Summer</strong></td>
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<td>ORBI 535</td>
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<td>THEORETICAL PERIODONTOLOGY</td>
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<td>ORBI 539</td>
<td>GENERAL PATHOLOGY I</td>
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<tr>
<td>ORBI 540</td>
<td>GENERAL PATHOLOGY II</td>
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<tr>
<td>ORBI 571</td>
<td>REVIEW OF BIOMEDICAL SCIENCES</td>
<td>0</td>
</tr>
<tr>
<td>DENT 660</td>
<td>COMPREHENSIVE CLINICAL CARE</td>
<td>1</td>
</tr>
</tbody>
</table>

<p>| <strong>Second Year</strong> |                                      |              |
| <strong>First Semester</strong> |                                    |              |
| PERO 553 | PERIODONTAL THERAPY                | 2            |
| ADRS 555 | OPERATIVE DENTISTRY II             | 4            |
| ORSU 557 | MEDICAL EMERGENCIES(yearly)        | 0            |
| ADRS 559 | PHYSICAL ASSESSMENT                | 2            |
| ORBI 561 | INTRODUCTION TO ORAL RADIOLOGY     | 2            |
| ADRS 563 | REMOVABLE PROSTHODONTICS I         | 4            |
| ORBI 571 | REVIEW OF BIOMEDICAL SCIENCES      | 1            |
| ORBI 581 | HUMAN BEHAV ANALYSIS               | 2            |
| ENDO 585 | BIOLOGY DENTAL PULP               | 1            |
| ORSU 597 | ORAL SURGERY &amp; LOCAL ANESTHESIA    | 1            |
| ORBI 620 | RESEARCH, ETHICS AND PUBLIC HEALTH | 0            |
| DENT 661 | COMP CLINICAL CARE                 | 0            |
| <strong>Credit Hours</strong> |                                    | 19           |
| <strong>Second Semester</strong> |                                    |              |
| ADRS 556 | CARIOLOGY                          | 1            |
| ORSU 557 | MEDICAL EMERGENCIES                | 1            |
| ORBI 562 | RADIOGRAPHIC INTERPRETATION        | 1            |
| ORBI 566 | ORAL PATHOLOGY                    | 3            |
| ADRS 570 | REMOVABLE PROSTHODONTICS II        | 2            |
| ADRS 572 | DIAGNOSIS &amp; TREATMNT PLANNING      | 2            |
| ADRS 574 | FIXED PROSTHODONTICS I             | 4            |
| ORTHO 576 | ORTHODONTIC CONCEPTS I             | 1            |
| ENDO 586 | ENDODONTIC THERAPY I               | 2            |
| PEDI 596 | PEDIATRIC DENTISTRY                | 2            |
| DENT 661 | COMP CLINICAL CARE                 | 0            |
| <strong>Credit Hours</strong> |                                    | 19           |
| <strong>Third Year</strong> |                                    |              |
| <strong>First Semester</strong> |                                    |              |
| ORBI 601 | PROBLEMS IN PATIENT MANAGEMENT     | 1            |
| ENDO 605 | ENDODONTIC THERAPY II              | 1            |
| PERO 606 | PERIODONTAL TREATMENT I            | 1            |
| ORSU 625 | ORAL SURGERY DIAGNOSIS &amp; TREATMENT | 2            |
| ORBI 639 | GENERAL PHARMACOLOGY FOR DENTAL STUDENTS | 3 |
| ORBI 648 | ORAL MEDICINE                      | 1            |
| DENT 662 | COMP CLINICAL CARE                 | 0            |
| <strong>Credit Hours</strong> |                                    | 8            |
| <strong>Second Semester</strong> |                                    |              |
| ORBI 610 | PRACTICE MANAGEMENT                | 3            |
| ADRS 616 | ADVANCED TOPICS IN OPERATIVE DENTISTRY | 1 |
| ORBI 620 | RESEARCH, ETHICS AND PUBLIC HEALTH | 1            |
| ORTHO 632 | ORTHODONTIC CONCEPTS II            | 1            |</p>
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<td>ORAL HEALTH &amp; DENTISTRY FOR THE OLDER ADULT</td>
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PROFESSIONAL COURSES OF INSTRUCTION

In the following departments, courses number 300-491 are given throughout the dental hygiene curriculum. Courses numbered 500-549 are given in the first dental year; 550-599 in the second dental year; 600-649 in the third dental year and 650-699 in the fourth dental year. Formal prerequisites (Prereq) are listed after the course title and credit (cr) hours.

A
• Adult Restorative Dentistry (ADRS) (p. 226)

D
• Dental Hygiene (DHYG) (p. 227)
• Dentistry (DENT) (p. 229)

E
• Endodontics (ENDO) (p. 229)

O
• Oral Biology (ORBI) (p. 230)
• Oral Surgery (ORSU) (p. 232)
• Orthodontics (ORTHO) (p. 232)

P
• Pediatric Dentistry (PEDI) (p. 232)
• Periodontics (PERO) (p. 232)

Adult Restorative Dentistry (ADRS)

ADRS 326 DENTAL MATERIALS 2 Credit Hours
This course is designed to provide foundational knowledge in basic and applied dental materials science. The didactic component introduces the student to the basic composition of dental materials, their mechanical and physical properties, and the manner in which material properties are affected by variations in manipulation. The laboratory component is designed to reinforce didactic concepts through the conducting of mechanical and physical property tests, and hands-on manipulation of selected dental materials.
Typically Offered: SPRING

ADRS 335 ORAL HEALTH AND DENTISTRY FOR OLDER ADULTS 1 Credit Hour
The course is a comprehensive review of topics related to dentistry and older adults. Namely: sociodemographics; defining the elderly; physiologic aging; aging theories; oral changes with age; interaction between systemic disease common to elderly and oral health; depression, cognitive impairment and other psychological problems related to aging; rational drug use; assessment and treatment planning for older patients; ethics in geriatric dentistry and dentistry in long-term care (LTC) facilities.
Typically Offered: SUMMER

ADRS 359 PHYSICAL ASSESSMENT 2 Credit Hours
Lectures and laboratory exercises will cover the following information: interviewing techniques and diagnostic processes; medical consultation techniques, evaluation of vital signs, ASA classifications, physical findings suggestive of systemic disease, and laboratory test results (blood, urine, etc.); cranial nerve, head/neck, and oral hard and soft tissue examinations; use of references; the description and identification of common oral mucosal lesions, and TMJ evaluations.
Typically Offered: FALL

ADRS 529 DENTAL ANATOMY 2 Credit Hours
A lecture-laboratory course studying the development, form, function and static relationships of teeth in the human dentition and the proper terminology needed to identify structures of the human dentition. Students also develop skill at working with spatial relationships by developing models of teeth to proper contours using hand-formed plastic materials.
Typically Offered: FALL

ADRS 530 OCCLUSION 2 Credit Hours
The primary goal is to relate the anatomical elements of the masticatory system in such a way as to adequately prepare students for dental procedures requiring the alteration or modification of this system. A more all-encompassing objective will be to incorporate anatomical elements into the essentials of how the maxillary and mandibular teeth articulate in function and parafunction. The clinical significance of occlusal variation and the clinical implications of occlusal alteration will be related to restorative dentistry treatments.
Prerequisite: ADRS 529.
Typically Offered: SPRING

ADRS 531 DENTAL MATERIALS 4 Credit Hours
An introduction to the science and practical usage of dental biomaterials. Emphasis is placed on the understanding of materials science principles and how they relate to the clinical handling of dental biomaterials. Laboratory sessions are included to introduce techniques in manipulation.
Typically Offered: FALL

ADRS 532 OPERATIVE DENTISTRY I 4 Credit Hours
A lecture-laboratory course covering the principles of conservative cavity preparations and restoration of the adult dentition using dental amalgam, composite resin, and glass ionomer cement.
Prerequisite: ADRS 529, 531.
Typically Offered: SUMMER

ADRS 535 OPERATIVE DENTISTRY FOR OLDER ADULTS 2 Credit Hours
A lecture-laboratory course concerning advanced applications of direct restorations and the principles of tooth preparation for and fabrication of intracoronal and partial veneer indirect restorations.
Prerequisite: 529, 530, 531, 532.
Typically Offered: FALL

ADRS 556 CARIOLOGY 2 Credit Hours
This course combines lecture/seminar online and laboratory aspects that present dental caries as an infectious and controllable disease. The relationship between basic science and clinical application will be a central focus in preparing the student to be able to develop patient-specific strategies for the management of dental caries.
Typically Offered: SUMMER

ADRS 559 PHYSICAL ASSESSMENT I 1 Credit Hour
This course combines lecture/seminar online and laboratory aspects that present dental caries as an infectious and controllable disease. The relationship between basic science and clinical application will be a central focus in preparing the student to be able to develop patient-specific strategies for the management of dental caries.
Typically Offered: SPRING

ADRS 560 DENTAL ANATOMY II 2 Credit Hours
This course combines lecture/seminar online and laboratory aspects that present dental caries as an infectious and controllable disease. The relationship between basic science and clinical application will be a central focus in preparing the student to be able to develop patient-specific strategies for the management of dental caries.
Typically Offered: SPRING

ADRS 566 CARIOLOGY II 1 Credit Hour
This course combines lecture/seminar online and laboratory aspects that present dental caries as an infectious and controllable disease. The relationship between basic science and clinical application will be a central focus in preparing the student to be able to develop patient-specific strategies for the management of dental caries.
Typically Offered: FALL

ADRS 566 CARIOLOGY I 1 Credit Hour
This course combines lecture/seminar online and laboratory aspects that present dental caries as an infectious and controllable disease. The relationship between basic science and clinical application will be a central focus in preparing the student to be able to develop patient-specific strategies for the management of dental caries.
Typically Offered: SPRING
ADRS 563 REMOVABLE PROSTHODONTICS I 4 Credit Hours
This course is designed to prepare the dental student to successfully provide dental therapy for the completely edentulous patient. At the completion of the course the student will be thoroughly familiar with the techniques, materials, equipment, supplies, and biological considerations necessary to fabricate prostheses for the completely edentulous patient.
Prerequisite: ADRS 529, 530, 531, 532.
Typically Offered: FALL

ADRS 570 REMOVABLE PROSTHODONTICS II 2 Credit Hours
The study of the design, theory, and basic procedures in partial and complete denture construction. Diagnosis and treatment planning will be stressed through lectures, laboratory, and clinical demonstrations.
Prerequisite: ADRS 563.
Typically Offered: SPRING

ADRS 572 DIAGNOSIS & TREATMENT PLANNING 2 Credit Hours
The course provides students with the foundational knowledge to perform a dental clinical examination and oral diagnosis of a patient starting with the initial contact. It introduces students to basic treatment planning concepts including treatment options, treatment sequencing and case presentations.
Typically Offered: SPRING

ADRS 574 FIXED PROSTHODONTICS I 4 Credit Hours
A lecture-laboratory course involving the diagnosis, treatment planning, basic principles of tooth preparation and procedures for the complete restoration of single teeth with extracoronal restorations and the replacement of one or more teeth using fixed partial dentures. This includes the indications and methods for restoration of endodontically treated teeth. Single crowns, fixed partial dentures, provisional restorations, prefabricated and cast post and cores will be fabricated in the laboratory portion of the course.
Prerequisite: ADRS 555, 563.
Typically Offered: SPRING

ADRS 580 FIXED PROSTHODONTICS II 1 Credit Hour
A lecture-laboratory course designed to present additional restorative techniques including nightguard vital bleaching techniques, soft tissue management, core materials, and esthetic contouring of the natural dentition. The student will be present evidence based literature to support contemporary restorative concepts. A review of conventional fixed partial dentures, provisional and other esthetic restorative techniques.
Prerequisite: ADRS 574.
Typically Offered: SUMMER

ADRS 589 BASICS OF DENTAL IMPLANTOLOGY 1 Credit Hour
This course is designed that students will understand the role of implant dentistry in all aspects of diagnosis and treatment planning, surgical and prosthodontic procedures and be able to evaluate and maintain the implants and prostheses with follow-up care and education.
Prerequisite: ADRS 563, 570, 574, 580.
Typically Offered: SUMMER

ADRS 593 TM DISORDERS AND SLEEP DISORDERS 1 Credit Hour
Lectures, clinics and on-line references focus on the diagnosis and treatment of temporomandibular disorders (TMD) and sleep related breathing disorders.
Typically Offered: SUMMER

ADRS 616 ADVANCED TOPICS IN OPERATIVE DENTISTRY 1 Credit Hour
This is a lecture course consisting, in part, of a review, reinforcement and update of clinical concepts, materials and techniques. Factors in treatment planning, the relationship of operative treatment to various dental specialties, and the interactions, impact with various conditions/situations of patient care are presented and discussed.
Prerequisite: ADRS 555 and DENT 550.
Typically Offered: SPRING

ADRS 633 ADV TOPICS IN PROSTHODONTICS 1 Credit Hour
Lectures, peer assessment, and clinical exercises will be used to emphasize adjunctive clinical procedures available in current clinical prosthodontic treatment. Further exposure to the principles and theory of more advanced treatment procedures in Fixed, Removable and Implant Prosthodontics will be given to supplement the basic concepts from ADRS 563, 570, 574, and 580.
Prerequisite: ADRS 563, 570, 574, 580 (including the use of digital restorative technology).
Typically Offered: SUMMER

ADRS 644 ORAL HEALTH & DENTISTRY FOR THE OLDER ADULT 1 Credit Hour
The course is a comprehensive review of topics related to dentistry and older adults. Namely: sociodemographics; defining the elderly; physiologic aging; aging theories; oral changes with age; interaction between systemic disease common to elderly and oral health; depression, cognitive impairment and other psychological problems related to aging; rational drug use; assessment and treatment planning for older patients; ethics in geriatric dentistry and dentistry in long-term care (LTC) facilities.
Typically Offered: SUMMER

Dental Hygiene (DHYG)

DHYG 301 PRECLINIC THEORY 2 Credit Hours
An introduction to the dental hygiene profession, providing an overview of dental terminology; sterilization, disinfection and prevention of disease transmission; tissues of the periodontium (oral mucous membrane, gingiva, periodontal ligament, cementum and alveolar bone); hard and soft dental deposits, including plaque, stain, and calculus; plaque indices; identification of restorative material and operative charting; the etiology of oral diseases; preventive dental care; and oral physiotherapy aids and techniques.
Typically Offered: FALL

DHYG 302 RESEARCH METHODOLOGY 1 Credit Hour
This course is designed to introduce concepts in research methodology and entry-level statistics in order for students to develop skills necessary to review the literature, appraise the evidence, apply evidence-based practice, and conduct original research. Students will conduct a review of the literature associated to their research question, develop a study design, and implement data collection. Upon completion of the research, a poster presentation will be given by the students during the spring term of their senior year at Professionals' Day as well as the Nebraska Dental Hygienists' Associated Annual Session.
Typically Offered: SPRING

DHYG 307 MEDICAL EMERGENCIES 1 Credit Hour
This course provides information regarding the prevention, recognition, and management of medical emergencies which can and do occur in the dental office setting.
Typically Offered: FALL
DHYG 309 PRECLINICAL TECHNIQUES 4 Credit Hours
The basic theories and techniques of clinical dental hygiene. The lecture includes patient assessment, instrumentation and documentation of services provided. The clinic/lab practice on student partners provides an opportunity to gain proficiency and prepare for patient appointments. Typically Offered: FALL

DHYG 310 CLINICAL DENTAL HYGIENE I 3 Credit Hours
A clinical course where the students apply the skills learned in DHGY 301, 307, 309 and the new skills acquired in DHYG 320 and ARDS 326. The forum for this course is designed for basic instruction in evidence-based learning, critical thinking, and student-centered learning. Emphasis is placed on forming a focused clinically relevant (PICO) question, performing a critical review and evaluation of the literature, evidence-based decision making and critical thinking, determining applicability and sharing this information with their peers. This course provides a unique opportunity for students to share information with peers regarding clinical care questions that require them to conduct research to find answers and determine applicability in the clinical setting. Typically Offered: SPRING

DHYG 320 CLINICAL TECHNIQUES I 2 Credit Hours
Clinical Techniques I is a theory and laboratory techniques course. Lecture and laboratory activities include: care of prosthetic appliances; fluoride application; instrument sharpening; occlusal sealants; treatment of the child patient (0-12 years); instrumentation, dental hygiene care plan; bleaching cast preparation; periodontal risk assessment; air-polishing; caries risk assessment; treatment plan, amalgam polishing/margination; adolescent (13-19 years) which apply to all patient categories. Typically Offered: SPRING

DHYG 321 DENTAL ANATOMY LECT/LAB 2 Credit Hours
A lecture-laboratory course studying the development, form, function and static relationships of teeth in the human dentition and the proper terminology needed to identify structures of the human dentition. Students also develop skill at working with spatial relationships by developing models of teeth to proper contours in wax replicas. Typically Offered: FALL

DHYG 328 CLINICAL DENTAL HYGIENE II 1 Credit Hour
DHYG 328 is a clinical course where the student refines skills learned in DHYG 301, 307, 309, 310, 320, ARDS 326 and applies the new skills learned in DHYG 330. The forum for this course is designed for basic instruction in evidence based learning, critical thinking, and student centered learning. Emphasis is placed on forming a focused clinically relevant (PICO) question, performing a critical review and evaluation of the scientific literature, evidence-based decision making and critical thinking, determining applicability, and sharing this information with their peers. This course provides a unique opportunity to share with their peer cohort information regarding clinical care questions that require students to conduct research to find answers and determine applicability in the clinical setting. Typically Offered: SUMMER

DHYG 330 CLINICAL TECHNIQUES II 2 Credit Hours
This course will provide the theory and technique of advanced clinical skills required in the assessment, planning, treatment, evaluation and documentation of the periodontal patient, including periodontal assessment and charting, root morphology, root planning, and periodontal debridement with piezoelectric ultrasonic instruments. Typically Offered: SUMMER

DHYG 331 CLINICAL DENTAL HYGIENE III 3 Credit Hours
A survey of the theory and practice of community health, particularly as it applies to dental health; methods used to determine dental health status in communities, procedures for improving the dental health of the public, and procedures in health education. Typically Offered: SPRING

DHYG 423 CLINICAL DENTAL HYGIENE III 4 Credit Hours
A clinical course which provides the student with experience in comprehensive patient care. Internal rotations in admissions/treatment planning and surgical specialties are featured. External rotations provide unique opportunities in hospital hygiene, public health, private rural practices and communities, and state institutions. The forum for this course is designed for basic instruction in evidence-based learning, critical thinking and student centered learning. Emphasis is placed on forming a focused clinically relevant (PICO) question, performing a critical review and evaluation of the scientific literature, evidence-based decision making and critical thinking, determining applicability, and sharing this information with their peers. This course provides a unique opportunity to share with their peer cohort information regarding clinical care questions that require students to conduct research to find answers and determine applicability in the clinical setting. Typically Offered: FALL

DHYG 425 CLINICAL TECHNIQUES III 2 Credit Hours
Continuation of advanced theory and techniques, with an emphasis on research, management, planning and implementation of treatment for periodontal patients and immunocompromised patients. Lecture, laboratory practice and patient therapy includes: intraoral photography, soft tissue curettage (or de-epithelialization with a laser), dental care and maintenance for the medically compromised patient, acute periodontal diseases, periodontal risk factors, implant placement and maintenance, video-imaging systems, bleaching techniques, desensitization, chemotherapeutic agents, tobacco cessation, use of supplemental instruments and how to develop a case presentation. Typically Offered: FALL

DHYG 426 PROFESSIONAL PERSPECTIVES 2 Credit Hours
A course designed to familiarize the students with professional demeanor, office management and economics, the history of dental hygiene, legal responsibilities, ethics and jurisprudence, educational requirements and credentials, practice act requirements for different states, functions and benefits of the professional dental hygiene organization, career alternatives, employment issues and expanded function opportunities, and trends as related to the dental hygiene profession. Typically Offered: SPRING
DHYG 428 CLINICAL DENTAL HYGIENE IV 4 Credit Hours
Clinical Dental Hygiene IV-DHYG 428 is a continuation of DHYG 423. Clinical requirements emphasize the clinical skills presented in DHYG 425 and a development of speed and efficiency while improving competency in the delivery of patient services. The forum for this course is designed for basic instruction in evidence-based learning, critical thinking, and student-centered learning. Emphasis is placed on forming a focused clinically relevant (PICO) question, performing a critical review and evaluation of the literature, evidence-based decision making and critical thinking, and determining applicability. This course provides a unique opportunity for students to share information with peers regarding clinical care questions that require them to conduct research to find answers and determine applicability in the clinical setting. Typically Offered: SPRING

DHYG 430 CLINICAL TECHNIQUES IV 2 Credit Hours
A continuation of the theory and technique of advanced clinical skills, with an emphasis on expanded DH functions, including the treatment and management of patients. Lecture and laboratory practice includes occlusal screening, endodontic evaluation, drug interactions update/prescription writing, utilization of computer generated anesthesia (the Wand), third party reimbursement protocols, written mock board examinations and guest lecturers. Typically Offered: SPRING

DENTISTRY (DENT)

DENT 660 COMPREHENSIVE CLINICAL CARE I 1 Credit Hour
Students are given the opportunity to learn, practice and demonstrate competency in several areas of patient care and professionalism in clinical practice. Typically Offered: SUMMER

DENT 661 COMP CLINICAL CARE 5 Credit Hours
The CCC course is an interdisciplinary course for patient-centered comprehensive care. The course contains clinical modules, which are the following: diagnosis and treatment planning, group rounds/case presentations, operative dentistry, prosthodontics, cariology, temporomandibular disorders, patient management and professionalism, dental emergency, periodontics, endodontics, oral maxillofacial surgery, pediatric dentistry, orthodontics, oral pathology, dental radiology, and rotations (intramural and extramural). Each module has a Module Coordinator who will provide student assessment feedback to the Course Directors (Group Leads). To pass the CCC course, dental students must 1) pass each of the course modules, and 2) successfully complete each of the competency assessments. Typically Offered: SUMMER

DENT 662 COMP CLINICAL CARE 21 Credit Hours
The CCC course is an interdisciplinary course for patient-centered comprehensive care. The course contains clinical modules, which are the following: diagnosis and treatment planning, group rounds/case presentations, operative dentistry, prosthodontics, cariology, temporomandibular disorders, patient management and professionalism, dental emergency, periodontics, endodontics, oral maxillofacial surgery, pediatric dentistry, orthodontics, oral pathology, dental radiology, and rotations (intramural and extramural). Each module has a Module Coordinator who will provide student assessment feedback to the Course Directors (Group Leads). To pass the CCC course, dental students must 1) pass each of the course modules, and 2) successfully complete each of the competency assessments. Typically Offered: SUMMER

DENT 663 COMP CLINICAL CARE 16 Credit Hours
The CCC course is an interdisciplinary course for patient-centered comprehensive care. The course contains clinical modules, which are the following: diagnosis and treatment planning, group rounds/case presentations, operative dentistry, prosthodontics, cariology, temporomandibular disorders, patient management and professionalism, dental emergency, periodontics, endodontics, oral maxillofacial surgery, pediatric dentistry, orthodontics, oral pathology, dental radiology, and rotations (intramural and extramural). Each module has a Module Coordinator who will provide student assessment feedback to the Co-Course Directors (Group Leads). To pass the CCC course, dental students must 1) pass each of the course modules, and 2) successfully complete each of the competency assessments. Typically Offered: SUMMER

DENT 694 REVIEW OF CLINICAL SCIENCES 1 Credit Hour
A brief review of clinical sciences to assist D-4 students in preparing for Part II of National Boards. Typically Offered: FALL

DENT 706 DENT INDEPENDENT STUDY 1 Credit Hour
Typically Offered: FALL/SP/SU

ENDODONTICS (ENDO)

ENDO 585 BIOLOGY DENTAL PULP 1 Credit Hour
This course reviews the embryologic development of the tooth and related structures. Developmental anomalies and their clinical endodontic significance are discussed. In addition, this course provides an introduction to the histology, physiology, and pathology of the dental pulp. Methods for diagnosing pulpal and periapical pathology are presented including the medical and dental history, the clinical examination, the clinical testing procedures, and the radiographic examination.
Prerequisite: ADRS 529. Typically Offered: FALL

ENDO 586 ENDODONTIC THERAPY I 2 Credit Hours
Treatment procedures for diseases arising from the pulp and periradicular tissues are presented. Treatment planning and the sequencing of therapeutic measures are also presented. In addition, this course includes an introduction to the conventional endodontic instrumentation and obturation techniques. Laboratory sessions require the student to perform access openings and conventional endodontic procedures on each tooth group in the adult dentition.
Prerequisite: ENDO 585. Typically Offered: SPRING

ENDO 605 ENDODONTIC THERAPY II 1 Credit Hour
Advanced diagnostic and treatment procedures for pulpal and periradicular disease are presented. These include treatment of endodontic emergencies, combined endodontic periodontic lesion, the cracked tooth and vertical root fractures, and resorptive lesions. In addition, this course covers endodontic surgical techniques, the management of traumatic injuries to the permanent dentition, and bleaching techniques designed for vital and nonvital teeth.
Prerequisite: ENDO 586. Typically Offered: FALL

ENDO 772 POST-GRAD ENDODONTICS 8-16 Credit Hours
POST-GRAD ENDODONTICS
ORBI 304 ORAL RADIOLOGY FOR DENTAL HYGIENE 3 Credit Hours
This course consists of a study of intraoral radiographic techniques and radiation safety practices. It will also provide the information in radiation physics and biology necessary for safe, effective exposure and processing of radiographs/digital images in dental practice. Other topics covered include anatomy on radiographs, radiographic description and interpretation of common radiographic findings.
Typically Offered: SPRING

ORBI 314 CLINICAL DENTAL RADIOLOGY FOR DENTAL HYGIENE 1 Credit Hour
This course is designed to provide dental radiology preclinic training and to assess the student’s competency in dental radiographic technique, quality evaluation and recognition of normal and abnormal anatomy. The course also serves to provide feedback and/or remedial instruction to help the student master and improve their skills.
Typically Offered: SUM/FALL

ORBI 315 OSTEOLOGY OF THE SKULL 1 Credit Hour
A study of the osteology of the skull as an introduction to the anatomy of the head and neck.
Typically Offered: FALL

ORBI 316 HEAD & NECK ANATOMY 2 Credit Hours
A systematic study of the structures of the head and neck.
Prerequisite: ORBI 315 or Permission of Course Director.
Typically Offered: SPRING

ORBI 317 SPECIAL TOPICS IN ORAL BIOLOGY 2 Credit Hours
A didactic course with selected topics in oral biology, including aspects of oral biochemistry, physiology, pharmacology, and microbiology followed by an overview of gross anatomy topics.
Typically Offered: FALL

ORBI 319 GENERAL/ORAL HISTOLOGY 2 Credit Hours
An introductory course in general and oral histology describing the morphology of cells, tissues and selected organ systems. A brief description of the embryology of the head and neck is also included.
Typically Offered: FALL

ORBI 325 INTRODUCTION TO IMMUNOLOGY 1 Credit Hour
A brief general course on the immune system and how it relates to health and disease.
Typically Offered: SPRING

ORBI 366 GENERAL/ORAL PATHOLOGY FOR DENTAL HYGIENE 3 Credit Hours
Fundamental principles of the etiology, clinical features, histopathology, treatment and prognosis of principal oral lesions and their relationship with the general pathology disease processes.
Typically Offered: FALL

ORBI 401 INTRODUCTION TO PHARMACOLOGY 2 Credit Hours
A study of the mechanism of action, therapeutic indications and major side effects of drugs used in human therapeutics. The medications most commonly used in dentistry are emphasized.
Typically Offered: FALL

ORBI 415 CLINICAL DENTAL RADIOGRAPHY FOR DENTAL HYGIENE 1 Credit Hour
This course is designed to assess the student’s competency in dental radiographic technique, quality evaluation and interpretation of radiographs. The course also serves to provide feedback and/or remedial instruction to help the student improve their technique and interpretation.
Typically Offered: SPRING

ORBI 320 ORAL RADIOLOGY FOR DENTAL HYGIENE 3 Credit Hours
The course also serves to provide feedback and/or remedial instruction to help the student improve their technique and interpretation. This course is designed to provide dental radiology preclinic training and to assess the student's competency in dental radiographic technique, quality evaluation and recognition of normal and abnormal anatomy. The course also serves to provide feedback and/or remedial instruction to help the student master and improve their skills. Typically Offered: SPRING
ORBI 535 CRITICAL THINKING I 1 Credit Hour
This is an online course that provides information and experiences for the development of the foundational knowledge and skills that are necessary for critical and integrative thinking.
Typically Offered: SUMMER

ORBI 539 GENERAL PATHOLOGY I 2 Credit Hours
A study of the basic pathologic processes of inflammation, genetic diseases, disorders of immunity and disturbances in cell growth and neoplasia.
Typically Offered: SPRING

ORBI 540 GENERAL PATHOLOGY II 3 Credit Hours
The course includes the study of significant diseases and tumors of the various organ systems. Special emphasis is placed on oral manifestations and implications of dental treatment.
Prerequisite: ORBI 539 or Permission of Course Director.
Typically Offered: FALL

ORBI 545 BIOCHEM DENT STUDENTS 4 Credit Hours
An introductory course in biochemistry with a heavy emphasis on medical biochemistry. The practical application of biochemical principles to dental science is described. The relevance of biochemistry principles to other disciplines in the dental curriculum will also be emphasized.
Typically Offered: FALL

ORBI 561 INTRODUCTION TO ORAL RADIOLOGY 2 Credit Hours
This course consists of a study of intraoral radiographic techniques and radiation safety practices. It will also provide the dental student the information in radiation physics and biology necessary for safe, effective exposure and processing of radiographic/digital images in dental practice. Other topics include advanced imaging modalities and anatomy on intraoral radiographs.
Typically Offered: FALL

ORBI 562 RADIOGRAPHIC INTERPRETATION 1 Credit Hour
This course consists of normal and abnormal findings on radiographs. Topics covered include radiographic description, periapical findings, odontogenic cysts and tumors, and benign and malignant neoplasms.
Typically Offered: SPRING

ORBI 566 ORAL PATHOLOGY 3 Credit Hours
Fundamental principles of the etiology, clinical features, histopathology, treatment and prognosis of principal oral lesions.
Prerequisite: ORBI 540 or Permission of Course Director.
Typically Offered: SPRING

ORBI 571 REVIEW OF BIOMEDICAL SCIENCES 1 Credit Hour
A review of the fundamental principles of the basic biomedical sciences in preparation for the National Board Dental Examination, Part 1.
Typically Offered: FALL

ORBI 581 HUMAN BEHAV ANALYSIS 2 Credit Hours
The purpose of this course is to explore the dynamics of human behavior through understanding and applying the patient management model. This model incorporates concepts, principles, and skills from the disciplines of dentistry, communication, sociology, psychology, and practice management.
Typically Offered: FALL

ORBI 601 PROBLEMS IN PATIENT MANAGEMENT 1 Credit Hour
The purpose of this course is to provide students with knowledge about causes, classifications and management of the more common conditions that affect handicapped children and adults.
Typically Offered: FALL

ORBI 610 PRACTICE MANAGEMENT 3 Credit Hours
Practice Management emphasizes business management. Business management includes issues such as: deciding about dental insurance participation; understanding financial statements; understanding legal aspects of dental practice; evaluating associateship opportunities; valuing practices; etc.
Typically Offered: SPRING

ORBI 620 RESEARCH, ETHICS AND PUBLIC HEALTH 1 Credit Hour
Presentation and practice on evidence-based decision making, how to design and conduct research, normative ethics, dilemma resolution, professionalism and dental public health. Students must present a table clinic during the Annual Student Scientific Program held at Professionals¿ Day each spring. Course emphasizes critical thinking, self-assessment, evidence-based decision making and life-long learning.
Typically Offered: SPRING

ORBI 639 GENERAL PHARMACOLOGY FOR DENTAL STUDENTS 3 Credit Hours
A didactic study of the general principles underlying the mechanisms of action, clinical uses and major adverse effects of drugs used in the diagnosis, treatment and prevention of human disease. Most major drug classes are included with an emphasis on drugs of special interest in dentistry. A primer on prescription writing is also incorporated into the course.
Typically Offered: FALL

ORBI 648 ORAL MEDICINE 1 Credit Hour
Discussion of oral manifestations of systemic disease and medical conditions with emphasis on special management and treatment delivery considerations for the dental patient.
Typically Offered: FALL

ORBI 653 ORAL PHARMACOLOGY 1 Credit Hour
This course incorporates a discussion of the clinical pharmacology of medicinal agents commonly used in dentistry and a practicum on prescription writing. Federal and state drug legislation pertaining to dental practice is also presented.
Prerequisite: ORBI 639 or Permission of Course Director.
Typically Offered: FALL

ORBI 687 SEMINAR IN PRACTICE TRANSITION 2 Credit Hours
This course is designed to provide instruction needed for students entering private practice immediately upon or within a few years after graduation. Students who will start, buy or associate in a private practice. These areas receive particular focus: business plans, ownership issues such as financing a practice, personal/business insurance needs, and leadership.
Typically Offered: FALL

ORBI 691 CLINICAL ORAL PATH 2 Credit Hours
Presentation by individual case study of common and somewhat unusual clinical, radiographic and, histopathologic material. Students learn to recognize, manage and develop a useful differential diagnosis for the lesions through classroom clinical exercises.
Prerequisite: ORBI 539, 540, 566, and 648, or Permission of Course Director.
Typically Offered: FALL
Oral Surgery (ORSU)

ORSU 557 MEDICAL EMERGENCIES 1 Credit Hour
This course teaches the concepts and techniques necessary for preventing medical emergencies from occurring in the dental office. For those unpreventable cases, we review how to prepare for and treat the common emergencies that may occur. Legal implications of emergencies are also discussed. Typically Offered: FALL

ORSU 597 ORAL SURGERY & LOCAL ANESTHESIA 1 Credit Hour
The basic physiology and pharmacology of local anesthesia is presented along with instruction for administration and application. The basic armamentarium for oral surgery and the rudiments of exodontia are presented. Typically Offered: FALL

ORSU 625 ORAL SURGERY DIAGNOSIS & TREATMENT 2 Credit Hours
The didactic foundations for contemporary management of the oral surgery patient are presented. Topics include exodontia, surgical management of oral lesions, odontogenic infection, implantology and maxillofacial trauma. Typically Offered: FALL

ORSU 640 CONSCIOUS SEDATION & PAIN CONTROL 1 Credit Hour
This course provides an overview of sedation and pain control relative to the practice of dentistry. The course introduces students to oral sedation, nitrous oxide sedation, intramuscular sedation, intravenous sedation and general anesthesia. Typically Offered: SPRING

Pediatric Dentistry (PEDI)

PEDI 596 PEDIATRIC DENTISTRY 2 Credit Hours
A comprehensive lecture series concerned with the delivery of oral health care to children, utilizing case presentations and problem-solving approach. The student will develop the skills necessary to evaluate a problem and develop a plan of treatment for their child and adolescent patients. Typically Offered: SPRING

Periodontics (PERO)

PERO 331 THEORETICAL PERIODONTOLOGY 2 Credit Hours
This course reviews the histology of the normal periodontium and presents the etiology and pathogenesis of periodontal diseases. Microbiologic, immunologic, histologic and clinical features of periodontal diseases are emphasized. Modifying factors such as nutritional, endocrinologic, and occlusal factors are also discussed. Typically Offered: SUMMER

PERO 434 PERIO TREATMENT (SURGICAL) 1 Credit Hour
This course provides an overview of periodontal surgical therapy from the standpoint of: 1) assessing need; 2) general surgical principles; 3) postoperative care; 4) flap design and suturing; and 5) objectives and methods for individual techniques, including soft tissue resection, flap curettage, osseous recontouring, crown lengthening, osseous regeneration, mucogingival surgical and plastic procedures and preprosthetic surgery. Periodontal maintenance therapy is reviewed. Typically Offered: FALL

PERO 538 THEORETICAL PERIODONTOLOGY 2 Credit Hours
This course reviews the histology of the normal periodontium and presents the etiology and pathogenesis of periodontal diseases. Microbiologic, immunologic, histologic and clinical features of periodontal diseases are emphasized. Modifying factors such as nutritional, endocrinologic, and occlusal factors are also discussed. Typically Offered: SUMMER

PERO 553 PERIODONTAL THERAPY 2 Credit Hours
A preclinical course dealing with clinical aspects of periodontal diseases. There is an in-depth investigation and review of patient management, diagnosis, treatment planning, and non-surgical therapy. This course applies information from Theoretical Periodontology (538) to clinical situations and prepares the student for the clinical practice of periodontics. Typically Offered: FALL

PERO 606 PERIODONTAL TREATMENT I 1 Credit Hour
This course provides an overview of periodontal surgical therapy from the standpoint of: 1) assessing need; 2) general surgical principles; 3) postoperative care; 4) flap design and suturing; and 5) objectives and methods for individual techniques, including soft tissue resection, flap curettage, osseous recontouring, crown lengthening, osseous regeneration, mucogingival surgical and plastic procedures and preprosthetic surgery. Periodontal maintenance therapy is reviewed. Typically Offered: FALL

PERO 655 PERIODONTAL TREATMENT II 1 Credit Hour
This course includes an in-depth review of selected clinical topics (i.e., chemotherapeutics, maintenance therapy in practice, differential diagnoses, periodontal surgery, mucogingival surgery for esthetics, peri-implant considerations), appropriate for senior dental students. Typically Offered: FALL

Orthodontics (ORTHO)

ORTHO 576 ORTHODONTIC CONCEPTS I 1 Credit Hour
Introduction to orthodontics emphasizing basic concepts of the growth and development specifically of the jaws and face, and the influence of general body development, affecting the position of teeth from conception to dental maturity of the individual; study of internal and external influences on the development, prevention, and correction of arrested and perverted development. The course includes classification of malocclusions, eruption of the primary and permanent teeth, development of occlusion, and etiology of orthodontic problems. Typically Offered: SPRING

ORTHO 632 ORTHODONTIC CONCEPTS II 1 Credit Hour
This course explores the problems of the primary, mixed, early permanent and the adult dentition in order to distinguish between moderate and severe problems. It introduces the physiology involved in tooth movement and the amount of force that is used for different types of tooth movements. It also covers the advantages and limitations of removable and fixed appliances and how to choose which to use in correcting the patient’s problem. Typically Offered: SPRING

ORTHO 772 POST GRAD ORTHODONTICS 8-16 Credit Hours
POST GRAD ORTHODONTICS
DEGREES

Doctor of Dental Surgery
The candidate for this degree must have completed the prescribed curriculum, passed the necessary examinations, and received the required credits.

Degree with Distinction
In recognition of outstanding academic excellence, the College of Dentistry may award the degree of Doctor of Dental Surgery with distinction, with high distinction or with highest distinction.

Honors
An Honors ceremony is held each year to recognize students who excel in scholarship. In addition, senior students who have shown special proficiency and have excelled in their studies are recognized at commencement.

Graduation with honors is conferred in the following way:

1. The degree with highest distinction is awarded to students with a cumulative grade point average of 3.95 or above. (Final semester grades are not included and total hours at the College must exceed 60.) The student must also present a thesis or comparable creative effort which is suitable for submission for publication and is acceptable to the Academic Affairs Committee.

2. The degree with high distinction is awarded to students with a cumulative grade point average of 3.85 or above. (Final semester grades are not included and total hours at the College must exceed 60.)

3. The degree with distinction is awarded to students with a cumulative grade point average of 3.75 or above. (Final semester grades are not included and total hours at the College must exceed 60.)

The Alpha Alpha Chapter of Omicron Kappa Upsilon, the dental honorary fraternity, was chartered at the College of Dentistry in May, 1929. The Alpha Lambda Chapter of Sigma Phi Alpha, the dental hygiene honorary society, became associated with the University of Nebraska in 1967. Election to these honorary societies is based upon scholarship and conduct throughout the educational program.
ADVANCED TRAINING

Advanced training for students at the College of Dentistry may take one of three forms: graduate education, certificate training in a clinical area or specialty, or continuing education.

The Medical Sciences Interdepartmental Area (MSIA) Graduate Program is part of the graduate program of the University of Nebraska and is administered by the Graduate College of the University of Nebraska Medical Center.

The certification programs are administered by the College of Dentistry and applicants must hold a D.D.S. or D.M.D. degree or equivalent to be considered for admission to these advanced dental educational programs.

Graduate Education

The MSIA Graduate Program is intended to prepare qualified applicants for careers in research and teaching. This program has a flexible curriculum including academic coursework and laboratory research designed for the student interested in working towards a traditional research oriented biomedical sciences Master of Science or the Doctor of Philosophy (Ph.D.) degree. The program is offered at the College of Dentistry under the auspices of the Department of Oral Biology which participates as one of 18 units in 6 divisions in this major graduate program at the Medical Center. A qualified student with an interest in the biomedical sciences may apply but must have a bachelor’s degree with a B average (3.0) or better. A Master of Science program requires at least two years and a Ph.D. program requires at least four years of study. Please consult the UNMC Graduate Studies Web site for further details at: www.unmc.edu.

Combined Degrees: Master of Science or Doctor of Philosophy and Doctor of Dental Surgery

Qualified dental students who are interested in working towards a dental degree and a graduate degree concurrently may do so by gaining admission to the MSIA graduate program while in dental school. Applications for entrance are processed through the Graduate College but the scheduling of classes and conduct of the research are done at the College of Dentistry. Applicants for concurrent programs must meet admission requirements to both the College of Dentistry and the Graduate College and should expect to spend a longer period of time meeting the concurrent requirements than meeting College of Dentistry requirements alone.

Certification Program

Postgraduate programs at the College of Dentistry lead to attainment of a Certificate of Specialization in Endodontics, Orthodontics and Dentofacial Orthopedics, Pediatric Dentistry, Periodontics, and a Certificate of Completion in General Practice (GPR). All programs are under the direction of the College of Dentistry Postgraduate Education Committee.

Postgraduate programs at the College of Dentistry are open to graduates of American Dental Association-accredited D.D.S. and D.M.D. programs in the United States and Canada or, in a very few cases, equivalent programs in foreign countries. Candidates for a dental degree may be provisionally accepted into postgraduate programs pending the awarding of their dental degree. In order to be accepted into programs in Pediatric Dentistry or General Practice, students must be able to obtain a Nebraska dental license (temporary or regular).

Admissions to pursue postgraduate work are limited to the number which can be handled to the advantage of the students and the College. Preference will be given to those who have adequate preparation and aptitude for their chosen program. All programs start in July 1 of each year.

Applicants with dental degrees from colleges or universities in which instruction is in a language other than English will be required to demonstrate acceptable proficiency in English before their application will be considered. Proficiency will be evaluated by the program director from the area to which the applicant is applying and must include a minimum score of 550 from the Test of English as a Foreign Language (TOEFL). Foreign applicants must also take the Graduate Record Examination (GRE).

Application forms may be obtained from the College of Dentistry website: www.unmc.edu/dentistry.

Application deadlines (the year preceding program starting dates):

<table>
<thead>
<tr>
<th>Date</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1</td>
<td>Endodontics</td>
</tr>
<tr>
<td>September 1</td>
<td>Orthodontics and Dentofacial Orthopedics</td>
</tr>
<tr>
<td>October 1</td>
<td>Pediatric Dentistry</td>
</tr>
<tr>
<td>August 1</td>
<td>Periodontics</td>
</tr>
<tr>
<td>March 15</td>
<td>General Practice (GPR)</td>
</tr>
</tbody>
</table>

Students interested in Pediatric Dentistry, Endodontics, or Orthodontics must apply through the Postdoctoral Application Support Service (PASS) (http://www.adea.org). Orthodontics, Periodontics, and Pediatric programs also participate in the National Matching Program: National Matching Services, P.O. Box 1208, Lewiston, NY 14092-8208 or information is available via the internet at http://www.natmatch.com/dentres.

Students having specific questions about applications, fees, stipends, curriculum, etc., should contact the program director of the specific program to which they are applying:

<table>
<thead>
<tr>
<th>Program</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endodontics</td>
<td>Dr. Lane Stephenson</td>
</tr>
<tr>
<td>Orthodontics and Dentofacial Orthopedics</td>
<td>Dr. Sundaralingam Premaraj</td>
</tr>
<tr>
<td>Pediatric Dentistry</td>
<td>Dr. Zachary Houser</td>
</tr>
<tr>
<td>Periodontics</td>
<td>Dr. Matt Byarlay</td>
</tr>
<tr>
<td>General Practice (GPR)</td>
<td>Dr. Kathy O’Brien-Ausman</td>
</tr>
</tbody>
</table>

Continuing Education Courses

These are of short duration, designed as updates, reviews, and new techniques for dental professionals. The courses are administered by the Director of Continuing Education. All inquiries concerning such courses should be made to the Director of Continuing Education at the College of Dentistry.
DEAN’S ADVISORY COUNCIL

The Dean’s Advisory Council is composed of Nebraska dental professionals who contribute sound advice for the determination of policy and the operation of the dental hygiene, dental, and postgraduate dental educational programs of the College of Dentistry. The Council meets regularly with the administration of the college for an exchange of ideas.

The members of the Council appraise the College of Dentistry of the dental health needs of the state, the educational criteria required to fulfill those needs, and contribute an element of practicality and relevancy to educational goal setting.

Members of the Council represent the College of Dentistry in their geographic areas and address themselves to communication between the people of the state and the college. They also counsel prospective applicants and assist in course programming in continuing education.
CONDUCT REGULATIONS

The Board of Regents authorizes the president, chancellors, vice chancellors, and deans of student affairs to take necessary action for the maintenance of order, normal operations of the University, and to protect individual freedom by involving policies outlined in the statement on campus disorders adopted by the Board of Regents.

Students or staff whose conduct interferes with the holding of classes, the carrying forward of University business, organized and scheduled University events, or the discharge of responsibility by any University officer, employee, or student will be subject to laws covering such behavior and disciplinary action. The president, chancellors, vice chancellors, and deans will be expected to initiate disciplinary action.  

1 Taken from University of Nebraska Medical Center College of Dentistry Operations Manual.

Library Regulations
Specific regulations regarding the use of library facilities and other library information are available from the College of Dentistry. Students are expected to be aware of and observe these regulations and to pay penalties incurred.

Parking
All students are required to comply with the UNL Parking and Traffic Rules and Regulations. Copies are available at the University Parking Services, 1941 Y Street. There is an annual parking permit fee. It is a violation of the Code of Student Discipline for a student to park in the patient parking lot. Violations will be considered for disciplinary action.

General Regulations Affecting Students
The following were taken from University of Nebraska Medical Center College of Dentistry Operations Manual.

Honesty
1. Students are expected to be honest in all aspects of their course work.
2. Students are expected to respect property rights of individuals, of groups, of the University, and of the community.
3. Students are expected to respect the integrity of official documents and credentials and refrain from any falsification of forms or signatures.

Morality
It is not the intention of the University to determine moral codes for individuals, but students are expected to determine and live by moral principles appropriate to the society in which they live. There are standards of decency and decorum which responsible citizens expect from a community of scholars and professionals. In the interest of education such matters are of concern to the University community.

Drugs
The illegal use of drugs (including alcohol, barbiturates, cocaine, hallucinogens, marijuana, etc.) or contributing to such use by others is in strict violation of the University of Nebraska College of Dentistry rules and of state and federal laws. The UNMC Student Handbook contains a full statement of the Student Substances Abuse or Dependency policy.

Campus Security
To maintain clean and usable facilities for students and staff, it is necessary to regulate the use of such facilities. Students are expected to observe closing hour regulations for all campus buildings.

Prospective students may request information concerning campus crime statistics by contacting the COD Office of the Associate Dean or by logging on to www.unl.edu/unlpd/upd.html or http://ope.ed.gov/security.

Student Rights and Responsibilities
The Bylaws of the Board of Regents protect the rights of each member of the University community. Each individual has the right to be treated with respect and dignity and each has the right to learn. With these rights comes the responsibility of each individual to maintain an atmosphere in which others may exercise their human rights and their right to learn. Chapter V of the Bylaws fully delineates the rights and responsibilities of students.

General Procedures for Appeals of Academic Evaluations
In accordance with Section 5.3 of the Bylaws of the Board of Regents, the University of Nebraska Medical Center has established a grade appeal procedure which students should follow if they feel their academic progress has been evaluated unfairly. A summary of this procedure may be found in the UNMC Student Handbook and the College of Dentistry Operations Manual.

General Procedures for Student Discipline
In accordance with Section 5.4 of the Bylaws of the Board of Regents and to ensure the protection of student’s rights, the University of Nebraska Medical Center has established general procedures which must be followed if any disciplinary action is proposed against students. Students will be informed in writing by the Dean’s Office of the specific charges, the supporting evidence, and the proposed disciplinary action. The Dean’s Office will also inform students of their right to appeal. The UNMC Procedural Rules Relating to Student Discipline may be found in the UNMC Student Handbook and the College of Dentistry Policies and Procedures Manual.
SCHOLASTIC REGULATIONS

It is hoped that no student will have scholastic difficulties. Those who do experience trouble with one or more courses are urged to request a conference with the instructor or instructors involved. The Academic Affairs Committee, the Dean for Academic Affairs, and the Dean for Student Affairs are also available to advise and assist students.

Attendance

No student may be admitted later than 10 days after the opening of an academic session except by special permission of the Dean. It is very much to the advantage of each student to register and be in attendance for classes at the very outset of each semester.

No credit is granted to any student for matriculation or attendance where such attendance is less than one semester in duration. Moreover, each student must remain in continual attendance during each semester for which credit is sought. If, for any reason, a student leaves the program and subsequently returns to the University, the student must satisfy all requirements for graduation as exists at the time of the continuation of his/her studies.

Attendance at all regularly scheduled classes and clinical sessions is required. There is no University policy permitting class cuts and attendance in class and clinic will be monitored. Each course director determines the method of monitoring attendance for his/her course. Failure to attend class or clinic could result in failure of a course.

Planned absences should be worked out in consultation with course directors, appropriate clinical staff and patients as necessary.

For situations involving unplanned absence from class or clinic, appropriate arrangements are made directly by the student with any patients scheduled and the College is to be called at 472-1301 to report the absence. The clinical receptionist will notify the registrar's office and the clinical clerks of the absence. Students are responsible for all course requirements regardless of the reason for the absence, so it is important that instructors are informed and that students maintain a clear understanding of what must be done to meet course requirements.

For unusual circumstances, a temporary leave of absence may be recommended by the Academic Affairs Committee to the Dean, who shall determine the granting of such status. Such leave does not excuse a student from meeting all course requirements. In case of illness, a student will usually need a written statement from the University Health Center or a private physician. Neither absence nor an excuse relieves a student from meeting all course requirements. Incompletes should be given only if the student has already substantially completed the major requirements of the course.

If a grade of incomplete is received in the first (fall) semester, it must be removed by the end of the first eight weeks of the following second (spring) semester. When a grade of Incomplete is received in the second (spring) semester, the incomplete must be removed during the summer session, before the student can register for the subsequent academic year. A student failing to remove an incomplete in the allotted time will automatically receive a grade of F. An F grade assigned in this way is not subject to the grade appeal process. The College of Dentistry NR Report Form is used for this purpose and must accompany the official grade sheet when it is submitted to the registrar's office.

Availability

As part of the educational experience and professional responsibility, each dental student must be available for emergency treatment of assigned patients during other than regular hours. Students are encouraged to live in the area.

Grading System

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.6</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Some courses are graded differently. The grading system will be presented at the beginning of each course.

W - Withdrawal#Authorized withdrawal
P - Pass: Acceptable achievement for course enrolled under pass/fail option
NR - No Report: Administrative entry for a grade not submitted by an instructor. Temporary assignment only. The entry NR may be used by an instructor at the end of a term to designate that requirements of the course were not met for reasons beyond the control of the instructor or student or for situations in which the instructor determines that the entry of NR is appropriate. The entry of NR is not to be used when a legitimate grade has been earned or when an incomplete should be assigned. When an entry of NR is used, the instructor must specify the requirements for completing the course and the date by which the course is to be completed which may be no later than the end of the next semester. Failure to complete the requirements by the date specified will result in the NR being automatically changed to an F unless an extension is granted by the dean. An F grade assigned in this way is not subject to the grade appeal process. The College of Dentistry NR Report Form is used for this purpose and must accompany the official grade sheet when it is submitted to the registrar's office.

I - Incomplete: Temporary assignment only. The grade of I may be used by an instructor at the end of a term to designate incomplete work in a course. It may be used only when a student is unable to complete the requirements of the course in which he/she is registered for credit because of illness, military service, hardship, or death in the immediate family. Incompletes should be given only if the student has already substantially completed the major requirements of the course.

If a grade of incomplete is received in the first (fall) semester, it must be removed by the end of the first eight weeks of the following second (spring) semester. When a grade of Incomplete is received in the second (spring) semester, the incomplete must be removed during the summer session, before the student can register for the subsequent academic year. A student failing to remove an incomplete in the allotted time will automatically receive a grade of F. An F grade assigned in this way is not subject to the grade appeal process.

Standards for Academic Performance

If a student does not:

1. achieve a semester/session grade point average (GPA) of 2.0, or
2. maintain a cumulative GPA of 2.0, or
3. receive a passing grade in a course,

the student will be placed on academic probation for a length of time determined by the Academic Affairs Committee or may be dismissed from the College after due hearing by the Academic Affairs Committee.
Probation ordinarily will not last longer than three (3) semesters/ sessions.

A failed subject must be absolved by registration in, and satisfactory completion of, the course at a time approved by the department chairperson and the course director. If, by the end of academic probation, the student does not:

1. achieve a semester/session GPA of 2.0, and
2. maintain a cumulative GPA of 2.0, and
3. pass the course the next time it is offered or remove the deficiency, the student is not eligible for registration and will be dismissed from the College.

A student who has failed the same subject twice, here or elsewhere, or who fails more than one course in any academic semester or session, or has a cumulative GPA below 2.0 for two (2) consecutive semesters/ sessions, or does not resolve probation within the time limits as specified, will be dismissed from the College of Dentistry.

Any student dismissed for academic reasons may petition for readmission. The Academic Affairs Committee shall act on the petition for readmission and shall recommend the academic readmission level. This recommendation shall be forwarded to the dean for final approval.

Under unusual circumstances, a student may petition for permission to repeat the entire year. This petition must be received at least two weeks before the end of a semester or the summer session. It shall be the responsibility of the Academic Affairs Committee to recommend to the dean the granting of this privilege.

Incidents of poor patient management, major deficiencies in technical skills, unprofessional or disruptive conduct and unnecessary damage to treated or adjacent teeth and soft tissue may result in suspension from clinic, laboratory, or class as well as failure of the course.

Students who exhibit deficiencies in didactic and clinical areas may be required to complete remedial training before regaining attendance privileges.

The faculty reserves the right to dismiss a student from the College of Dentistry whenever he/she does not, in its judgment, show sufficient promise to justify allowing him/her to continue studies regardless of grades. Students at all times are expected to conduct themselves in a professional manner. Misconduct, both in or out of the College, will not be tolerated and may serve as grounds for dismissal.

The faculty of the College of Dentistry has determined that violation of the Academic Integrity and Professional Guidelines such as cheating, academic misconduct, fabrication, and plagiarism shall automatically result in failure of the course.

The faculty of the College has also determined the following program requirements and time limits

1. There will be a time limit of six (6) years in attendance to earn the D.D.S. degree. A student will be allowed only three years to complete the first two years of the dental program and only three years to complete the last two years of the dental program.
2. There will be a time limit of three (3) years in attendance to earn the B.S. in Dental Hygiene degree.
3. Successful completion of all prior coursework and Part I of the National Dental Board examination will be required for promotion to and registration for any courses in the D-3 year.
4. Successful completion of Part II of the National Dental Board examination will be required for D.D.S. graduation.
5. There will be required review courses offered for students preparing for the board examinations.
6. Students must be in Good Academic Standing to graduate.

Course Withdrawal

A request for, or notice of, withdrawal from a course must be:

1. made in writing to the Office of Academic Affairs
2. accompanied by supporting reasons
3. specific as to the desired date of effect
4. specific as to re-registration for the course
5. approved in writing by the Office of Student Affairs.

Students who drop a course during the first seven calendar days of the term will not receive a grade and the course will not appear on their transcript. Students who drop a course after the first seven calendar days of the term will receive a grade of W on their transcript. Students may not drop a course after 70% of the course has been completed; a grade other than W must be assigned

Upon approval, the Office of Academic Affairs shall inform the registrar that withdrawal has been approved.

College Withdrawal

A request for notice of withdrawal from the College of Dentistry must:

1. be made in writing to the Office of Academic Affairs
2. be specific as to the desired date of effect
3. be accompanied by proof that all obligations to the University have been satisfied
4. be approved in writing by the dean

The Office of Academic Affairs shall inform the registrar that withdrawal has been approved.

Any matriculated student who withdraws from the College of Dentistry may petition for readmission. It shall be the responsibility of the Academic Coordinating Committee to recommend to the dean the granting of readmission and the academic level of readmission.

Access to Student Records

In accordance with federal law as established in 1974 by the Family Educational Rights and Privacy Act, the University of Nebraska Medical Center maintains the confidentiality of student records and allows students to inspect and review information in their educational records at the College of Dentistry. The UNMC policy statement concerning student records may be found in the current Student Handbook or in the Office of Student Services at UNMC.

Dress and Grooming Code

Dress and grooming requirements apply to all student and faculty personnel connected with the College of Dentistry. Violations that result in unsanitary grooming or poor taste that is emotionally objectionable to patients will not be allowed.
Dress
Personal dress in lectures is at the discretion of the individual student. In clinics and laboratories, a neat, clean, approved dental gown must be worn at all times. All other clothes must be neat and clean.

Clinical Attire and Grooming
The College of Dentistry has a formal Clinical Attire Policy which is published in the Policies and Procedures Manual. All students, faculty and staff of the College must abide by this policy.

The Federal Family Educational Rights and Privacy Act (FERPA)
The Federal Family Educational Rights and Privacy Act (FERPA) defines student rights relative to student information. FERPA requires that we notify you of your rights under this act.

FERPA grants you the right to:

1. Inspect and review your educational record.
2. Seek to amend incorrect educational records.
3. Provide written consent before the university discloses personally identifiable information from your record except to the extent that FERPA authorizes disclosure without consent.
4. Limit the disclosure of directory information.

Please see http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html to read and learn more.
PROGRAM IN DENTAL HYGIENE

Dental hygiene, a preventive profession, is composed of licensed dental hygienists who are an integral part of the dental health team. They provide educational, clinical, and therapeutic services to those seeking dental care.

The dental hygiene curriculum at the University of Nebraska Medical Center College of Dentistry is fully approved by the Commission on Dental Accreditation and its graduates are eligible for examination and licensure in all states.

The curriculum is organized into a four-year program leading to a Bachelor of Science degree in Dental Hygiene. Preparation for admission to the Dental Hygiene Program consists of approximately two academic years of study with the course work to be completed at any accredited college. To comply with our prerequisites, it is advisable to contact the Dental Hygiene Program at the College of Dentistry, so we can help you select courses that will fulfill requirements for our curriculum.

After acceptance into the dental hygiene program, the next two academic years and one summer session are spent at the College of Dentistry in Lincoln, Nebraska or the West Division campus in Gering, Nebraska.

Predental Hygiene Requirements

High School
Preparation for the study of dental hygiene begins in high school. The prospective dental hygiene student is encouraged to take the following subjects:

• English - 3 years
• Mathematics
  • Algebra - 2 years
  • Geometry - 1 year
• Biological Sciences (Biology) - 1 year
• Chemistry - 1 year
• Foreign Language (suggested but not required) - 2 years

College
The predental hygiene courses fulfill general requirements and provide the student with a core of knowledge.

• Communication (English Composition) - 6 hours
• Biology - 4 hours
• Microbiology - 4 hours
• Human Anatomy or Anatomy & Physiology I - 4 hours
• Human Physiology or Anatomy & Physiology II - 4 hours
• General Chemistry - 8 hours
• Introductory Sociology - 3 hours
• Introductory Psychology - 3-4 hours
• Communication (Speech/must give speeches) - 3 hours
• Humanities/Arts - 6 hours
• Social & Behavioral Sciences/Human Behavior, Culture, and Social Organization

Predental Hygiene Requirements

First Year
First Semester
English Composition 3
General Biology/Lab 4
Speech 3
Introduction to Psychology 4
Credit Hours 14

Second Semester
English Composition 3
Biology of Microorganisms/Lab 4
Introduction to Sociology 3
Social & Behavioral Sciences 3
First of 12 Hour Series 3
Second of 12 Hour Series 3
Credit Hours 16

Second Year
First Semester
General Chemistry I/Lab 4
Humanities/Arts 3
Humanities/Arts 3
Second of 12 Hour Series 3
Anatomy/Lab or Human Anatomy & Physiology I/Lab 4
Credit Hours 17

Second Semester
General Chemistry II/Lab 4
Nutrition 3
Third of 12 Hour Series 3
Fourth of 12 Hour Series 3
Physiology/Lab or Human Anatomy & Physiology II/Lab 4
Credit Hours 17

Total Credit Hours 64

Transfer Credit
All official transcripts from postsecondary institutions will be examined, and credit will be awarded according to UNMC policy. Usually, credit from any accredited institution of higher learning is accepted for transfer if successfully completed with a course grade of C or above.

For two- and four-year institutions, transfer credit will be determined by the standards set forth in the "Transfer Credit Practices of Designated
Educational Institutions” published by the American Association of Collegiate Registrars and Admissions Offices. Transfer credit is not awarded for D grades from other institutions.

**Application Guidelines**

The Department of Dental Hygiene accepts twenty students each year for the program at the College of Dentistry in Lincoln, Nebraska. Four students are accepted for the West Division in Gering, Nebraska. Students who meet the following requirements may be considered for admission.

- Applicants must have a minimum total grade point average of 2.5. (The average GPA for the entering classes of the past 10+ years has been 3.5.)
- Submit an online application at www.unmc.edu/dentistry/programs/hygiene/admissions.html
- Deadline is February 1

Criteria utilized by the Admissions Committee for selection are cumulative GPA, science GPA, ACT score, interview, familiarity with the profession, essay, and letters of recommendation. The University of Nebraska Medical Center is an equal opportunity institution and all qualified minorities are urged to apply.

Applicants will be accepted who present evidence of intellectual promise and strong personal qualifications, including good moral character and the desire to serve the public. Consideration is given to personal maturity and professional motivation. Students selected must be committed to scholarly pursuits and have career goals compatible with the philosophy of the baccalaureate program.

**Application Procedures**

To be considered for acceptance into the next year’s incoming fall class, the Dental Hygiene Program admissions process begins by submitting your online application: www.unmc.edu/dentistry/programs/hygiene/admissions.html. Students are urged to begin application procedures as soon as the online application is available for the current application cycle. The College requires a $60.00 application fee, paid by personal check or money order directly to the College of Dentistry to complete the Dental Hygiene Program admissions process.

Contact the Dental Hygiene Department for further information: 402-472-1433.

**Class Size**

The Department of Dental Hygiene accepts twenty-four students each year. Twenty students comprise the program at the College of Dentistry in Lincoln, Nebraska and four students at the West Division campus in Gering, Nebraska, complete the class.

**Alternative Curriculum Options**

For licensed dental hygienists with an associate degree, the University of Nebraska Medical Center College of Dentistry offers a degree completion program leading to a Bachelor of Science degree in Dental Hygiene. For more information on this program and a counseling appointment, contact the department at 402-472-1433.

**Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
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<tr>
<td>DHYG 301</td>
<td>PRECLINICAL THEORY</td>
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<td>DHYG 307</td>
<td>MEDICAL EMERGENCIES</td>
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<td>DHYG 309</td>
<td>PRECLINICAL TECHNIQUES</td>
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<tr>
<td>ORBI 315</td>
<td>OSTEOMETRY OF THE SKULL</td>
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<td>ORBI 317</td>
<td>SPECIAL TOPICS IN ORAL BIOLOGY</td>
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<td>ORBI 319</td>
<td>GENERAL/ORAL HISTOLOGY</td>
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<td>CLINICAL DENTAL HYGIENE I</td>
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<td>ORBI 316</td>
<td>HEAD &amp; NECK ANATOMY</td>
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<td>DHYG 320</td>
<td>CLINICAL TECHNIQUES I</td>
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<td>INTRODUCTION TO IMMUNOLOGY</td>
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<td>ORBI 366</td>
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<td>DHYG 412</td>
<td>LOCAL ANESTHESIA/NITROUS OXIDE-OXYGEN SEDATION</td>
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<td>DHYG 423</td>
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<td>CLINICAL TECHNIQUES III</td>
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<td>PERO 434</td>
<td>PERIO TREATMENT (SURGICAL)</td>
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<td>ORBI 491</td>
<td>CLINICAL ORAL PATHOLOGY</td>
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**Second Semester**

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<tr>
<td>DHYG 406</td>
<td>COMMUNITY DENTAL HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>ORBI 415</td>
<td>CLINICAL DENTAL RADIOGRAPHY FOR DENTAL HYGIENE (yearly)</td>
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</tr>
<tr>
<td>DHYG 426</td>
<td>PROFESSIONAL PERSPECTIVES</td>
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<tr>
<td>DHYG 428</td>
<td>CLINICAL DENTAL HYGIENE IV</td>
<td>4</td>
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<tr>
<td>DHYG 430</td>
<td>CLINICAL TECHNIQUES IV</td>
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<tr>
<td>ORBI 432</td>
<td>SPECIAL PATIENT CARE</td>
<td>1</td>
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<tr>
<td>ORBI 471</td>
<td>A REVIEW OF BIOMEDICAL/DENTAL SCIENCES</td>
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<tr>
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<td><strong>Credit Hours</strong></td>
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<td><strong>Total Credit Hours</strong></td>
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FINANCIAL INFORMATION

Tuition and Fees
Tuition and fees are set by the University of Nebraska Board of Regents and may be changed at any time. The following quotations are for academic year 2016-2017 and are offered as guidelines only.\(^1\)

<table>
<thead>
<tr>
<th>Dental Hygiene - Resident</th>
<th>$237.41 per credit hour</th>
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</thead>
<tbody>
<tr>
<td>Dental Hygiene - Nonresident</td>
<td>$747.55 per credit hour</td>
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<tr>
<td>Dental Hygiene (Class of 2019)</td>
<td>$1,030.00/semester</td>
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<tr>
<td>Dental Hygiene (Class of 2018) - Books &amp; Instruments</td>
<td>$1,900.00/semester</td>
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<td>Technology Fee</td>
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<td>Equipment Replacement Fee</td>
<td>$307.50/semester</td>
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<td>Library Fee(^2)</td>
<td>$6.25/credit hour</td>
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<td>Dental Hygiene - Student Fees</td>
<td>$611.00/semester; $234.00/summer(^1)</td>
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<td>Background Check Fee (only at matriculation)</td>
<td>$50.00</td>
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<td>Student Health Insurance</td>
<td>$842.35 1st semester; $1,179.29 2nd semester</td>
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\(^1\) The fees listed are those charged for 2017 Summer Session and are subject to change for the 2018 year.

\(^2\) Library fee based on hours registered for and subject to change.

\(^3\) Beginning with Fall 2017, the College will no longer issue books. New incoming 2017 students will purchase their own books. No fee charged for books.

Withdrawal of Students
If a student leaves the program before graduation, all issued equipment and instruments must be returned before the College will authorize any appropriate refunds of University tuition and general fees; release of transcripts and letters of recommendation or any other information as determined by the College.

University Housing
The Board of Regents determines the rates for room and board in the student residence halls. University housing is only available to Lincoln campus students. Current information is available from the Division of University Housing, 1115 N. 16\(^{th}\) Street, University of Nebraska-Lincoln, Box 880622, Lincoln, Nebraska 68588-0622, (402) 472-3561.

Dental Hygiene Student Book, Equipment & Instrument Policy
Class of 2018 and Subsequent Years

Books & Instruments
All dental hygiene books are purchased by the student. Beginning with Fall 2017, the College will no longer issue books to entering students. Students will be responsible for obtaining assigned books. This policy will continue annually until no books will be issued by the College.

Some equipment and dental instruments are leased to and checked out to students for specific purposes and are to be returned in satisfactory condition. Students are responsible for the cost of lost equipment; this includes all items issued for clinic, laboratories, or classrooms.

Instruments are owned by the dental hygiene students. They receive their entire instrument issue the first semester, junior year. The cost for instruments is assessed over four semesters and may vary from junior year to senior year.

Students pay a service fee which provides for a limited amount of printed, photocopied or electronic course materials, basic and pre-clinical laboratory supplies, use and laundering of COD clinic gowns, pre-clinical and clinical dispensing services and other items or services necessary for student participation in the academic programs at the College.
Active faculty with appointments of 50% and above are listed.

### Administrative Officers

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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</thead>
<tbody>
<tr>
<td>Janet M. Guthmiller</td>
<td>D.D.S., Ph.D. Dean</td>
</tr>
<tr>
<td>Yun Saksena</td>
<td>B.D.Sc., M.M.Sc., D.M.D. Associate Dean for Education</td>
</tr>
<tr>
<td>James M. Gamerl</td>
<td>B.S., M.H.A. Associate Dean for Finance and Administration</td>
</tr>
<tr>
<td>Steven Haas</td>
<td>D.M.D., J.D., M.B.A. Associate Dean for Clinical Affairs</td>
</tr>
<tr>
<td>David H. Shaw</td>
<td>Ph.D. Interim Associate Dean for Research</td>
</tr>
<tr>
<td>Joan E. Sivers</td>
<td>B.A., D.D.S. Assistant Dean for Clinics</td>
</tr>
<tr>
<td>Merlyn W. Vogt</td>
<td>B.S., D.D.S. Assistant Dean for Student Affairs and Director of Admissions</td>
</tr>
</tbody>
</table>

### Department of Adult Restorative Dentistry

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yoshiharu Ameku</td>
<td>D.D.S. Clinical Assistant Professor</td>
</tr>
<tr>
<td>Ronald Attanasio</td>
<td>B.A., D.D.S., M.S.Ed., M.S. Professor</td>
</tr>
<tr>
<td>Mark W. Beatty</td>
<td>B.S., D.D.S., M.S.E., M.S.D., M.S. Professor</td>
</tr>
<tr>
<td>Gerald Byrne</td>
<td>B.A., B.Dent.Sc, M.S.D Associate Professor</td>
</tr>
<tr>
<td>Marianne R. Day</td>
<td>D.D.S. Assistant Professor</td>
</tr>
<tr>
<td>Mary Lynn Froeschle</td>
<td>B.S., D.D.S, M.B.A Associate Professor</td>
</tr>
<tr>
<td>Paul A. Hansen</td>
<td>D.D.S. Professor</td>
</tr>
<tr>
<td>Robin L. Hattervig</td>
<td>D.D.S. Assistant Professor</td>
</tr>
<tr>
<td>Meghan Hungerford</td>
<td>D.D.S. Instructor</td>
</tr>
<tr>
<td>Jim Jenkins</td>
<td>D.D.S. Assistant Professor</td>
</tr>
<tr>
<td>William W. Johnson</td>
<td>D.D.S., M.S. Professor, Vice Chairperson of Department</td>
</tr>
<tr>
<td>Jennifer Kallio</td>
<td>D.D.S. Assistant Professor</td>
</tr>
<tr>
<td>Julie A. Marshall</td>
<td>B.S., D.D.S., M.S. Associate Professor and Interim Chairperson</td>
</tr>
<tr>
<td>Billy C. Nix</td>
<td>D.D.S. Instructor</td>
</tr>
<tr>
<td>Myhanh Phan-Rinne</td>
<td>B.S., D.D.S. Assistant Professor</td>
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<tr>
<td>Myron L. Pudwill</td>
<td>D.D.S., M.S. Emeritus Professor</td>
</tr>
<tr>
<td>John W. Reinhardt</td>
<td>B.A., D.D.S., M.S., M.P.H. Professor</td>
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<tr>
<td>Henry A. St. Germain</td>
<td>B.A., D.M.D., M.S.D., M.A.Ed. Professor</td>
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<tr>
<td>Ernest W. Sigler</td>
<td>B.S., D.D.S. Assistant Professor</td>
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<tr>
<td>Joan E. Sivers</td>
<td>B.A., D.D.S. Associate Professor</td>
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<tr>
<td>David Zalewski</td>
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### Department of Dental Hygiene

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Gwen L. Hlava</td>
<td>R.D.H., B.S., M.S. Professor, Chairperson of Department</td>
</tr>
<tr>
<td>Nicole M. Baker</td>
<td>R.D.H., B.S. Instructor</td>
</tr>
<tr>
<td>Darlene F. Carritt</td>
<td>R.D.H., B.S. Instructor</td>
</tr>
<tr>
<td>Amanda M. Dolen</td>
<td>R.D.H., B.S. Sealant Program Coordinator, Clinical Instructor</td>
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<tr>
<td>Heather M. Hessheimer</td>
<td>R.D.H., M.S. Assistant Professor</td>
</tr>
<tr>
<td>Todd N. Junge</td>
<td>R.D.H., B.S. Assistant Professor</td>
</tr>
<tr>
<td>Lisa J. Moravec</td>
<td>R.D.H., M.S. Coordinator/Assistant Professor, West Division</td>
</tr>
<tr>
<td>Lindsay K. Mundil</td>
<td>R.D.H., M.A. Assistant Professor</td>
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<tr>
<td>Jaimee D. Shropshire</td>
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<tr>
<td>Brenda D. Utecht</td>
<td>R.D.H., B.S. Instructor</td>
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### Department of Growth and Development

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<tr>
<td>Jillian Wallen</td>
<td>B.D.S., M.S. Chair</td>
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<tr>
<td>S. Prem Premaraj</td>
<td>B.D.S., M.S. Ph.D. Associate Professor and Program Director</td>
</tr>
<tr>
<td>T. Sheela Premaraj</td>
<td>B.D.S., Ph.D. Assistant Professor</td>
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<tr>
<td>Meenakshi Viswanathan</td>
<td>B.D.S., M.D.S. Assistant Professor</td>
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### Orthodontics Section

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<tr>
<td>S. Prem Premaraj</td>
<td>B.D.S., M.S. Ph.D. Associate Professor and Program Director</td>
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<tr>
<td>T. Sheela Premaraj</td>
<td>B.D.S., Ph.D. Assistant Professor</td>
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<tr>
<td>Meenakshi Viswanathan</td>
<td>B.D.S., M.D.S. Assistant Professor</td>
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### Pediatric Dentistry Section

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<tr>
<td>Jillian Wallen</td>
<td>B.D.S., M.S. Department Chair</td>
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<tr>
<td>Zachary Houser</td>
<td>D.M.D. Assistant Professor, Postgraduate Program Director</td>
</tr>
<tr>
<td>Bryan Skar</td>
<td>D.D.S. Assistant Professor</td>
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<tr>
<td>Frank Driscoll</td>
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### General Practice Residency Section

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<tr>
<td>Kathleen Ausman</td>
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### Department of Oral Biology

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<tr>
<td>David H. Shaw</td>
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### Anatomic Sciences Section

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<tr>
<td>Shayla Yoachim</td>
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### Cell Biology Section

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<tr>
<td>Keith R. Johnson</td>
<td>B.A., B.Ed., Ph.D. Professor and Co-Director Nebraska Center for Cellular Signaling</td>
</tr>
<tr>
<td>Ali Nawshad</td>
<td>B.S., M.S., Ph.D. Associate Professor</td>
</tr>
<tr>
<td>Greg Oakley</td>
<td>B.S., Ph.D. Associate Professor</td>
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</table>
Aimin Peng  B.S., Ph.D.  Associate Professor
James K. Wahl, III  B.S., Ph.D  Associate Professor

Microbiology/Immunology Section
Thomas M. Petro  Ph.D.  Professor

Oral Maxillofacial Pathology/Radiology Section
Peter Giannini  D.D.S., M.S.  Associate Professor
Sung Kim  D.D.S.  Assistant Professor
Nagamani Narayana  D.M.D., M.S.  Associate Professor

Pharmacology Section
David H. Shaw  B.S., M.S., Ph.D.  Professor

Biochemistry/Physiology Section
Larry D. Crouch  B.S.Ed., M.S., Ph.D.  Associate Professor
Dona J. Housh  B.S., M.P.E., Ph.D.  Professor

Service Learning/Practice Management/Outreach Section
David G. Brown  B.Sc., Ph.D.  Professor
David G. Dunning  B.A., M.A., Ph.D.  Professor
Brian M. Lange  B.S., M.S., Ph.D.  Professor and Section Director

Department of Surgical Specialties
J. Bruce Bavitz  D.M.D.  Professor and Chairman

Endodontics Section
Chin-Lo (Ellen) Hahn  D.D.S., Ph.D.  Associate Professor
Hany-Anwar M. Makkawy  D.D.S.  Assistant Professor and Director of Undergraduate Endodontics
G. Lane Stephenson  D.D.S.  Assistant Professor and Director of Postgraduate Endodontics

Oral and Maxillofacial Surgery Section
J. Bruce Bavitz  D.M.D.  Professor and Director of Oral Surgery
Darrell J. Ebke  D.D.S.  Assistant Professor

Periodontics Section
Matthew R. Byarlay  D.D.S., M.S.  Associate Professor and Director Post Grad Periodontics
Jennifer A. Harn  B.S., R.D.H.  Assistant Professor, Co-director Undergraduate Program Periodontics
Wayne B. Kaldahl  D.D.S.  Professor
Amy Killeen  D.D.S., M.S.  Assistant Professor
Jeffrey B. Payne  D.D.S., M.Dent.Sc.  Professor of Research

Richard A. Reinhardt  D.D.S., M.S., Ph.D.  Professor and Co-director Undergraduate Program
Gerald J. Tussing  D.D.S., M.S.D.  Professor
## ACADEMIC CALENDAR

### Academic Year 2017-2018

#### First Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>August 17-18</td>
<td>Student Orientation Programs (Thursday-Friday)</td>
</tr>
<tr>
<td>August 18</td>
<td>All-College Conference (Friday)</td>
</tr>
<tr>
<td>August 21</td>
<td>First Semester Classes &amp; Clinic Begin (Monday)</td>
</tr>
<tr>
<td>September 4</td>
<td>Labor Day - University Holiday (Monday)</td>
</tr>
<tr>
<td>September 15-16</td>
<td>College of Dentistry Homecoming (Fri-Sat)</td>
</tr>
<tr>
<td>October 20</td>
<td>Mid-Semester Scholastic Reports Due (Friday)</td>
</tr>
<tr>
<td>November 22-26</td>
<td>Student Thanksgiving Recess (Wed-Sun)</td>
</tr>
<tr>
<td>November 23-26</td>
<td>University Holidays (Thurs-Sun)</td>
</tr>
<tr>
<td>December 8</td>
<td>Last Day of 1st Semester Classes (Friday)</td>
</tr>
<tr>
<td>December 12</td>
<td>Last Day of 1st Semester Clinic (Tuesday)</td>
</tr>
<tr>
<td>December 11-15</td>
<td>First Semester Exams (Mon-Fri)</td>
</tr>
<tr>
<td>December 15</td>
<td>Last Day of First Semester (Friday)</td>
</tr>
<tr>
<td>December 16</td>
<td>UN-L Commencement (Saturday)</td>
</tr>
<tr>
<td>December 25</td>
<td>University Holidays (Mon) - January 1 (Mon)</td>
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#### Second Semester

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>January 2</td>
<td>First Day of Second Semester Clinic (Tuesday)</td>
</tr>
<tr>
<td>January 5</td>
<td>Weeth Lecture (Friday)</td>
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<tr>
<td>January 8</td>
<td>Second Semester Classes Begin (Monday)</td>
</tr>
<tr>
<td>January 15</td>
<td>Martin Luther King Day (College Closed) (Monday)</td>
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<tr>
<td>March 9</td>
<td>Mid-Semester Scholastic Reports Due (Friday)</td>
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<tr>
<td>March 17-25</td>
<td>Student Spring Vacation (Sat-Sun)</td>
</tr>
<tr>
<td>April 13</td>
<td>Professionals’ Day and Student Scientific Program (Friday)</td>
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<tr>
<td>April 27-29</td>
<td>Dental Hygiene CRDTS Regional Board Exam (Friday-Sunday)</td>
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<tr>
<td>April 27</td>
<td>Last Day of 2nd Semester Classes (Friday)</td>
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<tr>
<td>May 1</td>
<td>Last Day of 2nd Semester Clinic (Tuesday)</td>
</tr>
<tr>
<td>April 30-May 4</td>
<td>Second Semester Exams (Mon-Fri)</td>
</tr>
<tr>
<td>May 3</td>
<td>UNMC College of Dentistry Commencement (Thursday)</td>
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<tr>
<td>May 4</td>
<td>Last Day of Second Semester (Friday)</td>
</tr>
<tr>
<td>May 5</td>
<td>UNMC Commencement/Omaha (Saturday)</td>
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<tr>
<td>May 5</td>
<td>UN-L Commencement/Lincoln (Saturday)</td>
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<tr>
<td>May 14</td>
<td>First Day of Summer Classes and Clinic (Monday)</td>
</tr>
<tr>
<td>May 28</td>
<td>Memorial Day Holiday (Monday)</td>
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<tr>
<td>July 2</td>
<td>Post Graduate Orientation (Monday)</td>
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<tr>
<td>July 4</td>
<td>Independence Day Holiday (Tuesday)</td>
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<tr>
<td>July 6</td>
<td>Last Day of Summer Classes &amp; Clinic D-1,D-2 &amp; DH3 (Friday)</td>
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<tr>
<td>August 17</td>
<td>Last Day of Summer Classes &amp; Clinic D-3 Students (Friday)</td>
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### Summer Session 2018

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<td>August 17</td>
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UNIVERSITY GOVERNANCE

The Board of Regents

Timothy Clare, J.D., District 1
Howard Hawks, District 2
Jim Pillen, D.V.M., District 3
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Robert Schafer, District 5
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Janet M. Guthmiller, D.D.S., Ph.D., Dean, College of Dentistry
Bradley E. Britigan, M.D., Dean, College of Medicine
Juliann Sebastian, Ph.D., R.N. Dean, College of Nursing
Courtney V. Fletcher, Pharm. D., Dean, College of Pharmacy
Ali S. Khan, M.D., M.P.H., Dean, College of Public Health
Kyle P. Meyer, Ph.D., P.T., Dean, College of Allied Health Professions
Kenneth H. Cowan, M.D., Ph.D., Director, Eppley Institute for Research in Cancer
Karoly Mirnics, M.D., Ph.D., Director, Munroe-Meyer Institute
COLLEGE OF MEDICINE

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- Admissions (p. 250)
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Web URL: http://www.unmc.edu/com/index.html
MD PROGRAM

UNMC prepares medical degree students to meet the health care needs of patients through clinical practice, biomedical science and research, problem-solving and compassion.

Our unique approach exposes students to a mix of basic science and clinical material presented in core subjects instead of the traditional presentation by department (e.g. anatomy, biochemistry, etc.). This allows students to grasp the connectedness of the physical system.

In addition to large lectures, students benefit from small group learning sessions where they examine patient scenarios, discuss a variety of relevant topics and practice their clinical skills on patient simulators.

Students can participate in additional programs which provide in-depth study in a selected area of medicine.
UNMC participates in the nationwide AMCAS admission program (http://aamc.org/students/applying/amcas)--through the Association of American Medical Colleges (AAMC) (http://www.aamc.org) --where students can submit online medical school applications. The program does not make admission decisions.

Selection is based on a total assessment of each candidate’s motivation, interests, character, demonstrated intellectual ability, previous academic record and its trends, personal interview, scores on the MCAT, and general fitness and promise for a career in medicine.

Admission is based on individual qualifications without regard to age, sex, sexual orientation, race, national origin, handicap, or religious or political beliefs. Academic credentials are evaluated on the basis of course level and load, involvement in co-curricular activities or employment, and other influential factors. Cutoff levels for GPAs or for scores on the MCAT are not used; however, applicants are reminded of the competition for entrance and are advised to be realistic. Personal attributes are assessed through letters of reference and in the interview.

Strong preference is given to Nebraska residents, but a limited number of applicants from other states may be accepted.

UNMC encourages applicants from rural areas, small towns, disadvantaged backgrounds, and applicants who can sincerely demonstrate a strong desire to work in underserved communities and in improving health inequities to apply. The potential for service to underserved communities is taken into consideration during the preadmission evaluation.
APPLICATION PROCESS

Applications to UNMC’s College of Medicine must be submitted online through the American Medical College Application Service (AMCAS) (http://www.aamc.org/students/applying/amcas). The centralized site will allow you to submit your application and select which medical school(s) will receive it for review.

The regular deadline is November 1.

If UNMC is your first choice for medical school, you can apply to the Early Decision Program (EDP). In this program, applications are accepted between June 1 and August 1. You will be notified of your acceptance in October.

Once your application is reviewed, you will be notified of any course deficiencies and also will be requested to furnish the following materials to supplement the application:

- Letters of recommendation from two of your instructors or an official report from a premedical committee may be submitted.
  - If you are reapplying, current recommendations are required.
  - For graduate students, a letter of reference from the major professor and/or director of the graduate program is required.
  - Additional letters from employers or individuals with whom you have had a significant life experience are welcome. Letters from these individuals may be substituted for the preferred academic letters for nontraditional applicants or those removed from their formal schoolwork for several years.
  - Please limit the total number of recommendation letters submitted to four.
- One recent photograph (2” x 2”)

It is your responsibility to verify that all application materials, especially letters of recommendation, have been received by the admissions committee by the deadline.

- Interview
  - The primary objective of the interview is to focus on the applicant’s personality, general functioning and capabilities; not upon intellectual achievements. Therefore, the applicant’s academic credentials are not shared with the interviewer until the interview has been completed. Applicants can expect to be asked to respond to questions about the development of their thinking about a career in medicine, the positions of responsibility they have held, their leisure time pursuits or people who have been influential in their lives. Interviewers are especially interested in assessing candidates’ abilities to develop rapport and to communicate ideas effectively. During the interview, applicants are given the opportunity to discuss or display those factors about which they feel particularly positive and also explain aspects of their application which may raise questions.

All re-applicants must reapply through AMCAS as outlined in the application procedure section. Re-applicants are strongly encouraged to identify, if possible, any factors which influenced the unfavorable decision and alter them before reapplying.
TRANSFER APPLICANTS

The University of Nebraska College of Medicine does not offer transfer or advanced standing to students from foreign medical schools, dental colleges, or graduate programs. If a vacancy exists, application for advanced standing into the third year will be considered from students attending medical schools accredited by the Liaison Committee on Medical Education (LCME) or the AOA Commission on Osteopathic College Accreditation (COCA). The applicant must be eligible for advancement in the medical school of previous enrollment and have compelling reasons for requesting a transfer. Preference is given to residents of Nebraska.

Acceptance is contingent upon successful completion of Step 1 of the USMLE. Transfer students will be considered as enrolled students at the start date of clinical rotations, approximately July 1.

Students who have been dismissed from UNMC or any other medical school will not be considered for transfer/advanced standing at this College of Medicine.

Candidates who desire transfer may request application materials after January 1 by email (lindsay.meyer@unmc.edu) or phone (402) 559-6140.
ENTRANCE REQUIREMENTS

The MCAT and a minimum of 90 semester hours (three years of college work) from an accredited liberal arts and science college are required.

To provide an opportunity for in-depth study, the completion of a college major or baccalaureate degree is strongly recommended. The undergraduate program must include the following course work with appropriate laboratory experiences:

- **Biology (with lab) 8-10 semester hours**
  - Two semesters of general biology or physiology meet this requirement.

- **General Chemistry (with lab) 8-10 semester hours**
  - This requirement should include a two semester complete course in general or inorganic chemistry.

- **Organic Chemistry (with lab) 8-10 semester hours**
  - This requirement should include a two semester complete course in organic chemistry.

- **Physics (with lab) 8-10 semester hours**
  - This requirement should include a two semester complete course in physics.

- **Humanities and/or Social Sciences 12-16 semester hours**
  - Courses in the following may be used to fill this requirement: art, dramatic arts/theater, literature, English, music, foreign language, sociology, anthropology, psychology, child development, journalism, economics, geography, geology, speech, communications, history, government, political science, philosophy, religion, women's studies, and any ethnic studies courses.

- **Calculus or Statistics 3 semester hours**
  - A one semester course in introductory calculus OR statistics will meet this requirement.

- **English Composition minimum of 3 semester hours**
  - Students are required to have at least one semester of English composition or a comparable writing course. Students may not substitute a placement examination in lieu of this requirement.

- **Biochemistry 3 semester hours**
  - Students must have a comprehensive course in Biochemistry to include metabolism. For schools that cover metabolism in the second semester of Biochemistry, then the requirement will be met with both semesters of Biochemistry, regardless of credit hours.

- **Genetics 3 semester hours**
  - Pass-fail courses, CLEP and AP course credits will not be accepted towards your entrance requirements.

1 Or equivalent

Courses in molecular biology, immunology and microbiology, though not required, are helpful in preparing for the basic science curriculum of medical school. Interpersonal communications, ethics, and personnel management are also good preparatory courses.

Graduate Students are strongly encouraged to complete the degree program (master's or doctorate) before considering making an application. At the very least, it should be clear that the degree program will be completed before matriculation.

Consideration of foreign student applications is limited to those with a permanent resident visa.
DUAL DEGREES

The practice of medicine is increasingly team-focused, making leadership, management and team skills vital to success in practice. Additionally, knowledge of effective business practices is essential for physicians to function effectively in a rapidly and continuously changing health care environment. To this effect the University of Nebraska at Omaha, College of Business Administration (UNO CBA) faculty have collaborated with faculty and students at the University of Nebraska Medical Center (UNMC) to create a structure that will allow medical students to obtain both an MD degree and an MBA degree as efficiently as possible. For further information regarding the MD/MBA program, please contact: Chandrakanth Are, MD, MBA, FRCS, FACS (care@unmc.edu)

The MD/MPH dual degree (http://www.unmc.edu/com/prospective/dual-degree/md-mph) is a five-year program designed for those students who envision becoming leaders in both medicine and public health. The additional knowledge and skills obtained with the MPH degree will enhance clinical skills for individual patient care in addition to providing a broader community or population perspective to health care.

The MD/PhD Scholars Program (https://www.unmc.edu/com/prospective/dual-degree/md-phd) is designed to prepare a select group of outstanding students for careers in academic medicine and research. Applicants admitted to this highly competitive program pursue original research and participate in the medical school curriculum.
M1-M3 COURSES

Phase 1 (new integrated curriculum M1 & M2 years beginning with the Class of 2021)

M-ID 501 FUNDAMENTALS 5 Credit Hours
This 5-week Block presents an integrated, comprehensive course that covers introductory information needed by all subsequent Blocks within Phase 1 of the curriculum. Material included in the Fundamentals Block includes content in biochemistry and cell biology, medical genetics, embryology, basic histology, general pathology, and basic pharmacologic principles. In addition, students are exposed to foundations of population health, clinical skills, and health systems quality. The block will utilize a combination of lectures, laboratories, team-based learning, case-based small groups, standardized patient encounters, patient-oriented problem-solving sessions, and flipped classroom activities as instructional methods.
Typically Offered: FALL/SPR

M-ID 502 BLOOD 3 Credit Hours
This 3-week block outlines the normal functions of various cellular and non-cellular components of blood. The course elaborates on the synthesis of hemoglobin, red blood cell structural components, blood types including Rh types, pathogenesis of anemia and basic understanding of blood banking. The block provides a vision of the basic function of various white blood cells including granulocytes, monocytes, and lymphocytes and how they coordinate to mount a normal immune response and lay the foundation for further discussion on malignant hematological disorders and other abnormal processes. Students will discuss various players in the normal coagulation process including vasculature, platelets, pro-coagulation, which will facilitate an understanding on the diagnosis and management of various congenital and acquired bleeding and thrombotic disorders.
Typically Offered: FALL/SPR

M-ID 503 DEFENSES & INVADERS 4 Credit Hours
Defenses and Invaders takes an integrative approach, covering the anatomy and function of the immune system, cell interactions, antibody formation, antigen-antibody reactions, cell-mediated immunity and biological effects of immunological reactions. In addition, a comprehensive approach evaluating the pathogenesis, epidemiology, physical diagnosis and treatment of bacterial, viral, fungal and parasitemediated infectious diseases will be covered throughout this 4-week course.
Typically Offered: FALL/SPR

M-ID 504 MUSCULOSKELETAL AND INTEGUMENT 5 Credit Hours
The student enrolled in the 5-week Integumentary and Musculoskeletal block will learn about the normal structure and function of the integumentary and musculoskeletal systems, and naturally progress to recognize the etiology and manifestations of pathologic conditions of these two systems. Students will actively apply basic knowledge about the human body through dissections, virtual histology, small group interactions and dynamic lectures. This course is designed to prepare the student for real life patient encounters, subsequent to mastery of surface anatomy and physical examination skills. Basic scientists and clinician educators will work together to bring the requisite baseline fundamental knowledge into the clinical practice of medicine.
Typically Offered: FALL/SPR

M-ID 505 CIRCULATORY 5 Credit Hours
This is a 5-week long, organ system-specific block. The curriculum is designed to help students acquire fundamental knowledge of cardiac and vascular histology, embryology, anatomy, and physiology then apply that knowledge toward building a more comprehensive understanding of various cardiovascular diseases such as hypertension, dyslipidemia, atherosclerosis, ischemic heart disease, vasculitis, cardiomyopathies, heart failure, congenital cardiac disorders, valvular heart disease, pericardial diseases, cardiac dysrhythmias, arterial and venous vascular disorders, traumatic and mechanical disorders of the cardiovascular system, and heart disease caused by infectious agents. In addition, students will be exposed to fundamentals of hospital systems, population health, communication skills, evidence based medicine, professionalism and resilience as it pertains to the circulatory system. Instruction will be provided in the form of lectures, laboratories, team-based learning, case-based small groups, standardized patient encounters, patient-oriented problem-solving sessions, and flipped classroom activities.
Typically Offered: FALL/SPR

M-ID 506 RESPIRATORY 4 Credit Hours
This 4-week Respiratory block will be a guided expedition of the anatomy, physiology, biochemistry, pharmacology, genetics, histopathology, and imaging of the respiratory system. Learning modalities will involve interactive lectures, 'flipped classroom' activities, small group discussions and case-based explorations of the normal state and the variety of diseases that afflict the respiratory system. Students will obtain knowledge of the structure and function of the entire respiratory system with comparative analysis of respiratory mechanics, gas exchange and oxygen as well as carbon dioxide homeostasis under normal and diseased conditions. They will differentiate important diseases affecting the lung parenchyma, airways, blood vessels, pleura and check wall, and distinguish the impact of sleep-disordered breathing and select appropriate therapy options. Students will identify changes in the nose, throat and respiratory system in gross anatomy, imaging, and histology, in addition to taking a comprehensive history and physical examination, to include consideration of environmental factors.
Typically Offered: FALL/SPR

M-ID 507 RENAL 3 Credit Hours
The renal curriculum will deliver high quality education with a strong foundation in the basic sciences as well as clinical nephrology. The initial phase of the 3-week block will focus on providing fundamental knowledge of renal anatomy, histology, physiology and pharmacology. Teaching methods for these topics will be via traditional lecture, interactive lectures and laboratories. The remainder of the curriculum will focus on clinical nephrology with the following areas to be covered: electrolyte disorders, acid-base disorders, introduction to clinical nephrology, acute renal failure, chronic kidney disease, glomerular diseases and hypertension. The Nebraska Medicine Division of Nephrology faculty will deliver this learning content via a mix of both traditional lectures as well as active learning methods.
Typically Offered: FALL/SPR
M-ID 508 NEUROSCIENCES 8 Credit Hours
This 8-week neuroscience block covers the basic science core concepts of neuroanatomy and neurophysiology that are necessary for a medical practitioner to clinically evaluate a patient with neurological and psychiatric diseases. Building upon this foundation, the pathophysiology of diseases affecting the brain and special senses and the clinical presentation of these diseases are covered. Treatment of these diseases, including pharmacological, is integrated with the clinical focus. The student will learn how to use the physical examination to assess the patient with diseases affecting the nervous system and special senses. Learning methods used in the block will be lecture, labs, small group and clinical skills sessions.
Typically Offered: FALL/SPR

M-ID 510 GASTROINTESTINAL 6 Credit Hours
Gastroenterology is a 6-week block, which will provide future physicians with a strong foundation in the structure and function of gastrointestinal organs. This block will cover preclinical concepts in structure, function, and disease. The gastrointestinal system includes the esophagus, stomach, small and large intestine, liver, and pancreas. The development, anatomy, histology, and physiology of each of these major organs will be discussed in detail. Additionally, the structure and function of the mouth and salivary glands will be included, as well as the anterior abdominal wall. Nutrition and digestion will be discussed. Disease processes of these organs and body regions will be presented, focusing on the molecular and physiological mechanisms of disease and basic approaches to medical and surgical treatment. Students will be introduced to history taking and physical exam skills relevant to the organ systems and body regions of the gastrointestinal tract.
Typically Offered: FALL/SPR

M-ID 511 ENDOCRINE 3 Credit Hours
The goal of this 3-week block is to apply the knowledge of endocrine physiology to understand the pathophysiology of the endocrine system, and relate this information to the diagnosis and treatment of endocrine diseases. Topics covered include endocrine cells, tissues, structure, functions and hormone synthesis, secretion, action and metabolism. This includes the hypothalamus, pituitary, thyroid, adrenal, parathyroid, metabolic bone disease, the endocrine pancreas, glucose homeostasis, diabetes and obesity. Students will acquire the knowledge by interactive lectures, team-based learning, case vignette and small group sessions.
Typically Offered: FALL/SPR

M-ID 512 GU/GYN/REPRODUCTIVE 5 Credit Hours
In this 5-week block, the students will apply basic science knowledge to explain the normal and pathological states of the urinary tract and reproductive systems, and relate that knowledge to the diagnosis, treatment and prevention of disease. Methods of instruction will include small group sessions, problem based learning, E-modules, online case vignettes, and lectures with an interactive approach.
Typically Offered: FALL/SPR

Second Year (Class of 2020)

M-ID 630 INTRO DISEASE PROCESS 10 Credit Hours
This ten-week-long Core consists of introductory material in the areas of immunology, microbiology (bacteriology, virology, mycology, and parasitology), pathology (Clinical, anatomic, pediatric, and forensic), clinical medicine (geriatrics, pediatrics, basic life support, and nutrition), and pharmacology. The format includes lectures, large and small groups and laboratories. Evaluations are in the form of multiple choice, short answer, and short essay exams.
Typically Offered: FALL

M-ID 631 NEURO/OPHTHAL/PSYCH 5 Credit Hours
This five-week-long core presents in an integrated and sequential fashion selected areas in neurology such as epilepsy and movement disorders; ophthalmology such as glaucoma and cataracts; and psychiatry such as anxiety, depression, and schizophrenia. In addition, the subjects of neuropsychopharmacology will be discussed after presentation of clinical entities. Each of the main three units will be heralded by presentation of biochemical and molecular mechanisms in signal transduction involving behavior, neurons, and vision. Each of the three units will culminate in case presentations dealing with proper usage of multiple medications in neurology, ophthalmology, and psychiatry. The assessment of successful acquisition of learning objectives will be based on traditional multiple choice questions and essay examinations.

M-ID 635 INTEGRATED CLIN EX III 5 Credit Hours
The Integrated Clinical Experience (ICE) program is intended to help students recognize the clinical relevance of basic sciences and to gain an appreciation of the social, psychological, and ethical dimensions of the practice of medicine. Topics covered in this two year curriculum include: the history and physical examination, interviewing skills, behavioral sciences, ethics, preventive medicine, health care policy, and health care services research. In addition, students are given opportunities to participate in the practices of community and university based primary care physicians through the Longitudinal Clinic Experience and summer rural preceptorship (Primary Care Month) between the first and second years of medical school.

M-ID 640 HEMO/ONC/MS/SKIN/INF D 6 Credit Hours
This six-week-long core is intended to provide an introduction to diseases effecting several body systems and includes a multidisciplinary overview of musculoskeletal, dermatology, and basic life support as well as lymphoid and hematopoietic malignancies, anemia, transfusion medicine and coagulation abnormalities. Each area will be covered by a combination of lecture, small group discussion, and problem-based learning. Students will be given several case scenarios to help direct their studying. Evaluation will be in the form of traditional objective, laboratory, and fill-in-the-blank examinations as well as faculty evaluation of student performance in self-directed learning sessions.

M-ID 641 CARDIO/PULM/ENDO/ENT 6 Credit Hours
This six-week-long core presents an integrated comprehensive study of cardiac, pulmonary, endocrine and ear, nose and throat diseases including clinical diagnosis and treatment, pathophysiology, pharmacology, and pathology correlates. Topics are selected to give students a basic understanding of the functioning of each organ system in health and disease. The format will include lectures, laboratories and small discussion groups. Evaluation will be in the form of traditional objective, laboratory and essay examinations.

M-ID 642 GENITOURIN/GASTROENT 5 Credit Hours
This five-week-long core includes instruction on the kidney and urinary tract, female genital system and breast, and gastrointestinal diseases. The series on the female genital tract consists of the pathologic basis intertwined with clinical approaches to the patient. The microbiology of venereal diseases is also presented. Pharmacologic considerations include contraception, fertility and hormone replacement. Social issues surrounding pregnancy are addressed. Breast disease is reviewed by small group discussion, lecture, and laboratories.
Third Year (Class of 2019 and 2020)

**PEDS 703 BASIC REQ CLERKSHIP 8 Credit Hours**
The Pediatrics clerkship is divided into two tracks, the "University" track and the "Community" track. The University track is taught in Omaha and consists of a two-week block on the inpatient service and a three-week block in the outpatient clinic. In addition, one-week blocks are spent at Munroe-Meyers Institute, the newborn nursery, and at a private clinic in Omaha. The Community track is taught at various sites across Nebraska and consists of an intensive exposure to primary care Pediatrics as practiced in a rural setting. The goals and curriculum for the clerkship are the national standard curriculum for Pediatrics established by the Council on Medical Student Education in Pediatrics. The curriculum is delivered through lecture, self-study, computer-aided instruction, and clinical teaching.

Prerequisite: Junior Status
Typically Offered: FALL/SPR

**FMED 705 COMMUNITY PRECEPTOR 8 Credit Hours**
This is a clerkship which allows junior students an "immersion" experience in Family Medicine in a rural Nebraska community. The student will participate in the care of the preceptor's patients under the direct supervision of the preceptor. Students will care for patients in the office, hospital, and extended care facilities. A written report about a community health project is required. A portion of the core clerkship content will be delivered on site via the Internet.

Prerequisite: Junior Status
Typically Offered: FALL/SPR

**IMED 705 BASIC REQ CLERKSHIP 12 Credit Hours**
The student spends one half of the twelve week clerkship as an integral member of a health care team responsible for the care of inpatients on the Internal Medicine service at either the Omaha Veterans Administration Hospital or UNMC. During the other half of the clerkship, students may elect a variety of medicine subspecialties and outpatient clinical experiences at the University of Nebraska Medical Center, the Omaha Veteran's Administration Hospital and private practice internists. Throughout the clerkship, students will assume responsibility for the initial patient assessment and daily care commensurate with their level of training, supervised by Internal Medicine residents and attending faculty. Skills in patient interaction, decision making, and the fundamentals of Internal Medicine will be reviewed in formal sessions and daily attending rounds.

Prerequisite: Junior Status
Typically Offered: FALL/SPR

**OBGY 705 BASIC REQ CLERKSHIP 6 Credit Hours**
Junior-year students are assigned to the University Hospital and affiliated hospitals for inpatient experience and to the University Hospital Clinics for outpatient obstetric and gynecologic clinics. They will follow the progress of patients in labor, assist at operative procedures, and maintain a complete record until the patient is discharged from the hospital. Outpatient experience will include participation in the following clinics: normal and complicated obstetrics, gynecology, and family planning. Seminars, conferences, and ward rounds are scheduled regularly.

Prerequisite: Junior Status
Typically Offered: FALL/SPR

**PSYC 705 BASIC REQUIRED CLERKSHIP 6 Credit Hours**
The student will spend six weeks in this required clerkship. The clinical structure of the rotation is 2 three-week rotations at two of four sites. The sites/services include the UNMC consult and liaison service, UNMC Adult Crisis Unit inpatient service, VA Medical Center inpatient psychiatric unit, and Lasting Hope Recovery Center inpatient psychiatric hospital. The student will experience outpatient psychiatric care by participating in the COPE clinic. Other electives and mentorship groups are available to enhance the psychiatry clerkship experience. Didactics are scheduled regularly.

Prerequisite: Junior Status
Typically Offered: FALL/SPR

**SURG 708 BASIC REQ CLERKSHIP 8 Credit Hours**
The third year student will have a eight week rotation on surgery. The surgical clerkship is divided between a structured educational curriculum (didactic lectures, computer-aided learning, and skills workshops), a four week clinical rotation on general surgery, and two week rotations on two of five surgical specialties (urology, orthopedics, ophthalmology, neurology, and ENT). The general surgical portion of the clerkship will place students at the Nebraska Health System, VA Medical Center, Immanuel, or the Nebraska Methodist Hospital. Students will be involved as an integral part of the ward team and will participate in morning and afternoon rounds. Mandatory attendance at lectures and skills workshops presented throughout the rotation is required and takes precedence over clinical activities.

Prerequisite: Junior Status
Typically Offered: FALL/SPR
SENIOR ELECTIVE HANDBOOK

Class of 2018
2017-2018 Academic Year
February 2017

Office of Admissions and Student Affairs

Address Inquiries to:
Sue Pope, Program Coordinator
Office of Admissions and Student Affairs
University of Nebraska College of Medicine
Room 4043 Michael Sorrell Center
985527 Nebraska Medical Center
Omaha NE 68198-5527
402-559-4169 or 1-800-626-8431
spope@unmc.edu

Gerald F. Moore, M.D.
Senior Associate Dean for Academic Affairs

Jeffrey W. Hill, M.D.
Associate Dean for Admissions and Student Affairs

Jeffrey D. Harrison, M.D.
Associate Dean for Admissions

Beau Konigsberg, M.D.
Assistant Dean for Admissions

Wendy J. Grant, M.D.
Associate Dean for Student Affairs

Alan Erickson, M.D.
Assistant Dean for Student Affairs

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Program Coordinator, Office of Admissions and Student Affairs
spope@unmc.edu

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Admissions/Recruitment Coordinator, Office of Admissions and Student Affairs
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Alexis Bradford
Office Associate, Office of Admissions and Student Affairs
alexis.bradford@unmc.edu

Lisa Paquette B.G.S
Office Associate, Office of Admissions and Student Affairs
lisa.paquette@unmc.edu (lisa.paquette@unmc.edu)

Web Address: http://www.unmc.edu/com/ (http://www.unmc.edu/com)

Academic Calendar
2017-2018 Academic Year

Semesters

<table>
<thead>
<tr>
<th>Semester</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester (M1-M2)</td>
<td>August 21, 2017 – December 15, 2017</td>
</tr>
<tr>
<td>Second Semester (M1)</td>
<td>January 2, 2018 – May 25, 2018</td>
</tr>
<tr>
<td>Second Semester (M2)</td>
<td>January 8, 2018 – May 4, 2018</td>
</tr>
<tr>
<td>Second Semester (M3)</td>
<td>January 2, 2018 – June 22, 2018</td>
</tr>
<tr>
<td>Second Semester (M4)</td>
<td>January 2, 2018 – April 27, 2018</td>
</tr>
</tbody>
</table>

Senior Elective Periods

<table>
<thead>
<tr>
<th>Period</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2017</td>
<td>July 31, 2017 – August 27, 2017</td>
</tr>
<tr>
<td>September 2017</td>
<td>August 28, 2017 – September 24, 2017</td>
</tr>
<tr>
<td>October 2017</td>
<td>September 25, 2017 – October 22, 2017</td>
</tr>
<tr>
<td>November 2017</td>
<td>October 23, 2017 – November 19, 2017</td>
</tr>
<tr>
<td>December 2017</td>
<td>November 20, 2017 – December 15, 2017</td>
</tr>
<tr>
<td>January 2018</td>
<td>January 2, 2018 – January 28, 2018</td>
</tr>
<tr>
<td>February 2018</td>
<td>January 29, 2018 – February 25, 2018</td>
</tr>
<tr>
<td>March 2018</td>
<td>February 26, 2018 – March 23, 2018</td>
</tr>
<tr>
<td>April 2018</td>
<td>April 2, 2018 – April 29, 2018</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 5, 2018 (Saturday)</td>
</tr>
</tbody>
</table>

Recesses and Holidays

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence Day</td>
<td>July 4, 2017 (Tuesday)</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 4, 2017 (Monday)</td>
</tr>
<tr>
<td>Thanksgiving (M1-M4)</td>
<td>November 23, 2017 – November 24, 2017</td>
</tr>
<tr>
<td>Winter Recess (M1)</td>
<td>December 16, 2017 – January 1, 2018</td>
</tr>
<tr>
<td>Winter Recess (M2)</td>
<td>December 16, 2017 – January 7, 2018</td>
</tr>
<tr>
<td>Winter Recess (M3-M4)</td>
<td>December 16, 2017 – January 1, 2018</td>
</tr>
<tr>
<td>New Year’s Day (Holiday)</td>
<td>January 1, 2018 (Monday)</td>
</tr>
<tr>
<td>Martin Luther King, Jr.</td>
<td>January 15, 2018 (Monday)</td>
</tr>
<tr>
<td>Spring Recess (M1)</td>
<td>March 3, 2018 – March 11, 2018</td>
</tr>
<tr>
<td>Spring Recess (M2)</td>
<td>March 17, 2018 – March 25, 2018</td>
</tr>
<tr>
<td>Spring Recess (M3-M4)</td>
<td>March 24, 2018 – April 1, 2018</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 28, 2018 (Monday)</td>
</tr>
<tr>
<td>Summer Recess (M3)</td>
<td>June 23, 2018 – July 1, 2018</td>
</tr>
</tbody>
</table>

Special Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>J-Term (Class of 2019 requirement)</td>
<td>June 26, 2017 – June 30, 2017</td>
</tr>
<tr>
<td>First Year Orientation</td>
<td>August 14, 2017 – August 18, 2017</td>
</tr>
<tr>
<td>White Coat Ceremony (M1)</td>
<td>August 18, 2017 (Friday)</td>
</tr>
<tr>
<td>First Day of Class (M1-M2)</td>
<td>August 21, 2017 (Monday)</td>
</tr>
<tr>
<td>Honors Convocation (M4)</td>
<td>May 4, 2018 (Friday)</td>
</tr>
<tr>
<td>Commencement (M4)</td>
<td>May 5, 2018 (Saturday)</td>
</tr>
<tr>
<td>Core Exams (M1-M2)</td>
<td>T.B.A. (Announced by OME)</td>
</tr>
</tbody>
</table>
Junior Year Rotation Schedule

<table>
<thead>
<tr>
<th>Period Number</th>
<th>Dates of Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence Day</td>
<td>July 4, 2017 (Tuesday)</td>
</tr>
<tr>
<td>Period 01</td>
<td>July 3, 2017 – July 16, 2017</td>
</tr>
<tr>
<td>Period 02</td>
<td>July 17, 2017 – July 30, 2017</td>
</tr>
<tr>
<td>Period 03</td>
<td>July 31, 2017 – August 13, 2017</td>
</tr>
<tr>
<td>Period 04</td>
<td>August 14, 2017 – August 27, 2017</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 4, 2017 (Monday)</td>
</tr>
<tr>
<td>Period 05</td>
<td>August 28, 2017 – September 10, 2017</td>
</tr>
<tr>
<td>Period 06</td>
<td>September 11, 2017 – September 24, 2017</td>
</tr>
<tr>
<td>Period 07</td>
<td>September 25, 2017 – October 8, 2017</td>
</tr>
<tr>
<td>Period 08</td>
<td>October 9, 2017 – October 22, 2017</td>
</tr>
<tr>
<td>Period 09</td>
<td>October 23, 2017 – November 5, 2017</td>
</tr>
<tr>
<td>Period 10</td>
<td>November 6, 2017 – November 19, 2017</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>November 23, 2017 – November 24, 2017</td>
</tr>
<tr>
<td>Period 11</td>
<td>November 20, 2017 – December 3, 2017</td>
</tr>
<tr>
<td>Period 12</td>
<td>December 4, 2017 – December 15, 2017</td>
</tr>
<tr>
<td>Winter Recess</td>
<td>December 16, 2017 – January 1, 2018</td>
</tr>
<tr>
<td>Period 13</td>
<td>January 2, 2018 – January 14, 2018</td>
</tr>
<tr>
<td>Martin Luther King, Jr.</td>
<td>January 15, 2018 (Monday)</td>
</tr>
<tr>
<td>Period 14</td>
<td>January 16, 2018 – January 28, 2018</td>
</tr>
<tr>
<td>Period 15</td>
<td>January 29, 2018 – February 11, 2018</td>
</tr>
<tr>
<td>Period 16</td>
<td>February 12, 2018 – February 25, 2018</td>
</tr>
<tr>
<td>Period 17</td>
<td>February 26, 2018 – March 11, 2018</td>
</tr>
<tr>
<td>Period 18</td>
<td>March 12, 2018 – March 23, 2018</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>March 24, 2018 – April 1, 2018</td>
</tr>
<tr>
<td>Period 19</td>
<td>April 2, 2018 – April 15, 2018</td>
</tr>
<tr>
<td>Period 20</td>
<td>April 16, 2018 – April 29, 2018</td>
</tr>
<tr>
<td>Period 21</td>
<td>April 30, 2018 – May 13, 2018</td>
</tr>
<tr>
<td>Period 22</td>
<td>May 14, 2018 – May 27, 2018</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 28, 2018 (Monday)</td>
</tr>
<tr>
<td>Period 23</td>
<td>May 29, 2018 – June 10, 2018</td>
</tr>
<tr>
<td>Period 24</td>
<td>June 11, 2018 – June 22, 2018</td>
</tr>
<tr>
<td>Summer Recess (M3)</td>
<td>June 23, 2018 – July 1, 2018</td>
</tr>
</tbody>
</table>

1 Service ends on Friday

Office of Admissions & Student Affairs (08.23.2016)

Scheduling Instructions and Timetable

Requirements for Graduation (Class of 2018)

Basic Required Clerkships

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Medicine Community Preceptorship</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Internal Medicine Clerkship</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Obstetrics and Gynecology Clerkship</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Pediatrics Clerkship</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Psychiatry Clerkship</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Surgery Clerkship</td>
<td>8 weeks</td>
</tr>
</tbody>
</table>

The last page of this handbook is a sample scheduling worksheet. Copies of worksheets are available from the Office of Admissions and Student Affairs and online at unmc.edu/com/curriculum/m3-m4/senior-courses.html.

Elective Scheduling

All electives are pre-arranged with the department coordinators. After completing the paper schedule, students will enter the pre-arranged choices in OASIS (https://oasis.unmc.edu/index.html), the College of Medicine’s online student scheduling system. Coordinators will then approve or deny registration. Students will be denied if they did not pre-arrange before entering the elective in OASIS.

Scheduling Timetable

February 2017

The 2017 - 2018 Senior Elective Handbook and 2017 - 2018 Senior Selective Handbook will be available. Schedule an appointment to meet with your Clinical Curriculum Advisor to work on your scheduling worksheet, which can be found online at unmc.edu/com/curriculum/m3-m4/senior-courses.html as well as in this handbook.

In February you will have an opportunity to request a month (February 2018 or April 2018) for your ICE Senior Seminar through an OASIS lottery. You will be notified of your ICE month in early March 2017 so you can finish your senior year planning. (Please refer to the course description for M-ID-710 for details about the course.) Students may begin contacting coordinators on Monday, February 20, 2017 to discuss pre-arranging electives.

March 2017

Deadline for submitting first choice options in OASIS

Friday, March 24, 2017

Requests to change your ICE month can only be accommodated on a “space available” basis and must be arranged with Lisa Paquette (lisa.paquette@unmc.edu). All pre-arranged electives must be approved.
before entering them into OASIS. All months of the schedule must be completed in OASIS with a combination of UNMC courses, up to 3 away rotations (waitlisting is ok but will not be approved until the away rotation procedure has been completed), and up to 1 month of vacation. It is suggested to select a UNMC elective for any tentative away rotations to guarantee a placement for each month of your senior year.

April 2017
Coordinators will approve or deny requests (pre-arranged electives should be discussed with coordinators before being entered into OASIS). Requests to replace denied options can be entered as they occur. Final decisions are submitted by April 28, 2017 so schedules can be reviewed by the Office of Student Affairs.

May 2017
Tentative schedules are finalized in OASIS. Drop/Adds can occur until May 26, 2017.

June 2017
Registration will take place. Your schedule then becomes a computerized record in the Office of Academic Records. After this occurs, any change to your schedule will require a drop/add. (Please see detailed drop/add procedures).

Scheduling Details
• If you are planning a vacation please indicate so by signing up for:
  • OASA_900 Vacation in OASIS
• Electives may be taken off-campus (out of Nebraska) with prior departmental approval. The most current information about off-campus electives can be obtained from VSAS (Visiting Student Application Service) –www.aamc.org/students/medstudents/vsas/ (http://www.aamc.org/students/medstudents/vsas) or the visiting school's website. (Please see off-campus elective procedures).
• Sign-up for the appropriate departmental away rotation in OASIS for any out-of-state rotations you are planning to take. These will not be approved until you have been accepted and completed the necessary Application for Off-Campus Elective through the department.
• All hospital assignments for electives are done by the department involved – not the Office of Admissions and Student Affairs.
• It is highly advised to have an advisor look over your desired schedule.
• If you have questions pertaining to scheduling please contact Lisa Paquette (lisa.paquette@unmc.edu, MSC 4044).
• Questions specific to electives should be directed to the department’s coordinator.

Advisor System
The Office of Admissions and Student Affairs, in conjunction with the Student Evaluation Committee, has formulated an advising system as described below.

The philosophy of the advising system:
As adults in a professional school, medical students bear the primary responsibility for their success or failure. The College of Medicine recognizes, however, that students may need the assistance provided by an advising system. There are several goals of the advising system:

• To provide students with a faculty member who is familiar with the students’ abilities, which can serve as a confidant and advocate for the student.
• To better inform the student of opportunities that may enhance their medical school education.
• To assist the student in understanding the guidelines for promotion set by the College of Medicine.
• To inform the student of campus support services that might aid them in times of their academic or personal difficulty.
• To assist the student in the design of senior electives that support their residency choice.

By March of the third year, students should select a clinical curriculum advisor from the clinical faculty. This could be the same advisor who served in years one and two, if this individual was a clinician. It is anticipated that the advisor selected during the junior year would, for many students, represent an individual in the field of the students’ residency training interest. The student would meet with an advisor to plan the M4 year. Students have the liberty of changing advisors according to their career interests. The advisor will discuss senior elective choices and help with career planning.

Residency Career Advisor
These are the primary residency advisors for each department. They are available to students thinking of entering that field. These advisors are knowledgeable about residency programs and strategies for application in that field. Students are permitted to change advisors should their area of interest change or should they find that the original advisor is not meeting their needs.

A list of advisors follows this section.

Clinical Curriculum Advisors

Anesthesiology
Jennifer Adams, M.D.
Madhuri Are, M.D.
Amanda Arnzen, M.D.
Joe Baus, M.D.
Kristina Birch, M.D.
Tara Brakke, M.D.
Tom Brooks, M.D.
Beth Burton, M.D.
Megan Chacon, M.D.
Amy Duhachek-Stapelman, M.D.
Sheila Ellis, M.D.
Erin Etooll, M.D.
Brad Fremming, M.D.
Katie Goergen, M.D.
Jeremy Hartley, M.D.
Ali Hascall, M.D.
Nick Heiser, M.D.
Kim Haynes Henson, M.D.
Scott Hofmann, M.D.
Terry Huang, M.D.
Andrew Ingemansen, M.D.
Dan Johnson, M.D.
Kyle Johnson, M.D.
Joe Kalamaja, M.D.
Sean Karre, M.D.
Cale Kassel, M.D.
Michael Lankhorst, M.D.
Steven Lisco, M.D.
Nick Markin, M.D.
Maria Michaelis, M.D.
Tom Nicholas, M.D.
Platt Niebur, M.D.
John Ohnoutka, M.D.
Huiling Pang, M.D., Ph.D.
Andrew Patterson, M.D. Ph.D.
K. Reed Peters, M.D.
Cathleen Peterson-Layne, M.D., Ph.D.
Angie Rakes, M.D.
Kyle Ringenberg, M.D.
Ellen Roberts, M.D.
Nancy Rogic, M.D.
Tom Schulte, M.D.
Sasha Shillcutt, M.D.
Jean Simonson, M.D.
Jim Sullivan, M.D.
Jennifer Uggen, D.O.
Charles Walcutt, M.D.
Corey Zetterman, M.D.

Emergency Medicine
Claudia Barthold, M.D.
Chad Branecki, M.D.
Amy Cutright, M.D.
T.J. Welniak, M.D.

Family Medicine
Ivan Abdouch, M.D.
Greg Babbe, M.D.
Lisa Backer, M.D.
Susan Evans, M.D.
Toby Free, M.D.
Mark Goodwin, M.D.
David Harnisch, M.D.
Jeff Harrison, M.D.
William Hay, M.D.
Jeffrey Hill, M.D.
Douglas Inciarte, M.D.
Kimberly Jarzynka, M.D.
Mindy Lacey, M.D.
Jennifer Liu, M.D.
Monty Mathews, M.D.
Jason Patera, M.D.
Audrey Paulman, M.D.
Paul Paulman, M.D.
Michael Sitorius, M.D.
John Smith, M.D.
Steve Tibbels, M.D.
Douglas Wheatley, M.D.

Internal Medicine
Micah Beachy, D.O.
Philip Bierman, M.D.
Rachel Bonnema, M.D.
James Campbell, M.D.
Amy Cannella, M.D.
Gay Canaris, M.D.
Julie Fedderson, M.D.
Anne Kessinger, M.D.
Lynell Klassen, M.D.
Ted Mikuls, M.D.
Gerald F. Moore, M.D.
J. Scott Neumeister, M.D.
David O’Dell, M.D.
James O’Dell, M.D.
Jennifer Parker, M.D.
Craig Piquette, M.D.
Troy Plumb, M.D.
Jane Potter, M.D.
Elizabeth Reed, M.D.
Debra Romberger, M.D.
Daniel Schafer, M.D.
Jason Shiffermill, M.D.
Joseph Sisson, M.D.
Thomas Tape, M.D.
Austin Thompson, M.D.
Andrew Vasey, M.D.
Chad Vokoun, M.D.
Julie Vose, M.D.
John Windle, M.D.
Renee Young, M.D.

Medicine-Pediatrics
Jennifer Parker, M.D.
John Sparks, M.D.
Sharon Stoolman, M.D.

Neurology
John M. Bertoni, M.D.
Pierre Fayad, M.D.
J. Americo Fernandes, M.D.
Harris A. Frankel, M.D.
Amy Hellman, M.D.
Deepak Madhavan, M.D.
Mac T. McLaughlin, M.D.
Daniel Murman, M.D.
Najib I. Murr, M.D.
Pariwat Thaisetthawatkul, M.D.
Diego Torres-Russotto, M.D.
Rana K. Zabad, M.D.

Neurosurgery (Division of) – Surgery
Michele Aizenberg, M.D.
Kenneth Follett, M.D.,PhD
Les Hellbusch, M.D.
Douglas Long, M.D.
Mark Puccioni, M.D.
Daniel Surdell, M.D.
William Thorell, M.D.
John Treves, M.D.

Obstetrics and Gynecology
N. Jean Amoura, M.D.
Teresa G. Berg, M.D.
Karen Carlson, M.D.
Libby Crockett, M.D.
Laura Cudzilo, M.D.
Katherine Finney, M.D.
Jennifer Griffin, M.D., M.P.H.
Sonja R. Kinney, M.D.
Ramzy Nakad, M.D.
Robert C. Olesh, M.D.
Steven W. Remmenga, M.D.
Kerry Rodabaugh, M.D.
Carl V. Smith, M.D.
Marvin L. Stancil, M.D.
Paul G. Tomich, M.D.
Sylvia Ziegenbein, M.D.

Ophthalmology
James Gigantelli, M.D.
Vikas Gulati, M.D.
John Halgren, M.D.
Shane Havens, M.D.
Shannon Lynch, M.D.

Oral Surgery (Section of) – Surgery
Valmont Desa, D.D.S., M.D.

Orthopaedic Surgery and Rehabilitation
Chris Cornett, M.D.
Miguel Daccarett, M.D.
Mark Dietrich, M.D.
Paul W. Esposito, M.D.
Kevin L. Garvin, M.D.
Hani Haider, Ph.D.
Curtis Hartman, M.D.
Brian Hasley, M.D.
Layne Jenson, M.D.
Beau Konigsberg, M.D.
Sean McGarry, M.D.
Matthew A. Mormino, M.D.
Joseph Morgan, M.D.
David Rhodes, M.D.
Susan A. Scherl, M.D.
Justin Siebler, M.D.
Philipp Streubel, M.D.
Matthew Teusink, M.D.
Scott Vincent, M.D.
Maegan Wallace, M.D.

Otolaryngology – Head and Neck Surgery
Dwight T. Jones, M.D.
William M. Lydiatt, M.D.
Oleg Militsakh, M.D.
Aru Panwar, M.D.
Samuel Pate, M.D.
Russell Smith, M.D.

Pathology and Microbiology
Dominick DiMaio, M.D.
Timothy C. Greiner, M.D.
Subodh Lele, M.D.
Geoffrey Talmont, M.D.
James Wisecarver, M.D., Ph.D.

Pediatrics
Jill Beck, M.D.
Ann Anderson-Berry, M.D.
Bruce Buehler, M.D.
John Colombo, M.D.
Don Coulter, M.D.
David Finken, M.D.
James Harper, M.D.
Hao (Howard) Hsu, M.D.
John Kugler, M.D.
Amy LaCroix, M.D.
Paul Larsen, M.D.
Stefanie Lowas, M.D.
Sheryl Pitner, M.D.
Sheilah Snyder, M.D.
John Sparks, M.D.
Sharon Stoolman, M.D.
John Walburn, M.D.

Pediatric Surgery (Section of) – Surgery
Shahab Abdessalam, M.D.
Robert Cusick, M.D.
Megan Fuller, M.D.
Brian Jones, M.D.
Stephen Raynor, M.D.

Psychiatry
Jeana Benton, M.D.
Matthew Egbert, M.D.
Sharon Hammer, M.D.
Thomas Magnuson, M.D.
Ashish Sharma, M.D.
Sheritta Strong, M.D.
Steven Wengel, M.D.

Radiation Oncology
Charles A. Enke, M.D.
Chi Lin, M.D.
Robert Thompson, M.D.
Andrew Wahl, M.D.
Weining Zhen, M.D.

Radiology
Matthew DeVries, M.D.
Neil Hansen, M.D.
Jason Helvey, M.D.
Sushama Kunnathil, M.D.
Melissa Manzer, M.D.
Jennifer Oliveto, M.D.
Dick Slater, M.D.
Chris Vargo, M.D.

Surgery
Chandra Are, M.D.
Charity Evans, M.D.
Wendy Grant, M.D.
Sean Langenfeld, M.D.
Matthew Longo, M.D. (Vascular)
David W. Mercer, M.D.
Kim Schenarts, Ph. D.
Paul Schenarts, M.D.
Lisa Schlitzkus, M.D.
Jon Thompson, M.D.
Karin Trujillo, M.D. (CT Surgery)

Urology (Section of) – Surgery
Chris Deibert, M.D.
Ina Kim, M.D.
Chad LaGrange, M.D.
Carlos Villanueva, M.D.

Residency Career Advisors

Anesthesiology
Amy Duhachek-Stapelman, M.D.
Sheila Ellis, M.D.
Katie Goergen, M.D.
Andrew Patterson, M.D., Ph.D.
Jean Simonson, M.D.
Nicholas Heiser, M.D.

Emergency Medicine
Claudia Barthold, M.D.
Chad Branecki, M.D.
Amy Cutright, M.D.
T.J. Welniak, M.D.

Family Medicine
Ivan Abdouch, M.D.
Greg Babbe, M.D.
Lisa Backer, M.D.
Susan Evans, M.D.
Toby Free, M.D.
Mark Goodwin, M.D.
David Harnisch, M.D.
Jeff Harrison, M.D.
William Hay, M.D.
Jeffrey Hill, M.D.
Douglas Inciarte, M.D.
Kimberly Jarzynka, M.D.
Mindy Lacey, M.D.
Jennifer Liu, M.D.
Monty Mathews, M.D.
Jason Patera, M.D.
Audrey Paulman, M.D.
Paul Paulman, M.D.
Michael Sitorius, M.D.
John Smith, M.D.
Steve Tibbels, M.D.
Douglas Wheatley, M.D.

Internal Medicine
Micah Beachy, D.O.
Rachel Bonnema, M.D.
Julie Fedderson, M.D.
William Lyons, M.D.
J. Scott Neumeister, M.D.
David O’Dell, M.D.
James R. O’Dell, M.D.
Thomas Tape, M.D.
Chad Vokoun, M.D.
Trevor VanShooneveld, M.D.

Medicine-Pediatrics
Patrick Doherty, M.D.
Jennifer Parker, M.D.
Allison Ramey, M.D.
John Sparks, M.D.
Sharon Stoolman, M.D.

Neurology
John Bertoni, M.D.
Pierre Fayad, M.D.
J. Americo Fernandes, M.D.
Harris A. Frankel, M.D.
Amy Hellman, M.D.
Deepak Madhavan, M.D.
Mac T. McLaughlin, M.D.
Daniel Murman, M.D.
Najib I. Murr, M.D.
Pariwat Thaisetthawatkul, M.D.
Diego Torres-Russotto, M.D.
Rana Zabad, M.D.

Neurosurgery
Michele Aizenberg, M.D.
Kenneth Follett, M.D.,PhD
Les Hellbusch, M.D.
Douglas Long, M.D.
Mark Puccioni, M.D.
Daniel Surdell, M.D.
William Thorell, M.D.
John Treves, M.D.

Obstetrics and Gynecology
N. Jean Amoura, M.D.
Teresa G. Berg, M.D.
Karen Carlson, M.D.
Libby Crockett, M.D.
Laura Cudzilo, M.D.
Katherine Finney, M.D.
Jennifer Griffin, M.D., M.P.H.
Sonja R. Kinney, M.D.
Ramzy Nakad, M.D.
Robert C. Olesh, M.D.
Steven W. Remmenga, M.D.
Kerry Rodabaugh, M.D.
Carl V. Smith, M.D.
Marvin L. Stancil, M.D.
Paul G. Tomich, M.D.
Sylvia Ziegenbein, M.D.

Ophthalmology
James Gigantelli, M.D.
Vikas Gulati, M.D.
John Halgren, M.D.
Shane Havens, M.D.
Electives

During the senior year, each student (with the advice of an advisor), will be encouraged to choose five electives from their primary area of interest from the “elective list” for that area. Each department has provided a list of electives. These electives have been determined to be appropriate for students entering that field. An advisor should be chosen from the list of Clinical Curriculum Advisors in a “primary” area of interest, or if an area is not represented, an advisor from any one of these areas may be chosen and the “generic” elective list will be used. Modification of the elective list should be made only with the advice of the faculty advisor.

Directions

1. Determine your primary area of interest.
2. Select Advisor from Clinical Curriculum Advisors.
3. Meet with Clinical Curriculum Advisor and discuss scheduling opportunities from “elective” list for primary area of interest.
5. Contact coordinators for approval (space availability etc.)
6. Enter selections into OASIS.

Elective Lists

Anesthesiology
Anesthesiology
Newborn Medicine
Adult Cardiology
Nephrology

Otolaryngology – Head and Neck Surgery
Dwight T. Jones, M.D.
William M. Lydiatt, M.D.
Oleg Militsakh, M.D.
Aru Panwar, M.D.
Samuel Pate, M.D.
Russell Smith, M.D.

Pathology and Microbiology
Dominick DiMaio, M.D.
Timothy C. Greiner, M.D.
Subodh Lele, M.D.
Geoffrey Talmon, M.D.
James Wisecarver, M.D., Ph.D.

Pediatrics
Bruce Buehler, M.D.
Don Coulter, M.D.
Patrick Doherty, M.D.
Paul Larsen, M.D.
Lisa Seiczkowski, M.D.
John Sparks, M.D.
Rob Spicer, M.D.
Sharon Stoolman, M.D.
John Walburn, M.D.

Pediatric Surgery (Section of) – Surgery
Shahab Abdessalam, M.D.
Robert Cusick, M.D.
Brian Jones, M.D.
Stephen Raynor, M.D.

Psychiatry
Daniel Gih, M.D.
Sharon Hammer, M.D.
Howard Liu, M.D.

Radiation Oncology
Charles A. Enke, M.D.
Andrew Wahl, M.D.

Otolaryngology – Head and Neck Surgery
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John Sparks, M.D.
Rob Spicer, M.D.
Sharon Stoolman, M.D.
John Walburn, M.D.

Pediatric Surgery (Section of) – Surgery
Shahab Abdessalam, M.D.
Robert Cusick, M.D.
Brian Jones, M.D.
Stephen Raynor, M.D.

Psychiatry
Daniel Gih, M.D.
Sharon Hammer, M.D.
Howard Liu, M.D.

Radiation Oncology
Charles A. Enke, M.D.
Andrew Wahl, M.D.
Diabetes, Endocrine and Metabolism
Otolaryngology
Anatomic Pathology
Adult Intensive Care
Radiology
Surgical Critical Care

**Emergency Medicine**
Anesthesiology
Adult Cardiology
Adult ICU
Dermatology
Emergency Medicine
Ophthalmology
Orthopaedic Surgery
Otolaryngology
Pediatric ICU
Radiology
SICU/Trauma ICU
Trauma Surgery
EMED electives (here or away) to include HBO, toxicology, peds ED, ultrasound

**Family Medicine – Rural Practice**
Advanced Obstetrics
Newborn Medicine
Pediatric Medicine
Adult ICU
Family Medicine Inpatient Rotation
Ambulatory Surgical electives
Internal Medicine electives
Ambulatory Psychiatry
Otolaryngology
Emergency Room
Radiology

**Family Medicine – Urban Practice**
Family Medicine Ambulatory Rotation
Ambulatory Psychiatry
Ambulatory Gynecology
Domestic Violence
Otolaryngology
Ophthalmology
Family Medicine Inpatient Rotation
Ambulatory Surgery electives
Ambulatory Internal Medicine electives
Ambulatory Pediatric electives

**Internal Medicine**
*(Internal Medicine electives should be limited to 3-4).*

Emergency Medicine
Any Internal Medicine elective
Ophthalmology
Anatomic Pathology
Radiology
Surgery (any elective)

**Medicine - Pediatrics**
*(Internal Medicine and Pediatrics electives should be limited to 1-2 each).*

Any Internal Medicine elective
Any Pediatric elective
Anesthesia
Emergency Medicine
Radiology
Women's Health
*ICU in either Pediatrics or Internal Medicine and Subinternship in the other

**Neurology**
Clinical Neurology
Neurology Research
Off-Campus Neurology elective

**Neurosurgery**
Anesthesiology
Critical Care
Diabetes, Endocrine and Metabolism
Infectious Disease
Neurology
Neuroradiology
Neurosurgery
Neurosurgery Research
Neuro-Ophthalmology
Orthopaedics
Otolaryngology
Pain Management
Plastic Surgery

**Obstetrics and Gynecology**
*(Any OB-GYN elective)*
Anesthesiology
Diabetes, Endocrine and Metabolism
Genetics and Metabolic Disease
Hematology/Oncology
Newborn Medicine
Adult Intensive Care
Nephrology
Urology
Women's Health

**Ophthalmology**
Anesthesiology
Emergency Room
General Medicine
Neurology
Ophthalmology
Otolaryngology
Clinical Pathology
Pediatrics (any elective)
Radiology
Rheumatology
Plastic Surgery
Diabetes, Endocrine and Metabolism

**Orthopaedic Surgery and Rehabilitation**
Anesthesiology
Adult Cardiology
General Medicine
Diabetes, Endocrine and Metabolism
Neurology
Orthopaedics
Clinical Pathology
Pediatrics (any elective)
Radiology
Surgery (any elective)
Trauma

**Otolaryngology - Head and Neck Surgery**
Anesthesiology
Surgical Critical Care
Diabetes, Endocrine and Metabolism
Adult Gastroenterology
General Surgery
Hematology/Oncology
Adult Pulmonary
Neurosurgery
Ophthalmology
Plastic Surgery
Radiation Therapy
Cardio-Thoracic Surgery
Pediatrics (any elective)

**Pathology**
Cytopathology
ENT/Lung
Gastrointestinal pathology
General pathology
Hematopathology
Molecular genetics
Obstetrics & Gynecology
Surgical pathology

**Pediatrics**
(Pediatric electives should be limited to 3-4).
Anesthesiology
Internal Medicine (any elective)
Otolaryngology
Clinical Pathology
Pediatrics (any elective)
Psychiatry (any elective)
Radiology
Pediatric Surgery

**Psychiatry**
Pain Management
Family Medicine or Internal Medicine
Pediatric Neurology or Developmental Pediatric Practicum
Emergency Medicine
Adult Ambulatory Neurology
Pediatrics (any elective)

**Radiology**
Emergency Room
Inpatient General Medicine
General Medicine
Adult Gastroenterology
Renal
Hematology/Oncology
Adult Pulmonary
Orthopaedics
Clinical Pathology

Newborn Medicine

**Surgery**
Adult Cardiology
Adult Gastroenterology
Anesthesiology
Critical Care – Surgical, Medical, Anesthesia
Diabetes, Endocrine, and Metabolism
Emergency Room
Infectious Disease
Nephrology
Ortho, Urology, NGS, PRS, ENT
Pain Management
Radiology
Surgery (Any Elective)
Surgical Pathology

**The Elective Program**
The elective program in the fourth year of enrollment enables each student to somewhat individualize medical training, which to that point has been circumscribed and predictable. Students may use elective time to broaden their background in a particular specialty, pursue a research project or other scholarly endeavors, or explore career objectives in specialties covered in the required clerkships. Electives may be completed in major and affiliated teaching hospitals in this city, in teaching hospitals in other medical centers in the nation or abroad, or in preceptorships with full-time or volunteer faculty members. Other arrangements are subject to approval by the College of Medicine Curriculum Committee.

**Electives in Omaha**
Students doing an elective in Omaha should consult the roster of electives and the descriptions provided in this handbook. The elective director may be consulted for specific information about the program.

**Drop/Add Procedures**
Once registration takes place (through the Office of Academic Records), the elective schedule becomes a computer record and the drop/add procedures must be followed to make changes.

**After registration, notice of two weeks is required to change elective selections.** Students should understand that elective directors must develop rotation schedules well in advance of the start of the clerkship/elective and, therefore, failing grades may be recorded for students who drop an elective selection less than two weeks from initiation.

Drop/Add occurs monthly and you will be informed of the dates available to work with department coordinators in making changes to the schedule. First check with the department for which an elective is to be added. If space is available and approved, contact the department coordinator for the currently scheduled course in that time slot and request a drop. Finally, place the add request in OASIS for final approval from the new course’s department coordinator.

You will only be allowed to change your schedule a total of three (3) times during the academic year. Please plan accordingly.

**Off-Campus Electives**
The College of Medicine Curriculum Committee supports the value of off-campus electives in various specialties. Students may take no more
than three (3) elective months off-campus during the clinical years. Each elective must be approved by the appropriate department. The three months does not include the Family Medicine Preceptorship taken in the junior year of enrollment. Appropriate off-campus electives are those providing opportunities in areas in which the college cannot accommodate the number of students interested in the courses. Exploration of a potential residency is another logical reason for an off-campus elective.

**International Electives**

As part of the paperwork required for international electives, an affiliation agreement must be obtained prior to leaving campus. The sponsoring department at UNMC must obtain a signed copy of the affiliation agreement and file it with the Vice Chancellor’s Office prior to the last drop/add deadline that precedes the month of the rotation. Failure to have the document signed will result in no credit for the student.

To make certain the educational experience will be productive and to ensure that students have access to the best information available, the procedures outlined below must be followed.

The student makes formal application to the off-campus institution – either through VSAS (Visiting Student Application Service) or by written application. Once approved for the off-campus experience, the student must complete the “Application for Off-Campus Elective” form in its entirety. The student must be in good academic standing as determined by the Office of Admissions and Student Affairs. Section I and Section II of the form must be completed prior to return to the Office of Admissions and Student Affairs. Please supply complete information on the form!

Upon receipt of the completed off-campus form, the Office of Admissions and Student Affairs will review for approval. If your elective is canceled for any reason, it is YOUR responsibility to notify the department involved. If your elective is approved, a proper Drop/Add must be processed to reflect this change and for the purpose of receiving academic credit. A record of the institution providing this opportunity is required to receive credit.

It is the student’s responsibility to alter their schedule to reflect the off-campus elective. The Drop/Add deadline dates will apply for off-campus electives in the same manner as a change occurs in a UNMC elective.

**Students** are allowed a maximum of three months (3 months) off campus during their fourth year. The following courses listed in the handbook are considered in the total of three months off-campus:

- FMED 750 INTERNATIONAL HEALTH
- OPHT 725 INTERNATIONAL OPHTHALMOLOGY ELECTIVE

Guidelines for dropping electives are the same for off-campus electives as for those in Omaha, unless the host institution has more stringent requirements.

The status of a UNMC student at the off-campus institution is that of a visiting non-credit student. Tuition is paid at UNMC and UNMC transcript credit is given by the sponsoring department when, upon completion of the elective, an evaluation of the student’s performance has been received.

It is the responsibility of the **student** at UNMC to supply the off-campus institution with an evaluation form for the off-campus elective experience. Please obtain the proper evaluation form from the sponsoring department at UNMC. Each department has a specific evaluation form to be used.

Students requesting more than three months off-campus during their senior year must submit that request, **in writing**, to the Curriculum Committee prior to the start of the senior year. Requests for more than three months made later than that date (i.e. during the year) will not be approved. The Committee will not approve additional off-campus time to investigate residencies or for personal or social reasons.

If you have any questions regarding the off-campus elective procedures, please do not hesitate to contact the Office of Admissions and Student Affairs.

Compliance with these guidelines will ensure efficient handling of your requests.

**Off-Campus Electives**

**Instructions for completing paperwork**

Some off-campus institutions have their own off-campus elective application form that you must complete and submit, along with several items. This varies according to the off-campus institution.

The Office of Admissions and Student Affairs is the person that completes the application form where it indicates “school official, dean, or designee.” Many items are needed on these application forms and a few are listed below. It is certified that you are:

1. A student in good academic standing
2. You will be at the fourth year (senior) level when you take the elective
3. You will pay tuition at this institution while away from campus
4. You are covered by both liability and health insurance while away from this campus
5. You will receive academic credit for this experience
6. You have received HIPAA training and training in blood borne pathogens
7. An evaluation of your performance will be required upon completion of the elective

**Transcripts**

Many institutions request an official transcript of your medical school performance. You must order a transcript through MyRecords to be sent directly to Lisa Paquette.

**HIPAA Training**

If you need to provide certification of HIPAA training and/or any other training, you can access documentation at https://net.unmc.edu/care. You would select the “**my requirements**” link from the menu. Click on the printer icon. A pop up window appears allowing you to print certificates for all completed requirements or you have the option to select specific requirements. If you have questions or encounter a problem with obtaining proof of your training, please call the Compliance Coordinator on campus (402-559-3929).

**Liability Coverage**

Proof of liability coverage is obtained from Amy Lamer in the Risk Management Office. Please contact Amy by e-mail at alamer@unmc.edu.

**Health Insurance Coverage**

Proof of health insurance coverage is your responsibility. Many institutions will accept a photocopy of your student health insurance
card. Others may want an official letter from this institution, outlining the coverage. If this is the case, you must contact Pat Oberlander at (402-559-7276) or by e-mail poberlander@unmc.edu.

Immunizations
Many institutions want proof of immunizations. This information can be obtained from Tere Batt in Student Health. Tere can be reached at (402-559-5158) or by e-mail at tbatt@unmc.edu.

USMLE Step 1
Many institutions want proof that you have successfully completed USMLE Step 1. The Office of Student Affairs does not have access to your report. It can be added to your application if a copy is provided to the Office by you.

Evaluation of Your Performance While at the Off-Campus Institution
In order to receive credit for your performance at the off-campus institution, the institution you attend must be provided with an evaluation form from our College of Medicine that they will complete and return. Every department has their own evaluation form and you must contact the appropriate department for the form. Some departments will send the form to the institution; others may want you to take the form with you. Regardless of how the departments operate – The evaluation form is your responsibility. If the sponsoring department here does not get an evaluation from the off-campus institution, you do not receive a grade and/or credit for the rotation.

Final Note
Once approved for an off-campus elective, you must confirm with Lisa Paquette that you are registered properly for this experience. If you are not registered properly, you will not receive credit for the experience.

If you have any questions concerning any of the above information and/or the procedures for off-campus electives, please do not hesitate to contact Lisa Paquette (lisa.paquette@unmc.edu) or Sue Pope (spope@unmc.edu /402-559-4169) in the Office of Admissions and Student Affairs.

Thank you!

Graduation Requirements

Graduation Requirements

Basic Clerkships (Junior Year)

| Family Medicine Community | 8 weeks |
| Preceptorship |
| Internal Medicine | 12 weeks |
| Obstetrics and Gynecology | 6 weeks |
| Pediatrics | 8 weeks |
| Psychiatry | 6 weeks |
| Surgery | 8 weeks |

Senior Year (10 months – July through April)

In addition to the ICE Senior Seminars requirement (Page 34) and four weeks of a Senior Selective, all students must take a minimum of seven (7) four-week rotations chosen from the elective lists. Nine (9) months of scheduled courses are required.

Vacation

In addition to regularly scheduled winter and spring recess, students are allowed ONE month of vacation to be taken during the senior year, unless completing junior year requirements.

BLS and ACLS

Certification in Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) are requirements for graduation. A separate notification will be mailed to you prior to the start of the senior year.

Patient Simulators

The Curriculum Committee of the College of Medicine has instituted the use of patient simulators to assess the ability of students to perform history and physical examinations during the junior year.

OSCE

During the senior year, you will be required to perform an Objective Structured Clinical Examination (OSCE). This OSCE consists of four cases and is very similar in format to the USMLE Step 2 Clinical Skills (CS) Examination.

The cases cover all areas (emergency medicine, surgery, pediatric, obstetrics, psychiatry and medicine) of ambulatory care. You will be scheduled for the test sometime during the months of September through November. A minimum performance will be required. Appropriate remediation will be arranged should you fail to perform at a minimum level.

USMLE Step 2 CK (Clinical Knowledge) & CS (Clinical Skills)

You must register to take by April 1 of your senior year.

Procedural Skills

A task force has developed a list of skills for which medical students must demonstrate proficiency or minimal experience with, prior to graduation. Each student will be held responsible for documentation of specific clinical abilities/training for students graduating from the College of Medicine.

Time Off Clinical Services

The College of Medicine Curriculum Committee strongly supports allowing students one day off service per week. Before taking time off the service, each student must obtain coverage for their patients and must inform the appropriate supervisory personnel of that coverage.

Senior students may be allowed time off of non-required electives in order to participate in medical meetings or to take USMLE Step 1 CK or CS exams. The elective director must approve each student’s request individually and determine what make-up, if any, is required.

Absence is not allowed from required clerkships.

Requests for more than 25% time off will be carefully considered before approval is given. Advance approval by the Curriculum Committee will also be required.
If students are absent from a clerkship/elective for any significant period of time, a note explaining the absence and make-up will be placed in the official student record in the Office of Admissions and Student Affairs.

**Release Time – House Officer Interviewing**

Senior medical students may request up to five (5) weekdays and two (2) weekend days off from each of four (4) non-required rotations/electives for the purpose of interviewing for a post-graduate position. Absence requests should be made to the elective director at least two weeks prior to the start of the rotation/elective. This elective director must approve each student’s request individually and determine what make-up, if any is required.

It is the student’s responsibility to **ask** the clinical departments about planned absences.

If you are planning extensive interviewing, it may be best to schedule your month of vacation for interviewing.

**Visiting Students**

Requests for elective time at the University of Nebraska Medical Center College of Medicine from students attending U.S. medical schools or osteopathic schools are done through VSAS (Visiting Student Application Service). There is a maximum of 1 (one) rotation per applicant. Please limit requests to no more than 4 (four) options for review. If those options are denied you may then submit more options for consideration.

**Do not contact any faculty or clinical department prior to your acceptance for a rotation. Doing so is considered a professionalism breach and may disqualify you from doing rotations at UNMC.** Applications will be reviewed by merit beginning April 1 with decisions beginning May 1 of each academic year. UNMC offers rotations from July - February of each academic year. Applicants will be expected to adhere to the date schedule as prescribe by UNMC and be able to attend all 4 weeks of any given rotation.

Only complete applications will be reviewed, others may be denied and not up for review at a later date. A complete application consists of the following:

- Verification page on VSAS completed by the Home School
- Current OSHA training (listed on Verification page)
- Current BLS (listed on Verification page)
- Medical Liability in the amounts of $3M Aggregate and $1M Per Instance (listed on Verification page)
- Completion of Core Clerkships that are required at UNMC (listed on Verification page)
- Current HIPAA training (listed on Verification page)
- Passed USMLE Step 1 (listed on Verification page)
- Immunizations uploaded
- Background check uploaded
- CV uploaded
- Photograph uploaded
- Transcript uploaded

The University of Nebraska Medical Center additional documentation required for VSAS applications: (See VSAS for any updates to this list)

UNMC requires a background check uploaded for each applicant.

The following departments require additional documents:

- **Anesthesiology:**
  - Step 1 score
  - List of previous electives taken in this area
- **Emergency Medicine:**
  - Step 1 or COMLEX score
  - Brief statement of interest in area
- **Orthopaedic Surgery:**
  - Step 1 score
- **Otolaryngology:**
  - Step 1 score
  - Brief statement about why UNMC
- **Path. & Microbiology:**
  - Course 799 requires a preference sheet **Do not contact dept or faculty**
- **Radiation Therapy:**
  - List of previous electives taken in this area
- **Surgery:**
  - Step 1 score
  - Step 2 score (if available)

Elective rotations are four weeks in length.

We do not offer any two week elective experiences.

Electives are not offered during March, April, May or June to visiting students.

The student must be at the senior/final level of medical school at the time of the proposed elective.

Visiting students are not accepted into third year junior clerkships.

The University of Nebraska College of Medicine does not accept application for electives from students attending foreign medical schools and non-LCME accredited institutions. **No Exceptions!!** To attend a non-credit experience, please contact the International Health and Medical Education offices at 402-559-6414 or international@unmc.edu or visit their website at http://www.unmc.edu/ihme/index.html.

**Elective Descriptions**

All courses in this catalog are 4 credits and meet the defined criteria of a 4 credit course as listed in below:

One credit hour is equivalent to one hour (50 minutes minimum) of lecture and two (2) hours of out-of-class work each week. For all standard 15-week semesters of instruction, and for non-standard (condensed) and online courses the following contact times (minimums) are assigned for every one (1) credit hour based upon the specific type of learning activity:

- **Synchronous Classroom:** 1 hour of contact time and 2 hours of out-of-class work for each week of instruction
- **Laboratory:** 2-4 hours of contact time for each week of instruction
• Research/Field Work: 2-4 hours of contact time for each week of instruction
• Clinical: 2-4 hours of contact time for each week of instruction
• Simulation: 2-4 hours of contact time for each week of instruction
• Other Activities: 3 hours of contact time (Exam time can be considered part of contact time if an instructor chooses to count time spent on assessment as part of contact time)
• Asynchronous Education (i.e. Online or Distance Learning): 3 hours of student work for each week. Student work includes reading, research, online discussion, instruction, and assigned group activities, preparation of papers or presentations.

The Curriculum Committee of each College approves the number of credit hours for all courses, regardless of mode of delivery. The determination/assignment of credit hours should reflect the educational content of the course and the time required for a typical student to achieve the College’s desired outcomes.

Anesthesiology

Chair – Steven Lisco, M.D.
Student Clerkship Coordinator – Nicholas Heiser, M.D.
Curriculum Clerk – Melinda Murdock
2015 Bennett Hall
402-559-4175

ANES 720 ANESTHESIA CLERKSHIP 4 Credit Hours
ELECTIVE
The intention of this clerkship is to provide students with a broad exposure to the field of anesthesiology. Students will be given an opportunity to participate in the care of patients throughout the perioperative period-from the Pre Anesthesia Screening Clinic to the Post Anesthesia Care Unit and Intensive Care Unit. Students will also assist in providing anesthetic care as part of the Obstetric Anesthesia team and with the Acute Pain Service. All of this is in addition to caring for patients in the operating room undergoing a wide variety of surgical procedures. This diverse experience will give the student an opportunity to learn about the medical management of the perioperative patient and provide them a hands-on experience for a variety of procedures including airway management, peripheral nerve blockade, neuraxial anesthesia, venous access and invasive monitoring techniques. Other concepts emphasized will be physiology, pharmacology, fluid management, and pain control. Out clerkship also utilized the simulation lab to learn clinical skills, ACLS, and to improve decision-making in sessions with our faculty. Activity-Hours/Week. Rounds-5. Didactic conferences-3. Independent learning-10. Research project-3 OR case supervision-40.
Contact: Melinda Murdock; mmurdock@unmc.edu; 402-559-4175; BTH 2015 (Zip 4455). Location: University Hospital or VA.
Typically Offered: Each four weeks except July.
Capacity: 8.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

ANES 725 CRITICAL CARE ANESTHESIOLOGY 4 Credit Hours
ELECTIVE
Critical Care Anesthesiology (CCA) provides an opportunity to collaborate within a multi-disciplinary team lead by anesthesiologist-intensivists to provide cutting edge, patient-centered medical therapy to complex, critically ill patients. Learn to navigate the intricacies of multi-organ system dysfunction, sepsis, post-operative cardiac thoracic and surgical oncology patients, as well as mechanical cardiopulmonary support. Engage in discussions of medical ethics, end of life issues, as well as analyze interpersonal and family dynamics in a high acuity environment. This four week rotation is ideal for those medical students interested in anesthesiology, critical care medicine, internal medicine, cardiology, or surgery, or for students seeking a high-intensity educational exposure to the physiology and pathophysiology of the cardiovascular, respiratory, renal and other major organ systems. The rotation will focus its curriculum on critical care topics with related insertion, intubation, echocardiography and head-to-toe critical care ultrasonography. Multidisciplinary academic rounds will take place daily, with scheduled lectures occurring three days per week on pre-designated topics delivered during lunch by Critical Care Anesthesiology faculty.
Instructor: Dr. Arzen.
Contact: Melinda Murdock; mmurdock@unmc.edu; 402-559-4175; BTH 2015 (Zip 4455).
Typically Offered: Each four weeks August - April.
Capacity: 2.
Visiting Student Information: This course is NOT available to visiting students.

ANES 734 PAIN MANAGEMENT 4 Credit Hours
ELECTIVE
During this one month rotation the student will spend the majority of their time seeing patients at one of our clinic locations. These locations include Village Point, the UNMC main campus or Bellevue Medical Center. The student will become familiar with the treatment of chronic non-malignant pain and cancer pain. The student may participate in consultation within the hospital as well as the various interventional procedures that are done in the OR to treat pain. They will also spend time with the staff of our behavioral pain program. Activity-Hours/Week. Rounds-5. Independent learning-5. Case supervision-25 - 50. Patient evaluations-50 - 100.
Instructor: Dr. Michael Lankhorst.
Contact: Melinda Murdock; mmurdock@unmc.edu; 402-559-4175; BTH 2015 (Zip 4455).
Typically Offered: Each four weeks.
Capacity: 1.
Visiting Student Information: This course is NOT available to visiting students.
ANES 760 OFF CAMPUS ELECTIVE 4 Credit Hours
ELECTIVE
Arrangements in other medical centers can be made for extraordinary learning experiences not readily available within our facilities. Department of Anesthesiology faculty will be pleased to work with the student interested in an extramural clerkship when credit for this clerkship is desired. All arrangements for this off-campus elective and all correspondence are the responsibility of the student requesting this elective. Off-campus elective application forms must be submitted in VSAS (Visiting Student Application Services). Student MUST inform the student clerkship coordinator of their application. (See off-campus elective application procedures).
Prerequisite: Off-Campus Approval form completed.
Instructor: Dr. Hurlbert.
Contact: Melinda Murdock; murdock@unmc.edu; 402-559-4175; BTH 2015 (Zip 4455).
Typically Offered: Each four weeks.
Capacity: Variable.
Visiting Student Information: This course is NOT available to visiting students.

ANES 763 INTERNATIONAL HEALTH ELECTIVE 4 Credit Hours
ELECTIVE
This course is intended for senior medical students interested in experiencing global health care in rural settings, and will currently take place in rural Rwanda, Africa. Gitwe Hospital is a 200 bed District Hospital in Rwanda serving eight Health Centers in the Ruhango District. Opportunities exist for students to participate in multiple primary care settings as well as gain exposure to obstetric care. Interested students will spend three weeks working with community physicians as well as academic physicians affiliated with the University of Gitwe. Currently, the rotation will be offered twice per year. Ideally, students participating in the rotation will have a desire to integrate international healthcare into their career, and our primary goal is to encourage students on that path. The student will need to plan ahead for this rotation, as there are things to be accomplished before the rotation and the plane fare alone is expensive. Please contact the department for further information regarding this rotation.
Typically Offered: FALL/SPR

ANES 799 ADVANCED ANTHESIOLOGY 4 Credit Hours
ELECTIVE
This is an opportunity to select an area of interest. The student will spend a week of intense study and learning in any of several specialized areas, such as neuro-anesthesia, cardiovascular anesthesia, thoracic anesthesia, pediatric anesthesia, obstetrical anesthesia, or acute pain management (regional anesthesia). Generally, the student will select rotations on which they prefer to spend time in and will closely follow faculty and residents for a week at a time on each of the chosen rotations.
Prerequisite: ANES-720.
Contact: Melinda Murdock; mmurdock@unmc.edu; 402-559-4175; BTH 2015 (Zip 4455).
Typically Offered: Variable.
Capacity: Variable.
Visiting Student Information: This course is NOT available to visiting students.

Emergency Medicine
Chair – Michael Wadman, M.D.
Student Clerkship Director – Amy Cutright, M.D.
Student Clerkship Coordinator – Bridgette Hallock

All electives through this department are pre-arranged with Heather Noyes through e-mail – heather.noyes@unmc.edu (heather.noyes@unmc.edu).

Emergency Medicine is a time-dependent specialty that demands the immediate decision-making and timely actions necessary to prevent death or further disability for patients in health crises. It is practiced as patient-demanded and continuously available care for a patient population that is unrestricted and presents with a full spectrum of episodic, undifferentiated physical and behavioral conditions.

The student’s responsibility in the ER is to serve as the primary caregiver to the patient in conjunction with other ED staff members and the supervision of the attending physician on duty. The physician assistants and certified nurse practitioners will not supervise or evaluate medical students performing a clerkship in the ED. Students are discouraged from serving only in an information-gathering role. Students will be expected to perform a directed history and physical examination, formulate appropriate differential diagnoses, and institute a clinically indicated evaluation and treatment plan after discussion with the attending physician. This responsibility will also include abstracting information from the patient’s medical record, serially monitoring the patient for changes in clinical status and keeping the patient informed during the course of their ED evaluation. Procedures that need to be performed on a medical student’s patient will be completed by the student under the supervision of the attending physician, unless the attending physician determines that a higher level of expertise is required in order to safely complete the procedure.

As the primary physician practicing under the direction of our ED staff, your educational goals and objectives are as follows:

Course Goals
Overall Goal
The development of the student’s clinical skills, including the diagnosis and management of life-threatening conditions in the undifferentiated patient with a secondary emphasis on basic procedural skills.

Goals
1. The student will be able to perform a directed, problem-focused history and physical examination.
2. The student will formulate a differential diagnosis addressing urgent and emergent conditions consistent with history and physical examination findings.
3. The student will demonstrate proficiency in basic patient care and monitoring procedures.
4. The student will become proficient in basic wound management.
5. The student will become proficient in basic splinting/immobilization techniques.
6. The student will become proficient in basic EKG interpretation.
7. The student will develop interpersonal skills and professional attributes necessary to provide care in the Emergency Department.
8. The student will under the role the Emergency Department plays in the greater health care system and how the Emergency Physician may facilitate patient care, including pre-hospital care.
EMED 733 E.R. UNMC 4 Credit Hours
ELECTIVE
This is an experience at the Nebraska Medical Center University Hospital, which will show the operation of an emergency department in a large community by full-time faculty of the College of Medicine and allows students direct patient contact under supervision of an attending physician. In addition, the rotation includes wound care and a procedure lab, extremity injury, and immobilization lab simulation, required reading (textbooks provided at no cost) and a post-test. Paramedic squad observation will be offered, but is not mandatory. Instructor: Dr. Amy Cutright.
Contact: Bridgette Hallock; bridgette.hallock@unmc.edu; 402-559-2571; UT 3202B (Zip 1150). Typically Offered: Each four weeks.
Capacity: 4.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

EMED 734 HYPERBARIC AND UNDERSEA MEDICINE 4 Credit Hours
ELECTIVE
Undersea and hyperbaric medicine specialists work with other physicians to treat infectious, traumatic, radiation, surgical and iatrogenic emergencies. This is highly specialized work founded on a large and rapidly progressing literature base. Hyperbaric treatments are advocated by specialists in oral maxillofical surgery, trauma surgery, infectious disease, internal medicine, pediatrics, toxicology, orthopaedics, critical care and other fields as highly efficacious, scientifically sound, and fiscally responsible. Medical students in those schools associated with hyperbaric facilities learn state of the art treatment of medical and surgical emergencies, including air gas embolism, necrotizing fasciitis, gas gangrene, osteomyelitis, radiation injuries, sudden hearing loss, sudden vision loss, avascular necrosis, gas toxicities, decompression illness, thermal burns and comprised flaps or grafts. This course is designed to introduce the student to the principles of hyperbaric, diving and undersea medicine. The student will have the opportunity to observe monoplace hyperbaric medicine treatments and will review theory of the use of hyperbaric in the 14 UHMS approved therapies. Complication and controversies of HBO use will be discussed in lecture format. The student will review common wound problems, diabetes infection, nutrition, venous stasis and arterial insufficiency. Students will be exposed to patients with radiation injury, diabetic wounds, vascular issues and infectious issues such as osteomyelitis and necrotizing fasciitis. Didactics will include undersea and diving related topics such as gas embolism, decompression illness, inert gas narcosis, barotrauma, and marine envenomations and environmental illness. The Hyperbaric Medicine Center at UNMC is the only 24-hour per day hyperbaric medicine referral center with critical care capability from Des Moines to Denver and Kansas City to Minneapolis.
Instructor: Dr. Jeffrey Cooper.
Contact: Bridgette Hallock; bridgette.hallock@unmc.edu; 402-559-2571; UT 3202B (Zip 1150). Typically Offered: Each four weeks.
Capacity: 1.
Visiting Student Information: This course is NOT available to visiting students.

EMED 761 E.R. OFF CAMPUS 4 Credit Hours
ELECTIVE
Special off-campus electives in Emergency Medicine at other medical centers can be arranged for an extraordinary learning experience not regularly available within the department. Any student interested in this elective may choose their experience or ask for suggestions from the EM Clerkship Director. An Off-Campus Elective Application form must be signed by the student’s advisor then submitted to the Emergency Medicine Department clerkship director for approval. The primary concern is to identify a responsible and acceptable faculty-in-absentia who will assure an active clerkship and offer an evaluation of performance.
Prerequisite: Off-Campus Approval form completed.
Contact: Bridgette Hallock; bridgette.hallock@unmc.edu; 402-559-2571; UT 3202B (Zip 1150). Typically Offered: Variable.
Capacity: Variable.
Visiting Student Information: This course is NOT available to visiting students.

Family Medicine
Chair – Michael Sitorius, M.D.
Medical Student Education Director – Mindy Lacey, M.D.
Scheduling Coordinator – Jolene Wees
Room 2520 MSB
402-559-9327

The objective of this department is to prepare students to carry out their functions as leaders and coordinators of health care teams as they provide access to the health system and assume continuing responsibility for the management of patients over a long period of time. More specifically, the program is designed to do the following:

1. Provide a stimulating experience in a model of family medicine, which will infuse the student with a philosophy of family medicine and an understanding of the role of the family physician.
2. Help the student acquire excellent skills in diagnosis, treatment and management of patients and technical procedures appropriate for family medicine.
3. Help the student acquire the knowledge and appropriate depth in various fields of medicine encompassed by family medicine.
4. Provide opportunity for the student to develop mature clinical judgment and appreciation of the limitation of his or her competence.
5. Provide understanding of research and methodology in problems relating to the delivery of health services.
6. Encourage students to develop life-long habits of learning and an understanding of the role of continuing education in maintaining professional excellence.
7. Encourage students to examine the viability of rural family medicine.

Electives offered are directed at offering varying experiences in Family Medicine for those interested in the career field or others who are choosing more restricted fields and wish to broaden their experiences.
FMED 720 FMLY HLTH CNTR-UNMC 4 Credit Hours
ELECTIVE
This is a clinical experience in the Family Health Center at UNMC. Includes experience in treating adults and children with acute and chronic illnesses. This rotation covers all aspects of Family Medicine in an outpatient setting in addition to exposure to preventive medicine and surgical procedures done in the Family Medicine office and alternative health care systems. Students are also welcome to participate in Family Medicine seminars. Activity-Hours/Week. Rounds-9 during Inpatient Week. Didactic conferences-5. Independent learning-5. Independent patient care-30. NOTE: Addition of inpatient, OB, geriatric, or procedural experience could be arranged on an individual basis.
Instructor: Dr. Douglas Wheatley and staff.
Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075).
Typically Offered: Each four weeks except July and August.
Capacity: 1. Location: Durham Outpatient Clinic.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

FMED 722 HEALTH CENTER/BELLEVUE MEDICAL CENTER 4 Credit Hours
ELECTIVE
A clinical experience at the University satellite clinic located at 36th Street and Highway 370. This rotation covers all aspects of Family Medicine in an outpatient setting in addition to exposure to preventive medicine and surgical procedures done in the Family Medicine office and alternative health care systems. Full-time and volunteer faculty. Activity-Hours/Week. Rounds-0. Didactic conferences-5. Independent learning-5. Independent patient care-30. NOTE: Addition of inpatient, OB, geriatric, or procedural experience could be arranged on an individual basis.
Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075).
Typically Offered: Each four weeks except July and August.
Capacity: 1. Location: Bellevue Medical Center.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

FMED 723 FMLY HLTH CNTR-OAKVIEW 4 Credit Hours
ELECTIVE
An exposure to all aspects of Family Medicine in a private office setting based at the Oakview Medical Associates. This rotation covers all aspects of Family Medicine in an outpatient setting in addition to exposure to preventive medicine and surgical procedures done in the Family Medicine office and alternative health care systems. Located at 2727 South 144th Street, Suite 140, Omaha, Nebraska. NOTE: Addition of inpatient, OB, geriatric, or procedural experience could be arranged on an individual basis. Activity-Hours/Week. Rounds-0. Didactic conferences-5. Independent learning-5. Independent patient care-30.
Instructor: Dr. Douglas Inciarte and Staff.
Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075).
Typically Offered: Each four weeks except June, July and August.
Capacity: 1. Location: Oakview Medical Associates.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

FMED 727 INPT SERVICE-UNMC 4 Credit Hours
ELECTIVE
Students are given externship responsibilities commensurate with experience under the direct supervision of the Family Medicine Chief Resident and inpatient attending physician. The inpatient service admits patients from the three Family Medicine Clinics, from the E.R. or Family Medicine referral patients from outstate Nebraska. Activity-Hours/Week. Rounds-20. Didactic conferences-5. Independent learning-5. Research project-0. Independent patient care-20. NOTE: Addition of inpatient, OB, geriatric, or procedural experience could be arranged on an individual basis.
Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075).
Typically Offered: Each four weeks except July and August.
Capacity: 1. Location: UNMC.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

FMED 730 LINCOLN GEN HOSPITAL 4 Credit Hours
ELECTIVE
A clinical experience, both inpatient and outpatient, in Family Medicine. This rotation is coordinated through the Department of Family Medicine with the Lincoln Residency Program. For housing information only, contact Susan Vrbka at the Lincoln Family Practice Program (402-327-6911). To begin the application process, contact Jolene Wees. Activity-Hours/Week. Rounds-15. Didactic conferences-5. Independent learning-2. Research project-1. Independent patient care-20.
Prerequisite: Pre-arranged with Susan Vrbka; 402-327-6911.
Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075).
Typically Offered: Each four weeks.
Capacity: 1. Location: Lincoln Family Medicine.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

FMED 732 FAM MED-CLARKSON 4 Credit Hours
ELECTIVE
This is a four-week clinical experience, both inpatient and outpatient, in Family Medicine. This rotation is coordinated through the Department of Family Medicine with the Clarkson Family Medicine Residency Program. The purpose of this rotation is to allow senior students the opportunity to experience the daily practice of clinical community based Family Medicine through care of patients in the inpatient setting under the guidance of Family Medicine residents and faculty. Activity-Hours/Week. Rounds-Approximately 1.5 hours per day. Didactic conferences-3 days per week. Independent learning-Optional. Research project-No. Independent patient care-Variable: initial contact with supervision.
Prerequisite: Pre-arranged with Bev Hilburn; 402-552-2042.
Instructor: Dr. Roger Massie.
Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075).
Typically Offered: Each four weeks.
Capacity: 1. Location: Clarkson Family Medicine.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.
FMED 733 RURAL TRAINING TRACK 4 Credit Hours
ELECTIVE
This is a four-week campus clinical experience, both inpatient and outpatient, in Family Medicine at one of the existing Family Medicine rural training track Family Medicine residency sites. The purpose of this course is to allow senior medical students who are interested in the rural training track residency program to perform a clinical rotation at one of these sites. Questions regarding the elective -Contact Dr. Jeff Harrison at 402-559-8252. Activity-Hours/Week. Rounds-6. Didactic conferences-4. Independent learning-5. Research project-0. Independent patient care-25-30.
Instructor: Dr. Jeff Harrison.
Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075).
Typically Offered: Each four weeks.
Capacity: 1. Location: Variable.
Visiting Student Information: This course is NOT available to visiting students.

FMED 735 ONE WORLD 4 Credit Hours
ELECTIVE
This is a four week course for senior medical students who have basic conversational ability in Spanish. Students will be vetted by a OneWorld employee via telephone prior to rotation to ensure their Spanish capabilities are adequate to ensure a fulfilling rotation. This elective is a community health center based Family Medicine rotation with greater than 50% of the patients speaking Spanish. Students will interview and examine patients, practicing and improving their Spanish while being supervised by the OneWorld attendings. Grade is based on attendance, enthusiasm, discretion and professionalism with patients and support staff, written notes, and final case report (done in Spanish). OneWorld (Contact Tay Orr at 402-502-8860 or by e-mail at torr@oneworldomaha.org). Activity-Hours/Week. Rounds-1-2. Didactic conferences-2. Independent learning-4. Research project-10. Patient care-20.
Prerequisite: Spanish Proficiency via telephone interview.
Instructor: Dr. Alex Dworak.
Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075).
Typically Offered: Each four weeks.
Capacity: 2. Location: OneWorld Community Health Center.
Visiting Student Information: This course is NOT available to visiting students.

FMED 737 DOMESTIC VIOLENCE 4 Credit Hours
ELECTIVE
A four-week immersion experience in domestic violence, prevention and treatment using a bio-psychosocial community health model. During this course the student will: Define domestic violence. Describe the history, prevalence, incidence, prevention and treatment of domestic violence. Complete a literature search on domestic violence and read selected journal articles and other material prior to starting other course activities (first week of rotation). Participation in observational activities, including, but not limited to: Two nights on call with domestic violence medical advocates in the UNMC Emergency Room. Two eight-hour shifts with officers of the Omaha Police Department (OPD) Domestic Violence Unit. One day with professionals and victims in the YWCA Women Against Violence (WAVE) program. One day in a domestic violence shelter. Two days attending court cases (Court Watch) involving victims of domestic violence and meeting with members of the Douglas County Attorney’s Office who deal with domestic violence. Participating in at least one meeting of a batterer’s treatment group. Prepare a written report or A-V presentation to be presented at an appropriate venue in the Department of Family Medicine. Follow at least one domestic violence victim through the initial treatment and referrals.
Instructor: Dr. Paul Paulman.
Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075).
Typically Offered: Variable.
Capacity: 2.
Visiting Student Information: This course is NOT available to visiting students.
FMED 738 PREVENTIVE MEDICINE 4 Credit Hours
ELECTIVE
The overall goal of the preventive medicine elective is to enhance the student’s knowledge, attitudes, and skills in preventive medicine at both the individual patient and population/community levels. This goal will be achieved by in-depth review and discussion of the guidelines of the U.S. Preventive Services Task Force and the Community Preventive Services Task Force using a Preventive Problem-Based Learning format. Additional learning activities include patient care with an emphasis on clinical prevention and visits to the Douglas County Health Department, Nebraska Health and Human Services, and private community agencies. The student will: Develop skills in the following areas:
- Performing a prevention-focused history, including identification of age and gender specific risk factors and previous screening tests/exams and immunizations;
- Performing an appropriate prevention-focused physical exam;
- Ordering appropriate screening tests, preventive medications and immunization.

Improve communication skills, specifically motivational and behavioral change counseling skills incorporating social and cultural environmental factors to improve the overall health of patients. Discuss the risk factors and evidence-based interventions for the following topics and conditions:
- Immunizations, preventive medications, cardiovascular disease, cancer, infectious diseases, metabolic diseases, cognitive function, depression, sexually transmitted diseases, contraception, substance use, physical activity, nutrition, injury prevention, and dental/oral health.

Obtain/critique/develop patient education materials. Identify and utilize resources, as needed, including the full range of social, educational, civic, religious, and health care organizations (both formal and informal, private and public) that relate directly or indirectly to prevention and public health.

Prerequisite: Re-arranged with Dr. James Medder.
Instructor: Dr. James Medder.
Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520
Typically Offered: July.
Capacity: Variable.
Visiting Student Information: This course is NOT available to visiting students.

FMED 739 SHARING 4 Credit Hours
ELECTIVE
During the fourth year, the student will participate in a student run clinic for the underserved by assisting the student administrators and by providing patient care. The student will also attend SHARING Board meetings and complete a clinical quality improvement project mutually agreeable to the student and the Board. Methods of Instruction: 1 to 1 clinical precepting and mentoring CQI project Faculty facilitated clinic administration. Independent research and study of CQI project. During the senior year, the student will attend one evening clinic session (3-4 hours) for each of three SHARING clinics during eight four-week elective periods for a minimum of 24 visits during the year; additional visits may be required during some months to compensate for off-campus elective time and when these activities conflict with required activities of other electives, such as night call. In addition, students will attend SHARING Student and Faculty Board Meetings (2-3 hours per month over the noon hour) and complete the quality improvement project (approximately 4-6 hours per month) by the end of March. Responsibilities to the SHARING Clinic throughout the M4 year DO NOT take precedence over the elective for which the student is registered in each of the other months. Students are responsible for arranging their SHARING visits each month after they have received the schedule for their elective that month.
Instructor: Dr. Paul Paulman and Dr. James Medder.
Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075).
Typically Offered: April.
Capacity: 4.
Visiting Student Information: This course is NOT available to visiting students.

FMED 750 INTERNATIONAL HEALTH 4 Credit Hours
ELECTIVE
The course offers students the opportunity to participate in a health care setting in a foreign country. Students’ responsibilities, performed under the supervision of trained medical personnel, may include work in clinics and hospitals; home visits with community health workers, and health education. In addition, the student will also participate in a brief orientation and debriefing on campus. Elective in China (FMED-750) ~ 6 students per month. Questions regarding the China experience ~ Please call Lenal Bottoms at (402-559-3791). This elective is designed to give students experience in practicing in the unique environment of China. This one-month elective is based at the University Hospital of Shanghai Jiao Tong University School of Medicine, a 1,600-bed hospital and the principal teaching hospital of SJTUSM. The focus of this elective is to learn about the differences between the health care systems of the US and China. Students will work alongside Chinese medical students and attending faculty. The city of Shanghai is the "hotspot of modern China", with a population of 17,000,000. There are many sightseeing opportunities available in China, also, including the Great Wall, Xian City, as well as several areas within Shanghai. This experience must be pre-approved and set up through the Asia Pacific Rim Development Program Office.
Prerequisite: Pre-arranged with Sara Pirtle, International Health and Medical Education (402-559-2924).
Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075).
Typically Offered: Each four weeks.
Capacity: Variable. Location: Variable.
Visiting Student Information: This course is NOT available to visiting students.
**FMED 753 COMPETENT CARE FOR LGBT 4 Credit Hours**

**ELECTIVE**

Lesbian, gay, bisexual, and transgendered (LGBT) individuals have a set of unique health concerns and problems, including higher rates of depression, suicide attempts, alcoholism, cardiovascular disease, some cancers, and sexually transmitted diseases. Their special needs are often overlooked or ignored due to transparency of LGBT individuals and their avoidance of routine healthcare due to a real or imagined fear of discrimination and rejection by physicians. Although a significant segment of society is gay or lesbian, physicians receive minimal formal training in their care. The goal of this elective is to provide the specific training needed for physicians to effectively deal with the healthcare concerns and to provide medically and culturally competent healthcare to this sexual minority and vulnerable population. At the end of this four-week elective, students will be able to: * Define psychosocial issues and risks of self-disclosure by LGBT individuals. * Identify barriers to healthcare for LGBT individuals and methods to overcome those barriers. * Demonstrate appropriate history taking and interviewing skills to foster patient trust. * Identify and successfully address the unique healthcare problems facing LGBT individuals. Learning activities include patient care experiences with the LGBT population, assigned readings, lectures, case discussions, simulations, and visits to LGBT agencies and organizations. Faculty permission is required prior to registration. Instructional methods: Through assigned readings, didactic lectures, seminars and panel discussions, students will learn about the healthcare issues of the LGBT community that impact their health, such as coming out, non-normative stressors, family planning, etc. A series of case discussions and simulations will be conducted to demonstrate comprehension of didactic material. Clinical practice opportunities will be held during the elective for direct patient encounters with members of this population, including clinics with Dr. Mark Goodman and Dr. Susan Swindells (HIV/ID Clinic). (Dr. Goodman’s patient population varies from 25-90% LGBT patients on any given day; students will be directed to the care of LGBT patients while in these practices/clinics.) Each student will keep a reflective journal in which the student will record his/his observations and analysis of patients seen and sites visited. This journal will be reviewed with the student by faculty. Visits to various agencies will be arranged and include the following: * PFLAG (Parents, Families, and Friends of Lesbians and Gays) meeting. * GSA (Gay Straight Alliance) meeting at Creighton/UNO. * Meeting with legal counsel to address access to care and others concerns regarding insurance coverage. * Weekend training with NAP (Nebraska AIDS Project) and counseling/testing site experience at either NAP or Douglas County Health Department. * Palliative care for those with AIDS. Activity-Hours/Week. Didactic conferences-6. Independent learning-12. Reflective journal-2. Patient care-12. Agency site visits-8. Prerequisite: Pre-arranged with Dr. James Medder. Instructor: Dr. James Medder and Dr. Gary Beck Dallaghan. Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075). Typically Offered: March. Capacity: Variable. Visiting Student Information: This course is NOT available to visiting students.

**FMED 760 PRIV PRACTICE OFFICE 4 Credit Hours**

**ELECTIVE**

This elective offers a chance to participate in and observe private practice in family physicians’ offices in Omaha. An off-campus elective application form must be submitted for this experience. (See Off-Campus Elective Application procedures). Please note: you will need to contact the Family Medicine Department and let them know where you plan to complete this rotation before you begin this rotation. Prerequisite: Off-Campus Approval form completed. Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075). Typically Offered: Each four weeks. Capacity: Variable. Location: Omaha area Private Practice offices. Visiting Student Information: This course is NOT available to visiting students.

**FMED 761 OFF CAMPUS ELECTIVE 4 Credit Hours**

**ELECTIVE**

This elective offers a chance to participate in and observe an off-campus elective in an out of state locale of the students’ choice. An off-campus elective application form must be submitted for this experience. (See Off-Campus Elective Application procedures). Please note: you will need to contact the Family Medicine Department and let them know where you plan to complete this rotation before you begin this rotation. Prerequisite: Off-Campus Approval form completed Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075). Typically Offered: Each four weeks. Capacity: Variable. Location: Variable. Visiting Student Information: This course is NOT available to visiting students.

**FMED 799 RESEARCH 4 Credit Hours**

**ELECTIVE**

The student may select a project in which he is particularly interested and with the approval of the faculty, may pursue this project intensively for four weeks. Such projects might be concerned with the delivery of health care or with the value of screening procedures. Faculty advice will be given and the research project will be structured. Prerequisite: Pre-arranged with faculty advisor through Jenenne Geske; 402-559-6758. Contact: Jolene Wees; jolene.wees@unmc.edu; 402-559-9327; MSB 2520 (Zip 3075). Typically Offered: Each four weeks. Capacity: Variable. Visiting Student Information: This course is NOT available to visiting students.

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**Internal Medicine**

Chair: Debra Romberger, M.D.

M3 Student Clerkship Director/David V. O’Dell, M.D.

M4 Student Director: Allison Ashford, M.D.

Jill McIntosh-Carnes, Education Programs Coordinator

MSB 5585, 402-559-6422, jill.mcintoshcarnes@unmc.edu
**IMED 714 DERM OMAHA/LINCOLN 4 Credit Hours**

**ELECTIVE**

This full time elective is spent away from University Hospital, with a volunteer dermatologic faculty member in their private practice. Activity-Hours/Week. Rounds-35. Didactic conferences-0. Independent learning-0. Research project-0. Independent patient care-0.

Instructor: Dr. Rex Largen (Lincoln).

Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).

Typically Offered: July and January.

Capacity: 1.

Visiting Student Information: This course is NOT available to visiting students.

**IMED 717 INPATIENT MICU 4 Credit Hours**

**ELECTIVE**

A Nebraska faculty intensivist attends regularly on the VA CCM team, alternating every month with a Creighton faculty intensivist. Objectives.

Evaluate and assist in management of patients with acute presentations of common medical problems. Describe ventilator changes requires for a patient on mechanical ventilation based on ABG. interpretation. Define the various types of shock and describe their management. Categorize the variety of vasoactive medications and their use in clinical situations.

This clerkship offers opportunity for participation in the management of acutely ill patients, working closely with an ICU supervisory resident, the pulmonary and critical care fellow and attending physician. As a Subinternship, clinical expectations will include primary responsibility for all patients assigned to their care, writing a note each day on their patients to be cosigned by the supervising resident and attending physician, active participation on rounds, and the option of taking in-house overnight call with their supervising resident. Learning objectives for this rotation include management of respiratory failure, acute coronary syndrome, acute and chronic renal failure and hyperglycemia among others. The students will be expected to learn interpretations of chest radiograph and common dysrhythmias. They will participate in bedside procedures and they will be expected to be able to evaluate and recognize patients with a variety of life threatening disorders and participate in their management. The student will be enrolled in a Blackboard Critical Care Medicine course containing various lectures and content and to attend any scheduled didactic lectures. Honors work will require enthusiasm and initiative, as well as student presentations to the CCM team of clinical topics related to clinical problems. This ICU rotation is appropriate for a motivated student seeking a moderate intensity of critical care medicine. Activity-Hours/Week. Rounds-24. Didactic conferences-9. Independent learning-Blackboard CCM course, approx.3 hrs./week. Research project-None. Independent patient care-Not expected. Procedures-2. Any leave requests, either for residency interviews or other needs should be cleared with the attending physician by calling Sheryl Latenser; 402-559-8115.

Instructor: Dr. Craig Piquette and Omaha VA Medical Center ICU Staff.

Contact: Ron Bechdolt; rbechdolt@unmc.edu; 402-559-8689; MSC 4031 (Zip 5525).

Typically Offered: Each four weeks (the commitment is year round).

Capacity: Variable.

Visiting Student Information: This course is NOT available to visiting students.

**IMED 718 HISTORY & PHYSICAL TEACHING ASSISTANTSHP 4 Credit Hours**

**ELECTIVE**

This elective no longer meets the senior selective requirement for the senior year. You will be assigned to a small group of M1 students in HP practice small groups. You will also assist in other M1 and M2 HP teaching assessment activities. Your level of participation will depend on the number of planned activities, the number of M4s participating and individual and group schedules. M4 Student Requirements (Approximate) First Semester *Training session (TBA) 1 hour *4 small group session (1 hour each) 4 hours *Session prep time/review M1 assignments 4 hours *Assist with M1 OSCE 8 hours *Assist with OSCE 6 hours *Review M2 HP write-ups 4 hours No more than ~29 hours. M4 Student Requirements (Approximate) Second Semester *4 small group sessions (1 hour each) 4 hours *Session prep time/review M1 assignments 8 hours *Assist with M1 GYN workshop 4 hours *Assist with M1 OSCE 8 hours *Assist with M2 OSCE 6 hours *Review M2 HP write-ups 8 hours *Assist with M1 suture lab 4 hours. No more than ~42 hours. Total ~ 71 hours. *Time Commitment will vary but will not exceed 71 hours for the year.

Instructor: Dr. Regan Taylor,

Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).

Typically Offered: Each four weeks.

Capacity: 1. Location: Omaha VA.
**IMED 720 ADULT CARDIOLOGY 4 Credit Hours**

ELECTIVE

Educational Goals and Objectives: Knowledge Base. The student will:

- Begin to develop the acumen to obtain a detailed history from cardiac patients focusing on the pertinent aspects pertaining to the particular diagnosis or chief complaint as well as other medical diagnoses that either are included in the differential or will have an impact on the evaluation and treatment of the cardiac problem. Specific symptom complexes include but are not limited to: 1. History of chest pain. 2. History suggestive of heart failure. 3. Syncope. 4. Cardiac Pre-operative evaluation. Learn the proper techniques for a detailed cardiac examination to include: 1. Complete cardiac examination; 2. Examination for valvular diseases; 3. Examination for heart failure symptoms. Correlate the physical examination in a "bidirectional" manner. The student will learn how the history directs the key points of the physical examination and similarly how the examination aids in coming to the correct diagnosis. Understand how to implement guideline-driven care of the cardiac patient. Develop and understand the rationale for cost-effective and appropriate testing required to confirm a diagnosis and implement treatment. Acquired Skills. The student will apply the knowing base to: Perform the cardiac examination. Interpret the electrocardiogram. Learn how to perform and write-up a good history and physical. Learn basic coronary anatomy and the correlation to the ECG in ischemic syndromes. Learn the appropriate rationale for ordering tests for the cardiac evaluation. The Cardiology Service. The UNMC Service. The University service is both a primary and consultative service. It generally consists of a faculty member and a fellow of which the faculty rotate in two-week blocks. The fellow is on the service for the entire month. There are 3-4 internal medicine residents, Emergency Medicine, Family Medicine, Anesthesia and Pharmacy residents on the inpatient service. A nurse coordinator is also part of the team. The team usually meets for pre-rounds in the conference room on the 7th floor of the Clarkson Tower with the fellow on the service. Attending rounds usually follow but may vary depending on the faculty member. All students will have a pager for the month, which will be distributed by the Education Coordinator. Students will generally be assigned no more than 3-4 patients while on the service which they will follow until discharge or the student rotates off the service. The student should write daily notes on the patient as designated by the fellow on the service who essentially will be the "team leader." Students are expected to attend at least four conferences per month and review assigned articles. ECG review will be scheduled as time permits. Students are not required to round on the weekends but can do so if they so choose. Educational resources. A list of relevant reading resources will be provided by the fellow. Evaluations. The faculty, fellow and residents will evaluate the student by standard process. There is no examination at the end of the rotation. The students will be evaluated on their ability to be a team member and their skills for evaluation and treatment of the patients they follow. Pre-requisite: Pre-arrange with Tuwanda Mayberry; 402-559-9268. Instructor: Dr. John Windle and staff. Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055). Typically Offered: Each four weeks. Capacity: 4.

Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

**IMED 720A ADULT CARDIO METH/IMM 4 Credit Hours**

ELECTIVE

Four (4) weeks of inpatient and outpatient cardiology. Student will see consultations (with supervision) and review lectures in various aspects of Cardiology. Student will have an opportunity, if they wish, to observe interventional cardiology, electrophysiology and cardio-thoracic surgery procedures, as well as covering aspects of non-invasive cardiology including indications and benefits of non-invasive testing. Didactics: Acute Coronary Syndrome, Congestive Heart Failure, pacing and anti-arrhythmics, rheumatic heart disease and murmurs, ECG and coronary artery disease, and cardiac rehabilitation and prescription. Activity-Hours/Week. Rounds-10 hours/week during inpatient service. Didactic conferences-1 hour/week. Independent learning-4 hours/week. Research project-0. Independent patient care-10 hours/week during inpatient service. Clinic-40 hours/week during outpatient service. There is additional paperwork to be completed for the hospital so it is advisable to start this paperwork 2-3 months in advance of your scheduled date. Pre-requisite: Additional paperwork to be completed 2-3 months before scheduled rotation. Instructor: Dr. S. George Sojka and staff. Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055). Typically Offered: Each four weeks. Capacity: 1. Location: Immanuel Hospital.

Visiting Student Information: This course is NOT available to visiting students.

**IMED 722 GENERAL MEDICINE 4 Credit Hours**

ELECTIVE

In this period of one month, this elective will review basic concepts in Internal Medicine, EKG, problem-solving and Introduction to Journal Club. Activity-Hours/Week. Rounds-0. Didactic conferences-7.5. Independent learning-4. Research project-0. Independent patient care-0. Small Groups-15. Instructor: Dr. David O'Dell and Dr. J. Scott Neumeister. Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055). Typically Offered: July, August, October and November. Capacity: 6 min for class to be held - 18 maximum. Visiting Student Information: This course is NOT available to visiting students.
IMED 723 DIAB, ENDO & METAB 4 Credit Hours
ELECTIVE
Each student will have direct management responsibility for care of patients on the Diabetes, Endocrinology and Metabolism Service under the supervision of house officers, Endocrine fellows, and staff. Particular emphasis is placed on the diagnosis and treatment of those endocrine disorders encountered with the greatest frequency in the practice of medicine; specifically, diabetes mellitus and thyroid diseases. Students may decide if they would prefer to do the rotation predominantly in the outpatient clinic, predominantly on the inpatient service, or have an equal mix of both. There will be adequate opportunity to acquire a working understanding of the complex diagnostic approaches for other endocrine disorders (adrenal, pituitary, reproductive problems, lipid disorders and osteoporosis). All students will give a 15 minute presentation on an endocrine topic of their choice by the end of the rotation. Activity-Hours/Week. Rounds-6 to 20. Didactic conferences-4. Independent learning-3. Research project-0. Independent patient care-4. Clinic-6 to 20.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: 3.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

IMED 724 GASTROENTEROLOGY 4 Credit Hours
ELECTIVE
The Gastroenterology and Hepatology elective emphasizes the correlation of the basic science principles of physiology, pharmacology, and pathologic anatomy to clinical consultative gastroenterology. The two medical center locations utilize an inpatient consult service; neither are primary care services. Active student participation in the patient management team, in both ambulatory clinic and hospital settings, is required and will emphasize bedside discussion, as well as attendance at regular scheduled conferences. There will be one position available monthly at each medical center.
Instructor: Dr. Mailliard and Division Faculty.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: 2.
Visiting Student Information: This course is NOT available to visiting students.

IMED 726 INFECTIOUS DISEASE 4 Credit Hours
ELECTIVE
During this rotation students spend time on the general Infectious Disease consult service. They will gain practical experience in the evaluation and management of numerous common and unusual infections along with training in the pathogenesis and prevention of infections. A series of formal, one hour didactic sessions on ID topics (e.g. antibiotics, outpatient ID, infections in immunocompromised hosts, nosocomial infections, and HIV) is presented during the month. Clinical microbiology training is also included with both lecture and lab time. Students attend and may have the opportunity to present at the weekly City-wide Infectious Disease Care Conference where unusual or interesting ID cases are presented and discussed. Time in the HIV/AIDS clinic is also a component. Activity-Hours/Week. Rounds-20. Didactic conferences-4. Independent learning-6. Research project-Negotiable. Independent patient care-10.
Instructor: Dr. Van Schooneveld.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: 2.
Visiting Student Information: This course is NOT available to visiting students.

IMED 727 RENAL 4 Credit Hours
ELECTIVE
The nephrology rotation is offered continuously as a four-week rotation at the University of Nebraska Medical Center. Students participate in the evaluation and treatment of inpatients and outpatients with renal disease, hypertension, and electrolyte/acid-base disorders. Daily inpatient rounds are oriented to bedside teaching and are supplemented by a seminar and lecture series on the range of nephrology topics important for primary care and specialists. Students see patients for initial evaluation and follow-up with the nephrology team. Students are encouraged to participate in any of the six nephrology and transplant clinics that are available weekly. There are at least three scheduled conferences every week. By special request, additional students may take the nephrology rotation as a research or basic science reading course under the direction of an individual faculty member. Activity-Hours/Week. Rounds-15. Didactic conferences-3. Independent learning-5. Research project-0. Independent patient care-10.
Instructor: Dr. Plumb, Dr. M. Florescu and Dr. Miles.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each for weeks.
Capacity: 3.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.
IMED 727A RENAL-CLARKSON 4 Credit Hours
ELECTIVE
This course is designed to introduce the student to inpatient nephrology, including the fluid and electrolyte abnormalities common in patients with acute renal failure, the clinical situations involved in development of acute renal failure, and the appropriate therapy. Chronic renal failure also will be stressed in the rotation, with everything from drug therapy to hemodialysis and peritoneal dialysis being reviewed. Activity-Hours/Week. Rounds-20. Didactic conferences-3. Independent learning-2-12. Research project-0. Independent patient care-20. Dialysis-3.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: 1. Location: Clarkson.
Visiting Student Information: This course is NOT available to visiting students.

IMED 728 END OF LIFE CARE 4 Credit Hours
ELECTIVE
This elective is designed to provide students with a variety of experiences in end-of-life care. Students will improve their ability to provide competent care at the end of a person's life and increase their knowledge of available resources to assist patients and their families. Activities include: 1. Core lectures and readings include:* Family Meeting: Making a Big Decision * Common Symptoms Their Management * End of Life Care in the ICU (Withholding/Withdrawing Treatment) * Pain Management: A Pharmacist's Perspective * How to Pronounce a Patient and Complete a Death Certificate. 2. Participation with a community based hospice team by:* making home visits, nursing home visits and visiting Omaha's only Residential hospice (Hospice House) * attending interdisciplinary hospice team meeting and working with key members of the team; 3. Working with a hospice medical director; 4. Participate in the Advance Care Team at the Omaha VA. Medical Center. 5. An oral presentation (15-30 minutes) on a topic related to hospice and care of the dying is expected. This should be a topic that the student can continue to use in the future to teach others about care of dying patients. Other opportunities are available based on the interest of the student. These may include working with a pain specialist in an outpatient pain clinic; a pharmacist specializing in pain management, a radiation oncologist, visiting a local funeral home or a community bereavement resource center. Scheduling is flexible and students may arrange the schedule around interviews and other activities. Activity-Hours/Week. Rounds (Palliative Care at VA)-4-6. Didactic conferences-2. Independent learning-16. Oral presentation prep-2. Independent patient care-0. Home Visits-10. Site Visits-4. Hospice Administration-1.
Instructor: Dr. Cahterine Eberle, Dr. Debra Romberger, and Dr. William Lyons.
Contact: Travis Weyant; tweyant@unmc.edu; 402-559-3964; HIC 3003 (Zip 6155).
Typically Offered: Each four weeks.
Capacity: 3.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

IMED 730 ONCOLOGY/HEMATOLOGY 4 Credit Hours
ELECTIVE
To offer a comprehensive experience in the Division of Oncology/Hematology, the course now offers a one-month inpatient and outpatient rotation that emphasizes evaluation and decision-making in these two subspecialty fields. Over the one month elective there is a two-week rotation on the general oncology inpatient service, one week on the hematology consult service and numerous outpatient clinics throughout the month. The clinics are somewhat subject-oriented and sometimes are conducted simultaneously. Areas from which to select include lymphoma, breast cancer, lung cancer, GI, GU, head and neck cancer, non-malignant hematology including coagulation disorders, and CNS/brain cancer. A half day is also spent in the cancer treatment area, pharmacy and radiation oncology. Opportunities to observe and perform special procedures including bone marrow aspiration, bone marrow biopsy, paracentesis and thoracentesis may also occur. Core curriculum subjects are also discussed for 30 minutes before inpatient rounds with residents several times each week. There are also one hour course conferences with the fellows once or twice a week that the student can attend. In addition, students are welcome to attend multiple multidisciplinary oncology case conferences, hematology morphology conferences and various other didactic teaching happening in the section. Students are also assigned tasks and given opportunities for independent learning and presentations. Activity-Hours/Week. Rounds-Up to 30. Didactic conferences-4-5. Independent learning-Unlimited. Research project-if desired. Independent patient care-Up to 20-30 hours in clinic.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: 2.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.
IMED 733 PULMONARY 4 Credit Hours
ELECTIVE
Objectives: Outline the daily inpatient care of a patient with cystic fibrosis. Evaluate and outline management of a patient with COPD exacerbation. Outline the work-up of a patient presenting with interstitial lung disease. Describe the evaluation of the level of control of asthma. Evaluate and outline management of a patient with chronic cough. This elective is designed to provide the student with a practical background in Pulmonary Medicine. The students on the service will evaluate hospitalized pulmonary patients with the Pulmonary Consult Team; perform inpatient pulmonary consultations and evaluate patients in the UNMC Pulmonary Clinic. The course includes experience in the management of both simple and complex pulmonary problems, including primary care of cystic fibrosis, pulmonary hypertension and lung transplant patients. The students will review interpretation of arterial blood gases and pulmonary function tests with residents and fellows. A Blackboard course on Pulmonary Medicine is available and a number of didactic lectures are scheduled usually at 11:00 a.m. as a topic review; the Powerpoint slides are also available on the Blackboard site. Honors work will require enthusiasm and initiative, as well as student presentations to the Pulmonary Team of at least one clinical topic related to a clinical problem as selected by the student. This pulmonary rotation is appropriate for a motivated student seeking a broad experience in Pulmonary Medicine. Activity-Hours/Week. Rounds-12. Didactic conferences-2 or 3. Independent learning-Blackboard Pulmonary Medicine Course, approx. 3 hrs/week. Research project-None. Independent patient care-Not expected. Procedures-4.
Instructor: Dr. Craig Piquette and staff.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: 2.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

IMED 734 CRITICAL CARE MEDICINE 4 Credit Hours
ELECTIVE
Objectives: Evaluate and assist in management of patients with acute presentations of common medical problems. Describe ventilator changes required for patients on mechanical ventilation based on ABG interpretation. Define the various types of shock and describe their management. Categorize the variety of vasoactive medications and their use in clinical situations. This rotation offers opportunity for management of critically ill patients, working closely with an ICU supervisory resident, the pulmonary and critical care fellow and attending physician. Clinical expectations will include responsibility for all patients assigned to their care (maximum of 2), writing a note each day on their patients to be cosigned by the attending physician, active participation on rounds, and taking in-house overnight call, if desired, with their supervising resident. Clinical situations encountered on this rotation include management of respiratory failure, acute and chronic renal failure and hyperglycemia among others. Students may also have an opportunity to assist in the care of patients with acute stroke, subarachnoid hemorrhage, acute heart failure and those with ventricular assist devices. The students will be expected to learn interpretation of chest radiographs and common dysrhythmias. They will participate in many bedside procedures and they will be expected to be able to evaluate and recognize patients with a variety of life threatening disorders and participate in their management. There are three separate Critical Care Medicine teams, each with an attending, a critical care fellow, as well as residents and physician extenders. Each team provides a difference experience and students will be randomly assigned based on availability and student interest. Students will rotate on two teams for two weeks each and switch at mid-rotation to provide the broadest experience possible. Students wanting an Anesthesia critical care experience should request placement on the Red Team. The student will be enrolled in a Blackboard Critical Care Medicine Course and will be expected to read through all the CCM educational material posted on Blackboard and to attend any scheduled didactic lectures. Honors work will require enthusiasm and initiative, as well as student a presentation to the CCM team of a clinical topic chosen by the student. In addition, attending physicians on each team will schedule with all the students, one hour of student-only contact per week to review presentations and review clinical topics of interest. All students are expected to attend these sessions unless excused. This ICU rotation is appropriate for a motivated student seeking a high level of intensity of exposure to critical care medicine. Activity-Hours/Week. Rounds-24. Didactic conferences-9. Independent learning-Blackboard CCM Course, approx. 3 hrs/week. Research project-None. Independent patient care-Not expected. Procedures-0.
Instructor: Dr. Craig Piquette and the Critical Care Medicine Staff.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: 6 (2 per team).
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.
IMED 735 HONORS PROGRAM 4 Credit Hours

ELECTIVE
This is a one-on-one comprehensive review of Internal Medicine. Each day the student will meet with the Chief Resident to review pertinent Internal Medicine topics. A typical day would consist of attending and participating in morning report, giving a brief presentation on the morning report topic to the residents, and meeting with the team for informal discussion. Once the Chief finds out the case for the day, the information will be passed on to the student to start to work on the next day's presentation. Additional educational opportunities may include journal articles and presentations to the chief. These topics are at the discretion of the student and the Chief Resident. They will be customized to meet the students' educational objectives. The student will also be responsible for attending morning report, noon conferences and Grand Rounds.


Prerequisite: Internal Medicine Clerkship with a grade of Honors.

Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).

Typically Offered: Each four weeks.

IMED 736 ALLERGY & IMMUNOLOGY 4 Credit Hours

ELECTIVE
Allergy and immunology is a unique field in medicine that allows providers to see patients of all ages after receiving training in internal medicine, pediatrics or med-peds and the fellowship in allergy and immunology. During this elective, the student will be exposed to this unique population with a wide array of patients at various clinical locations leading to a very diverse experience in patient care. Each student will work directly with three faculty members that have differing areas of expertise in allergic diseases at three different clinical sites in Nebraska Medicine. The Student will learn to evaluate, diagnose and treat common allergic diseases such as rhinitis, asthma, eczema and food allergy. These are common complaints for patients and a good foundation of knowledge in treating these diseases becomes quite helpful in all areas of medicine. In addition, the student will become familiar with the assessment and treatment options of other diseases such as urticarial, angioedema, anaphylaxis and occasionally immunodeficiency in addition to many other diseases. During the rotation, the student will be actively engaged in seeing patients in clinic and forming his or her own assessment and treatment plan. In addition, he or she will participate in allergy division lectures and present a short presentation. Additional educational opportunities may include journal articles and presentations to the chief. These topics are at the discretion of the student and the Chief Resident. They will be customized to meet the students' educational objectives. The student will also be responsible for attending morning report, noon conferences and Grand Rounds.


Prerequisite: Internal Medicine Clerkship with a grade of Honors.

Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).

Typically Offered: Each four weeks.

IMED 737 CONSULTATIVE MEDICINE 4 Credit Hours

ELECTIVE
Students will attend clinic five half days per week and perform pre-operative assessments on surgical patients. They will also follow post-surgical patients in the hospital. A series of lectures involving consultative medicine and "hospitalist" topics will be covered. Activity-Hours/Week. Rounds-8. Didactic conferences-2. Independent learning-10. Research project-0. Independent patient care-22 (clinic and inpatient).

Instructor: Dr. Chad Vokoun, Dr. Micah Beachy, Dr. Andrew Vasey, and Dr. Jason Shiffermiller.

Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).

Typically Offered: Each four weeks.

IMED 741 INTRO INPATIENT REHAB 4 Credit Hours

ELECTIVE
Physical Medicine and Rehabilitation (PMR), also referred to as physiatry, is a medical specialty concerned with diagnosing, evaluating and treating patients with limited function as a consequence of diseases, injuries, impairments and/or disabilities. The goal of the Physiatrist is to maximize an individual's functional ability and improve quality of life. This elective is especially recommended for students planning to specialize in Family Medicine, Internal Medicine, Neurology, Neurosurgery, Orthopaedics, Physiatry, or Rheumatology. The student will receive an in-depth exposure to inpatient rehabilitation. He/she will gain experience in the diagnosis and comprehensive rehabilitation management of patients with Stroke (CVA), Spinal Cord Injury (SCI), and Traumatic Brain Injury (TBI), orthopaedic injury and/or joint replacement, amputations, rheumatoid arthritis and other disabling conditions. The student will work directly with four staff physiatrists, each of whom has a specialty area of CVA, SCI or TBI. He/she will be responsible for comprehensive workups and close follow-up of assigned patients. The student will participate in the interdisciplinary team rounds and conferences and become actively involved by physical therapy, occupational therapy, speech-language pathology and psychology. The student will have the opportunity to participate in research activities being conducted at Madonna's Institute for Rehabilitation Science and Engineering. The three centers in the Institute are the Center for Movement with Gain and Motion Lab and the Seating and Positioning Lab, the Center for Communication with Speech Physiology Lab, the Assistive Technology Lab and the swallowing lab and the Center for Outcomes and Informatics. The MRH medical director will complete the evaluation of the student's performance. The staff physiatrists will provide information on the student's attendance, participation, case presentations and breadth of knowledge. Required reading: Handbook of Physical Medicine and Rehabilitation, Susan A. Garrison, M.D. (provided by MRH).

Prerequisite: Pre-arrange with Dr. Thomas Stalder (402-486-9092).

Instructor: Dr. Thomas Stalder and staff.

Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).

Typically Offered: Each four weeks.

IMED 743 CONSULTATIVE MEDICINE 4 Credit Hours

ELECTIVE

Instructor: Dr. Chad Vokoun, Dr. Micah Beachy, Dr. Andrew Vasey, and Dr. Jason Shiffermiller.

Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).

Typically Offered: Each four weeks.

IMED 744 INTRO INPATIENT REHAB 4 Credit Hours

ELECTIVE
Physical Medicine and Rehabilitation (PMR), also referred to as physiatry, is a medical specialty concerned with diagnosing, evaluating and treating patients with limited function as a consequence of diseases, injuries, impairments and/or disabilities. The goal of the Physiatrist is to maximize an individual's functional ability and improve quality of life. This elective is especially recommended for students planning to specialize in Family Medicine, Internal Medicine, Neurology, Neurosurgery, Orthopaedics, Physiatry, or Rheumatology. The student will receive an in-depth exposure to inpatient rehabilitation. He/she will gain experience in the diagnosis and comprehensive rehabilitation management of patients with Stroke (CVA), Spinal Cord Injury (SCI), and Traumatic Brain Injury (TBI), orthopaedic injury and/or joint replacement, amputations, rheumatoid arthritis and other disabling conditions. The student will work directly with four staff physiatrists, each of whom has a specialty area of CVA, SCI or TBI. He/she will be responsible for comprehensive workups and close follow-up of assigned patients. The student will participate in the interdisciplinary team rounds and conferences and become actively involved by physical therapy, occupational therapy, speech-language pathology and psychology. The student will have the opportunity to participate in research activities being conducted at Madonna's Institute for Rehabilitation Science and Engineering. The three centers in the Institute are the Center for Movement with Gain and Motion Lab and the Seating and Positioning Lab, the Center for Communication with Speech Physiology Lab, the Assistive Technology Lab and the swallowing lab and the Center for Outcomes and Informatics. The MRH medical director will complete the evaluation of the student's performance. The staff physiatrists will provide information on the student's attendance, participation, case presentations and breadth of knowledge. Required reading: Handbook of Physical Medicine and Rehabilitation, Susan A. Garrison, M.D. (provided by MRH).

Prerequisite: Pre-arrange with Dr. Thomas Stalder (402-486-9092).

Instructor: Dr. Thomas Stalder and staff.

Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).

Typically Offered: Each four weeks.

IMED 745 INTRO INPATIENT REHAB 4 Credit Hours

ELECTIVE
Physical Medicine and Rehabilitation (PMR), also referred to as physiatry, is a medical specialty concerned with diagnosing, evaluating and treating patients with limited function as a consequence of diseases, injuries, impairments and/or disabilities. The goal of the Physiatrist is to maximize an individual's functional ability and improve quality of life. This elective is especially recommended for students planning to specialize in Family Medicine, Internal Medicine, Neurology, Neurosurgery, Orthopaedics, Physiatry, or Rheumatology. The student will receive an in-depth exposure to inpatient rehabilitation. He/she will gain experience in the diagnosis and comprehensive rehabilitation management of patients with Stroke (CVA), Spinal Cord Injury (SCI), and Traumatic Brain Injury (TBI), orthopaedic injury and/or joint replacement, amputations, rheumatoid arthritis and other disabling conditions. The student will work directly with four staff physiatrists, each of whom has a specialty area of CVA, SCI or TBI. He/she will be responsible for comprehensive workups and close follow-up of assigned patients. The student will participate in the interdisciplinary team rounds and conferences and become actively involved by physical therapy, occupational therapy, speech-language pathology and psychology. The student will have the opportunity to participate in research activities being conducted at Madonna's Institute for Rehabilitation Science and Engineering. The three centers in the Institute are the Center for Movement with Gain and Motion Lab and the Seating and Positioning Lab, the Center for Communication with Speech Physiology Lab, the Assistive Technology Lab and the swallowing lab and the Center for Outcomes and Informatics. The MRH medical director will complete the evaluation of the student's performance. The staff physiatrists will provide information on the student's attendance, participation, case presentations and breadth of knowledge. Required reading: Handbook of Physical Medicine and Rehabilitation, Susan A. Garrison, M.D. (provided by MRH).

Prerequisite: Pre-arrange with Dr. Thomas Stalder (402-486-9092).

Instructor: Dr. Thomas Stalder and staff.

Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).

Typically Offered: Each four weeks.
**IMED 744 OUTPATIENT GERIATRICS - "THE COMPLETE GERIATRIC EXPERIENCE" 4 Credit Hours**

**ELECTIVE**

This course is designed for students who anticipate careers in primary care and those whose careers will involve substantial outpatient responsibilities (most Internal Medicine subspecialties, neurology, psychiatry, physiatry, hospice and palliative care). Under health care reform an increasing proportion of care is occurring in outpatient settings, and individuals completing this experience will have a Jumpstart on the necessary skills to thrive in outpatient care settings during residency. The medical knowledge conveyed through didactic and clinical experiences focuses on chronic disease management, team care, and health promotion. The faculty teaching and supervising this course are drawn from geriatrics and from hospice and palliative care. The venues of care are the following: Home Based Primary Care, Hospital and Palliative Care, Skilled Nursing Facility / Long Term Care, Geriatric Assessment and Primary Care Clinics and primary Care Medicine Home.

Instructor: Dr. Edward Vandenberg and staff.

Contact: Travis Weyant; tweyant@unmc.edu; 402-559-3964; HIC 3003

**Capacity: Variable.**

**Typically Offered: Each four weeks.**

**Contact:** Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 6155).

**Visiting Student Information:** Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

**IMED 746 WOMEN'S HEALTH 4 Credit Hours**

**ELECTIVE**

This elective was established for students with a strong interest in developing an additional expertise in health issues uniquely affecting women and presenting differently in women. The student will work one on one with faculty in general internal medicine, endocrinology, and gynecology clinics at UNMC along with other experiences including genetic counseling, dysplasia clinic, and pelvic physical therapy. Students will learn to manage mental health disorders common in women, menstrual dysfunction, menopausal symptoms, osteoporosis, and understand gender differences in disease presentation. Additionally, the student will present an evidenced-based, clinically appraised journal club article at the end of the month. Lectures on women's health topics may be provided during the month by participating faculty. The student will also be encouraged to attend scheduled lectures and conferences in Internal Medicine or OB/GYN as their clinical schedule allows.

Instructor: Dr. Bonnema, Dr. Boerner, and Dr. Taylor.

Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).

**Typically Offered: Each four weeks except December.**

**Capacity: 2.**

**Visiting Student Information:** Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

**IMED 749 FIELD EPIDEMIOLOGY CEDAR POINT 4 Credit Hours**

**ELECTIVE**

Practicing evidence-based medicine requires familiarity with the basic principles of epidemiology. This three-week summer course allows students to develop a background in these principles, using as its classroom the prairies, ponds, and fields of western Nebraska. Students engage in observation and experimentation while enjoying the beautiful natural setting of UNL's Cedar Point Biological Field Station, located near Ogallala and Lake McConaughy. Collecting trips, laboratory experiments and a group project offer unique, out-of-the-classroom learning opportunities. Visit http://darwin.unmc.edu/fieldepi for more information about this course and the facilities at Cedar Point. Students will need to obtain a copy of the required text (Epidemiology by Leon Gordis, fourth or fifth editions) prior to the rotation. Students will develop an understanding of the epidemiological and biostatistical principles traditionally taught in an introductory-level epidemiology course.

Students will develop skills in collection, dissection and laboratory experimentation. Students will develop an understanding of how classroom principles can be translated into real-world observation and experimentation. Instructional methods will include lecture, independent reading, field collection and observation trips and laboratory experiments. Computer-based methods may be included as well. Structured class time occurs Monday through Friday. Over the time period, roughly one-third of class time will be spent in lecture format and two-thirds in field/lab exercises. Evening reading assignments will be provided for most days. Student performance will be assessed using daily quizzes over assigned reading, class/lab participation and a final group project.

**Prerequisite:** This elective is pre-arranged through Dr. Nickol in the Department of Internal Medicine.

**Contact:** Dr. Devin Nickol.

**Typically Offered: Variable.**

**Capacity: Variable.**

**Visiting Student Information:** This course is NOT available to visiting students.

**IMED 751 RHEUMATOLOGY 4 Credit Hours**

**ELECTIVE**

Students will be given an opportunity to work with both inpatients and outpatients with various rheumatic diseases such as rheumatoid arthritis, gout and systemic lupus. Active participation in a weekly rheumatology conference, as well as in monthly citywide rheumatology meetings will be required. Didactic sessions, 3-4 times weekly, covering various topics in rheumatology, will also be required. Activity-Hours/Week. Rounds-6. Didactic conferences-8. Independent learning-12. Independent patient care-7. Patient care with attending-7.

Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).

**Typically Offered: Each four weeks.**

**Capacity: 1.**

**Visiting Student Information:** This course is NOT available to visiting students.
IMED 760 OFF CAMPUS ELECTIVE 4 Credit Hours

ELECTIVE
Clerkships in universities or teaching hospitals elsewhere sponsored by a member of the Department of Internal medicine and in which the instructor directing the elective is not a member of our faculty. Appropriate off-campus electives are those providing opportunities in areas in which we have no comparable programs or in which the university cannot accommodate the number of students desiring the course. An Off-Campus Elective Application form must be submitted for this experience. (See Off-Campus Elective Application procedures).
Prerequisite: Off-Campus Approval form completed.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: Variable. Location: Variable.
Visiting Student Information: This course is NOT available to visiting students.

IMED 762 PRECEPTORSHIP 4 Credit Hours

ELECTIVE
Prerequisite: Pre-arranged with Dr. David O'Dell.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: Variable. Location: Variable.
Visiting Student Information: This course is NOT available to visiting students.

IMED 763 VA EMERGENCY MEDICINE 4 Credit Hours

ELECTIVE
Patients are assigned to students and residents on a rotational basis according to when they arrive in the department. Patients will be a mix of ambulatory patients, ambulance arrivals and clearance of both the acute psychiatric patient and the patient wishing to undergo substance abuse treatment. There will be a wide variety of medical conditions seen including acute cardiac, pulmonary, gastrointestinal, neurological, and infectious disease. There will also be potential for many procedures including ABG's, arthrocentesis, paracentesis, thoracentesis, and central lines.
Prerequisite: Pre-arranged with Dr. Menolascino.
Instructor: Dr. Menolascino.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: Variable.
Visiting Student Information: This course is NOT available to visiting students.

IMED 764 OFF CAMPUS DERMATOLOGY 4 Credit Hours

ELECTIVE
Prerequisite: Off-Campus Approval form completed.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: Variable. Location: Variable.
Visiting Student Information: This course is NOT available to visiting students.

IMED 766 SUBINTERNSHIP-VA 4 Credit Hours

ELECTIVE
This clerkship offers an excellent opportunity for senior medical students to assume primary responsibility for the management of 4-8 general medicine patients. The student will admit, evaluate, manage and discharge typical medicine patients, all supervised directly by a senior medical resident and an attending physician. Admissions to the sub intern will be limited and the student will be expected to take 3-4 nights of in-house call during the month. Activity-Hours/Week. Rounds-50-60. Didactic conferences-Daily. Independent learning-Manys opportunities. Research project-Variable. Independent patient care-Variable.
Instructor: Chief Resident.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks (Pri-Care Student receives preference).
Capacity: 3. Location: VA Hospital.
Visiting Student Information: This course is NOT available to visiting students.

IMED 766A SUBINTERNSHIP-UNMC 4 Credit Hours

ELECTIVE
This clerkship offers an excellent opportunity for senior medical students to assume primary responsibility for the management of 4-8 general medicine patients. The student will admit, evaluate, manage and discharge typical medicine patients, all supervised directly by a senior medical resident and an attending physician. Admissions to the sub intern will be limited and the student will be expected to take 3-4 nights of in-house call during the month. The student will also be responsible for attending morning teaching rounds, noon conferences, and Internal Medicine Grand Rounds during the time of the rotation. Activity-Hours/Week. Rounds-20. Didactic conferences-10. Independent learning-0. Research project-0. Independent patient care-30.
Instructor: Chief Resident.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: 4.
Visiting Student Information: This course is NOT available to visiting students.

IMED 798 RSCH IN INFECTIOUS DIS 4 Credit Hours

ELECTIVE
This elective offers students the opportunity to work with faculty members in the Division of Infectious Diseases on a range of research projects. There are numerous projects available in the areas of HIV/AIDS, Transplant ID, Oncology ID, Antimicrobial Stewardship, Healthcare Epidemiology, Orthopaedic ID, Microbiology, and many other areas. Any infectious disease related project will be considered under the direction of an ID staff physician. Students interested in this rotation are encouraged to contact the ID division to discuss planning of projects. Activity-Hours/Week. Rounds-0. Didactic conferences-0. Independent learning-0. Research project-40. Independent patient care-0.
Instructor: Chief Resident.
Contact: Jillian McIntosh-Carnes; jill.mcintoshcarnes@unmc.edu; 402-559-6422; MSB (Zip 2055).
Typically Offered: Each four weeks.
Capacity: Variable.
Visiting Student Information: This course is NOT available to visiting students.
NEUR 736 CLINICAL NEUROLOGY 4 Credit Hours
ELECTIVE
This senior elective functions as a Sub-Internship in Clinical Neurology. This rotation provides a view of Neurology residents’ life while providing a fully supervised learning environment. There is no call requirement, but a call experience can be requested. The rotation includes inpatient, outpatient and elective experiences. Multiple educational venues are used to enhance the learning activities, including formal lectures, bedside teaching, and Blackboard based learning modules. Activity-Hours/Week. Direct patient care-10. Bedside teaching Teaching rounds-16. Didactic conferences-4. Independent learning-10.
Contact: Arianne Marcoux; arianne.marcoux@unmc.edu; 402-552-2153; CDS 21138 (Zip 8440).
Typically Offered: Each four weeks.
Capacity: 5.
Visiting Student Information: This course is NOT available to visiting students.

Neurological Sciences
Chair/Matthew Rizzo, M.D.
Elective Director/Diego Torres-Russotto, M.D., drtorres@unmc.edu
Student Coordinator/Arianne Marcoux, Arianne.marcoux@unmc.edu
CTS – 2nd Floor
402-552-2153

NEUR 761 OFF-CAMPUS NEUROLOGY 4 Credit Hours
ELECTIVE
Arrangements must be made by the student to get the outside rotation offer. The rotation then has to be recommended by the student’s advisor and approved by the Elective Director (Dr. Torres) at least two months in advance of the elective date. Activity-Hours/Week. Rounds-0. Didactic conferences-4. Independent learning-8. Research project-Opportunities available upon request. Outpatient Clinic-24.
Instructor: Dr. Karen Carlson.
Contact: Katherine Williams; kgwilliams; 402-559-8133; UT 4105 (Zip 3255).
Typically Offered: Each four weeks.
Capacity: 1.
Visiting Student Information: This course is NOT available to visiting students.
OBGY 720 ADV INPATIENT OBSTETRI 4 Credit Hours
ELECTIVE
This is a Nebraska Medical Center Hospital inpatient service at an advanced level emphasizing obstetrics, designed to increase individual competence. There is daily participation in staff seminars and teaching activities. The experience includes both hospital and outpatient experiences in both the normal and high-risk obstetrical cases. Call opportunities are available based on the M3 schedule.
Instructor: Dr. Paul Tomich.
Contact: Katherine Williams; kwilliams; 402-559-8133; UT 4105 (Zip 3255).
Typically Offered: Each four weeks.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

OBGY 721 GYNECOLOGIC ONCOLOGY 4 Credit Hours
ELECTIVE
A Nebraska Medical Center Hospital service including both inpatient and outpatient activities. Students will evaluate patients in clinics, assist with operative procedures, and participate in daily rounds on gynecologic oncology patients. Students will also participate in conferences including tumor board and GYN cancer conference, and Pathology conference. A presentation on a relevant topic chosen by the student is required during the rotation, or a case report for publication. Activity-Hours/Week. Rounds-10. Didactic conferences-3. Independent learning-4. Research project-4. Outpatient Clinic-16. Surgery-18.
Instructor: Dr. Steve Remmenga.
Contact: Katherine Williams; kwilliams; 402-559-8133; UT 4105 (Zip 3255).
Typically Offered: Each four weeks.
Capacity: 1.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

OBGY 722 REPROD ENDOCRIN/INFERT 4 Credit Hours
ELECTIVE
Students on this rotation will work mainly at the Heartland Center. This is mainly an outpatient service; however, surgical procedures and hospitalized patients make up a portion of the experience. Students will evaluate patients, assist with operative procedures, participate in hospital rounds as indicated and participate in weekly conferences in the Department of Obstetrics and Gynecology. A presentation on a relevant topic chosen by the student is encouraged during the rotation. Activity-Hours/Week. Rounds-Varies with patient need. Didactic conferences-4. Independent learning-4. Outpatient clinic-24. Surgery-8. Research project-0.
Instructor: Dr. Victoria Maclin.
Contact: Katherine Williams; kwilliams; 402-559-8133; UT 4105 (Zip 3255).
Typically Offered: Each four weeks.
Capacity: 1. Location: Heartland Center for Reproductive Medicine~7308 S. 142nd St.
Visiting Student Information: This course is NOT available to visiting students.

OBGY 725 MATERNAL FETAL MED 4 Credit Hours
ELECTIVE
A Nebraska Medical Center service including both inpatient and outpatient activities. Students will evaluate patients in clinics, assist in ultrasound evaluation of patients as assigned, assist with operative procedures and participate in daily rounds on the Maternal Fetal Medicine service. Students will also participate in conferences including Perinatal Conference, Grand Rounds and Case Conferences on a weekly basis. A presentation on a relevant topic chosen by the student is encouraged during the rotation. Activity-Hours/Week. Rounds-8-10. Didactic conferences-5. Independent learning-4 to 8. Outpatient clinic-16. Research project-Dependent upon student participation.
Instructor: Dr. Paul Tomich.
Contact: Katherine Williams; kwilliams; 402-559-8133; UT 4105 (Zip 3255).
Typically Offered: Each four weeks.
Capacity: 1.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

OBGY 726 ULTRASOUND 4 Credit Hours
ELECTIVE
An outpatient ultrasound experience working with the sonographers and MFM physicians in the Prenatal Diagnostic Center at the Olson Center for Women’s Health. Students will learn basic ultrasound skills which will include hands on scanning including one to two genetic counseling appointments with ultrasound each week. A presentation on an ultrasound topic chosen by the student and presented at Perinatal Conference the third or fourth week of the rotation is encouraged. Activity-Hours/Week. Rounds-0. Didactic conferences-5. Independent learning-12 to 16. Research project-0. Independent patient care-0. Outpatient ultrasound-16 to 24. Surgery-0.
Instructor: Dr. Paul Tomich.
Contact: Katherine Williams; kwilliams; 402-559-8133; UT 4105 (Zip 3255).
Typically Offered: Each four weeks.
Capacity: 1.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

OBGY 760 OFF CAMPUS ELECTIVE 4 Credit Hours
ELECTIVE
Electives in other geographical teaching settings. Sites for training include other University programs, private hospital residency programs or Indian Health Service Hospitals (Phoenix, Arizona; Gallup, New Mexico). An Off-Campus Elective Application form must be submitted for this experience.
Prerequisite: Off-Campus Approval form completed.
Contact: Katherine Williams; kwilliams; 402-559-8133; UT 4105 (Zip 3255).
Typically Offered: Each four weeks.
Capacity: Variable. Location: Variable.
Visiting Student Information: This course is NOT available to visiting students.

Ophthalmology
Chair/James Gigantelli, M.D.
Lilibeth Goode, Curriculum Clerk
OPHT 720 CLINIC OPHTHALMOLOGY 4 Credit Hours
ELECTIVE
This elective in Clinical Ophthalmology will include experience in all areas of general ophthalmologic diagnosis and therapy. Within this wide field, the following areas will receive particular emphasis: 1. Ophthalmic history taking and its correlation with the general medical history; 2. Functional evaluation of the visual system including determination of near and distance visual acuity, visual field, color vision, and other testing procedures designed to detect dysfunction of any components of the visual system; 3. Direct examination of the visual system including pupillary exam, measurement of intraocular pressure, the use and limitations of slit-lamp, direct and indirect ophthalmoscopy; and 4. Observation and participation in ocular surgical procedures. The goal of this program is to lay a firm foundation of basic knowledge and diagnostic skill, which will aid the non-opthalmologist in evaluating disease processes of the eye, adnexa, and visual pathways. Such knowledge will make ophthalmic disorders or ophthalmic manifestations of systemic diseases. Activity Hours/Week. Clinical patient care-30. Rounds-1. Didactic conferences-4. Independent learning-0. Research project-0. Independent patient care-5 to 6. Surgical Observation-4 to 6.
Instructor: Dr. Michael R. Feilmeier.
Contact: Lilibeth Goode; lgoode@unmc.edu; 402-559-5379; TEI 3014 (Zip 5540).
Prerequisite: Pre-arranged with an advisor.
Typically Offered: Each four weeks except July and August.
Capacity: 2. Location: Variable.
Visiting Student Information: This course is NOT available to visiting students.

OPHT 725 INTERNATIONAL OPHTHALMOLOGY ELECTIVE 4 Credit Hours
ELECTIVE
The International Ophthalmology Elective is intended to provide fourth year medical students with an interest in International Health and/or Ophthalmology with a one month elective experience in the developing world. Students will spend one month at Tilganga Institute of Ophthalmology in Kathmandu, Nepal working side-by-side with residents and faculty. Students will spend time in lecture, clinic, surgery, and outreach clinics and surgical campus learning the nuances of eye care delivery in the developing world. Students will be assessed based upon: 1. An exit interview with the medical director of the international division of ophthalmology. 2. A 2-page essay summary of their elective experience. 3. A student performance assessment to be completed by the Medical Director of the Tilganga Institute of Ophthalmology. For additional information, contact Jessica Feilmeier, International Division Development Director at 402-305-2852.
Prerequisite: 2 week Ophthalmology rotation (under Surgery Clerkship in M3 year) OR OPHT-720 Clinical Ophthalmology.
Instructor: Dr. Michael R. Feilmeier.
Contact: Lilibeth Goode; lgoode@unmc.edu; 402-559-5379; TEI 3014 (Zip 5540).
Typically Offered: Variable.
Capacity: Variable. Location: Kathmandu, Nepal.
Visiting Student Information: This course is NOT available to visiting students.

OPHT 740 OPHT/ENT 4 Credit Hours
ELECTIVE
This is a combined elective within the Departments of Ophthalmology and Otolaryngology/Head and Neck Surgery. The student will rotate through both departments. The rotation is designed for students entering other specialties. It will lay the foundation of basic knowledge and diagnostic skills to aid the student in their specialty of choice. Students completing the rotation will be able to manage the common problems within each specialty and also be able to recognize those problems requiring specialty referral. The student will be able to treat those problems appropriate for a primary care physician. The student will be able to recognize those problems which necessitate referral to the appropriate specialist. Further rotation details are found in the four week elective (OPHT-720 Clinical Ophthalmology) and (ORL-720 Otolaryngology) course descriptions.
Instructor: Dr. Diana Do (OPHT) and Dr. William Lydiatt (ORL).
Contact: Lilibeth Goode; lgoode@unmc.edu; 402-559-5379; TEI 3014 (Zip 5540).
Typically Offered: Each four weeks except July and August.
Capacity: 4. Location: Variable.
Visiting Student Information: This course is NOT available to visiting students.

OPHT 760 OFF CAMPUS ELECTIVE 4 Credit Hours
ELECTIVE
An Off-Campus Elective Application form must be submitted for this. (See Off-Campus Elective Application procedures.)
Prerequisite: Off-Campus Approval form completed.
Instructor: Dr. Diana Do; lgoode@unmc.edu; 402-559-5379; TEI 3014 (Zip 5540).
Typically Offered: Each four weeks.
Capacity: Variable. Location: Variable.
Visiting Student Information: This course is NOT available to visiting students.

OPHT 790 RSCH IN OPHTHALMOLOGY 4-5 Credit Hours
ELECTIVE
Prerequisite: Pre-arranged with an advisor.
Contact: Lilibeth Goode; lgoode@unmc.edu; 402-559-5379; TEI 3014 (Zip 5540).
Typically Offered: Variable.
Capacity: Variable.
Visiting Student Information: This course is NOT available to visiting students.

Orthopaedic Surgery and Rehabilitation

Chair/Kevin L. Garvin, M.D.
Academic Coordinator/Curtis W. Hartman, M.D.
Gerianne Miller, Curriculum Coordinator
Lauritzen Outpatient Center, 4th floor Rm 4-14-043
Phone: 402-559-2258
ORTH 722 ORTHOPAEDIC SERVICE 4 Credit Hours

ELECTIVE
This orthopaedic experience will offer both inpatient and outpatient management of orthopaedic problems on the team selected. The student will be expected to attend all resident and didactic teaching conferences and assist in the management of all inpatients. The student will benefit from the association with the faculty and the residents and become acquainted with the facets and techniques of orthopaedic surgery. Activity-Hours/Weeks. Rounds-6 to 8. Didactic conferences-5. Independent learning-6. Research project-Varies. Clinic-8 to 10 hours. Surgery-15 to 20 hours. Black Team (Hand)-1 student. Blue Team (Spine)-1 student. Gold Team (Adult Reconstruction)-1 student. Green Team (Trauma)-1 student. Red Team (Sports/Shoulder Upper Extremity/Musculoskeletal Oncology)-1 student. Faculty per team: Black Team: Dr. Philipp Streubel. Blue Team: Dr. Chris Cornett. Gold Team: Drs. Kevin Garvin, Curtis Hartman and Beau Konigsberg. Green Team: Drs. Matthew Morimino, Justin Siebler, and Miguel Daccarett. Red Team: Dr. Mark Dietrich (Sports), Dr. Matthew Teusink (Shoulder and Upper Extremity), and Dr. Sean McGarry (Musculoskeletal Oncology).
Contact: Geri Miller; gmiller@unmc.edu; 402-559-2258; MSB 2544 (Zip 1080).
Typically Offered: Each four weeks.
Capacity: 5.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

ORTH 723 PEDS ORTHO SERVICE 4 Credit Hours

ELECTIVE
The purpose of this course is to introduce the interested student to the intricacies and problems associated with care of the child with musculoskeletal problems. Pediatric Orthopaedic Surgery has become a unique subspecialty of orthopaedics, and thus those students interested in further study of the care of children and/or orthopaedics will find this rotation most beneficial. Activity-Hours/Week. Rounds-4. Didactic conferences-3. Independent learning-6. Research project-Variable Clinic-16 to 20. Operating Room-16 to 20.
Contact: Stephanie Jensen; sjensen@childrensomaha.org; 402-955-6317.
Typically Offered: Each four weeks.
Capacity: 1. Location: Children’s Hospital Omaha.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

ORTH 762 OFF CAMPUS ELECTIVE 4 Credit Hours

ELECTIVE
An Off-Campus Elective Application form must be submitted for this experience. Geri Miller must sign off on the off-campus elective application form on behalf of orthopaedic surgery. Prerequisite: Off-Campus Approval form completed.
Contact: Geri Miller; gmiller@unmc.edu; 402-559-2258; MSB 2544 (Zip 1080).
Typically Offered: Each four weeks.
Capacity: Variable. Location: Variable.
Visiting Student Information: This course is NOT available to visiting students.

ORTH 799 RSCH ORTHO SURGERY 4 Credit Hours

ELECTIVE
This rotation is no longer available unless special arrangements are made with a UNMC Orthopaedic Surgery Faculty Member and our Clinical Research Nurse, Dana Schwarz. If interested in an orthopaedic surgery research month, please contact the appropriate faculty member and Dana Schwarz (phone: 402-559-4167 or dschwarz@unmc.edu) to schedule. Prerequisite: Special arrangements made with a UNMC Orthopaedic Surgery Faculty Member and CRN, Dana Schwartz.
Contact: Geri Miller; gmiller@unmc.edu; 402-559-2258; MSB 2544 (Zip 1080).
Typically Offered: variable
Visiting Student Information: This course is NOT available to visiting students.

Otolaryngology - Head and Neck Surgery

Chair/Dr. Dwight T. Jones
Vanessa Larson, Residency Program Coordinator
3110 University Hospital
402-559-7005

The purpose of the elective in Otolaryngology is to acquaint the student with the diagnostic scope and surgical problems relative to the specialty. It is estimated that 50% of the patients in general medicine present with symptoms of ENT origin. It is hoped that the time spent in this department will teach you a systematic approach to the office management of common ENT problems, as well as recognition of those problems requiring surgical referral.

Your responsibility while on the elective will be primarily to the Chief Resident, but any of the residents may direct you to a specific patient problem and all will be involved in teaching.

You are expected to be present for both morning and evening rounds, as well as all scheduled and teaching conferences. The latter deal with basic medicine, anatomy and physiology related to the head and neck area; they provide good information for general patient care. Adequate time for reading is available and it is suggested that you utilize this for directed reading on a specific topic or for general information. The curriculum clerk will provide the text and syllabus.

Patient care and responsibility during the elective will depend upon the available material, as well as your interest and initiative. Specific diagnostic and preoperative workups will be assigned by the Chief Resident, hopefully to include a range of different problems. If you are interested in a specific area, tell the resident, and they will assist you in its evaluation. Your primary responsibility is clinical but as surgical cases are assigned, you will be expected to follow through with the patient, including observation in the operating room. Additional time spent in the operating room should be with the approval of the resident in charge of the clinic. For an inpatient experience designed for those interested in surgery, the Head and Neck/Plastics Service is available. General ENT services provide more outpatient emphasis.
Pathology and Microbiology

Chair/Dr. Steven Hinrichs
(Clinical)/Dr. Subodh Lele
Kim Curry, Office Associate
3545 MSB
402-559-7212

Students must make arrangements with Kim Curry (Room 3545 MSB, 402-559-7212) before signing up for any Pathology electives.
PAMM 799 SPECIAL PROBLEM&RSC 4-6 Credit Hours

ELECTIVE

Students interested in specific aspects of pathology or desiring a background in pathology for a clinical specialty may undertake intensive study with the staff pathologist(s). The department faculty has diverse interests to compliment the needs of most students. These rotations may be tailored to include clinic-pathologic study, or basic research. Students will be expected to attend appropriate resident conferences and interdisciplinary conferences related to the specialty area they are studying as agreed upon by their supervising faculty. Independent study may also be arranged with pathology faculty not listed here. Specialty-Staff. Cardiovascular Pathology-Dr. Radio. Clinical Chemistry-Dr. Sofronescu. Cytology-Dr. Bridge, Bridge, Lele, and Radio. Dermatopathology-Dr. DiMaio and Kozel. ENT-Dr. Baker. Flow Cytometry-Dr. Pirruccello. Gastrointestinal Pathology-Dr. Lazenby, Talmon, Cohen. Gynecologic Pathology-Dr. Lele. Hematopathology-Dr. Greiner, Fu, Qureishi, Yuan and Amador. Immunopathology-Dr. Johnson. Lung-Dr. West. Microbiology-Dr. Fey (Director), Hinrichs, Iwen. Molecular Pathology-Dr. Cushman-Vokoun, Greiner, Bridge. Neuropathology-Dr. McComb. Public Health Microbiology-Dr. Iwen, Fey, Hinrichs. Renal Pathology-Dr. Foster, Talmon. Soft Tissue-Dr. Bridge, DiMaio and Kozel. Transfusion Medicine-Dr. Landmark. Transplantation Pathology-Dr. Wisecarver, Radio. Urologic Pathology-Dr. Lele. Virology-Dr. Hinrichs. Microbiology-Dr. Hinrichs, Iwen. Genetic abnormalities in bone and soft tissue tumors-Dr. Bridge. Biomolecular Immunology, lymphotropic viral oncogenesis and psychoneuroimmunology-Dr. Johnson.

Prerequisite: Pre-arranged with Dr. Lele and Staff Pathologist in charge of specialty of interest.

Contact: Kim Curry; kim.curry@unmc.edu; 402-559-7212; MSB 3545 (Zip 3135).

Typically Offered: Variable.

Capacity: 1 per specialty.

Visiting Student Information: This course is NOT available to visiting students.

Pediatrics

Chair/Dr. John Sparks

Director, Undergraduate Medical Education: Dr. Kari Simonsen, Co-Director: Dr. Nathan Gollehon

Joy L. Higgins, M.S., Clerkship Coordinator, Room 3135 UT, 402-559-9280
Victoria Nakkibuuka-Mulli, M.P.A., Educational Programs Coordinator 402-559-0685

PAMM 799 SPECIAL PROBLEM&RSC 4-6 Credit Hours

ELECTIVE

Students interested in specific aspects of pathology or desiring a background in pathology for a clinical specialty may undertake intensive study with the staff pathologist(s). The department faculty has diverse interests to compliment the needs of most students. These rotations may be tailored to include clinic-pathologic study, or basic research. Students will be expected to attend appropriate resident conferences and interdisciplinary conferences related to the specialty area they are studying as agreed upon by their supervising faculty. Independent study may also be arranged with pathology faculty not listed here. Specialty-Staff. Cardiovascular Pathology-Dr. Radio. Clinical Chemistry-Dr. Sofronescu. Cytology-Dr. Bridge, Bridge, Lele, and Radio. Dermatopathology-Dr. DiMaio and Kozel. ENT-Dr. Baker. Flow Cytometry-Dr. Pirruccello. Gastrointestinal Pathology-Dr. Lazenby, Talmon, Cohen. Gynecologic Pathology-Dr. Lele. Hematopathology-Dr. Greiner, Fu, Qureishi, Yuan and Amador. Immunopathology-Dr. Johnson. Lung-Dr. West. Microbiology-Dr. Fey (Director), Hinrichs, Iwen. Molecular Pathology-Dr. Cushman-Vokoun, Greiner, Bridge. Neuropathology-Dr. McComb. Public Health Microbiology-Dr. Iwen, Fey, Hinrichs. Renal Pathology-Dr. Foster, Talmon. Soft Tissue-Dr. Bridge, DiMaio and Kozel. Transfusion Medicine-Dr. Landmark. Transplantation Pathology-Dr. Wisecarver, Radio. Urologic Pathology-Dr. Lele. Virology-Dr. Hinrichs. Microbiology-Dr. Hinrichs, Iwen. Genetic abnormalities in bone and soft tissue tumors-Dr. Bridge. Biomolecular Immunology, lymphotropic viral oncogenesis and psychoneuroimmunology-Dr. Johnson.

Prerequisite: Pre-arranged with Dr. Lele and Staff Pathologist in charge of specialty of interest.

Contact: Kim Curry; kim.curry@unmc.edu; 402-559-7212; MSB 3545 (Zip 3135).

Typically Offered: Variable.

Capacity: 1 per specialty.

Visiting Student Information: This course is NOT available to visiting students.

PEDS 710 PEDIATRIC PALLIATIVE CARE 4 Credit Hours

ELECTIVE

Palliative care is an approach to care that improves the quality of life of pediatric patients and their families facing the challenges associated with life-threatening illness, through the prevention of relief of suffering by means of early identification and impeccable assessment and treatment of distressing symptoms to include pain (inclusive of physical, psychosocial and spiritual). The learner will be exposed to the evidence-base of palliative care to include goals of care conversations, shared decision-making models, and advanced care planning; integrative and complementary medicine modalities; caregiver report, bereavement and staff debriefings; and end of life symptom management within an interdisciplinary team approach. This four-week rotation provides learners with a team-based, inclusive palliative care experience with attentiveness to individualizing the patient care and research/academic learning based on the learner's skills and interests (for example - medical students primarily interested in adult medicine are still warmly welcomed and the team will foster translating the learning into adult-health-models).

Instructor: Drs. Weaver and MacFayden

Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205)

Typically Offered: Each four weeks

Capacity: 1

Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

PEDS 722 PED CARD/CV DISEASE 4 Credit Hours

ELECTIVE

This elective is intended for students desiring to further their knowledge of congenital heart disease. It should be especially useful for those who will practice pediatrics, family medicine, thoracic surgery or internal medicine. The student on Pediatric Cardiology spends time in the pediatric outpatient clinic with each of the several pediatric cardiologists on faculty. The average number of residents on the elective is two per month. There are over 1,200 outpatient visits to the pediatric cardiology clinic yearly, of which 480 patients are new. There is an average of 5 or 6 outpatient sessions per week with approximately 8 patients per session. The student sees the patient simultaneously with the staff cardiologist. The student on Pediatric Cardiology spends time in the pediatric outpatient clinic with each of the several pediatric cardiologists on faculty. The average number of residents on the elective is two per month. There are over 1,200 outpatient visits to the pediatric cardiology clinic yearly, of which 480 patients are new. There is an average of 5 or 6 outpatient sessions per week with approximately 8 patients per session. The student sees the patient simultaneously with the staff cardiologist.

The student on Pediatric Cardiology spends time in the pediatric outpatient clinic with each of the several pediatric cardiologists on faculty. The average number of residents on the elective is two per month. There are over 1,200 outpatient visits to the pediatric cardiology clinic yearly, of which 480 patients are new. There is an average of 5 or 6 outpatient sessions per week with approximately 8 patients per session. The student sees the patient simultaneously with the staff cardiologist. The student on Pediatric Cardiology spends time in the pediatric outpatient clinic with each of the several pediatric cardiologists on faculty. The average number of residents on the elective is two per month. There are over 1,200 outpatient visits to the pediatric cardiology clinic yearly, of which 480 patients are new. There is an average of 5 or 6 outpatient sessions per week with approximately 8 patients per session. The student sees the patient simultaneously with the staff cardiologist. The student on Pediatric Cardiology spends time in the pediatric outpatient clinic with each of the several pediatric cardiologists on faculty. The average number of residents on the elective is two per month. There are over 1,200 outpatient visits to the pediatric cardiology clinic yearly, of which 480 patients are new. There is an average of 5 or 6 outpatient sessions per week with approximately 8 patients per session. The student sees the patient simultaneously with the staff cardiologist. The student on Pediatric Cardiology spends time in the pediatric outpatient clinic with each of the several pediatric cardiologists on faculty. The average number of residents on the elective is two per month. There are over 1,200 outpatient visits to the pediatric cardiology clinic yearly, of which 480 patients are new. There is an average of 5 or 6 outpatient sessions per week with approximately 8 patients per session. The student sees the patient simultaneously with the staff cardiologist.
PEDS 724 PEDIATRIC EMERGENCY MEDICINE ELECTIVE 4 Credit Hours
ELECTIVE
The purpose of this elective is to provide students with practical experience in pediatric emergency medicine and urgent care centers. The experience gained through this elective will enable the students to understand what it means to practice in this type of environment, which will help them determine if it is an appropriate career choice. Under the guidance of board certified pediatricians and emergency medicine physicians, the students will see a broad spectrum of patient problems.
Activity-Hours/Week: Rounds (Shifts)-24, Didactic conferences-2.
Independent learning-6, Research project-0, Independent patient care-0.
Instructor: Dr. Lisa White; lwhite@childrensomaha.org.
Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205).
Typically Offered: Each four weeks.
Capacity: 1, Location: Children's Hospital Omaha.
Visiting Student Information: This course is NOT available to visiting students.

PEDS 726 PED HEMAT ONC/BONE MAR 4 Credit Hours
ELECTIVE
This elective in Pediatric Hematology/Oncology and Bone Marrow Transplantation will encompass the activities of the program at both the University of Nebraska Medical Center and at Children's Memorial Hospital. One half of the month is spent at each location. The beginning of the month is spent at UNMC. During this block, you will round on BMT patients, see new Hematology/Oncology consults, and participate in the Hem/Onc and BMT clinics. The block spent at Children's is largely in the clinic. Inpatient rounds are done as time permits. You will be asked to see new consults and to participate in outpatient activities. Students desiring to spend additional time can have the opportunity to participate in clinical and laboratory research or have in-depth involvement in the transplantation program.
Activity-Hours/Week: Rounds-30, Didactic conferences-5, Independent learning-5, Research project-0, Independent patient care-0.
Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205).
Typically Offered: Each four weeks.
Capacity: 2.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

PEDS 729 PEDS ENDOCRINOLOGY 4 Credit Hours
ELECTIVE
This elective provides the student with experience in diagnostic problems of growth, puberty development, thyroid dysfunction and adrenal disorders in both inpatient and outpatient settings. Further experiences can be gained in disturbances of carbohydrate metabolism. The student will be responsible for the daily care of inpatients, endocrine consultations and implementation of tolerance tests with the supervision of the staff.
Activity-Hours/Week: Rounds-Clinic-40, Didactic conferences-2, Independent learning-0, Research project-0, Independent patient care-0.
Instructor: Dr. Carera and Dr. Corey
Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205).
Typically Offered: Each four weeks.
Capacity: 1
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

PEDS 727 HUMAN CYTOGENETICS 4 Credit Hours
ELECTIVE
The goal of the course is to familiarize students with laboratory techniques in Human Cytogenetics. The course will present techniques and applications of sex chromatin preparations, short-term and long-term tissue cultures, chromosome preparation and karotype analysis.
Activity-Hours/Week: Rounds-0, Didactic conferences-3, Independent learning-0, Research project/lab work-40
Instructor: Dr. Sanger
Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205).
Typically Offered: Each four weeks.
Capacity: 1
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

PEDS 728 NEWBORN MEDICINE 4 Credit Hours
ELECTIVE
The student will serve as a sub-intern under the supervision of a staff neonatologist and the pediatric house officer. The student will be exposed to the critical care of sick and high risk neonates and the convalescent care of recovering, growing neonates. Emphasis will be placed on resuscitation of the high risk infant, recognition of signs and symptoms and neonatal illness with the formation of a differential diagnosis and treatment plan; monitoring of physiologic parameters; calculation of fluid, electrolyte and nutrition requirements; assessment of blood gasses and respiratory treatment strategies. The student will have the opportunity to participate with staff and house staff in minor procedures. Scheduling and assignment will be as per house staff and attending neonatologist. Didactic instruction will be provided through daily rounds, conferences, and lectures. There is an average of 45 new admissions per month with an average of 24 patients per day.
Activity-Hours/Week: Rounds-40, Didactic conferences-3 to 4, Independent learning-0, Research project-0, Independent patient care-0.
Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205).
Typically Offered: Each four weeks.
Capacity: 2.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

PEDS 725 PEDIATRIC EMERGENCY MEDICINE ELECTIVE 4 Credit Hours
ELECTIVE
The student will serve as a sub-intern under the supervision of a staff neonatologist and the pediatric house officer. The student will be exposed to the critical care of sick and high risk neonates and the convalescent care of recovering, growing neonates. Emphasis will be placed on resuscitation of the high risk infant, recognition of signs and symptoms and neonatal illness with the formation of a differential diagnosis and treatment plan; monitoring of physiologic parameters; calculation of fluid, electrolyte and nutrition requirements; assessment of blood gasses and respiratory treatment strategies. The student will have the opportunity to participate with staff and house staff in minor procedures. Scheduling and assignment will be as per house staff and attending neonatologist. Didactic instruction will be provided through daily rounds, conferences, and lectures. There is an average of 45 new admissions per month with an average of 24 patients per day.
Activity-Hours/Week: Rounds-40, Didactic conferences-3 to 4, Independent learning-0, Research project-0, Independent patient care-0.
Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205).
Typically Offered: Each four weeks.
Capacity: 2.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.
PEDS 730 PEDIATRICS GASTROENTEROLOGY 4 Credit Hours
ELECTIVE
The student will: Become broadly familiar with gastrointestinal pathology in infants, children, and adolescents; Assist in evaluation of patients with gastrointestinal, hepatobiliary, and nutritional disorders; Participate in gastrointestinal procedures; and Gain some expertise in interpretation of gastrointestinal histopathology. Students will learn to evaluate pediatric patients with chronic and infectious diarrhea, abdominal pain, constipation, malabsorption, inflammatory bowel disease, gastrointestinal infections, Hirschsprung's disease, neonatal cholestasis, growth failure, chronic vomiting, and liver disease. Students will develop an understanding of gastrointestinal physiology and development. Basic principles of enteral and parenteral nutrition in Pediatrics will be reviewed. The student will participate in the care of both hospitalized and ambulatory patients at Children's Hospital and Outreach Clinics. The student may choose to emphasize inpatient and outpatient activities based upon his/her experiences and individual career goals and needs. Teaching rounds are performed on a daily basis. The medical student would work closely with pediatric house officers as well as the attending. No night call will be taken by the student. Activity-Hours/Week: Rounds - 35, Didactic conferences - 5, Independent learning - 4, Research project - 0. Independent patient care - 0. Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205). Typically Offered: Each four weeks. Capacity: 1. Location: Children's Hospital Omaha.

Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

PEDS 731 GENETICS & METABOLIC DIS 4 Credit Hours
ELECTIVE
The student will: Become broadly familiar with gastrointestinal pathology in infants, children, and adolescents; Assist in evaluation of patients with gastrointestinal, hepatobiliary, and nutritional disorders; Participate in gastrointestinal procedures; and Gain some expertise in interpretation of gastrointestinal histopathology. Students will learn to evaluate pediatric patients with chronic and infectious diarrhea, abdominal pain, constipation, malabsorption, inflammatory bowel disease, gastrointestinal infections, Hirschsprung's disease, neonatal cholestasis, growth failure, chronic vomiting, and liver disease. Students will develop an understanding of gastrointestinal physiology and development. Basic principles of enteral and parenteral nutrition in Pediatrics will be reviewed. The student will participate in the care of both hospitalized and ambulatory patients at Children's Hospital and Outreach Clinics. The student may choose to emphasize inpatient and outpatient activities based upon his/her experiences and individual career goals and needs. Teaching rounds are performed on a daily basis. The medical student would work closely with pediatric house officers as well as the attending. No night call will be taken by the student. Activity-Hours/Week: Rounds - 35, Didactic conferences - 5, Independent learning - 4, Research project - 0. Independent patient care - 0. Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205). Typically Offered: Each four weeks. Capacity: 1. Location: Children's Hospital Omaha.

Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

PEDS 732 PEDIATRIC PULMONARY 4 Credit Hours
ELECTIVE
The pediatric Pulmonology clinic meets 2 half days per week. In these clinics, the student, under the supervision of the staff, evaluates new and follow-up patients with all forms of pediatric lung diseases. Approximately 40% of these patients have cystic fibrosis and are followed for routine care. The remainder includes a significant number of patients with asthma, recurrent pneumonia, chronic cough, tuberculosis, recurrent aspiration pneumonias and many other assorted disorders. The student will learn to perform and interpret basic pulmonary function tests. Inpatient rounds are made daily with the staff on patients hospitalized for cystic fibrosis or other pulmonary disease. Consultations are performed on other services' patients with pulmonary conditions. Activity-Hours/Week: Rounds - 36, Didactic conferences - 5, Independent learning - 0, Research project - 0. Independent patient care - 0. Instructor: Dr. Heather Thomas; hthomas@childrensomaha.org. Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205). Typically Offered: Each four weeks. Capacity: 1. Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

PEDS 734 PEDIATRIC NEUROLOGY 4 Credit Hours
ELECTIVE
This course offers students clinical pediatric neurology experience with specific focus on evaluation, diagnosis and treatment of the neurological diseases in children from conception to the adult state under close supervision of the faculty. The goal of this four-week elective is to provide the student with the clinical experience of evaluating children with neurological disorders and thereby acquire skills necessary to perform the pediatric neurologic exam and to develop a diagnostic and therapeutic approach to common neurologic problems in children. Activity-Hours/Week: Rounds - 35, Didactic conferences - 5, Independent learning - 2, Research project - 0. Independent patient care - 0. Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205). Typically Offered: Each four weeks. Capacity: 1. Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.
Peds 735 Infectious Disease 4 Credit Hours
ELECTIVE
This elective provides the student with an opportunity for in-depth study of clinical and laboratory aspects of infections in children. Students will be expected to read a course syllabus and will be asked to present one or more interesting cases at scheduled conferences. Students will learn to evaluate neonates, infants and children with a wide range of infectious diseases. This is primarily an inpatient experience with about 10% of patients seen in the outpatient clinic. Students are required to see all new consultations initially with residents or fellows. The students perform a complete workup and assessment, then present their findings and recommendations to the attending physician on daily rounds. Three laboratory tutorial sessions are taught during the month, each lasting 1 to 2 hours. In addition, rounds are made each day in the microbiology laboratory and students are responsible for monitoring all ongoing microbiology test/results. Students are required to do considerable outside reading on their patients' illnesses. A selected reading list is provided to all students at the beginning of the rotation and students are responsible for all the material therein. Regular "Journal Club" sessions are held throughout the month to discuss selected chapters from Infectious Diseases of Children. Activity-Hours/Week. Rounds-40. Didactic conferences-5. Independent learning-5. Research project-0. Independent patient care-0.
Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205).
Typically Offered: Each four weeks.
Capacity: 1.
Visiting Student Information: This elective is NOT available to visiting students.

Peds 736 Dvlpmntl Pedi Prcticum 4 Credit Hours
ELECTIVE
This elective will provide the student with an orientation to chronic care and developmental disabilities through both clinical and didactic experiences. The student will observe two comprehensive interdisciplinary patient evaluations and summary conferences, attend core curriculum presentations, observe developmentally disabled children in the classroom, attend approximately seven different types of clinics, and receive experience in the use of diagnostic screening techniques such as the Denver Developmental Screening Test. The student will become familiar with the role of the physician in the diagnosis, evaluation and clinical care of children, youth, and adults with developmental disabilities and chronic handicapping conditions. Activity-Hours/Week. Rounds-30. Didactic conferences-5. Independent learning-10. Research project-2. Independent patient care-0.
Instructor: Dr. Ellis and Dr. Needelman
Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205).
Typically Offered: Each four weeks.
Capacity: 1.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

Peds 737 Rheumatology 4 Credit Hours
ELECTIVE
The purpose of this elective is to provide students with practical experience in pediatric rheumatology. The experience gained through this elective will enable the student to diagnose and manage pediatric patients with rheumatologic disorders in primarily an outpatient setting although students will be involved in select inpatient consults. Under the guidance of a board certified rheumatologist, the student will see a broad spectrum of patient problems ranging in age from toddler to young adulthood. Students will be expected to present a topic of their interest the last week of the rotation and will participate in pre-test and post-testing to evaluate growth and identify areas of strengths and weaknesses. Activity-Hours/Week. Rounds-30. Didactic conferences-5. Independent learning-5. Research project-0. Independent patient care-0.
Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205).
Typically Offered: Each four weeks.
Capacity: 1.
Visiting Student Information: This course is NOT available to visiting students.

Peds 742 Ped Nephrology 4 Credit Hours
ELECTIVE
The student will become familiar with pediatric aspects of genito-urinary tract disease; specifically; Medical management of congenital renal or G-U anomalies; Acute and chronic urinary tract infections; Evaluation of asymptomatic proteinuria and hematuria including urine sediment examination; Evaluation and therapy of hypertension; Medical management of acute or chronic renal failure including dialysis; Management of acute or chronic glomerulonephritis. The medical student will receive journal articles regarding common pediatric nephrology problems. Reading of pertinent sections of current pediatric textbooks is also recommended. Independent research and reading regarding nephrology patient problems will be expected. Activity-Hours/Week. Rounds-30. Didactic conferences-2. Independent learning-8. Research project-0. Independent patient care-0.
Instructor: Dr. Mauch, Dr. Lovell, and Dr. Adabala.
Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205).
Typically Offered: Each four weeks.
Capacity: 1.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.
PEDS 750 HONORS PEDS 4 Credit Hours
ELECTIVE
The purpose of this rotation is to engage the student interested in pediatric medicine in a variety of activities that will improve the student's ability to evaluate pediatric problems and formulate a thorough problem list, differential diagnosis for each problem, and a logical management plan. Additionally, the student will gain experience that will prepare them for a pediatric residency. This rotation is geared toward self-learning and improving one's ability to think critically. These general objectives will be achieved through the following activities or tasks: Case tutorials with Dr. Finken; Attending conferences such as the Patient Management Conference and Pediatric Grand Writing a reflection paper. Develop a plan to maintain and foster personal happiness and balance during residency by discussion and reading "The Intern Blues." Activity-Hours/Week. Tutorials-10. Didactic conferences-3. Independent learning-5. Paper-1. Prerequisite: Plans to MATCH in Pediatrics or Medicine/Pediatrics. Instructor: Dr. Finken. Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205). Typically Offered: July, March, and October. Capacity: 2. Visiting Student Information: This course is NOT available to visiting students.

PEDS 751 PEDS SUBINTERNSHIP 4 Credit Hours
ELECTIVE
This senior pediatric elective is an opportunity for medical students to receive hands-on experience in a wide variety of hospitalized pediatric patients. One track is that the student will function as a sub-intern for critically ill pediatric patients at Children's Hospital. The other option is for the student, functioning as a sub-intern, to admit, evaluate, manage and discharge patients on the wards at Children's Hospital in a rotating fashion with pediatric interns. This will be done under the guidance and supervision of the senior pediatric resident and the attending physician. Admissions will be assigned to maximize the student's exposure. The student will be expected to take in-house night call. Activity-Hours/Week. Rounds-40+. Didactic conferences-2. Independent learning-0. Research project-0. Independent patient care-0. Prerequisite: By invitation only and MATCHing in Pediatrics or Medicine Pediatrics. Instructor: PICU and 2 wards. Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205). Typically Offered: Each four weeks. Capacity: 1 per track. Visiting Student Information: This elective is NOT available to visiting students.

PEDS 760 GEN PEDI PRECEPTORSHIP 4 Credit Hours
ELECTIVE
Pediatricians throughout the state have expressed an interest in having medical students spend four or more weeks with them in their private office. You must contact the preceptor on an individual basis to reserve a time for this service. A list of preceptors is available in the Department of Pediatrics from Joy Higgins. Prerequisite: Pre-arranged with designated preceptors. Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205). Typically Offered: Each four weeks. Capacity: Variable. Visiting Student Information: This course is NOT available to visiting students.

PEDS 764 OFF CAMPUS AFFILIATE 4 Credit Hours
ELECTIVE
Senior students may request credit for any off-campus program, which offers unusual opportunities in clinical or investigative pediatrics. Advance departmental approval is required. An Off-Campus Elective Application form must be submitted for this experience. (See Off-Campus Elective Application procedures.) Prerequisite: Off-Campus Approval form completed. Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205). Typically Offered: Each four weeks. Capacity: Variable. Location: Variable. Visiting Student Information: This course is NOT available to visiting students.

PEDS 766 OFF CAMPUS NON-AFFLTN 4 Credit Hours
ELECTIVE
Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205). Typically Offered: Each four weeks. Capacity: Variable. Location: Variable (within NE). Visiting Student Information: This course is NOT available to visiting students.

PEDS 796 RESEARCH 4 Credit Hours
ELECTIVE
A student interested in participating in an ongoing active research area within the Department of Pediatrics may arrange with the appropriate faculty to devote an elective month to laboratory investigation. By registering for the Pediatric Research elective and a related clinical subspecialty elective in consecutive months, the student could arrange a flexible program permitting simultaneously enrolling for a graduate level course in a related basic science subject. Prerequisite: Pre-arranged with research advisor. Contact: Joy Higgins; jhiggins@unmc.edu; 402-559-8280; UT 3139 (Zip 1205). Typically Offered: Each four weeks. Capacity: Variable. Visiting Student Information: This course is NOT available to visiting students.
Physical Medicine and Rehabilitation

PMR 710 CLINICAL ELECTIVE IN REHABILITATION MEDICINE 4 Credit Hours

ELECTIVE

Physical Medicine and Rehabilitation (PMR or physiatry) is a medical specialty concerned with the diagnosis and treatment of functional impairments involving the neurological and musculoskeletal systems. PMR encompasses the treatment of children and adults, and offers several subspecialty areas of concentration - pediatric rehab, spinal cord injury, brain injury medicine, neuromuscular disease, sports medicine, pain medicine and palliative care. The clinical elective in PMR is designed to expose students to the principles of physical medicine and rehabilitation, and it includes inpatient and outpatient rotations. Inpatient rotations will include care of adults and children with major disabling illness or injury, and outpatient rotations will show such areas of interest as spasticity management, electrodiagnosis (EMG and nerve conduction study) and its application to outpatient diagnosis of disorders of the nerve or nerve root; and musculoskeletal diagnostic assessment and treatment of common painful disorders. Regular reading, student presentation at monthly journal club or other teaching conference, and satisfactory performance on an end-rotation written test of knowledge are mandatory components of the rotation. 1. Determine how to make appropriate patient referrals based on knowledge of PMR. 2. Apply the evaluation of function as it relates to health and disease states. 3. Demonstrate ability to perform a neuromusculoskeletal physical examination as part of the assessment of function. 4. Discuss how PMR physicians work as leaders of a team of rehabilitation professionals to assist patients in regaining function and returning to community. 5. Describe the roles of physical and occupational therapy, speech and swallowing evaluations and role of neuropsychologists in comprehensive patient evaluation and treatment. Typically Offered: Each four weeks. Instructor: Drs. Bierner, Kafka, Patil, Anderson, Tran, Krabbenhoft, LaHolt, and Weaver.

Contact: Travis Weyant; tweyant@unmc.edu; 402-559-3964; HIC 3003 zip (6155). Capacity: 2.

Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

Psychiatry

Chair/Steven P. Wengel, M.D.
Clerkship Director: Sharon Hammer, M.D.
Curriculum Coordinator: Elisabeth (Liz) Sorenson/Stephanie Hansen, Poynter Hall, 4th floor

It is strongly recommended that students select electives in areas other than that in which they have had previous clerkship experience. Students desiring assistance in selecting electives and/or career planning should contact Liz Sorenson/Stephanie Hansen at 402-552-6170/402-552-6235 to schedule an appointment with Dr. Hammer.

All electives must be pre-arranged with Liz Sorenson/Stephanie Hansen and requested through OASIS.

PSYC 718 STRESS REDUCTION TECHNIQUES FOR THE PRACTICING CLINICIAN 4 Credit Hours

ELECTIVE

Medical school is recognized as a stressful life event. A major study has shown that 50% of medical students experience burnout and 10% experienced suicidal ideation (Drybe et al. Burnout and suicidal ideation among U.S. medical students. Ann Intern Med 2008; 149:334--41.) Physicians continue to experience stress in residency and in their future practices. This elective is intended to provide the student an opportunity to understand the potential of stress reduction techniques as an integral part of whole-person care by exposure to stress reduction techniques that are currently used in a variety of medical settings. Some of the practices include meditation, guided imagery, biofeedback, and structured breathing and movement exercises. These are among the best known and most widely used of the complementary, alternative or integrative approaches to healthcare. Students will learn of the evidence base supporting the use of these techniques and will practice a variety of the techniques during this elective. In addition to assisting the student with managing their own stress, and in the process improving their resiliency, this experience will also facilitate the student serving as educator and mentor for improving the lives of their future patients. Instructor: Dr. Brent Khan and Dr. Steven Wengel Contact: Liz Sorenson; psychmededu@unmc.edu; 402-559-8280; PYH Rm 4013 (Zip 5575) Typically Offered: July-February. Capacity: 6 Visiting Student Information: This course is NOT available to visiting students.

PSYC 723 ADULT INPATIENT PSYCHIATRY SUB-INTERNSHIP 4 Credit Hours

ELECTIVE

This inpatient elective allows the student to build upon the foundation of clinical skills established during the third year psychiatry clerkship. The student will be involved in the assessment and treatment of adult patients with mental illness requiring inpatient stabilization in the UNMC Adult Crisis Unit or Lasting Hope Recovery Center. Students will be expected to work at a level similar to that of an intern / resident under the supervision of staff. Students may attend case conferences and Grand Rounds and participate in self-directed learning. Students selecting LHRC will be required to complete a urine drug screen (at no cost to the student) and additional paperwork. Instructor: Dr. Jeana Benton and Dr. Matthew Egbert Contact: Liz Sorenson; psychmededu@unmc.edu; 402-559-8280; PYH Rm 4013 (Zip 5575) Typically Offered: Each four weeks Capacity: 2 (1 per service) Visiting Student Information: This course is NOT available to visiting students.
PSYC 725 CHILD AND ADOLESCENT PSYCHIATRY 4 Credit Hours
ELECTIVE
This elective provides the student greater exposure to the subspecialty of child and adolescent psychiatry. Students will participate with faculty and therapists in outpatient care of this young patient population. Students will participate in the assessment of children and adolescents with a variety of psychiatric diagnoses by interviewing both patients and their caregivers, as well as forming differential diagnoses and bio-psychosocial treatment plans. This elective is intended for those considering a career field involving the treatment of children and adolescents and for those who would like to explore child and adolescent psychiatry as a career.
Instructor: Dr. Maria McGee
Contact: Liz Sorenson; psychmededu@unmc.edu; 402-559-8280; PYH Rm 4013 (Zip 5575)
Typically Offered: Each four weeks except November
Capacity: 1
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

PSYC 727 PSYCHIATRY THROUGH THE LIFESPAN 4 Credit Hours
ELECTIVE
This outpatient psychiatry elective provides an interactive exposure to a diversity of patient populations with mental illness. The student will rotate through week-long experiences in children and adolescent psychiatry, women's health / perinatal care, adult psychiatry and geriatric psychiatry. Patient care will primarily occur in the outpatient setting. Treatment therapies may include psychotherapeutic and psychopharmacological modalities. Students will have the opportunity to work with faculty and therapists in evaluating and treating patients. This elective allows the student an opportunity to expanding their psychiatric knowledge and skills.
Instructor: Dr. Sharon Hammer, Dr. Maria McGee, and Dr. Steven Wengel
Contact: Liz Sorenson; psychmededu@unmc.edu; 402-559-8280; PYH Rm 4013 (Zip 5575)
Typically Offered: Each four weeks except November, December, and January
Capacity: 1
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

PSYC 728 COMMUNITY MENTAL HEALTH 4 Credit Hours
ELECTIVE
Douglas County Community Mental Health Center provides high quality, comprehensive mental health care for the under-served population of Douglas County. Students will have the opportunity to participate in inpatient care, day treatment and outpatient clinic. Our emphasis is on teaching through direct patient care. Students will be active members of the treatment team and their direct involvement in the treatment planning will be encouraged and expected. Students will develop advanced clinical skill in diagnosis and psychopharmacology through direct involvement in their care. This elective is helpful for students who have interest in psychiatry and desire to work with people in the community who have chronic mental illness.
Instructor: Dr. Rashmi Ojha
Contact: Liz Sorenson; psychmededu@unmc.edu; 402-559-8280; PYH Rm 4013 (Zip 5575)
Typically Offered: Each four weeks
Capacity: 1
Visiting Student Information: This course is NOT available to visiting students.

PSYC 740 CONSULTATION LIAISON PSYCHIATRY SUB-INTERNSHIP 4 Credit Hours
ELECTIVE
This elective provides exposure to medically ill patients with emotional / psychiatric problems with teaching emphasis on psychiatric diagnostic issues, acute treatment plans, short-term intervention techniques and supportive therapies. Readings, self-directed learning, daily rounds, case conferences and liaison with other medical staff in the emergency room and general hospital setting are all part of this elective. Students will be expected to participate in patient care at a level similar to an intern under the supervision of staff. Activity-Hours/Week Rounds-30 Didactic conferences-5 Independent learning-0 Research project-0 Independent patient care-10 Multidisciplinary Meeting-1 Grand Rounds-1
Instructor: Dr. Sharma
Contact: Liz Sorenson; psychmededu@unmc.edu; 402-559-8280; PYH Rm 4013 (Zip 5575)
Typically Offered: Each four weeks
Capacity: 2
Visiting Student Information: This course is NOT available to visiting students.

PSYC 760 OFF CAMPUS ELECTIVE 4 Credit Hours
ELECTIVE
Off-Campus electives may be taken to broaden ones’ knowledge of psychiatry generally or to acquire types of experience not available here. Transcultural electives are encouraged. For suggestions concerning possible off-campus electives, contact Dr. Hammer. An Off-Campus Elective Application Form must be submitted for this experience. (See Off-Campus Elective Application procedures.)
Prerequisite: Off-Campus Approval form completed
Contact: Liz Sorenson; psychmededu@unmc.edu; 402-559-8280; PYH Rm 4013 (Zip 5575)
Typically Offered: Each four weeks
Capacity: Variable
Location: Variable.
Visiting Student Information: This course is NOT available to visiting students.

Radiation Oncology

Chair/Dr. Charles E. Enke
Contact Person: Lynette M. McKenny at 402-552-6547
Ronc 722 Radiation Therapy 4 Credit Hours
Elective
Cancer is relatively rare in the usual medical practice, although it ranks second as a cause of death. Since most patients with cancer, at some time in the course of their disease, will receive radiation therapy, this elective permits a concentrated exposure to the manifestations of malignant disease. The emphasis will be the evaluation of patients undergoing treatment with the various radiation therapy modalities. An attempt will be made via discussion of particular cases to correlate the roles of surgery, chemotherapy and radiation therapy. Activity
Hours/Week: Rounds-28 Didactic conferences-1 Independent learning-8 Research project-2 Independent patient care-1
Instructor: Dr. Charles Enke
Contact: Lynette McKenny; lmmckenn@unmc.edu; 402-553-6547; CKT 7521 (Zip 7521)
Typically Offered: Each four weeks
Capacity: 1
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

Radiology
Chair/Dr. Craig Walker
Dr. Melissa Manzer/Student Coordinator
Tina Hunter, Curriculum Clerk
Room 1541 UMA
402-559-1018

To pre-arrange this elective contact:
Tina Hunter
Department of Radiology
thunter@unmc.edu
402-559-1018
University Tower 3: 1336

Radi 720 Diagnostic Radiology 4 Credit Hours
Elective
Daily observations of film interpretation, fluoroscopic examinations and interventional radiographic procedures. We will discuss plain film analysis of the abdomen and chest, terminology used with different modalities, radiation protection and the patient’s experience of radiological tests. You will further learn by teaching your peers through unknown cases and presentations. With the cooperation of the instructor, emphasis can be directed to specialized areas such as pediatric radiology, cardiovascular radiology, ultrasounds, neuroradiology, musculoskeletal radiology, and GU radiology. Students will be assigned at the University Hospital. You will receive your clinical schedule at the beginning of the rotation.
Contact: Tina Hunter; thunter@unmc.edu; 402-559-1018; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: 16
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

Radi 724 Nuclear Medicine 4 Credit Hours
Elective
This elective is directed towards acquainting the student with the field of Nuclear Medicine. The application of radionuclides to the diagnosis, treatment and/or investigation of human disease is surveyed with emphasis on clinical applications. The students receive didactic instruction in the principles and practice of pertinent nuclear physics and instrumentation. They will participate in case evaluation, procedure selection, radio-pharmaceutical dose calculation and administration, conduct the procedure, subsequent evaluation and analysis of data with patients. Integration of the consultative report into the total patient care is stressed. Pertinent radiation biologic and radiation protection considerations are related to the conduct of the routine practice of nuclear medicine. Opportunity is available for the pursuit of individual interests within the overall framework of the elective. A specific investigational activity exploring an area of interest in greater depth is also an integral part of the elective, providing a more detailed experience relating to the field of nuclear medicine.
Prerequisite: Pre-arranged with designated faculty
Contact: Tina Hunter; thunter@unmc.edu; 402-559-1018; UT3 1336 (Zip 1045)
Typically Offered: Variable
Capacity: 1
Visiting Student Information: This course is NOT available to visiting students.

Radi 727 Interventional Radiology 4 Credit Hours
Elective
This elective exposes the student to the clinical side of radiology. Interventional Radiology is patient oriented and students are encouraged to participate in pre-procedure workup, observation and performance of procedures, and post procedure care. Didactic sessions are conducted every morning, where cases of the day and completed cases from the day before are discussed. Interventional Radiology encompasses most specialties, including peripheral vascular disease, oncology, surgery, internal medicine, ob/gyn, urology, pediatrics, pathology, and neurology to name a few.
Instructor: Dr. Chris Vargo
Contact: Tina Hunter; thunter@unmc.edu; 402-559-1018; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: 1
Visiting Student Information: This course is NOT available to visiting students.

Radi 760 Off Campus Elective 4 Credit Hours
Elective
An Off-Campus Elective Application form must be completed for this experience. (See Off-Campus Elective Application procedures.)
Prerequisite: Successfully completed RADI-720; Off-Campus Approval form completed
Contact: Tina Hunter; thunter@unmc.edu; 402-559-1018; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: Variable Location: Variable
Visiting Student Information: This course is NOT available to visiting students.

Surgery
Chair/David W. Mercer, M.D.
Lisa Schlitzkus, M.D., MS4 Clerkship Director
Kimberly Schenarts, PhD/Vice Chair for Student Education
Electives

The electives are designed to build on the foundation achieved in the primary clerkship. The student is an active participant in the professional team caring for patients. Professional communication, relation of the surgical problem to the basis of disease, the details and technique of diagnosis and treatment, are the focus of increasing involvement with patients through the pre-operative and post-operative periods in conjunction with the faculty. The primary clerkship is a prerequisite for all electives in the Department of Surgery.

Surgical specialties are clinical rotations which allow students the opportunity to combine all of the knowledge that they have accumulated during the first three years of medical school. A thorough knowledge of anatomy, pathophysiology and clinical decision-making is essential to prepare for and execute operative procedures. In the operating room gross pathology can be observed and histologic pathology later reviewed. This pathology can be correlated with preoperative imaging and physical exam findings. The physiology and pathophysiology of disease and their effect on all body systems is observed pre-operatively, intra-operatively and during the post-operative recovery periods. The spectrum of other areas of medicine that can be seen in surgical patients include infectious disease, endocrinology, cardiology, pulmonology, immunology and pharmacology. Surgical specialties offer exposure to both adult and pediatric patients. All of these electives are geared towards graduated responsibility in patient care as students progress to functioning at the level of an intern.

As you contemplate your career choices, you can feel confident that a surgical elective during your fourth year will contribute to your medical education and your development as a physician, whatever field of medicine you choose to pursue. The Department of Surgery offers elective rotations in a number of areas of surgery. These include General Surgery, Urology, Oral Surgery, Neurosurgery, Pediatric Surgery, Transplant Surgery, Vascular Surgery, Plastic and Reconstructive Surgery, Endocrine/Breast Surgery, Surgical Oncology, Cardiac Surgery and Thoracic Surgery. Other areas of surgical interest can be found through the Departments of Orthopaedic Surgery, Otolaryngology-Head and Neck Surgery, Ophthalmology, Emergency Medicine and Anesthesiology.

If you have a career interest in a surgical subspecialty, we would recommend including some of the following as electives:

• One to two electives on a General Surgery or subspecialty field based at UNMC or one of the affiliated hospitals. In addition, a rotation in other surgical specialties (such as neurosurgery, urology and orthopaedic surgery) may be beneficial.
• Two to three electives in non-operative areas of medicine, especially in those fields that represent patients with diseases that are often treated with surgical and medical approaches.
• One to two electives in fields that represent areas of medicine that partner with surgeons in the care of their patients such as radiology, anesthesiology or pathology.

Members of the faculty of the Department of Surgery would be pleased to give you advice regarding your selection of electives, regardless of your career path – surgical or non-surgical. Please see the list of advisors in the front of this handbook.

ELECTIVE

SURG 710 PLASTIC SURGERY 4 Credit Hours

This elective experience is designed to expose senior students to the principles of plastic surgery and possibly enhance any interest they may have in the field.

Instructor: Dr. Schlitzkus
Contact: Beverly Vaughn; bvaughn@unmc.edu; 402-559-4718; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: 1
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

SURG 720 UROLOGY CLERKSHIP 4 Credit Hours

ELECTIVE

Students are active participants in the team caring for patients. Students will be exposed to genitor-urinary tract disease recognition, diagnosis, and therapy and be encouraged to partake fully in the pre-operative, intra-operative and post-operative management of these patients.

Instructor: Dr. LaGrange, Dr. Kim, Dr. Deibert, and Dr. Villanueva
Contact: Beverly Vaughn; bvaughn@unmc.edu; 402-559-4718; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: Variable
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

SURG 721 SURGICAL SKILL IMMERSION 4 Credit Hours

ELECTIVE

This four week elective offered at the end of the fourth year is geared towards students who are pursuing a career in a surgical specialty. The goal of the elective is to prepare students for the practical aspects of a surgical internship so that they will be able to thrive in the surgical world. The elective will consist of didactic, practical and simulated scenarios. There will be dedicated time in simulation facilities, cadaver labs and practical skills mastery. There will be exposure to common clinical problems that the student can expect to face when they start as an intern. There will be time dedicated to development of time management skills, communication skills, handover skills and discussion about balancing professional and personal demands. There will be some time spent focusing on core pathophysiology topics. There will be mentorship from surgical faculty and residents. There will be education from nursing, pharmacy and other allied health professionals. We will utilize the American College of Surgeons/Association of Program Directors Surgery/Association for Surgical Education Resident Prep Curriculum and you will receive proof of completion of a standardized curriculum.

Instructor: Dr. Schlitzkus
Contact: Beverly Vaughn; bvaughn@unmc.edu; 402-559-4718; UT3 1336 (Zip 1045)
Typically Offered: April
Capacity: 20
Visiting Student Information: This course is NOT available to visiting students.
SURG 722 PEDIATRIC SURGERY 4 Credit Hours
ELECTIVE
On the pediatric surgical service students should consider the physiology, pathology and surgical care of a variety of surgical problems. The expectation is to work up, scrub and make rounds on as many patients as possible. Attendance at teaching conferences on Tuesday and Friday mornings is expected. Students may be asked to give a presentation at a conference. This is generally no more than 30 minutes and would involve a patient cared for by the service. Students are expected to come in on 1 day each weekend.
Instructor: Dr. Raynor, Dr. Cusick, Dr. Jones, and Dr. Abdessalam
Contact: Beverly Vaughn; bvaughn@unmc.edu; 402-559-4718; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: 2.
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

SURG 725 CARDIAC SURGERY 4 Credit Hours
ELECTIVE
During this elective, the student will function as a sub-intern. They will participate in the pre-operative evaluation of cardiac surgical patients, the surgical procedures and the post-operative management of these patients. At the end of this rotation, the student should have an understanding of the diagnostic procedures used in evaluating cardiac and pulmonary disease, indications and contraindications for surgery in these patients, a thorough acquaintance with intra-operative cardiopulmonary bypass, invasive hemodynamic monitoring, and ventilator management, as well as a familiarity with pharmacological agents utilized in the care of these patients. The student will be expected to be available for daily rounds, cath conferences, elective and occasionally emergency operations. Overnight on-call with the senior surgical resident on the service would be beneficial.
Instructor: Dr. Lackner and Dr. Trujillo
Contact: Beverly Vaughn; bvaughn@unmc.edu; 402-559-4718; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: 1
Visiting Student Information: Visiting Students are not to contact faculty or clinical departments prior to acceptance through VSAS. Doing so is considered a professional breach and may disqualify the student from being offered a rotation.

SURG 726 ORAL SURGERY CLERKSHIP 4 Credit Hours
ELECTIVE
The elective is designed to acquaint the student with the technique of oral examination, diagnosis, treatment planning and surgical management of oral disease processes.
Instructor: Dr. Leon Davis
Contact: Beverly Vaughn; bvaughn@unmc.edu; 402-559-4718; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: 1
Visiting Student Information: This course is NOT available to visiting students.

SURG 727 THORACIC SURGERY 4 Credit Hours
ELECTIVE
During this elective, the student will function as a sub-intern. They will participate in the pre-operative evaluation of thoracic surgical patients, the surgical procedures, and the post-operative management of these patients. At the end of this rotation, the student should have an understanding of the diagnostic procedures used in evaluating thoracic and pulmonary disease, indications and contraindications for surgery in these patients, radiologic and pathologic evaluation of thoracic malignancy, invasive hemodynamic monitoring, and ventilator management, as well as a familiarity with pharmacological agents utilized in the care of these patients. The student will be expected to be available for daily rounds, cath conferences, elective and occasionally emergency operations. Overnight on-call with the senior surgical resident on the service would be beneficial.
Instructor: Dr. Lackner and Dr. Trujillo
Contact: Beverly Vaughn; bvaughn@unmc.edu; 402-559-4718; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: 1
Visiting Student Information: This course is NOT available to visiting students.

SURG 728 GENERAL SURGERY 4 Credit Hours
ELECTIVE
Students selecting an elective at Methodist Hospital will be assigned to a teaching service of their choice when possible; however, in the interest of optimal educational experiences, it may be necessary to assign students to unfilled positions. Hospital assignments are made through the Department of Surgery. Services: Methodist: Drs. Rose, Reilly, Winterstein, Buda, Dittrick, Eakins, and Kolkman; Private Colorectal Surgery (CRS): Dr. Beatty
Contact: Beverly Vaughn; bvaughn@unmc.edu; 402-559-4718; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: 1
Visiting Student Information: This course is NOT available to visiting students.

SURG 729 GEN SURGERY-VA 4 Credit Hours
ELECTIVE
This elective is recommended to students interested in a more in-depth exposure to the management of general surgical conditions in a unique patient population at the Veterans Administration Medical Center. Students will be expected to function as sub interns on the service, including the pre- and post operative management of patients with emergent and elective surgical diseases including benign and malignant hepatopancreaticobiliary, gastrointestinal, cutaneous disorders. The student will be expected to be an active participant in the clinic, operating room, and emergency department settings. The student will be responsible for preparing a clinical conference for formal presentation to all members of their team.
Typically Offered: FALL/SPR
SURG 730 LIVER TRANSPLANT SURG 4 Credit Hours
ELECTIVE
This elective is available to all students interested in a career in surgery with a special interest in solid organ transplantation. Students will function as a sub intern for the transplant patients only and will be intimately involved in all phases of the transplantation procedure; both donor and recipient operation, pre- and post-operative management and regulation of immunosuppressive drugs. Students will be exposed to patients undergoing liver, small bowel, kidney and pancreatic transplant. In addition, all general surgical procedures on transplant patients and hepato-biliary operations will be a part of the rotation. The student must be available at all times throughout the rotation due to the unpredictable nature of transplantation.
Contact: Beverly Vaughn; bvaughn@unmc.edu; 402-559-4718; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: 1
Location: Children's Hospital Omaha
Prerequisite: Off-Campus Approval form completed
Visiting Student Information: This course is NOT available to visiting students.

SURG 760 OFF CAMPUS ELECTIVE 4 Credit Hours
ELECTIVE
Special off-campus electives at other medical centers can be arranged for an extraordinary learning experience not regularly available within the department. An Off-Campus Elective Application form must be submitted for this experience. The primary concern is to identify a responsible and acceptable faculty-in-absentia who can assure an active clerkship and offer an evaluation of performance.
Prerequisite: Off-Campus Approval form completed
Contact: Beverly Vaughn; bvaughn@unmc.edu; 402-559-4718; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: Variable
Location: Variable
Visiting Student Information: This course is NOT available to visiting students.

SURG 766 PRECEPTORIAL SURGERY 4 Credit Hours
ELECTIVE
Many members of the active faculty have indicated a willingness to share a preceptorial clerkship with a student. The list of faculty is maintained in the Department of Surgery. This involves surgeons on our faculty in active practice in Council Bluffs, O'Neill, Lincoln, Kearney, Scottsbluff and Omaha and can be arranged with the member of the faculty and certified by the Department of Surgery. Positions are available at Lincoln Veterans Administration Hospital. Bear in mind that each member of the faculty will set their own individual student limit. A responsible and acceptable faculty-in-absentia, who can assure an active clerkship and offer an evaluation of performance, must be identified prior to approval. An evaluation of the student's performance will be required upon completion and the student is responsible for assuring that the department receives the evaluation.
Contact: Beverly Vaughn; bvaughn@unmc.edu; 402-559-4718; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: Variable
Location: Variable
Visiting Student Information: This course is NOT available to visiting students.

SURG 790 RESEARCH GEN SURGERY 4 Credit Hours
ELECTIVE
This elective offers students an opportunity to work with faculty members in clinical investigations of surgical disease in ongoing bench research projects. Definitions of problems and programs of learning will be decided upon discussion with faculty.
Prerequisite: Pre-arranged with designated faculty
Contact: Beverly Vaughn; bvaughn@unmc.edu; 402-559-4718; UT3 1336 (Zip 1045)
Typically Offered: Each four weeks
Capacity: Variable
Visiting Student Information: This course is NOT available to visiting students.
SURG 799 NEUROSURG CLIN RSCH 1-12 Credit Hours
ELECTIVE
This elective offers students an opportunity to work with faculty members in clinical investigations of neurosurgical diseases or participate in ongoing bench research projects. Definitions of problems and programs of learning will be decided upon discussion with faculty. Prerequisite: Pre-arranged with designated faculty
Contact: Kellie Devney; kdevney@unmc.edu; 402-559-9605; UT1 4140 (Zip 2035)
Typically Offered: Each four weeks
Capacity: Variable
Visiting Student Information: This course is NOT available to visiting students.

Urology
See Surgery (p. 297)
SENIOR SELECTIVE HANDBOOK

Class of 2018
2017-2018 Academic Year
February 2017
Office of Admissions and Student Affairs

One month of a senior selective is required during the senior year.

You may elect to take two selectives. However, any more than that must be cleared with Dr. MacDonald. The only possible exception to this two-month selective limit would be an honors thesis or the completion of ongoing research.

The senior selective is not to be considered as a time to take a vacation or to do residency interviews.

All senior selectives must be pre-arranged by the student and approved by the instructor/advisor before the start of the senior year.

Once pre-arranged, selectives should not be changed throughout the senior year (if at all possible.)

Senior Selective

The intention of the Senior Selective is to allow students to go back to an area of the basic sciences, defined as those areas that were studied during the thirteen "morning cores" that compose the first two years of the curriculum, and re-examine it from both a clinical and basic science vantage point.

Objectives to be met by all offered selections:

1. Under the direction of a basic scientist and/or a clinician, provide students the opportunity to be exposed to and be involved in the clinical evaluation of current literature.
2. Examine an area of interest in more depth than was covered during the basic science years.
3. Under the direction of a basic scientist and/or a clinician, gain an overview of that area as it relates to the clinical practice of medicine.

Expectations for Senior Selectives:

1. Students will devote a minimum of 30 hours per week to participation in, or study of, the Selective topic.
2. Students will produce evidence of their work, of a quality commensurate with the expected rigor of this Selective, and will present that product to an appropriate group – as determined by the Selective instructor – for review.

Duration
Four weeks total

Instruction
Taught under the direction of the basic science departments with input and assistance from one or more clinical departments

Coordinating Department

The Department of Biochemistry and Molecular Biology will be the Basic Science Department responsible for the coordination of this selective. This will be under the direction of Dr. Richard G. MacDonald.

All senior selectives must be pre-arranged by the student and approved by the instructor before the start of the senior year.

Once pre-arranged, selectives should not be changed throughout the senior year.

Format

Option 1. Total Didactic
Option 2. Total Research
Option 3. Journal Club Discussions
Option 4. Assist in teaching lectures and/or labs in basic science
Option 5. Research Paper/Patient evaluation
Option 6. Write a PBL Case

Option 1: Total Didactic

Take a mini-class taught by one of the basic science departments. This class would be taught by a basic scientist or a clinician, preferably two faculty members, one representing each perspective. The class should focus on a specific, medically related topic. The slant would be from the basic science perspective with insights and clinical correlations provided by the clinician. During the presentation of the materials, the students would be required to examine current literature and be prepared to discuss it as to its scientific and clinical value/implications. At the end of the class, the students would be expected to provide a written summary in accordance with the expectations listed above. The discussion should indicate a familiarity with the basic literature in the field. These classes would be offered on a scheduled basis and enrollment would be limited by the faculty involved.

Option 2: Total Research

Under the direction of either a basic scientist or a clinician involved in research, the student will conduct part or all of a research project, prepare the materials for presentation (paper, abstract, poster, or Power Point oral presentation) and be able to discuss the current literature related to the research project. If the project is under the direction of a basic scientist, the student should include a clinician as a consultant in order to bring clinical relevance to the project. At the end of the rotation, the student should provide a written summary in accordance with the expectations listed above.

Option 3: Journal Club Discussions

The student should become involved with journal club discussions held under the direction of a basic scientist with a clinician(s) involved in the group to help provide clinical relevance to the discussions. At the end of the rotation, the student should provide a written summary in accordance with the expectations listed above.

Option 4: Assist in Teaching Lectures and/or Labs in Basic Science

Under the direction of a basic scientist or a basic science department, the student should prepare 2-3 hours of lecture material to be presented in a formal class setting (medical students, allied health, nurses, pharmacy students, PA students, etc.). During the preparation, the student should be prepared to discuss both the basic science and clinical implications of the materials. The student could also assist in teaching student labs. In the event that this option is taken, the student could research the literature in the area and be prepared to discuss it with their basic science
and clinical advisor. At the end of the rotation, the student would provide a written summary in accordance with the expectations listed above.

Option 5: Research Paper/Patient Evaluations
Under the direction of a basic scientist and/or a clinician, of the student's choosing, the student will select an area in clinical medicine and review the recent scientific advances that are impacting the current practice of medicine. The paper should be a critical review of the literature and be presented in a concise manner.

Option 6: Write a PBL Case
The topic of the PBL case should be determined primarily by the interest of the student and in consultation with the Selective director. If possible, it should come from a patient seen by the student in the M3 year. The process would be overseen by a basic scientist and a clinician. It is intended that a significant portion of the student's time will be spent researching the current literature and obtaining basic scientific material from texts and monographs on the area. Part of the process will involve time spent with the faculty members to review the literature and basic concepts with the student. The clinician will assist in making the information relevant to the clinical setting.

Individualized Program

M-ID 763 INDIVIDUALIZED PROGRAM 4-6 Credit Hours

Under the direction of an approved basic scientist and/or a clinician of the student's choosing, the student will select an area in clinical medicine and review the recent scientific advances that are impacting the current practice of medicine. The paper should be a critical review of the literature and be presented in a concise manner.

Anesthesiology

(Anesthesiology uses the Individualized Program number for this Selective course. The following criteria must be met to request a selective for Anesthesiology)

M-ID 763 INDIVIDUALIZED PROGRAM 4-6 Credit Hours

SELECTIVE

If you are interested in pursuing a selective that is not offered in this handbook, permission must be granted by Dr. Richard MacDonald, Senior Selective Coordinator. Please discuss your proposal with him. Credit under the number (M-ID-763) will only be given for an experience that is NOT listed in this handbook. To design your own selective, you must receive the approval of Dr. Richard MacDonald prior to registration. Anesthesiology Individualized Program: Senior Selective Research 763 is an approved elective for all seniors in many departments on campus. Permission must be granted by Dr. Richard MacDonald after your proposal is approved by your selected department. The Senior Selective Research month in Anesthesiology has certain requirements you must fulfill before you can proceed with research in the department. Therefore, your first point of contact for this selective is the clerkship coordinator, Melinda Murdock. She will explain the steps necessary to do a Senior Selective Research month in Anesthesiology. Once you have spoken with her, you will be directed to contact physicians in the department to inquire about working with them on a research project. You will need to begin this process several months in advance of your rotation to make sure you have proper regulatory training and your requirements for human research training have been met (CITI Training, added to IRB applications, etc.). Your training is required before you can help with any research. Failure to fulfill these requirements will result in a mandatory drop of the course in Anesthesiology.

Prerequisite: ANES is arranged through Melinda Murdock and Dr. Richard MacDonald.

Contact: Melinda Murdock; mmurdock@unmc.edu; 402-559-4175; BTH 2015 (Zip 4455). Dr. Richard MacDonald for approval.

Typically Offered: Varies (July through April) .

Capacity: By Arrangement

Visiting Student Information: This course is NOT available to visiting students.
Biochemistry and Molecular Biology

M-ID 728 DVLPMNT OF PBL CASES 4 Credit Hours

SELECTIVE
This selective is designed to provide an opportunity for a student to review knowledge of basic sciences as it applies to a particular clinical case. The focus of the activity should be on all of the basic science mechanisms and explanations for the signs and symptoms in a selected patient and on the disease process itself. The object of the selective is a case for use in problem-based learning sessions for first- or second-year students in the medical curriculum. Initially, the student should select a disease of interest, one manifested by a patient encountered during clinical rotations. The patient’s history, including the history of the disease process, any predisposing conditions, attempts to treat the disease, and outcome of treatment will form the introductory phase of the study. Then the student should consult the literature to obtain information about the causes of the disease, variations in its presentation, the different treatments used and their relative effectiveness, the prognosis for patients and psychosocial issues impacting the outcomes. During this process, mastery of all basic science issues connected to the case must be considered more important than all other components. The student is expected to consult with clinical and basic science faculty regarding the case, the disease, basic science facts or mechanisms. Students will be expected to contact Dr. MacDonald to obtain approval for the topic then the Office of Medical Education (OME) to obtain a case number. If the COM already has too many cases on a particular topic/disease, the student may be asked to select a different patient/topic. The OME will then enroll the student in the Blackboard course “PBL Case Writing for M4 Students” and provide access to the PBL case database. The end product of the selective will be a finished, ready-to-use case. Full instructions for the assembly of the case will be found in the case-writing handbook found in the Blackboard course.

The case should be submitted on a computer disk or as an email attachment with the word processor files for the entire case, preferably in Microsoft Word format.

A Form (the checklist) signed by the clinical consultant and basic science consultant should be submitted with the case. Only complete cases (i.e., those with all of the parts listed in the case-writing handbook), written in acceptable English and typed in proper format will be accepted.

To receive a letter grade, the case must be completed by the end of the Fall Semester for those registered during July, August, September, October, or November OR by April 1st for those registered in January or February.

Students will not be able to register for this selective in December, March or April.

A letter grade (H, HP, P, M, F) will be assigned to the submitted case based upon the following criteria:

- Usability – Can the case be used for PBL with little modification?
- Readability – Is the case written in acceptable English and comprehensible? Is the case written as a case, not as a patient’s chart?
- Completeness – Are all facts, data and exhibits necessary to understand the case included?
- Understanding – Is there evidence that the student understands the case and the basic science involved?
- Mastery of the basic science underpinnings of the case and their incorporation into the presentation is considered a major requirement of the selective.

Contact: Dr. Richard MacDonald.

Typically Offered: July through February, excluding December.

Capacity: Variable.

Visiting Student Information: This course is NOT available to visiting students.

- The end product of the selective will be a finished, ready-to-use case.
- Full instructions for the assembly of the case will be found in the case-writing handbook found in the Blackboard course.

M-ID 746 INBORN ERR OF METABOL 4 Credit Hours

SELECTIVE
This selective will offer the student an opportunity to gain familiarity with those inborn metabolic diseases most likely to be encountered during residency and practice, along with methods for confirmatory diagnosis. The student will be able to attend metabolic management clinics as well as regularly scheduled conferences and seminars in metabolism, genetics and biochemistry. In addition to a general overview of inborn errors of metabolism, the student will focus in depth on one area of metabolic disease and prepare a written report after extensive reading of the primary literature and discussion with metabolic specialists. A short presentation will be given to the biochemistry and genetics group. Because any listing of clinically important inborn errors is quite lengthy, it is anticipated that each student’s experience can be individualized, according to career directions. A prospective internist or family practitioner might emphasize the hyperlipidemias, the hyperuricemias, and the porphyrias. Surgeons and anesthesiologists might emphasize diseases with abdominal symptoms, surgical complications, and conditions causing intolerance to brief fasting or conditions leading to organ transplant. Similar examples could be cited for the prospective orthopedist, pathologist, radiologist, ophthalmologist, obstetrician, dermatologist, or pediatrician.

Contact: Dr. William B. Rizzo.

Typically Offered: September, October, November, January, February, March and April.

Capacity: 2

Visiting Student Information: This course is NOT available to visiting students.
Cellular and Integrative Physiology

M-ID 725 MECH OF HEART FAILURE 4 Credit Hours
SELECTIVE
Objective: To introduce students to basic mechanisms involved in the mediation of acute and chronic heart failure. Concentration on contractile, electrophysiological and neurohumoral dysfunction. Emphasis will be placed on basic pathophysiological mechanisms.
Format: Students will meet once per week for two hours in groups of at least four students. Current literature will be reviewed and discussed. Students will be given a specific problem area to research and present a position paper on. This will be in a pro/con format (e.g., ACE inhibitors vs. digitalis in the treatment of decompensated heart failure; Sympathoexcitation in heart failure is due to arterial baroreceptor inhibition). In addition, a laboratory experience will be provided. This will entail either performing or evaluating an echocardiograph or an evaluation of cardiac catheterization data in animals with experimental heart failure.
Contact: Drs. Irving Zucker, Harold Schultz and Kaushik P. Patel.
Typically Offered: August.
Capacity: 4 minimum required.
Visiting Student Information: This course is NOT available to visiting students.

College of Public Health Offerings

M-ID 748 HUMANITIES&LAW/CULTURE 4 Credit Hours
SELECTIVE
Students will broaden their understanding of health care from the literary, humanistic, and social standpoints by reflecting on and discussing selected works. Objectives: Students will be better able to: Identify and discuss the philosophical and emotional dimensions of health care practice. Relate health care practice to larger moral, social, and public policy concerns. Compose and present to the group a well-constructed book review, essay, short story, dramatic scene, poem, or visual representation of one or more themes emerging from the readings and films. Topics Covered: Students will read at least four noted interpretations of medicine in literature and social science, such as: The Doctor Stories, Being Mortal, The Emperor of All Maladies, Cutting for Stone, Five Days at Memorial, The House of God, The Immortal Life of Henrietta Lacks, The Spirit Catches You and You Fall Down, Blood and Bone (collected poems), The Citadel, When Breath Becomes Air, selections from On Doctoring. Three films will be shown followed by discussion, such as: A Civil Action, The Verdict, The Doctor, Contagion, Something the Lord Made, Vera Drake, Supersize Me, Extremis. The meeting schedule, readings, and films will be established by agreement of the faculty and students on the first day of the rotation. Student Activities: Students will divide into two groups of ten. The groups will meet four times (typically weekly) to discuss the chosen literature and view the chosen films. The final meeting will also include presentation of individual projects. Meetings typically are 4 hours in duration and include viewing a film (or presenting projects). Assessment: Students are expected to attend each meeting and actively engage in discussion. Students will develop a final project relating to the topics discussed, present this to the group as a whole, and forward a hard copy to the faculty. Grades will reflect seriousness of purpose in participation and projects.
Instructor: Dr. Rebecca Anderson
Contact: Lisa Paquette.
Typically Offered: November, January, and March.
Capacity: 20
Visiting Student Information: This course is NOT available to visiting students.

Family Medicine

M-ID 717 CLIN CONTINUOUS QUALIT 4 Credit Hours
SELECTIVE
This selective will allow students to learn about the principles of clinical continuous quality improvement (CQI) and design and complete a clinical CQI project in a Family Medicine Clinic. Instruction will include readings and faculty discussions. The student will perform data gathering and analysis under the supervision of family medicine faculty.
Contact: Dr. Paul Paulman.
Typically Offered: Variable.
Capacity: 2 per session.
Visiting Student Information: This course is NOT available to visiting students.
M-ID 719 NUTR IN PATIENT CARE 4 Credit Hours

SELECTIVE

Pre-Arrange with Dr. Jim Medder prior to July of senior year. There has been a tremendous increase in consumer interest in nutrition ~ health food stores, articles in the press, multiple weight loss programs, etc. The public is regularly presented with confusing and sometimes contradictory information about optimal nutrition. With the obesity epidemic and four of the ten leading causes of death in the U.S. being diet-related conditions (diabetes mellitus, heart disease, stroke and cancer), physicians must shift their focus from the treatment of diseases to their prevention. The daily clinical practice for most physicians includes numerous patients with nutrition-related problems. Most Americans say they regard their physician as their primary source of reliable nutrition advice, yet many physicians are poorly trained in this area. In addition to the management of public health diseases, the role of nutrition in the hospitalized patient has become an integral part of improved outcomes in the inpatient setting. Physicians caring for hospitalized patients need to have an understanding of nutrition assessment and management of enteral and parenteral nutrition. This selective is an in-depth, comprehensive study of the role of nutrition in patient care. It reviews and builds upon nutrition instruction from the basic science years and provides outpatient and inpatient clinical opportunities to enhance nutritional assessment, counseling, and management skills. Objectives: After completing the selective, the student will: Have a greater appreciation of the role nutrition plays in health and disease. Be able to discuss the current basic science aspects of important nutritional problems. Be more competent in diagnosing, treating, and managing patients with nutrition problems. Have a greater awareness of community resources for patients with nutrition problems. Have an increased understanding of evidence-based pharmacological nutritional therapy, including herbal products, dietary supplements, and other medications. Learning Activities: Nutritional support: one week of enteral/parenteral nutrition therapy in the inpatient setting. Chronic disease management: one week of outpatient management of diabetes mellitus, cardiovascular disease, renal disease, and obesity, including behavioral weight management, bariatric surgery, and pharmacological management. Self-directed learning and assessment utilizing online Nutrition in Medicine modules. Case study, including interview of patient, background research, and case presentation. Visits to community nutritional resources (e.g., Overeaters Anonymous, Weight Watchers, health food stores, Women, Infant and Children's Clinic, etc.) and evidence-based review of their effectiveness. Weekly review/discussion sessions with faculty. Evaluation of Student Performance Grades will be determined by attendance and active participation in learning activities, completion of online nutrition modules, and assessment of case study presentation.

Prerequisite: Pre-arrange with Dr. Medder prior to July of the senior year.
Instructor: COM: Jim Medder, M.D., M.P.H. SAHP: Corri Hanson, Ph.D., R.D., Glenda Woscyna, M.S., R.D.
Contact: Jim Medder, M.D., M.P.H.
Typically Offered: October.
Capacity: 4.

Visiting Student Information: This course is NOT available to visiting students.

M-ID 752 ADDICTION MEDICINE 4 Credit Hours

SELECTIVE

Students will spend this Selective month on the Substance Use Disorders Program (SUDP) at the Omaha VA Hospital. Under the supervision of Dr. Dewan, students will participate in the evaluation, assessment and treatment of chemically dependent patients. Students will also be required to complete assigned readings, including literature on basic science issues related to chemical dependency. Objectives: 1. Students will become skilled in taking substance abuse histories. 2. Students will identify physical and psychiatric consequences of substance abuse. 3. Students will achieve familiarity with the classes of drugs of abuse and their use. 4. Students will be conversant with DSM-V criteria for the diagnosis of substance abuse and dependence. 5. Students will become knowledgeable of detoxification methods used to treat physical withdrawal. 6. Students will participate in both inpatient and outpatient therapeutic interventions including group therapy, individual counseling, 12-step groups (e.g., A.A.). 7. Students will explore basic science topics relevant to an understanding of the etiology, natural history, and treatment of substance abuse (e.g., neurobiology, pharmacology, genetics). Performance Objectives: 1. Skilled completion of history and physical exams on patients admitted to SUDP. 2. Appropriately diagnose and develop treatment plans for patients based on HP and DSM-V criteria. 3. Daily follow-up of patients as they progress through detoxification and treatment, with an emphasis on identifying denial, minimization, craving and other symptoms. 4. Accurate evaluation of patients' status in recovery and recognition of the need for changes in treatment modalities. 5. Students will be expected to review one topic related to addictions and present topic in a conference to patients and/or staff. 6. Students are expected to attend some evening outpatient groups and/or 12-step meetings.

Contact: Vijay Dewan, M.D. (VA Medical Center).
Typically Offered: Every month.
Capacity: 2

Visiting Student Information: This course is NOT available to visiting students.

Internal Medicine

M-ID 716 SCIENCE OF AGING 4 Credit Hours

SELECTIVE

The rotation will provide the student with the opportunity to participate in research activities, from bench to bedside; or, develop educational tools such as PBL cases for M1 or M2 students. Faculty will assist the students in identifying topics within their area(s) of interest. Students are advised to contact one of the above listed faculty members as soon as their month is assigned to begin planning the experience.

Instructor: Drs. Bonasera, Eberle, Harlow, Keller, Lyons, Mostek, Potter and Vandenberg.
Contact: Dr. Edward Vandenberg.
Typically Offered: Variable.
Capacity: Variable.

Visiting Student Information: This course is NOT available to visiting students.

M-ID 743 NICOTINE ADDICTION 4 Credit Hours

SELECTIVE

Contact: Dr. Paul Paulman.
Typically Offered: Variable.
Capacity: 1 per rotation

Visiting Student Information: This course is NOT available to visiting students.
M-ID 730 DIABETES LITERATURE REVIEW 4 Credit Hours
SELECTIVE
Students will do literature reviews on diabetes-related research topics for presentation to the clinical care team 2-3 times per week. The student will also be expected to attend the weekly endocrine conference, which includes research and clinical topics and the twice-monthly journal club at which the student will present once during the month's rotation. The student will participate in the Wednesday morning new diabetes patient clinic in order to correlate the diabetes investigative topics to those of greatest clinical importance.
Contact: Dr. Cyrus Desouza.
Typically Offered: Variable.
Capacity: Variable
Visiting Student Information: This course is NOT available to visiting students.

IMED 749 FIELD EPIDEMIOLOGY CEDAR POINT 4 Credit Hours
ELECTIVE
Practicing evidence-based medicine requires familiarity with the basic principles of epidemiology. This three-week summer course allows students to develop a background in these principles, using as its classroom the prairies, ponds, and fields of western Nebraska. Students engage in observation and experimentation while enjoying the beautiful natural setting of UNL's Cedar Point Biological Field Station, located near Ogallala and Lake McConaughy. Collecting trips, laboratory experiments and a group project offer unique, out-of-the-classroom learning opportunities. Visit http://darwin.unmc.edu/fieldepi for more information about this course and the facilities at Cedar Point. Students will need to obtain a copy of the required text (Epidemiology by Leon Gordis, fourth or fifth editions) prior to the rotation. Students will develop an understanding of the epidemiological and biostatistical principles traditionally taught in an introductory-level epidemiology course. Students will develop skills in collection, dissection and laboratory experimentation. Students will develop an understanding of how classroom principles can be translated into real-world observation and experimentation. Instructional methods will include lecture, independent reading, field collection and observation trips and laboratory experiments. Computer-based methods may be included as well. Structured class time occurs Monday through Friday. Over the time period, roughly one-third of class time will be spent in lecture format and two-thirds in field/lab exercises. Evening reading assignments will be provided for most days. Student performance will be assessed using daily quizzes over assigned reading, class/lab participation and a final group project.
Prerequisite: This elective is pre-arranged through Dr. Nickol in the Department of Internal Medicine.
Contact: Dr. Devin Nickol.
Typically Offered: Variable.
Capacity: Variable
Visiting Student Information: This course is NOT available to visiting students.

Pathology and Microbiology
M-ID 720 CLINICAL LABORATORY IN PATIENT CARE 4 Credit Hours
SELECTIVE
Objectives: Encourage use of the library and other resources - Train students in morphology of peripheral blood and bone marrow cells - Correlate clinical diseases, laboratory methods and their underlying principles. Course Topics - The use and limitation of lab tests as aids to diagnosis. - Sources of error due to patient factors (pre-analytical) or due to sample, reagent or equipment problems (analytical). - Automated instrumentation and unique sources of error with these technologies. - Pre-transfusion tests, problems in testing, and sources of discrepancy in blood typing. Red cell membrane abnormalities and disease. - Clinical chemistry testing and disease. - Immunohematology and adverse outcomes of transfusion. - Methods of molecular diagnostic testing, chemistry, histocompatibility testing and immunopathology. - Testing for bleeding and thrombosing disorders. - Methods of long-term living cell preservation. - Microbiology topics. - Introduction to flow cytometry and immunopathology methods. Course Format. The course consists of morning didactic sessions, some case reviews and practical lab cases, as well as participation in bone marrow signout with hematopathology faculty during afternoons as available. The selective requirement for student independent intellectual effort is fulfilled by library research in preparation for a short (20-minute) student oral presentation to the other members and faculty of the course, plus a short written paper due on the last day of the course. A final written examination is required. *Note: If registration for this course offering is less than the minimum number (3), the course will not be offered at that time.
Instructor: Scott Koepsell, MD, PhD.
Contact: Kimberly Curry.
Typically Offered: March.
Visiting Student Information: This course is NOT available to visiting students.

Pharmacology and Experimental Neuroscience
M-ID 731 DEV PBL CASES PHARMAC 4 Credit Hours
SELECTIVE
The topic of the PBL case should be determined primarily by the interest of the student and in consultation with the Selective director. If possible, it should come from a patient seen by the student in the M3 year. The process would be overseen by a basic scientist and a clinician. It is intended that a significant portion of the student's time will be spent researching the current literature and obtaining basic scientific material from texts and monographs on the area. Part of the process will involve time spent with the faculty members to review the literature and basic concepts with the student. The clinician will assist in making the information relevant to the clinical setting.
Contact: Dr. David McMillan.
Typically Offered: Variable.
Capacity: Variable
Visiting Student Information: This course is NOT available to visiting students.
M-ID 741 LAB RSCH IN PHARMACY 4 Credit Hours
SELECTIVE
Format: Basic science research in the lab of one of the faculty members of the Department of Pharmacology and Experimental Neuroscience.
Objectives: 1. Examine an area in more depth than what was covered in the basic pharmacology course by becoming familiar with and learning how to critically evaluate scientific literature associated with a given research area. 2. Conduct experiments directed towards testing a specific scientific hypothesis. 3. Learn how to write a scientific paper by providing a report of the research activities in the format of a primary scientific communication. This report could be presented orally. Students should arrange their research individually with the faculty member of their choice in the Department of Pharmacology and Experimental Neuroscience.
Contact: Dr. David McMillan
Typically Offered: July through April.
Capacity: Variable.
Visiting Student Information: This course is NOT available to visiting students.
Letter from the Dean

The need for registered nurses, advanced practice registered nurses, nurse leaders, scientists, and faculty is greater than ever before. With millions of newly insured individuals expected to seek care over the next decade, and an aging population, the demand for nurses continues to expand. The University of Nebraska Medical Center College of Nursing is the home of tremendous advances in knowledge about chronic care management, self-management, health promotion, rural health, and using technology to promote health and prevent illness, just to name a few of the areas of research for which our faculty have national and international reputations. Our faculty members have been at the forefront of new learning strategies, with a concept-based undergraduate curriculum that helps students learn how to care for the whole person, the family, and community. Given the complexity of care today for so many people with multiple chronic conditions, this type of integrated learning will help you develop and refine your clinical reasoning skills. Advanced simulation suites and faculty-led scenarios help students hone clinical thinking skills in a safe environment with feedback and practice opportunities. At the graduate levels, students learn with expert clinicians, leaders, and scientists, gaining world-class experience in stellar clinical and community environments throughout Nebraska and beyond. The College has an active international exchange program with opportunities in China, Sweden, Brazil, and Nicaragua and opportunities to participate in even more exchange programs through the University of Nebraska system.

No matter which of our divisions is your base – Omaha, Lincoln, Kearney, Scottsbluff or Norfolk – you will interact with students in other disciplines, learning how to provide team-based interprofessional care, and you will experience stimulating academic and extracurricular opportunities that provide for the well rounded educational growth for which the UNMC College of Nursing is known.

I encourage you to ask any of us if you have any questions and to work closely with faculty and staff as you progress through your educational journey. We are here for you and we are so pleased you have selected the UNMC College of Nursing for your education, whether at the undergraduate or graduate levels.

Welcome to the University of Nebraska Medical Center College of Nursing! I am confident that you will find your experience in one of our degree programs to be profoundly growth-producing and transformative in terms of intellectual development, professional socialization, collegial networking, and development of the knowledge and skills to improve health and quality of life for those who count on us. Whether you are preparing to provide direct care in acute or long term care, care for families or communities, advanced practice nursing care, or to teach future generations of students or develop the scientific basis for future knowledge, your work is critical and will make a meaningful and substantial difference.

Sincerely,

Juliann G. Sebastian, PhD, RN, FAAN
Dean and Professor

For Additional Information
Student Services Office, College of Nursing

985330 Nebraska Medical Center
Omaha, NE 68198-5330
(402) 559-4110

Information in this bulletin is accurate at the time of printing but is subject to change. For the most recent changes, please visit the CON website: http://www.unmc.edu/nursing/

Notice

Acceptance of registration by the University of Nebraska and admission to any educational program of the university does not constitute or warranty that the university will continue indefinitely to offer the program in which a student is enrolled. The university expressly reserves the right to change, phase out or discontinue any program.

The listing of courses contained in any university bulletin, catalog, or schedule is by way of announcement only and shall not be regarded as an offer of contract. The university expressly reserves the right to 1) add or delete course from its offerings, 2) change times or locations of course or programs, 3) change academic calendars without notice, and 4) cancel any course for insufficient registrations, or degrees and any other policy or regulation affecting student, including, but not limited to, evaluation standards, whenever the same is considered to be in the best interests of the University. Effective: June 8, 1985 Board of Regents.
ABOUT US

Accreditation
The University of Nebraska Medical Center is accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, 30 North La Salle Street, Suite 2400, Chicago, Illinois 60602-2504.

The bachelor’s, master’s, and doctor of nursing practice degree programs at the University of Nebraska Medical Center College of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 887-6791.

The bachelor’s degree program is also approved by the Nebraska State Board of Nursing, P.O. Box 95044, Lincoln, NE 68509-5044.

Nursing Mission and Vision
The Mission of the College of Nursing is to improve the health of Nebraska through premier nursing education programs, innovative research, the highest quality patient care, and service to underserved populations.

The Vision of the College of Nursing is to be a vital contributor to a world-renowned health sciences center and:

- advance innovative nursing education incorporating evidence-based experiential and active learning approaches;
- lead health care and health systems solutions based on world-class nursing research;
- promote health, reduce the burden of illness, and foster health equity in Nebraska and beyond; and,
- embrace diversity and inclusivity as essential to excellence.

The College of Nursing seeks to achieve the University of Nebraska Medical Center’s goals (UNMC Planning Information and Quality Indicators, 2016, p.vii):

- to provide Nebraskans access to high quality, affordable higher education
- to build and sustain high quality programs that emphasize excellent teaching
- to help build a competitive workforce for Nebraska’s knowledge-based economy
- to be internationally competitive in research and scholarly activity
- to engage with citizens, businesses, agriculture and communities throughout the state
- to be cost-effective and accountable.

Nursing Philosophy Statement
[Subsection 2.2 12-12-2012]

The nursing metaparadigm (human being, health, environment and nursing) guides students and faculty in teaching and learning at all levels of nursing education at the College of Nursing.

Human Being
Human beings are holistic individuals with physiologic, psychosocial (cognitive/mental, emotional, behavioral, social), developmental, and spiritual dimensions. All human beings have inherent worth, have the right to be treated with dignity and respect, and are embedded in a milieu that includes culture and society.

Health
Health is a dynamic state of well-being in each dimension of the human being, and extends to families and communities. Well-being is demonstrated by functioning which is effective in achieving life course goals to the satisfaction of the individual, family, or community. Health is affected by complex interrelationships of factors (health determinants) such as the social and economic environment, individual characteristics, and behavior.

Environment
The environment is the milieu within which human beings exist and nurses provide care. The external environment includes systems of health care, culture, family and community, and the physical environment in which people live. The internal environment is expressed through the multiple dimensions of the human being. Internal and external environments influence well-being across the life course of individuals, families, groups, and communities.

Nursing
Nursing is a practice discipline and a caring profession. Nurses use best scientific evidence, provider expertise, and patient values to provide safe, high quality, effective, efficient, timely, equitable, and patient-centered care. Nurses provide care through primary, secondary, and tertiary prevention to individuals, families and communities that addresses the multiple dimensions of the human being with the goal of improving well-being. Nurses promote health using knowledge, critical reasoning, clinical judgment, skills, experience, and leadership. Nurses have a responsibility for ethical awareness in the social, political, legal, ecological and economic arenas and serve as advocates for patient health.


History
The University of Nebraska Medical Center College of Nursing has a long and colorful history. From the first class, which started in 1917, to the present day, College of Nursing alumni have been in the forefront of the evolution of the profession of nursing in Nebraska and in the nation and internationally. This section provides a glimpse of the proud heritage of the College of Nursing.

In The Beginning (1917-1946)
In October 1917, the first 13 women enrolled in the "University of Nebraska School for Nurses" under Director Charlotte Burgess. Dr. Burgess started the program and directed the evolution of the program from 1917-1946. The program offered was innovative and forward thinking, combining a liberal arts education with nursing curriculum leading to a bachelor’s degree. At that time most nursing schools were based in hospitals and offered a diploma after three years of study. The "University of Nebraska School for Nurses" offered both a three-year diploma program and a five-year baccalaureate degree program. Students lived in a variety of residential structures around the hospital and received their clinical learning at University Hospital which opened in 1918. The nursing program endured through the Great Depression and
was called upon to join the war effort in the early 1940s with participation of many students in the U.S. Nurse Cadet Corps.

**Strengthening the Foundation (1946-67)**
In April, 1946, the second director of the University of Nebraska School of Nursing, Irma Kramer, R.N., S.M. assumed the leadership of the school. Under Kramer’s leadership, the School of Nursing forged new paths toward offering the 4 year baccalaureate degree (1950), and toward attaining national recognition for the program through accreditation with the National League for Nursing (1965).

**Forging Ahead (1967-79)**
In 1966, the director of the National League for Nursing, Dr. Rena Boyle, was recruited to serve as director of the School of Nursing. Under Dr. Boyle’s leadership, the School of Nursing provided the direction necessary to develop the first graduate nursing program in the state (1968), the Niedfelt Nursing Research Center (1968), the first articulated (ASN-BSN-MSN) ladder program in the nation, the expansion of the nursing program to Lincoln (1972), and the name change from “School of Nursing” to “College of Nursing” (1972) with Dr. Boyle serving as Dean. The Learning Center was as well-used then as it is now.

**Continuing the Tradition of Excellence (1979-1994)**
In 1979, Dr. Rosalee C. Yeaworth assumed the leadership of the College of Nursing. Under Dr. Yeaworth, the College expanded to the state borders with the addition of divisions in west Nebraska (1986) and Kearney (1991). The addition of the divisions was made possible through the use of technology (teleconferencing, television downlinking, and videotapes) to provide nursing education for students at a distance.

Under her leadership additional master’s specialty programs were offered and the doctoral program was initiated (1989). Outreach of the College of Nursing to rural and underserved individuals was increased through the development of two nurse managed centers, the Family Health Care Center, and the Mobile Nursing Center.

In 1995, Dr. Ada M. Lindsey became dean of the College of Nursing. Under Dr. Lindsey’s leadership, the College of Nursing pioneered new distance learning technology methods (teleconferencing, desktop video conferencing, asynchronous and synchronous Internet courses, etc.); received major research funding from federal and private foundations; and, attained national recognition for the nursing education programs.

Today’s College of Nursing is truly a 500 mile wide campus, with five divisions across the state. The UNMC College of Nursing offers academic programs leading to the bachelor (BSN) and master of science (MSN) degrees in nursing and doctoral programs in nursing leading to the doctor of nursing practice (DNP) and doctor of philosophy (PhD) degree. The baccalaureate program of study is available on all five divisions; these are the Omaha, Lincoln, Kearney, West Nebraska (in Scottsbluff), and Northern (in Norfolk) divisions. The RN to BSN is available online, facilitating access and flexibility for adult learners. The graduate programs (MSN, DNP, and PhD) are available on the Omaha division; however, with the use of distance learning technology, many graduate courses, specialties, and clinical experiences are available at the other divisions and some off-site locations. The College, through the range of academic programs offered, is committed to career advancement of nurses.

The baccalaureate degree program prepares graduates for beginning professional nursing practice. The Master of Science degree program prepares advanced practice nurses. Specializations offered include Adult/Gerontology Nurse Practitioner or Clinical Nurse Specialist (for primary care or acute care), Women’s Health Nurse Practitioner, Pediatric Nurse Practitioner, Nurse Leader/Administrator/Executive, Family Nurse Practitioner, and Psychiatric-Mental Health Nurse Practitioner. Post Master’s Certificate programs are available in most of the specialty areas. All students have the opportunity for rural clinical learning experiences. The DNP program prepares nurses at the highest level of clinical nursing leadership to use research to improve care and outcomes through systems change. These students complete their programs with a DNP project. They are prepared to lead clinical improvements and hold clinical or academic positions. The PhD program prepares nurse scientists; students complete the program with a dissertation. They are prepared to contribute to the science base of the field and to hold academic or clinical research positions.

**Expansion and Growth (2003-2011)**
In 2003, Dr. Virginia Tilden became the dean of the College of Nursing. Under her leadership a fifth division in Norfolk was added in conjunction with and on the campus of Northeast Community College and the Center for Nursing Science was built adjacent to the Omaha College of Nursing building. The Norfolk division admitted its first BSN class Fall of 2010 and the Center of Nursing Science opened in January 2011. In 2011, the University of Nebraska Board of Regents approved the start of a Doctor of Nursing Practice (DNP) program in the College of Nursing. The inaugural DNP cohort was admitted and started the program the Fall of 2011 with the subsequent cohorts starting in May each year.

**Centennial Aspirations (2011 and into the future)**
Dr. Juliann G., Sebastian became the College of Nursing’s seventh dean in 2011. In 2012, the governor and the Nebraska state legislature appropriated funds for a new Health Sciences Education Building that will house the College of Nursing Kearney Division and programs from the UNMC College of Allied Health Professions.

The College of Nursing aspires to be recognized as one of the top schools of nursing in the nation. As college momentum expands in research education and practice, our new focus is on integrating these missions to create, test, and teach innovative models for excellent nursing and health care.

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**Five Divisions**

Our five campuses throughout Nebraska — West Nebraska Division, Kearney Division, Northern Division, Lincoln Division and Omaha Division — serve students and communities as we carry out our mission to transform lives through education, research and nursing practice.

**UNMC Omaha – Main Division**
The University of Nebraska Medical Center’s main division is in Omaha, located at 42nd Street and Dewey Avenue. Student enrollment includes more than 3,000 students.

Nearly 10,000 students, employees, staff and faculty are located in the area of 10 square blocks that make up the Nebraska Medical Center.
campus. This area includes classrooms, labs, outpatient care, the Lied Transplant Center, Munroe-Meyer Institute and other university facilities. Two hospital towers – University Tower and Clarkson Tower – also are located on campus. They are operated by our clinical partner, The Nebraska Medical Center.

UNMC College of Nursing
985330 Nebraska Medical Center
4111 Dewey Avenue
Omaha, NE 68198-5330

**UNMC Kearney**
The Kearney division of the UNMC College of Nursing is located on the University of Nebraska-Kearney campus. UNK also offers bachelor's degrees and pre-professional programs for preparation for further studies at UNMC.

UNMC College of Nursing
HSEC-CON
2402 University Drive
Kearney, NE 68849-4510

**UNMC Lincoln**
The Lincoln division of the UNMC College of Nursing is affiliated with the University of Nebraska - Lincoln and is located downtown in the Commerce Court building. UNL offers a pre-nursing program for students interested in pursuing a Bachelor of Science in Nursing Degree at UNMC. The Lincoln CON division also prepares post-baccalaureate students for graduate studies in nursing.

UNMC College of Nursing
Commerce Court
1230 O Street, Suite 131
Lincoln, NE 68588-0220

**UNMC Norfolk**
The Northern division of the UNMC College of Nursing is located on the Northeast Community College campus. The J. Paul and Eleanor McIntosh College of Nursing opened in August 2010 and offers a Bachelor of Science in Nursing Degree and graduate nursing programs.

UNMC College of Nursing
McIntosh College of Nursing
801 East Benjamin Avenue
Norfolk, NE 68701-1709

**UNMC Scottsbluff**
The University of Nebraska Medical Center College of Nursing West Nebraska division is located at the Western Nebraska Community College (WNCC) John N Harms Advanced Technology Center (classroom, clinic skills laboratories and staff). Faculty offices, assessment lab and patient simulation suite are located at Regional West Medical Center (RWMC). The division was opened in the fall of 1987 to prepare nurses for a Bachelor of Science in Nursing Degree and a Master of Science in Nursing Degree.

UNMC College of Nursing
WNCC – Harms Building
1601 E 27th St
Scottsbluff, NE 69361-4939

**Additional/Alternate Fees – Kearney, Lincoln, Norfolk, Scottsbluff**
The College of Nursing division supported by host campuses of the University or one of our partner institutions may have some additional or alternate fees for the same services as the University of Nebraska Medical Center campus students. You may refer to the host's bulletin. The Scottsbluff division has no host campus and therefore some of the services are contracted through outside agencies and the fees will differ slightly.
PROGRAM INFORMATION

Bachelor’s to doctoral and continuing education

Our comprehensive BSN, MSN, DNP PhD, and continuing education programs prepare you for leadership roles in nursing practice, research, education, health policy and administration.

A liberal education is the foundation of the knowledge, skills, and attitudes essential for the practice of nursing; the liberal education prepares nurses to participate in a global community. Nursing education uses active and reflective learning, clinical practice, scientific inquiry, service, technology, informatics, and inter-professional partnerships to prepare nurses to practice. Students and faculty possess different knowledge, skills, experiences, and learning styles. Both educators and students are responsible for active engagement as partners in learning. Through this partnership, students acquire the knowledge, skills, and attitudes and skills necessary for lifelong learning. Student centered learning is central to the creation of a productive, effective learning community. The role of teacher as manager of the learning environment is to facilitate and promote learning. The practice of teaching nursing is a scholarly endeavor.

Professional nursing education at the baccalaureate level prepares graduates for practice as generalists who provide leadership in the provision of patient-centered care at the micro-system level. Master’s education in nursing prepares nurses for advanced practice roles and leadership in the provision of care to populations and the development, monitoring, and evaluation of systems of care delivery. Doctoral education in nursing prepares nurses for leadership roles in the development and application of nursing knowledge in the health care system. The PhD program prepares nurse scientists to discover knowledge to improve health. Nurse scientists improve the health of human beings through the development, testing, and dissemination of nursing science. Nurses with Doctor of Nursing Practice (DNP) degrees are clinical scholars who are prepared to translate research into evidence-based clinical practice using informatics and quality improvement models, and to provide organizational level leadership for improved performance within systems. All nurses should be prepared to understand and work to promote well-being and ameliorate health care problems within their scope of practice at local, state, national, and global levels.

Bachelor of Science in Nursing Program (BSN)

Purpose

The purpose of the baccalaureate in nursing program is to prepare nurse generalists to be providers, designers, leaders, managers, and coordinators of care as well as accountable members of the nursing profession and to pursue graduate level education.

BSN Options

The UNMC College of Nursing offers three options for a BSN degree:

- Bachelor of Science in Nursing – Traditional (pre-licensure): A 4-semester program over two years with no summer classes.
- Bachelor of Science in Nursing – Accelerated (pre-licensure): An intense 12-month program for excellent students with a bachelor’s degree in another field.
- Registered Nurse to Bachelor of Science in Nursing (post-licensure): An online advancement program for current registered nurses (RNs) with an Associate Degree in Nursing (ADN) or a Diploma in Nursing. Full-time or part-time options.

NCLEX – Graduates of either of the two pre-licensure options are eligible to apply to take the NCLEX-RN examination.

Outcomes and Essentials

BSN Program Outcomes

- Integrate life-long learning strategies to support critical thinking in nursing practice.
- Analyze systems within organizations and disseminate recommendations to promote safe quality health care.
- Utilize evidence-based practice process to improve nursing practice and health care outcomes.
- Use technology and information systems to enhance decision-making in health care delivery systems.
- Practice with regard for shaping healthcare, finance and regulatory policies to influence allocations of healthcare resources.
- Use intra- and inter-professional communication and collaboration to promote care coordination for safe quality patient care.
- Apply levels of prevention to promote well-being and prevent disease in complex situations for individuals and groups.
- Exhibit professional behaviors as a member of multidisciplinary teams.
- Practice caring, competent, holistic, high-quality patient-centered nursing in complex situations.

Please note:

- Program purpose and outcomes are the same for the Accelerated BSN and RN to BSN programs but those programs proceed on different schedules, with different learning strategies, for different levels of student (bachelor-degreed students for Accelerated BSN program and registered nurses for RN to BSN program).
- The semester objectives are keyed to baccalaureate curriculum essentials set forth by the American Association of Colleges of Nursing (AACN) as shown in the first column.

Semester Objectives

The grid below shows the objectives progression for the Traditional BSN program spanning 4 semesters (2 years).
Admission

Admission to the BSN Program

Students can be admitted to the BSN program in the Traditional, Accelerated, or RN-BSN track. Students who have met the requirements for admission to UNMC can apply through NursingCAS (http://nursingcas.org/) which is a centralized application service for students applying to registered nursing (RN) programs at all levels. Students who have already received a Bachelor’s Degree have the option to apply for the Accelerated BSN track. Students who have a Bachelor’s degree and would like to apply for both the Traditional and Accelerated tracks may do so.

Admission to the College of Nursing is a competitive process and is based primarily on your campus preference, the GPA of the required prerequisite courses, the total number of prerequisite courses completed at the time of the application, the receipt of positive references, and a personal statement. For the Accelerated program it also includes an interview with qualified applicants.
Admission Requirements

- A complete and submitted NursingCAS application and a submitted UNMC CON supplemental application. Deadlines apply.
- A minimum GPA of 3.0 or above (on a 4.0 scale) for prerequisite courses. See Note Below.¹
- A minimum grade of C+ (2.67) is required in each prerequisite. Please read full policy (https://wiki.unmc.edu/index.php/CON_Undergraduate_Admission_Requirements_Policy) for details.
- Two positive, professional references. Preferred references could include college faculty, a college advisor, an employer, or practicing healthcare providers. They should not include friends or family members.
- A 500 word Personal Statement answering specific questions.
- Current CNA Certificate. See Note Below.¹
- An interview for qualified Accelerated BSN applicants.

¹ These admission requirements must be met by applicants applying to be admitted to start any BSN program in August 2017 or after.

Final acceptance is dependent on:

- Successful completion of all prerequisite courses before starting the program.
- Evidence of required immunizations.
- Completion of required trainings.
- CPR certification for Health Professionals.
- A background check and a completed, signed disclosure statement.
- Receipt of final transcripts.
- For Accelerated applicants it also includes a transcript indicating a bachelor’s degree was earned.
- RN to BSN applicants must provide proof of an unencumbered RN license.

Students Whose First Language is not English

For applicants whose native language is not English, the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Pearson (PTE) is required for admissions. Test results must be recent (within five years prior to applying to UNMC). To be able to apply you must meet the minimum scoring standards:

- TOEFL: Test of English as a Foreign Language (iBT): minimum score of 22 in the reading, listening and writing sections and a minimum score of 26 in the speaking section.
- IELTS: International English Language Testing System: Band 6.5 in Reading, Listening, and Writing sections and Band 7 in Speaking as minimum scores.
- PTE: Pearson Test of English minimum score of 59 in the reading, listening, and writing sections and a minimum score of 71 in the speaking section.

Persons who have criminal records, substance abuse problems, or health problems that could interfere with safe practice may be ineligible for licensure. Applicants with a history of these difficulties will be considered for admission on an individual basis with consultation from the State Board of Nursing. All students must complete a disclosure form as part of the application process. Students will be required to have a background check performed. Students may have to submit to drug screening before being allowed into clinical practice at certain clinical agencies. Students are responsible for any expenses related to the screenings.

All students are obligated to provide care to assigned clients regardless of gender, race, creed, or religion. Any student with health concerns, religious beliefs or moral convictions that proscribe their participation in a health care activity must inform the clinical instructor no later than clinical orientation to the course, or as soon as the information becomes available. The clinical instructor shall make the final decision about assignment of care, taking into consideration the student’s expressed concern.

Your path to a Bachelor of Science in Nursing (BSN) degree starts by completing 58 or more prerequisite credits. These courses are essential foundation for your nursing curriculum. Some/much of this foundation may already be satisfied if you are applying for Accelerated BSN Program — and thus already have a bachelor’s degree in another field; or the RN-BSN program — and thus are already a registered nurse with an associate degree or diploma in nursing. Please note: Prerequisite courses are NOT offered by UNMC. You may take them through the University of Nebraska (on campus or online/distance) or from any accredited community college, 4-year college or university.

Prerequisite Courses Required for all BSN Tracks

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Summary — BSN Prerequisites</strong></td>
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</tr>
<tr>
<td></td>
<td>English Composition I and II</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction of Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Human Growth &amp; Development ¹</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Chemistry ¹</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>College Algebra ¹</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Statistics ¹</td>
<td>3</td>
</tr>
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<td>Select one from the following:</td>
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</tr>
<tr>
<td></td>
<td>Anatomy &amp; Physiology I and II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Anatomy and Human Physiology ¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Microbiology ¹</td>
<td>4</td>
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<tr>
<td></td>
<td>Nutrition ¹</td>
<td>3</td>
</tr>
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<tr>
<td></td>
<td>Humanities</td>
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</tr>
<tr>
<td></td>
<td>Culture / Race / Ethnicity / Gender</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Family / Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Political Science / Social Organization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>3-5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>58-60</td>
</tr>
</tbody>
</table>

¹ Course must have been completed within seven years of beginning nursing courses

Transfer Credit

Undergraduate Program

The College of Nursing may accept transfer credit earned in an accredited college. The College is the final authority on granting transfer credit and
determining how transfer courses and credits apply toward a degree in nursing. Transfer credits are recorded with no grade or quality points assigned. Grades from transfer courses may be considered for admission purposes.

Transfer requests will be evaluated by the Director of Undergraduate Programs, Student Services Advisors, and/or appropriate undergraduate course coordinators utilizing the following criteria:

1. Similarity of transfer courses to current course requirements
2. The course grade must be a 2.0 or better on a 4.0 scale to be considered for transfer
3. Credit earned more than ten years prior to application for admission will be reviewed by the undergraduate student services office. Applicants may be required to repeat some courses. The Director of Undergraduate Programs may review these credits and act as the final authority for transfer credit.
4. Courses not considered applicable for transfer are those:
   a. Grade "I" (Incomplete), "W" (Withdrawal), or Audit
   b. Completed but not given for credit
   c. Remedial in nature

Admission Deadlines

<table>
<thead>
<tr>
<th>BSN Program</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional BSN</td>
<td>October 1</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>Accelerated BSN</td>
<td>March 1</td>
<td>July 1</td>
<td>January</td>
</tr>
<tr>
<td>RN to BSN</td>
<td>Continuous</td>
<td>November 1, March 1, July 1</td>
<td>January, May, August</td>
</tr>
</tbody>
</table>

Transcripts and all other materials submitted in support of an application become the permanent property of the University and will not be returned.

Traditional BSN

The deadline for receipt of application materials is February 1. Early application is strongly encouraged. Enrollments may be limited by educational resources available. Notification of admission will be e-mailed to applicants. When admission limits are met, an alternate list of qualified applicants is maintained, and offers of admission will be sent to those applicants as vacancies occur.

Accelerated BSN

The Accelerated BSN program has a starting date of January each year and continues for 12 consecutive months. The deadline for applications is June 15 of each year for a following January start date. Notification of admission will be e-mailed to applicants. When admission limits are met, an alternate list of qualified applicants is maintained, and offers of admission will be sent to those applicants as vacancies occur.

RN-BSN Program

RNs must provide proof of licensure before enrolling in any course. A copy or documentation of a current license must be on file in the Student Services office. Failure to inform the College of any actions taken against their license may result in disciplinary action up to and including dismissal. It is the responsibility of the Registered Nurse Student to inform us if any action is taken against their license while they are in the program.

Full admission is based upon completion of the provisional requirements, RN licensure and the following:

1. Required immunizations and current CPR certification for health professionals
2. Projection of a plan of study for nursing courses
3. Active CNA certificate
4. All students must complete a disclosure form as part of the application process. Students are required to have a background check performed and may need to submit to drug screening before being allowed into clinical practice at certain clinical agencies (students are responsible for any expenses related to the screenings)

Additional Information Resources

Additional information regarding the BSN Program is available at the College of Nursing website at: http://www.unmc.edu/nursing/programs/bachelors-bsn/index.html

Degree Requirements/Curriculum

BSN Plan of Study Information

There are a minimum of 58 credit hours of non-nursing requirements taken at any accredited general education institution for the Bachelor of Science in Nursing (BSN) degree. In addition, to receive the BSN you must complete 62 hours of nursing courses for a total of 120 credits for the BSN degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NRSG 311</td>
<td>PATHOPHYSIOLOGIC ALTERATIONS IN HEALTH I</td>
<td>2</td>
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<tr>
<td>NRSG 312</td>
<td>HEALTH ASSESSMENT ACROSS THE LIFE COURSE</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 313</td>
<td>PATIENT CENTERED CARE I</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 314</td>
<td>PATIENT CENTERED CARE CLINICAL I</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 317</td>
<td>PHARMACOLOGY FOR HEALTHCARE PROFESSIONALS I</td>
<td>2</td>
</tr>
<tr>
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<td>Credit Hours</td>
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<table>
<thead>
<tr>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>NRSG 316</td>
<td>EVIDENCE-BASED PRACTICE AND LEADERSHIP IN NURSING</td>
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<tr>
<td>NRSG 331</td>
<td>PATHOPHYSIOLOGIC ALTERATIONS IN HEALTH II</td>
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<tr>
<td>NRSG 332</td>
<td>PHARMACOLOGY FOR HEALTHCARE PROFESSIONALS II</td>
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<tr>
<td>NRSG 333</td>
<td>PATIENT CENTERED CARE II</td>
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<td>NRSG 334</td>
<td>PATIENT CENTERED CARE CLIN II</td>
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First Year

First Semester

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<td>NRSG 314</td>
<td>PATIENT CENTERED CARE CLINICAL I</td>
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Second Semester

<table>
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<tr>
<th>Course</th>
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<td>NRSG 316</td>
<td>EVIDENCE-BASED PRACTICE AND LEADERSHIP IN NURSING</td>
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<tr>
<td>NRSG 331</td>
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<tr>
<td>NRSG 334</td>
<td>PATIENT CENTERED CARE CLIN II</td>
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</tbody>
</table>

Credit Hours

16
### Accelerated BSN Plan of Study

The Accelerated BSN (Bachelor of Science in Nursing) is an intense 12-month program for well-qualified students with a bachelor's degree in another field.

**12 months – 3 semesters**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>NRSG 311</td>
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<tr>
<td>NRSG 312</td>
<td>HEALTH ASSESSMENT ACROSS THE LIFE COURSE</td>
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<td>NRSG 313</td>
<td>PATIENT CENTERED CARE I</td>
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<tr>
<td>NRSG 314</td>
<td>PATIENT CENTERED CARE CLINICAL I</td>
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<td>NRSG 316</td>
<td>EVIDENCE-BASED PRACTICE AND LEADERSHIP IN NURSING</td>
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</tr>
<tr>
<td>NRSG 317</td>
<td>PHARMACOLOGY FOR HEALTHCARE PROFESSIONALS I</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 331</td>
<td>PATHOPHYSIOLOGIC ALTERATIONS IN HEALTH II</td>
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<tr>
<td>NRSG 332</td>
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<tr>
<td><strong>Summer</strong></td>
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<td>NRSG 333</td>
<td>PATIENT CENTERED CARE II</td>
<td>5</td>
</tr>
<tr>
<td>NRSG 334</td>
<td>PATIENT CENTERED CARE CLIN II</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 411</td>
<td>PATIENT CENTERED CARE III</td>
<td>4</td>
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<tr>
<td>NRSG 412</td>
<td>PATIENT CENTERED CARE CLIN III</td>
<td>4</td>
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<tr>
<td>NRSG 424</td>
<td>LEADERSHIP IN PROFESSIONAL PRACTICE</td>
<td>4</td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>NRSG 413</td>
<td>POPULATION CENTERED CARE</td>
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**Credit Hours**: 23

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NRSG 315</td>
<td>POLICY AND ISSUES IN HEALTHCARE DELIVERY</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 419</td>
<td>TRANSITION TO PROFESSIONAL NURSING</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 421</td>
<td>PATIENT CENTERED CARE IV</td>
<td>3</td>
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<td>NRSG 422</td>
<td>PATIENT CENTERED CARE CLINICAL IV</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 62

**Please note:** The BSN curriculum will continuously evolve to offer superior preparation for the changing demands of modern nursing. Course numbers, titles and other details are subject to change.

### RN-BSN Nursing Courses

An RN student must satisfy the following required 20 nursing credits for the BSN degree. RN students must enroll in and complete the minimum 20 semester credits of nursing courses in the College of Nursing to earn a BSN degree from the UNMC. There are no exceptions to the 20 credit hour rule.

Required nursing courses include the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 351W</td>
<td>HEALTH PROMOTION</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 386W</td>
<td>EVIDENCE-BASED NRSG PR</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 451W</td>
<td>LEADERSHIP IN HEALTHCARE DELIVERY I</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 426W</td>
<td>NURSING INTERVENTIONS AND HEALTHCARE OUTCOMES</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 443W</td>
<td>POPULATION CENTERED CARE</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 452W</td>
<td>LEADERSHIP IN HEALTHCARE DELIVERY II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prior nursing education / experience / course completion</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 62

### Credit Awards for Prior Nursing Education and Experience

1. **Course Completion/Portfolio Activities and Review:** Upon completion of NRSG 452W you will be awarded a total of 11 credit hours. These hours are based on a professional review of your portfolio by faculty and completion of activities designed to augment your portfolio. There is a special fee that covers both courses, but is assessed and payable during the semester you register for NRSG 386W.

2. **Previous Education and Work Experience:** Up to 31 additional credits will be awarded upon program completion for prior nursing education and work experience completed before BSN graduation. This is based on working one year full-time as an RN.

### Masters of Science in Nursing Program (MSN)

#### Purpose

The purpose of the master's program in nursing is to prepare nurses for advanced practice as nurse practitioners, clinical nurse specialists, or nurse administrators. The master's program in nursing is dedicated to meeting the advanced practice nursing needs of the citizens of Nebraska and the region through excellence in graduate education. The College of
Nursing is committed to preparing advanced practice nurse leaders who are recognized for their scholarship, practice, and professional standards. The outcomes and competencies presented here are representative of the core competencies of graduates. Specialty specific expectations may be found in other documents.

**Outcomes and Competencies**

**Outcome I**

Advanced practice nurses work collaboratively within the health care system to promote client health, provide prevention management and improve client outcomes.

**Competencies.** The advanced practice nurse:

1. Translates knowledge, theories, models, and research from nursing and related disciplines in the implementation of evidenced-based nursing practice.
2. Evaluates, uses, and/or develops information, and knowledge resources for use in delivery, and/or coordination of care in diverse settings for individuals, families, communities and population aggregates.
5. Integrates principles of ethics, genetics/genomics, interpersonal processes, cultural diversity, and respect for human beings into their advanced practice.
6. Analyzes consumer healthcare needs through examination of interrelationships of demographics, major social health care problems, health disparities, regulatory requirements, and economic health care polices.

**Outcome II**

Advanced practice nurses are leaders for the discipline and are responsive to current and emerging issues facing nursing and healthcare.

**Competencies.** The advanced practice nurse:

1. Serves as a leader to facilitate improvement in client outcomes and health care systems.
2. Values personal integrity and growth in self and others as an essential element in effective leadership within professional nursing organizations and the health care system.
3. Design system changes to impact the delivery of health care for nurses in advanced practice.
4. Builds networks and effectively communicates (electronic, written and oral) with the interdisciplinary health care team, professional colleagues, community leaders, and policy makers.
5. Supports quality, evidenced-based safe and cost-effective health care.
6. Applies knowledge from economics and business to understand how health care is financed and organized.
7. Advocates for health care policy change to influences the health care system and nursing practice.
8. Supports quality health care by adhering to professional standards and leading by example.
9. Applies knowledge from economics and business to understand how health care is financed and organized nationally, state wide, and locally.
10. Understands the health care policy development process and how it influences the health system and nursing practice.

**Outcome III**

Advanced practice nurses translate and disseminate research outcomes to advance nursing knowledge, and practice, and direct solutions to nursing and health system problems.

**Competencies.** The advanced practice nurse:

1. Critically appraises research and synthesizes research and practice evidence.
2. Analyzes the relevance of research outcomes for clinical and health system and integrates them into advanced practice.
3. Applies research outcomes to improve practice outcomes within the practice setting.
4. Employs electronic and emerging technology to access, process, and disseminate information in order to improve health outcomes.

**Admission**

**Admission Requirements**

Following receipt of the completed application from NursingCAS and a complete set of transcripts from all educational institutions attended, designated faculty within each specialty area evaluate, interview, and select applicants and recommend them to the Professional Graduate Nursing Affairs Committee (PGNA) of the College of Nursing for admission. Please know that admission is competitive and capacity is limited. Applicants with strong educational backgrounds are considered first. Acceptance is based on the following criteria.

1. Online application
2. Official transcripts: Students must arrange to have official transcripts of all college work sent directly to NursingCAS.
   Complete transcripts showing:
   - All BSN education — sent directly by your college/university institution(s).
   - U.S. students: BSN degree from a school accredited by CCNE or NLNAC.
   - International students: Equivalent of BSN degree.
   - Cumulative GPA of 3.0 or above (on a 4.0 scale) — equivalent for international students.
   - Expected as part of your BSN curriculum:
     i. a nursing research course (nurses with research experience may challenge this provision)
     ii. a health assessment course — or equivalent. Fulfillment determined by each MSN specialty track. **Not required** for Nurse Leader Executive track.
3. Three letters of reference: For example: from your nursing position manager, faculty member, advanced practice nurse.
4. Other documents and provisions
   - Personal statement: including goals for your nursing career.
   - U.S. students: prior to admission — RN licensure in one of the 50 states.
   - International students: prior to admission: eligible to practice nursing in your country of residence — and RN licensure in one of
the 50 states in the United States. We suggest the same state in which you will fulfill your MSN clinical/research requirements (see next bullet point below.)
• RN licensure in state(s) where you will satisfy clinical requirements or conduct research, if applicable to your course of study.

5. An interview: Qualified applicants will be contacted for an interview with a graduate faculty member(s) in your specialty interest. This is an opportunity to talk about your background, career goals, questions — and whether there is a match between your objectives and our program.

Note: The Graduate Record Exam (GRE) is not required.

Students Whose First Language is not English
Applicants whose language of nurture is not English must present current (within the last 5 years) scores from instruments that measure listening, structure, reading, writing and oral communication competency in the English Language. The Test of English as a Foreign Language (TOEFL), the Pearson Test of English or the International English Language Testing System (IELTS) are acceptable examinations to demonstrate English language competency.

1. The minimum scoring standards are as follows:
   a. Internet Based TOEFL (iBT): minimum score of 22 in the Reading, Listening and Writing sections and a minimum score of 26 in the Speaking section.
   b. Pearson Test of English (PTE): minimum score of 59 in the Reading, Listening and Writing sections and a minimum score of 71 in the Speaking section.
   c. International English Language Testing System (IELTS): Band 6.5 in Reading, Listening, and Writing sections and Band 7 in Speaking as minimum scores.
2. International applicants who originate from a country whose native language is English will be evaluated individually
3. Any student who presents with a question of English proficiency upon faculty or student service advisor interview must demonstrate English proficiency according to the standards listed above.

Online Application
Applicants complete an online application through the Centralized Application Service for Nursing Programs (NursingCAS) at: http://nursingcas.org
Supplemental materials will be completed by the applicant and sent directly to the College of Nursing.

Applicants are responsible for ensuring that all required documents are received by the published deadlines. Applications and supplemental materials received by the published deadlines will be given full consideration.

Admission Deadlines
These MSN/PMC specialty tracks below admit students once annually.

<table>
<thead>
<tr>
<th>MSN/PMC Specialty</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult-Gerontological NP</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>Family NP</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
</tbody>
</table>

The MSN specialty track below admits students twice annually.

<table>
<thead>
<tr>
<th>MSN/PMC Specialty</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Leader/Executive and Women’s Health NP</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>Nurse Leader/Executive and Women’s Health NP</td>
<td>April 1</td>
<td>August 1</td>
<td>January</td>
</tr>
</tbody>
</table>

(NP = Nurse Practitioner)

Student Classification
Professional Graduate nursing students, those admitted to the MSN, post-MSN certificate, or DNP programs in nursing, are classified as follows:

1. Non-Degree Status: Non-Degree Status is given to individuals who have met the minimum requirements for admission (completed Non-Degree application and provided official transcripts). These students would need to get permission from the student services coordinator to enroll in any College of Nursing course, and preference is given to nursing students with full admission status.

2. Probationary Status: Probationary Status may be given when applicants show potential for graduate work and have excellent letters of support, but have not met the requirements for full graduate status. For students with a GPA below 3.0 changing from probationary status to full graduate status may require successful completion of one or more identified courses with a GPA of 3.0 or above in those courses. For new BSN graduates, probationary status may be given pending completion of the RN licensure exam and/or receipt of official transcript showing the equivalent of a baccalaureate degree in nursing is conferred.

3. Full Admission Status: Full Admission Status is given to students who have met the requirements for admission and who have been accepted by the Professional Graduate Nursing Program for work leading to a master’s or doctoral (DNP) degree in nursing.

Admission to Master’s Degree Candidacy
Admission to the program does not necessarily imply admission to candidacy for a higher degree. A student may be admitted to candidacy for a Master’s degree on recommendation of the graduate nursing department and approval by the Associate Dean for Academic Programs, and upon demonstrating his or her ability to perform satisfactorily in graduate courses. The following criteria for candidacy have been established by the Professional Graduate Nursing Program Admissions, Progression, Graduation and Scholarship Committee of the College of Nursing:

1. Completion of one semester of graduate study or its equivalent
2. Grade point average of “B” or above
3. Full graduate standing
Degree Requirements/Curriculum

Curriculum Requirements for the Degree of Master of Science in Nursing

Required Core Courses

All MSN students must satisfy these core requirements as part of their chosen specialty track plan of study.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 602</td>
<td>NURSING SCHOLARSHIP</td>
<td>4</td>
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<tr>
<td>NRSG 603</td>
<td>LEADERSHIP IN NURSING</td>
<td>3</td>
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<tr>
<td>NRSG 604</td>
<td>HEALTH SYSTEMS INNOVATION AND IMPROVEMENT</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 609</td>
<td>HEALTH PROMOTION FOR POPULATION</td>
<td>3</td>
</tr>
<tr>
<td>Various Graduate Statistics ¹</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 16

¹ Not offered by College of Nursing but available through University of Nebraska system, including UNMC (BIOS 806 - Biostatistics I), or at/through any accredited college/university.

Specialty Tracks

NOTE: The following information regarding Specialty Tracks is accurate at the time of publication, but is subject to change.

Below are the programs of study for each specialty. Required MSN core courses are included.

Adult-Gerontology Acute Care NP

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Various Graduate Statistics ¹</td>
<td>3</td>
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</tr>
<tr>
<td>NRSG 602</td>
<td>NURSING SCHOLARSHIP ¹</td>
<td>4</td>
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<tr>
<td>NRSG 603</td>
<td>LEADERSHIP IN NURSING ¹</td>
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<tr>
<td>NRSG 604</td>
<td>HEALTH SYSTEMS INNOVATION AND IMPROVEMENT ¹</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 605</td>
<td>PATHOPHYSIOLOGY FOR ADVANCED PRACTICE NURSES I</td>
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<tr>
<td>NRSG 606</td>
<td>APPLIED PHARMACOLOGY FOR ADVANCED PRACTICE NURSES</td>
<td>3</td>
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<tr>
<td>NRSG 607</td>
<td>ADVANCED ASSESSMENT ACROSS THE LIFESPAN</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 609</td>
<td>HEALTH PROMOTION FOR POPULATION ¹</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 615</td>
<td>ADULT-GERONTOLOGY ACROSS THE LIFESPAN III: TRANSITIONAL CARE OF ADULTS WITH CHRONIC HEALTH PROBLEMS</td>
<td>2</td>
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<tr>
<td>NRSG 616</td>
<td>ADULT-GERONTOLOGY COMPREHENSIVE ASSESSMENT, RISK MANAGEMENT AND HEALTH PROMOTION</td>
<td>1</td>
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<tr>
<td>NRSG 617</td>
<td>ADULT-GERONTOLOGY ACROSS THE LIFESPAN I: COMMON ADULT HEALTH PROBLEMS</td>
<td>1</td>
</tr>
</tbody>
</table>

NP credentialing - Graduates are eligible to apply to take the Nurse Practitioner board certification exam in this specialty.

Adult-Gerontology Primary Care NP

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various Graduate Statistics ¹</td>
<td>3</td>
<td></td>
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<tr>
<td>NRSG 602</td>
<td>NURSING SCHOLARSHIP ¹</td>
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<td>NRSG 603</td>
<td>LEADERSHIP IN NURSING ¹</td>
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<td>NRSG 604</td>
<td>HEALTH SYSTEMS INNOVATION AND IMPROVEMENT ¹</td>
<td>3</td>
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<tr>
<td>NRSG 605</td>
<td>PATHOPHYSIOLOGY FOR ADVANCED PRACTICE NURSES I</td>
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<td>NRSG 606</td>
<td>APPLIED PHARMACOLOGY FOR ADVANCED PRACTICE NURSES</td>
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<td>NRSG 607</td>
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</tr>
<tr>
<td>NRSG 609</td>
<td>HEALTH PROMOTION FOR POPULATION ¹</td>
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</tr>
<tr>
<td>NRSG 615</td>
<td>ADULT-GERONTOLOGY ACROSS THE LIFESPAN III: TRANSITIONAL CARE OF ADULTS WITH CHRONIC HEALTH PROBLEMS</td>
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<tr>
<td>NRSG 616</td>
<td>ADULT-GERONTOLOGY COMPREHENSIVE ASSESSMENT, RISK MANAGEMENT AND HEALTH PROMOTION</td>
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<td>NRSG 617</td>
<td>ADULT-GERONTOLOGY ACROSS THE LIFESPAN I: COMMON ADULT HEALTH PROBLEMS</td>
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<tr>
<td>NRSG 618</td>
<td>ADULT-GERONTOLOGY ACROSS THE LIFESPAN II: ACUTE AND EPISODIC ADULT HEALTH PROBLEMS</td>
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<tr>
<td>NRSG 619</td>
<td>ADULT GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (NP) I</td>
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<tr>
<td>NRSG 623</td>
<td>ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (NP) II</td>
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<td>NRSG 627</td>
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<tr>
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<tr>
<td>NRSG 630</td>
<td>ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (NP) COMPREHENSIVE ASSESSMENT PRACTICUM</td>
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<td>NRSG 633</td>
<td>ADULT-GERONTOLOGY ACROSS THE LIFESPAN IV: ADULT-GERIATRIC SYNDROMES</td>
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</table>

Total Credit Hours 47

1 Required core course

NP credentialing - Graduates are eligible to apply to take the Nurse Practitioner board certification exam in this specialty.

<table>
<thead>
<tr>
<th>Family Nurse Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
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<tr>
<td>------</td>
</tr>
<tr>
<td>NRSG 602</td>
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<td>NRSG 603</td>
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<td>NRSG 638</td>
</tr>
<tr>
<td>NRSG 639</td>
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<tr>
<td>NRSG 640</td>
</tr>
</tbody>
</table>

Total Credit Hours 48

1 Required core course

NP credentialing - Graduates are eligible to apply to take the Nurse Practitioner board certification exam in this specialty.

<table>
<thead>
<tr>
<th>Pediatrics Primary and Acute Care NP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
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<td>NRSG 640</td>
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</table>

Total Credit Hours 48

1 Required core course

NP credentialing - Graduates are eligible to apply to take the Nurse Practitioner board certification exam in this specialty.

**Psychiatric Mental Health NP**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 602</td>
<td>NURSING SCHOLARSHIP</td>
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</tr>
<tr>
<td>NRSG 603</td>
<td>LEADERSHIP IN NURSING</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 604</td>
<td>HEALTH SYSTEMS INNOVATION AND IMPROVEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>
Degree Requirements/Curriculum

NRSG 605  PATHOPHYSIOLOGY FOR ADVANCED PRACTICE NURSES I  3
NRSG 606  APPLIED PHARMACOLOGY FOR ADVANCED PRACTICE NURSES  3
NRSG 607  ADVANCED ASSESSMENT ACROSS THE LIFESPAN  3
NRSG 609  HEALTH PROMOTION FOR POPULATION  3
NRSG 662  COUNSELING MODELS IN ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING  3
NRSG 663  ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING WITH ADULTS  4
NRSG 664  ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING WITH CHILDREN AND ADOLESCENTS  4
NRSG 665  NEUROSCIENCE PSYCHOPHARMACOLOGY FOR ADVANCED PRACTICE NURSING  2
NRSG 668  PRACTICUM IN ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING  7

Total Credit Hours  45

1  Required core course

NP credentialing - Graduates are eligible to apply to take the Nurse Practitioner board certification exam in this specialty.

Women’s Health NP

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 602</td>
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</tr>
<tr>
<td>NRSG 603</td>
<td>LEADERSHIP IN NURSING</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 604</td>
<td>HEALTH SYSTEMS INNOVATION AND IMPROVEMENT</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 605</td>
<td>PATHOPHYSIOLOGY FOR ADVANCED PRACTICE NURSES I</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 606</td>
<td>APPLIED PHARMACOLOGY FOR ADVANCED PRACTICE NURSES</td>
<td>3</td>
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<tr>
<td>NRSG 607</td>
<td>ADVANCED ASSESSMENT ACROSS THE LIFESPAN</td>
<td>3</td>
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<tr>
<td>NRSG 609</td>
<td>HEALTH PROMOTION FOR POPULATION</td>
<td>3</td>
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<tr>
<td>NRSG 676</td>
<td>PRIMARY CARE AND HEALTH PROMOTION IN WOMEN’S HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 677</td>
<td>ACUTE CARE AND HEALTH PROMOTION IN WOMEN</td>
<td>6</td>
</tr>
<tr>
<td>NRSG 678</td>
<td>CHRONIC CARE AND HEALTH PROMOTION IN WOMEN</td>
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<tr>
<td>NRSG 684</td>
<td>ADVANCED WOMEN’S AND CHILDREN’S HEALTH PRACTICUM</td>
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</tbody>
</table>

Total Credit Hours  47

1  Required core course
2  2 years full time

NP credentialing - Graduates are eligible to apply to take the Nurse Practitioner board certification exam in this specialty.

Nurse Leader/Executive

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various Graduate Statistics  1</td>
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<tr>
<td>NRSG 602</td>
<td>NURSING SCHOLARSHIP</td>
<td>4</td>
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<tr>
<td>NRSG 603</td>
<td>LEADERSHIP IN NURSING</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 604</td>
<td>HEALTH SYSTEMS INNOVATION AND IMPROVEMENT</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 609</td>
<td>HEALTH PROMOTION FOR POPULATION</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 651</td>
<td>HEALTH CARE SYSTEMS AND POLICY</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 652</td>
<td>ORGANIZATIONAL IMPROVEMENT</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 653</td>
<td>ANALYZING ISSUES IN NURSING ADMINISTRATION</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 654</td>
<td>INTRODUCTION TO HEALTH INFORMATICS</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 655</td>
<td>HEALTH CARE ECONOMICS AND FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 656</td>
<td>DEVELOPING SYSTEMS AND INFRASTRUCTURES IN HEALTH CARE ORGANIZATIONS</td>
<td>5</td>
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<tr>
<td>NRSG 657</td>
<td>PRACTICUM IN MANAGING AND EVALUATING IN HEALTH CARE</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credit Hours  41

1  Required core course

Nurse Educator Training

Students may seek the nurse educator training through one of two pathways:

1. Concurrent preparation as an advanced practice nurse in one of the college’s master’s programs specialty tracks
2. Through doctoral level (PhD or DNP) cognates required for students enrolled in the college’s doctoral programs
3. As teacher training for RNs who already have a master’s degree

MSN and DNP students register for 600-level courses; PhD students register for 800-level courses.

There are four nurse educator courses for a total of 12 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>NRSG 691/891</td>
<td>DESIGNING AND EVALUATING LEARNER-CENTERED CURRICULA</td>
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<tr>
<td>NRSG 692/892</td>
<td>TEACHING AND LEARNING STRATEGIES</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 693/893</td>
<td>USING TECHNOLOGY TO ENHANCE TEACHING AND LEARNING STRATEGIES</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 694/894</td>
<td>IMPLEMENTATION OF THE EDUCATOR ROLE: PRACTICUM</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  12

Additional Information Resources

Additional information regarding the MSN Program is available on the College of Nursing website at: http://www.unmc.edu/nursing/programs/masters-msn/index.html
Specialty Tracks

Specialty track choices

- Adult Gerontology Acute Care NP / Primary Care NP
- Family NP
- Nurse Leader / Executive
- Pediatric Primary Care NP
- Pediatric Primary & Acute Care NP (Dual)
- Psychiatric Mental Health NP
- Women’s Health NP

NP credentialing – Graduates are eligible to apply to take the Nurse Practitioner board certification examination in this specialty from the American Nurses Credentialing Center (Adult-Gerontology, Family Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, and Family Psychiatric Mental Health Nurse Practitioner), the National Certification Corporation (Women’s Health Nurse Practitioner), and the American Academy of Nurse Practitioners (Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner), and Pediatric Nursing Certification Board (Pediatric Nurse Practitioner).

Nurse Leader/Administrator/Executive credentialing – Graduates are eligible to apply to take the Nurse Leader/Administrator/Executive board certification examination in this specialty from the American Nurses Credentialing Center, or the American Organization of Nurse Executives.

Nurse Educator courses are optional and can be taken concurrently with any specialty track above or with one of the doctoral programs.

All specialties above are also available as a Postmaster’s Certificate (PMC).

Full and part-time study options

- We offer flexible study options to fit the busy lives of RNs.
- You may take up to 5 years to complete your MSN.
- Ask a graduate student services representative or faculty advisor for guidance in planning a full or part-time schedule that fits your goals, work schedule and family responsibilities.

Post-Master’s Certificate Program (PMC)

Purpose

The purpose of the PMC is to prepare nurses for advanced practice, leadership or administration in a second specialty.

Post-Master’s Certificate Options

A PMC can be earned in any of our MSN specialty track choices:

- Adult–Gerontology Acute Care Nurse Practitioner
- Adult–Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Pediatrics Primary Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Women’s Health Nurse Practitioner
- Nurse Leader/Administrator/Executive

PMC completion qualifies students to apply to take the appropriate Nurse Practitioner (NP) or Nurse Leader/Administrator/Executive board certification exam as noted in the section on certification.

Second-specialty PMC course flexibility based on your MSN background, nursing experience and career goals.

Depending on previous coursework in your MSN program, you may be able to tailor your PMC course of study. A faculty advisor in your new chosen specialty can provide guidance based on your MSN classroom/clinical training, your experience as a practicing nurse, and your professional goals.

Admission Requirements

Please know that admission is competitive and capacity is limited. Applicants with strong educational backgrounds are considered first. Acceptance is based on the following criteria.

1. Online application
2. Official transcripts: Students must arrange to have official transcripts of all college work sent directly to NursingCAS.

Complete transcripts showing:

- All BSN education — sent directly by your college/university institution(s).
- U.S. students: BSN degree from a school accredited by CCNE or NLNAC.
- International students: Equivalent of BSN degree.
- Cumulative GPA of 3.0 or above (on a 4.0 scale) — equivalent for international students.
- Expected as part of your BSN curriculum:
  i. a nursing research course (nurses with research experience may challenge this provision)
  ii. a health assessment course — or equivalent. Fulfillment determined by each MSN specialty track. Not required for Nurse Leader Executive track.
3. Three letters of reference: For example: from your nursing position manager, faculty member, advanced practice nurse.
4. Other documents and provisions

- Biographical sketch: including goals for your nursing career.
- U.S. students: prior to admission — RN licensure in one of the 50 states.
- International students: prior to admission: eligible to practice nursing in your country of residence — and RN licensure in one of the 50 states in the United States. We suggest the same state in which you will fulfill your MSN clinical/research requirements (see next bullet point below.)
- RN licensure in state(s) where you will satisfy clinical requirements or conduct research, if applicable to your course of study.
5. An interview: Qualified applicants will be contacted for an interview with a graduate faculty member(s) in your specialty interest. This is an opportunity to talk about your background, career goals, questions — and whether there is a match between your objectives and our program.

Note: The Graduate Record Exam (GRE) is not required.
Online Application
Applicants complete an online application through the Centralized Application Service for Nursing Programs (NursingCAS) at: http://nursingcas.org

Supplemental materials will be completed by the applicant and sent directly to the College of Nursing. Applicants are responsible for ensuring that all required documents are received by the published deadlines. Applications and supplemental materials received by the published deadlines will be given full consideration.

Admission Deadlines
These MSN/PMC specialty tracks admit students once annually.

<table>
<thead>
<tr>
<th>MSN/PMC Specialty</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult-Gerontological NP</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>Family NP</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>Pediatric NP</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>Psychiatric Mental Health NP</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
</tbody>
</table>

These MSN/PMC specialty tracks admit students twice annually.

<table>
<thead>
<tr>
<th>MSN/PMC Specialty</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Leader/Executive and Women’s Health NP</td>
<td>October 15</td>
<td>February 1</td>
<td>August</td>
</tr>
<tr>
<td>Nurse Leader/Executive and Women’s Health NP</td>
<td>April 1</td>
<td>August 1</td>
<td>January</td>
</tr>
</tbody>
</table>

(NP = Nurse Practitioner)

Additional Information Resources
Additional information regarding the PMC Program is available at the College of Nursing website at: http://www.unmc.edu/nursing/programs/postmasters-pmc/index.html

Doctor of Nursing Practice Program (DNP)

Purpose
The purpose of the Doctor of Nursing Practice program is to prepare individuals for the highest level of nursing leadership and practice within organizations and systems, with the ultimate goal of improving health care for diverse populations. The DNP program focuses on providing education in key areas such as evidence-based practice, quality improvement and systems leadership.

Goal
The goal of the Doctor of Nursing Practice (DNP) program is to prepare graduates for the highest level of nursing leadership and practice within organizations and systems, to improve health care delivery and patient outcomes at all levels and for diverse populations, to serve as faculty in nursing education programs, and to translate research findings for clinical practice.

Program Outcomes
Upon completion of the program, graduates will be able to:

1. Develop and evaluate new practice approaches based on theories and empirical evidence from nursing and other disciplines.

2. Demonstrate organizational and systems leadership for quality improvement/patient safety for health care systems and populations.

3. Design, implement and evaluate processes to improve health practices and outcomes at the institutional, local, state, regional, national, and international health delivery levels.

4. Demonstrate leadership in the selection, use, evaluation, and design of information systems/technology for improvement and transformation of health care.

5. Lead the development, implementation, and evaluation of health policy and its impact on health outcomes at the institutional, local, state, regional, national, and international health care delivery levels.


7. Design, implement, and evaluate care delivery models and strategies to improve population health.

8. Demonstrate advanced levels of accountability and systems thinking to advance and uphold professional nursing values.

9. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations.

Requirements for DNP Program Completion
At the completion of the DNP program, students are recognized for

1. Submission of a DNP Integrated Scholarly Portfolio

2. Completion of DNP Project

DNP Options for Certification
DNP students and graduates are encouraged to complete certification in a relevant content area based on individual career goals and areas of study. DNP graduates who are certified as nurse practitioners or clinical nurse specialists are strongly encouraged to maintain that certification as evidence of clinical knowledge and skill. There are additional options for certification that relate to those DNP students and graduates who have a nursing leadership/administration/executive focus that includes:

- Advanced Nurse Executive (NEA-BC)
- Nurse Executive (NE-BC or CENP)
- or as a Certified Nurse Manager and Leader (CNML).

Additional Information Resources
Additional information regarding the DNP Program is available at the College of Nursing website: http://www.unmc.edu/nursing/programs/doctor-of-nursing-practice-dnp/index.html and http://mycon.unmc.edu
Admission

Admission Requirements for BSN to DNP

- BSN degree or equivalent from an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Education (CCNE) accredited school of nursing
- Have a minimum GPA of 3.0 on a 4.0 scale
- Proof of current license to practice as a Registered Nurse in one of the 50 states in the US

Admission Requirements for MSN to DNP

- MSN degree or equivalent from an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Education (CCNE) accredited school of nursing
- Have a master’s degree in nursing leadership/administration/ executive or a clinical specialization to prepare graduates as an advanced practice registered nurse (APRN), (Nurse Practitioner or Clinical Nurse Specialist)
- Have a minimum GPA of 3.4 on a 4.0 scale
- Proof of current license to practice as a Registered Nurse in one of the 50 states in the US

Online Application

Applicants complete an online application through the Centralized Application Service for Nursing Programs (NursingCAS) at: http://nursingcas.org

Supplemental materials will be completed by the applicant and sent directly to the College of Nursing. Applicants are responsible for ensuring that all required documents are received by the published deadlines. Applications and supplemental materials received by the published deadlines will be given full consideration.

Admission Deadlines

DNP students are admitted once annually.

<table>
<thead>
<tr>
<th>DNP Program</th>
<th>Application Opens</th>
<th>Application Due</th>
<th>Program Start</th>
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</thead>
<tbody>
<tr>
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<td>January 15&lt;sup&gt;1&lt;/sup&gt;</td>
<td>May</td>
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<tr>
<td>BSN to DNP</td>
<td>October 1</td>
<td>January 15&lt;sup&gt;1&lt;/sup&gt;</td>
<td>August</td>
</tr>
</tbody>
</table>

<sup>1</sup> January 15
- Online application deadline, this includes receipt by NursingCAS of all transcripts and letters of reference
- Supplemental materials must be received by College of Nursing

Degree Requirements/Curriculum

Plan of Study

The DNP program for the BSN to DNP is a 66-70 credit program based on advanced practice specialization in the DNP program. The DNP program for the MSN to DNP is a 35-credit program. All DNP students complete a DNP project in their program. Elective courses are also possible, based on a student’s career goals and consultation with his/her faculty advisor.

Requirements for DNP Program

Required Coursework – All DNP students take the required courses<sup>1</sup>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>EPI 820</td>
<td>EPIDEMIOLOGY IN PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 701</td>
<td>IMPLEMENTING EVIDENCED-BASED PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 702</td>
<td>METHODS FOR ASSESSING CLINICAL PRACTICE OUTCOMES</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 703</td>
<td>CHANGING COMPLEX SYSTEMS TO IMPROVE HEALTH CARE DELIVERY</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 704</td>
<td>CLINICAL INQUIRY</td>
<td>10</td>
</tr>
<tr>
<td>NRSG 709</td>
<td>HEALTH CARE POLICY</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 731</td>
<td>TRANSFORMATIONAL LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 755</td>
<td>HEALTH CARE ECONOMICS AND FINANCIAL MANAGEMENT</td>
<td>3</td>
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</tbody>
</table>

Total Credit Hours: 35

<sup>1</sup> BSN to DNP student have an integrated plan of study that includes the required DNP courses and additional courses to meet MSN essentials. Refer to BSN to DNP program plans of study.

BSN to DNP Plans of Study

BSN to DNP programs are offered in 3- and 4-year plans of study. Below are exemplars of the 3-year plans for each of the specialties listed below.

- Adult-Gero Acute Care Nurse Practitioner
- Adult-Gero Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Nurse Leader/Executive
- Pediatric Primary Care Nurse Practitioner
- Pediatric Primary & Acute Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Women’s Health Nurse Practitioner

Adult-Gero Acute Care NP: BSN to DNP Plan of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 605</td>
<td>PATHOPHYSIOLOGY FOR ADVANCED PRACTICE NURSES I</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 609</td>
<td>HEALTH PROMOTION FOR POPULATION</td>
<td>3</td>
</tr>
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<td></td>
<td>Graduate Statistics</td>
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Credit Hours: 9

Spring

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<tr>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 709</td>
<td>HEALTH CARE POLICY</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 606</td>
<td>APPLIED PHARMACOLOGY FOR ADVANCED PRACTICE NURSES</td>
<td>3</td>
</tr>
<tr>
<td>EPI 820</td>
<td>EPIDEMIOLOGY IN PUBLIC HEALTH</td>
<td>3</td>
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Credit Hours: 9
**Second Year**

**Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NRSG 731</td>
<td>TRANSFORMATIONAL LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 607</td>
<td>ADVANCED ASSESSMENT ACROSS THE LIFESPAN</td>
<td>3</td>
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<tr>
<td>NRSG 704</td>
<td>CLINICAL INQUIRY</td>
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**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 701</td>
<td>IMPLEMENTING EVIDENCED-BASED PRACTICE</td>
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<tr>
<td>NRSG 702</td>
<td>METHODS FOR ASSESSING CLINICAL PRACTICE OUTCOMES</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 616</td>
<td>ADULT-GERONTOLOGY COMPREHENSIVE ASSESSMENT, RISK MANAGEMENT AND HEALTH PROMOTION</td>
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<tr>
<td>NRSG 617</td>
<td>ADULT-GERONTOLOGY ACROSS THE LIFESPAN I: COMMON ADULT HEALTH PROBLEMS</td>
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<tr>
<td>NRSG 631</td>
<td>ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITION (NP) COMPREHENSIVE ASSESSMENT PRACTICUM</td>
<td>3</td>
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<td>NRSG 704</td>
<td>CLINICAL INQUIRY</td>
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**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 703</td>
<td>CHANGING COMPLEX SYSTEMS TO IMPROVE HEALTH CARE DELIVERY</td>
<td>4</td>
</tr>
<tr>
<td>NRSG 618</td>
<td>ADULT-GERONTOLOGY ACROSS THE LIFESPAN II: ACUTE AND EPISODIC ADULT HEALTH PROBLEMS</td>
<td>2</td>
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<tr>
<td>NRSG 620</td>
<td>ADULT GERONTOLOGY PRIMARY CARE NURSE PRACTITION (NP) I</td>
<td>3</td>
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<tr>
<td>NRSG 704</td>
<td>CLINICAL INQUIRY</td>
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**Third Year**

**Summer**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
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**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 755</td>
<td>HEALTH CARE ECONOMICS AND FINANCIAL MANAGEMENT</td>
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<tr>
<td>NRSG 704</td>
<td>CLINICAL INQUIRY</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 615</td>
<td>ADULT-GERONTOLOGY ACROSS THE LIFESPAN III: TRANSITIONAL CARE OF ADULTS WITH CHRONIC HEALTH PROBLEMS</td>
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<tr>
<td>NRSG 624</td>
<td>ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITION (NP) II</td>
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**Spring**

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<th>Credit Hours</th>
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<tbody>
<tr>
<td>NRSG 633</td>
<td>ADULT-GERONTOLOGY ACROSS THE LIFESPAN IV: ADULT-GERIATRIC SYNDROMES</td>
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**Adult-Gero Primary Care NP: BSN to DNP Program**

<table>
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<tr>
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<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 628</td>
<td>ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITION (NP) III</td>
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**First Year**

**Fall**

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<tbody>
<tr>
<td>NRSG 605</td>
<td>PATHOPHYSIOLOGY FOR ADVANCED PRACTICE NURSES I</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 609</td>
<td>HEALTH PROMOTION FOR POPULATION</td>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NRSG 605</td>
<td>PATHOPHYSIOLOGY FOR ADVANCED PRACTICE NURSES I</td>
<td>3</td>
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**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NRSG 709</td>
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<td>NRSG 606</td>
<td>APPLIED PHARMACOLOGY FOR ADVANCED PRACTICE NURSES</td>
<td>3</td>
</tr>
<tr>
<td>EPI 820</td>
<td>EPIDEMIOLOGY IN PUBLIC HEALTH</td>
<td>3</td>
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**Second Year**

**Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 731</td>
<td>TRANSFORMATIONAL LEADERSHIP</td>
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</tr>
<tr>
<td>NRSG 607</td>
<td>ADVANCED ASSESSMENT ACROSS THE LIFESPAN</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 704</td>
<td>CLINICAL INQUIRY</td>
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**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<td>NRSG 701</td>
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<tr>
<td>NRSG 616</td>
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**Spring**

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### University of Nebraska Medical Center

#### Family NP: BSN to DNP Program

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**Total Credit Hours:** 69

#### Nurse Leader/Administrator/Executive: BSN to DNP Program

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**Total Credit Hours:** 64-71
# Degree Requirements/Curriculum

## Pediatric Primary Care NP: BSN to DNP Program

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## Pediatric Primary and Acute Care NP: BSN to DNP Program

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<td>NRSG 609</td>
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Psychiatric Mental Health NP: BSN to DNP Program

Course | Title | Credit Hours
--- | --- | ---
**First Year**
**Fall**
Orientation and Immersion to DNP Program:
NRSG 605 PATHOPHYSIOLOGY FOR ADVANCED PRACTICE NURSES I 3
NRSG 609 HEALTH PROMOTION FOR POPULATION 3
Graduate Statistics 3
**Credit Hours** 9

**Spring**
NRSG 709 HEALTH CARE POLICY 3
NRSG 606 APPLIED PHARMACOLOGY FOR ADVANCED PRACTICE NURSES 3
EPI 820 EPIDEMIOLOGY IN PUBLIC HEALTH 3
**Credit Hours** 9

**Second Year**
**Summer**
NRSG 731 TRANSFORMATIONAL LEADERSHIP 3
NRSG 607 ADVANCED ASSESSMENT ACROSS THE LIFESPAN 3
NRSG 704 CLINICAL INQUIRY 1
**Credit Hours** 7

**Fall**
NRSG 701 IMPLEMENTING EVIDENCED-BASED PRACTICE 3
NRSG 702 METHODS FOR ASSESSING CLINICAL PRACTICE OUTCOMES 3
NRSG 704 CLINICAL INQUIRY 1
NRSG 671 PRIMARY CARE AND HEALTH PROMOTION IN CHILDREN'S HEALTH 5
**Credit Hours** 11

**Credit Hours**

**Spring**
NRSG 703 CHANGING COMPLEX SYSTEMS TO IMPROVE HEALTH CARE DELIVERY 4
NRSG 704 CLINICAL INQUIRY 2
NRSG 672 PRIMARY CARE OF CHILDREN II: ACUTE HEALTH PROBLEMS 5
**Credit Hours** 12

**Summer**
NRSG 704 CLINICAL INQUIRY 4
**Credit Hours** 4

**Third Year**
**Fall**
NRSG 755 HEALTH CARE ECONOMICS AND FINANCIAL MANAGEMENT 3
NRSG 704 CLINICAL INQUIRY 2
NRSG 673 PRIMARY CARE OF CHILDREN III: CHRONIC HEALTH PROBLEMS 6
NRSG 688 SPECIAL TOPICS (CLINICAL) IN ACUTE CARE NURSING 2
UI NURS 6400+ 3
**Credit Hours** 16

**Spring**
NRSG 684 ADVANCED WOMEN'S AND CHILDREN'S HEALTH PRACTICUM 1-6
NRSG 688 SPECIAL TOPICS (CLINICAL) IN ACUTE CARE NURSING 2
UI NURS 6401+ 3
**Credit Hours** 6-11

**Summer**
NRSG 688 SPECIAL TOPICS (CLINICAL) IN ACUTE CARE NURSING 2
**Credit Hours** 2

**Total Credit Hours** 76-81

+ Indicates courses that are part of a consortium between UNMC, UMKC and University of Iowa
Doctor of Philosophy Program (PhD)

Graduate Studies

The Nursing PhD program is included within Graduate Studies at UNMC. In addition to the information included here, more information about the program is included on the Graduate Studies pages.

For additional information: Nursing PhD in Graduate Studies (p. 499)

Purpose

The purpose of the PhD program is to prepare nurse scientists to be transformational leaders in the discovery of knowledge to improve health and advance the profession of nursing. Nurse scientists improve the health of human beings through the development, testing and dissemination of nursing science. The doctoral program is committed to quality graduate education and to a learning environment that prepares graduates for leadership roles in research, education, practice policy, and academic administration.

Competencies

Graduates of the doctor of philosophy in nursing program will be prepared to:

1. Master in-depth theoretical and research knowledge in an area of emphasis.
2. Generate and test knowledge for patient care, health systems, or nursing education.
3. Collaborate with interdisciplinary colleagues to conduct team science.
4. Utilize professional judgment in the conduct of research with regard to legal, ethical, political, cultural, and economic implications.
5. Analyze the evolution of nursing science and the implications for the roles and responsibilities of nurse scholars.
6. Demonstrate leadership in education, professional organizations, and various professional and public groups.
Areas of Research Emphasis
The UNMC College of Nursing has faculty ready to serve on dissertation committees that focus on the following areas:

1. Promoting and managing health in at-risk populations and in chronic illness
2. Health Systems and Quality (leadership, policy, administration)
3. Nursing Education (undergraduate and graduate)

Additional information regarding PhD Research Focus Areas can be found at: http://www.unmc.edu/nursing/programs/doctor-of-philosophy-phd/research-focus-areas.html

Two Paths to PhD
UNMC offers two paths to your PhD. The MSN to PhD is for students who have their master's degree and will earn their PhD degree. The BSN to PhD is for students who have received their bachelor's degree and will include courses required to obtain an MSN-level specialty (required by many state boards of nursing for faculty roles) as they earn their PhD degree. This is typically 12-15 additional credit hours, though actual number of credits depends on the clinical specialty and specific career goals.

Additional Information Resources
Additional information regarding the PhD Program is available at the College of Nursing website at: http://www.unmc.edu/nursing/programs/doctor-of-philosophy-phd/index.html

Admission
Admission Requirements
In addition to the requirements of the Graduate College of the University of Nebraska, the College of Nursing considers students for admission to the PhD Program. Requirements for admission to the PhD Program in addition to those listed in the Graduate Studies Bulletin include:

1. Complete transcripts from all colleges and universities attended — showing:
   • Traditional PhD applicants: MSN degree from NLNAC or CCNE-accredited school — or equivalent for non-nurse applicants, GPA of 3.2 or higher.
   • BSN to PhD applicants: BSN degree from NLNAC or CCNE-accredited school — or equivalent for non-nurse applicants. GPA of 3.2 or higher.
2. Graduate Record Examination (GRE) Scores
   GRE scores are required for BSN-PhD applicants and will be waived for MSN-PhD applicants with a MSN GPA of 3.2 or above.
3. International students:
   • Equivalent nursing degree(s) and GPA as above
   • Must have successfully passed the NCLEX
   • Must be legally licensed to practice nursing in one of the 50 states
   • Must be legally licensed to practice nursing in the state where you will do data collection/research
   • Must provide evidence you have the equivalent of a master’s degree in nursing
   • TOEFL scores — minimum 213 on computer-based test or 80 on internet-based test.
   • IELTS scores - the band score minimum is 6.5 to 7.0
4. Statement of educational and professional goals and area of research interest
   Typed, double-spaced and no longer than three pages.
5. A current curriculum vitae
6. Three letters of recommendation
   Preferably from persons holding a doctorate.
   • Two academic references, including one reference describing your research ability from the program where you obtained your masters degree.
   • One professional performance reference.
7. Two examples of scholarly writing
   For example:
   • Published research paper. If a co-authored publication, please include a statement detailing your percent of responsibility for work written.
   • Other published work.
   • An excerpt from a research project or thesis from your masters program.
8. General congruence of research interests
   Your scholarly research interests should be similar to those of a doctoral faculty advisor(s).
9. Disclosure statement
   A form will be provided.
10. Online application and application fee
11. RN licensure
    In the state(s) where you'll do data collection/research requirements, if applicable to your program of study.
    • Must have successfully passed the NCLEX
    • Must be legally licensed to practice nursing in one of the 50 states
12. An interview
    With doctoral faculty members whose research interests match yours and at least one member of the doctoral subcommittee of the Graduate committee. A telephone conference can be arranged if you are a distance student.

Final selections will be made from the pool of qualified applicants based on a match of career and research goals with program / University resources.

Online Application
Applicants complete an online application through the Centralized Application Service for Nursing Programs (NursingCAS) at: http://nursingcas.org (http://catalog.unmc.edu/nursing/program-information/program-phd/admission/http:nursingcas.org)

Supplemental materials will be completed by the applicant and sent directly to the College of Nursing. Applicants are responsible for ensuring that all required documents are received by the published deadlines. Applicants and supplemental materials received by the published deadlines will be given full consideration.
Admission Deadlines
PhD students are admitted once annually

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<th>Application Due</th>
<th>Program Start</th>
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<td>January 15</td>
<td>May</td>
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<tr>
<td>BSN to PhD</td>
<td>January 15</td>
<td>August</td>
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**January 15**
- Online application deadline, this includes receipt by NursingCas of all transcripts and letters of reference
- Supplemental materials must be received by College of Nursing

Degree Requirements/Curriculum

**PhD Core Curriculum**
Minimum Required Courses – all 10 courses must be taken

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**Cognates**
Courses from other disciplines and/or nursing in areas of concentration study

9

**Dissertation**

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Total Credit Hours 62

Total Required Credits
Traditional MSN to PhD · 62+ credits
BSN to PhD · 80+ credits

Exemplar Plan of Study for Full Time PhD Student with MSN

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### Sample Plan of Study for Part Time PhD Student with MSN

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<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
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COLLEGE OF NURSING

Trina Aguirre, PhD, RN, Nurse Specialist, Scottsbluff
Jean Allen, MSN, RN, APRN-NP, Nurse Specialist, Norfolk
Windy Alonzo, PhD, RN, Post Doctoral Research Associate, Omaha
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Mary Andersen, MSN, RN, APRN-NP, Instructor, Norfolk
Carol Anderson, MSN, RN, APRN-NP, Instructor, Norfolk
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Elizabeth Atwood, MSN, RN, Instructor, Kearney
Sharon Baker, MSN, RN, APRN-CNS, Instructor, Lincoln
Susan Barnason, PhD, RN, APRN-CNS, FAAN, Professor, Director, DNP Program, Lincoln
Elizabeth Beam, PhD, RN, Assistant Professor, Project Coordinator, University of Nebraska Programs of Excellence Bioreparedness Grant, Omaha
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Sandra Sasse, MSN, RN, Instructor, Omaha
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Rita Schmitz, MSN, RN, Assistant Professor, Lincoln
Sue Schuelke, PhD, RN, Assistant Professor, Lincoln
Paula Schulz, PhD, RN, Associate Professor, Lincoln
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Yaewon Seo, PhD, RN, Assistant Professor, Omaha
Marcia Shade, PhD, RN, Assistant Professor, Omaha
Fabiana Silva, MSPH, PhD, Post-Doctoral Research Associate, Omaha
Cynthia Skye, MSN, RN, Instructor, Norfolk
Melissa Snyder, MSN, RN, Instructor, Scottsbluff
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Leeza Struve, PhD, RN, Assistant Professor, Lincoln
Nancy Stuart, MS, RN, Instructor, Kearney
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Dawn Tassemeayer, MSN, RN, Instructor, Lincoln
Cheryl Thompson, PhD, RN, Associate Professor, Omaha
Cathy Tierney, MSN, RN, Instructor, Norfolk
Vicki Peterson Truka, MSN, APRN-NP, FNP-BC, Instructor, Norfolk
Janice Twiss, PhD, RN, CWHNP, APRN-NP, Associate Professor, Omaha
Denise Waibel-Rycek, MSN, RN, Instructor, Kearney
Lisa Walters, MSHSM, BSN, RN, FACHE, Instructor, Norfolk
Nancy Waltman, PhD, RN, APRN-NP, Professor, Lincoln
Rita Weber, MS, RN, Instructor, Kearney
Barbara Wehrman, MSN, RN-BC, CNE, Instructor, Kearney
Hannah Weisgerber, MSN, RN, Instructor, Lincoln
Wendy Wells, MSN, RN, Instructor, Scottsbluff
Stacy Werner, Assistant Professor, Kearney
Kirsten Wertz, MSN, RN, Instructor, Lincoln
Shirley Wiggins, PhD, RN, Associate Professor, Lincoln
Anne Wilber, MSN, APRN-CNS, PHCNS-BC, Instructor, Chair, General Faculty Organization, Norfolk
Susan Wilhelm, PhD, RN, Assistant Professor, Assistant Dean, West Nebraska Division, Scottsbluff
Deborah Wisnieski, PhD, RN, APRN-NP, Assistant Professor, Omaha
An-Yun "Emily" Yeh, PhD, RN, PostDoc Research Associate, Omaha
Chao "Mickey" Zhang, PhD, RN, CHSE, Assistant Professor, Lincoln
Lani Zimmerman, PhD, RN, FAAN, Professor, Director, Center for Patient, Family & Community Engagement in Chronic Care Management, Lincoln

Emeriti Faculty
Shirley Tachenko Achord, MSN, RN, APRN-NP
Jan Atwood, PhD, RN, FAAN, 1976, University of Arizona, Professor
Kathleen Barr, PhD, RN, 1994, UNL, Associate Professor
Cecilia Barron, PhD, RN, 1980, Ohio State University, Associate Professor
Jean, Bartek, PhD, RN, APRN-NP, 1989, UNMC, Associate Professor
Mara, Baun, DNSc, RN, FAAN, 1977, University of California-San Francisco, Professor
Nancy Bergstrom, PhD, RN, FAAN, 1981, University of Michigan, Professor
Catherine Bevil, EdD, RN
Judith Billings, PhD, RN, 1985, University of Minnesota, Professor
Marjorie Corrigan, PhD, RN
Betty Craft, PhD, RN, 1993, UNL, Associate Professor
Joyce Crutchfield, PhD, RN, 1986, UNL, Associate Professor
Kathleen Duncan, PhD, RN
 Lynne Farr, PhD, 1977, Creighton University, Professor
Judith Heermann Flynn, PhD, 1988, UNL, Associate Professor
Martha Foxall, PhD, RN, 1979, UNL, Professor
Mary Garrett, PhD, RN
M Carol Grasser, PhD, RN, 1993, UNL, Associate Professor
Karen Grigsby, PhD, RN
Gloria Gross, PhD, RN, 1986, UNL, Associate Professor
Bevely Hays, PhD, RN, 1990, Case Western Reserve University, Associate Professor
Barbara Head, PhD, RN, 1997, University of Iowa, Assistant Professor
Melody Hertzog, EdD
Gail Hille, MSN, RN, 1973, University of Maryland, Baltimore, Instructor
Sharon Holyoke, MSN, RN, APRN-NP, 1971, University of Colorado, Denver, Assistant Professor
Polly Hulme, PhD, RN, APRN-NP, 1997, University of Iowa, Associate Professor
Doris Hutchinson, MSN, RN, 1970, Indiana University, Assistant Professor
Linda, Jensen, PhD, RN, 1997, UNMC, Assistant Professor
Katherine Kaiser, PhD, RN, PHCNS, BC, APRN-CNS
Marie Kreman, EdD, RN, 1997, UNL, Assistant Professor
Ada Lindsey, PhD, RN, FAAN, 1977, University of Maryland, Emeritus Dean and Professor
Barbara McCabe, PhD, RN
Margaret McMahon, MS, RN, 1970, UNO, Assistant Professor
Joan McVay, MSN, MA, RN, 1986, Central Michigan University, Assistant Professor
Mary Megel, PhD, RN, 1986, UNL, Associate Professor
Susan Mulhauer, PhD, APRN-NP, BC, 1999, UNL, Associate Professor
Muriel Munchrath, MSN, RN, 1969, University of Illinois, Assistant Professor
Kathryn Nickel, PhD, RN, 1997, University of Colorado Health Sciences, Assistant Professor
Carol Ott, PhD, RN, 1996, UNL, Associate Professor
Steven Pitkin, MN, RN, 1989, Wichita State University, Assistant Professor
Janice Rustia, PhD, RN, 1970, UNL, Associate Professor
Barbara Sand, MSN, RN, APRN-NP, 1986, UNMC, Assistant Professor
Linda Sather, EdD, RN
Karen Schumacher, PhD, RN
Sybil Sedivy, M.Ed., 1960, UNL, Assistant Professor
Cindy Seidl, MSN, RN, Assistant Professor
Virginia Tilden, DNSc, RN, FAAN, 1981, University of California—San Francisco, Emeritus Dean and Professor
Susan Noble Walker, EdD, RN, 1981, Northern Illinois University, Professor
Cheryl West, MS, RN, 1973, University of Arizona, Assistant Professor
Joan Westfall, PhD, RN, 1990, UNL, Assistant Professor
Peggy Wilson, PhD, RN, 1984, University of Florida, Associate Professor
Bernice Yates, PhD, RN
Rosalee C. Yeaworth, PhD, RN, FAAN, 1970, University of Cincinnati, Emeritus Dean and Professor
COURSE DESCRIPTIONS

- Bachelor of Science in Nursing Courses (p. 337)
- Master of Science in Nursing Program Courses (p. 340)
- Doctor of Nursing Practice Courses (p. 347)

Bachelor of Science in Nursing Courses

BSN Course Descriptions
Credit allowance for nursing courses is based on a semester. Each class hour earns 1 credit hour. Clinical/laboratory hours are computed on a basis of 1 credit hour for each 3-hour clinical/laboratory period.

Accelerated BSN Program
Courses are the same as traditional BSN courses, but the accelerated program compresses the 2-year traditional program to 12 months, with key variations in class and clinical approach, with a one 13-week summer session, two 16-week semesters (spring and fall) and sequencing of selected courses.

Traditional BSN Program
NRSG 311 PATHOPHYSIOLOGIC ALTERATIONS IN HEALTH I 2 Credit Hours
This course focuses on the pathophysiologic basis for alterations in health across the life course. Theories of disease causation will be explored. Acquired, immune, infectious, carcinogenic, genetic, and biochemical alterations in health in selected body systems will be presented with an emphasis on etiology, cellular and systemic pathophysiologic responses and clinical manifestations. Interdisciplinary management will be introduced. Together with Pathophysiologic Alterations in Health II, this course is intended to provide a comprehensive understanding of pathophysiology. 2 credits: classroom
Prerequisite: Anatomy, physiology or permission of instructor

NRSG 312 HEALTH ASSESSMENT ACROSS THE LIFE COURSE 4 Credit Hours
This course will focus on a conceptual approach to the holistic assessment of a well person. Assessment of critical periods and life events from pre-birth, birth, infant, child, adolescent, adult, older adult through end of life are included. Students will obtain health histories, identify risk factors, and develop health assessment skills in the physiologic, psychosocial (cognitive/mental, emotional, behavioral, social), developmental and spiritual dimensions within environments. Students will identify the data elements and potential data values associated with each of these assessments; separating normal findings from alterations from normal. Students will participate in active learning experiences in laboratory and simulation settings which will assess the student’s beginning ability to convert data to information and apply appropriate knowledge to critical thinking and the decision making process. 4 credits: 2.5 classroom; 1.5 lab

NRSG 313 PATIENT CENTERED CARE I 4 Credit Hours
This course introduces students to many of the fundamental concepts of caregiving. A large part of the course focuses on wellness and health promotion, with students learning to motivate and educate patients to achieve or maintain optimum health. Screening and early intervention are stressed. Patient characteristics and attributes and the impact of health determinants are considered. As students progress, they are introduced to other principles of caregiving in such areas as stress and coping, mobility and elimination. Throughout the course, students are asked to integrate principles of therapeutic communication, interprofessional collaboration, and safety. 4 classroom credits
Corequisite: NRSG 312 and 314

NRSG 314 PATIENT CENTERED CARE CLINICAL I 4 Credit Hours
This course provides skill development and clinical experiences to augment the learning in all of the other first semester courses. The course provides opportunities for application and integration of primary and secondary prevention strategies, principles of health promotion, use of health information, assessment and planning related to patient profiles, evidence-based practice, and teaching/learning motivational principles, therapeutic communication, inter-professional collaboration, and safety. In addition, students have opportunities to demonstrate the provision of nursing care to assist patients to meet basic needs in a variety of settings. Students develop and practice skills in laboratory and clinical settings. 3 clinical/lab credits (9 clock hours/week)
Corequisite: NRSG 312 and 313

NRSG 316 EVIDENCE-BASED PRACTICE AND LEADERSHIP IN NURSING 3 Credit Hours
This course is the first in a sequence of courses devoted to baccalaureate level professional nursing concepts. Students will focus on the practical skills required to identify and appraise best evidence to support nursing practice. Roles of the professional nurse will be explored, including the attributes of leadership and the assimilation of professional values. Attention will be given to the professional issues of collaboration and teamwork, evidence-based practice, legal issues, ethics, safety, risk reduction, quality improvement and organizational systems in providing patient-centered care. The appropriate use of technology and informatics to leverage change in nursing care and continuous quality improvement and to assist in decision making will be integrated throughout the course. 3 classroom credits
Prerequisite: Statistics

NRSG 317 PHARMACOLOGY FOR HEALTHCARE PROFESSIONALS I 2 Credit Hours
This course focuses on drug mechanism of actions, expected effects, side effects, adverse effects, contraindications, drug interactions, and professional nursing responsibilities in drug administration. Drug-related metabolism, expected cellular responses for special populations and groups will be explored. Health promotion as it relates to pharmacologic agents, drug safety, and evidence-based nursing implications for teaching, medication administration and monitoring will be included. This course, along with Pharmacology II (NRSG 332), is intended to provide a comprehensive basis of pathophysiology content.
NRSG 331 PATHOPHYSIOLOGIC ALTERATIONS IN HEALTH II 2 Credit Hours
This course focuses on the pathophysiologic basis for alterations in health across the life course. Theories of disease causation will be explored. Acquired, immune, infectious, carcinogenic, genetic, and biochemical alterations in health in selected body systems will be presented with an emphasis on etiology, cellular and systemic pathophysiologic responses and clinical manifestations. Interdisciplinary management will be introduced. Together, this course along with Pathophysiologic Alterations in Health I, is intended to provide a comprehensive basis of pathophysiology content. 2 classroom credits
Prerequisite: Anatomy and physiology, or permission of instructor

NRSG 332 PHARMACOLOGY FOR HEALTHCARE PROFESSIONALS II 2 Credit Hours
This course focuses on drug mechanism of actions, expected effects, side effects, adverse effects, contraindications, drug interactions, and professional nursing responsibilities in drug administration. Drug-related metabolism, expected cellular responses for special populations and groups will be explored. Health promotion as it relates to pharmacologic agents, drug safety, and evidence-based nursing implications for teaching, medication administration and monitoring will be included. 4 classroom credits Preq: Semester 1 courses or permission of instructor

NRSG 333 PATIENT CENTERED CARE II 5 Credit Hours
This course focuses on exemplars illustrative of the identified concepts using the life course perspective. Secondary prevention strategies to promote well being for individuals, families and groups across the life course will be introduced. Students will analyze selected nursing concepts and related research, focusing on primary and secondary prevention and the acute disease process. Collaboration with other health professionals in order to facilitate patient transition from acute illness to optimal health will be emphasized. 5 credits, classroom
Prerequisite: Semester 1 courses
Corequisite: NRSG 334

NRSG 334 PATIENT CENTERED CARE CLIN II 4 Credit Hours
This course provides skill development and clinical experiences to augment the learning in all other second semester courses. Emphasis will be placed on the students' beginning utilization of clinical decision-making tools and development of clinical reasoning skills to implement safe nursing interventions for individuals, families and/or groups with predictable outcomes. The clinical experiences will provide opportunities for the use of primary and secondary prevention strategies to promote well being and prevent disease across the life course. A variety of health care settings will be utilized to maximize student experiences. 5 lab credits
Prerequisite: Semester 1 courses
Corequisite: NRSG 333

NRSG 401 HONORS NURSING RESEARCH 1-3 Credit Hours
This course is designed to help students from any College of Nursing learn more about nursing research by engaging in research with faculty on an ongoing research project. Emphasis is placed on the conducting and dissemination of research as a foundation for a future career in research. Didactic classroom activities (class will meet 4-5 times each semester) will facilitate learning about specific research topics (i.e., writing a mini-research proposal, writing a research abstract), and interaction with fellow classmates about the research project. In addition, students will work with a faculty mentor to develop a mini-research proposal, participate in research team meetings, submit a research abstract, and present the findings from the study.
Prerequisite: include a GPA greater than or equal to 3.5 and completion of semester 1 courses in the BSN program. In addition, students must have completed the CITI Required Training in the Protection of Human Research Subjects. 4 didactic credits required: 1 semester credit hour for 4 consecutive semesters (Spring, Summer, Fall, and Spring) for a total of 4 credits. Students who complete 4 credits of this nursing elective will have a transcript designation of Honors Nursing Research Scholar. Students who complete < 4 credits will have the coursework only shown on their transcript.

NRSG 402 VETERANS: UNIQUE HEALTH CARE CONSIDERATIONS 1 Credit Hour
This course is designed to provide students with a deeper understanding of the unique health care needs of American veterans. The course will focus on health considerations common to all veterans as well as health condition unique to veterans of more recent conflicts. Included in the course is a discussion of the additional health considerations of special populations.
Typically Offered: FALL/SPR

NRSG 411 PATIENT CENTERED CARE III 4 Credit Hours
This course focuses on tertiary prevention strategies using exemplars illustrative of identified concepts throughout the life course. Students will analyze selected nursing concepts and related research, focusing on primary, secondary and tertiary prevention and the chronic disease process. Collaboration with the patient and family to move toward maximal levels of functioning will be emphasized. 4 classroom credits
Prerequisite: Semester 1 and 2 courses
Corequisite: NRSG 412

NRSG 412 PATIENT CENTERED CARE CLIN III 4 Credit Hours
Clinical experiences provide opportunities for application and integration of primary, secondary and tertiary prevention and the chronic disease process; collaboration with the patient and family to enhance health in illness and develop highest level of functioning. Experiences will also encompass end of life strategies, risk anticipation, advocacy and conflict management. Clinical settings such as hospital, long-term care facilities, home health care and hospice settings would be used with persons along their life course: infants, children adolescents, adults and older adults. 4 clinical credits
Prerequisite: Semester 1 and 2 courses
Corequisite: NRSG 411
NRSG 413 POPULATION CENTERED CARE 5 Credit Hours
The course is a concept synthesis course in which students use nursing concepts previously introduced and apply them to vulnerable and at risk populations in a variety of clinical and community settings. Opportunities to practice comprehensive, public health nursing roles and functions are provided in structured and unstructured diverse healthcare environments. Health disparities, cultural diversity, social justice and health laws and policies related to population vulnerability throughout the life course are emphasized. Major concepts include care coordination as demonstrated by nurse case management, safety through emergency preparedness and environmental health, and informatics and technology inclusive of epidemiology. Multiple approaches, such as inter-professional and community partnerships, case studies and simulations, clinical experiences, population data assessment and analysis and evidence-based practice are expected learning experiences. 5 credits: 2 classroom, 3 clinical
Prerequisite: Semester 1 and 2 courses

NRSG 415 POLICY AND ISSUES IN HEALTHCARE DELIVERY 3 Credit Hours
This course develops leadership, management, and professionalism expected of a nurse with a bachelor’s level education. The focus of this course is on professional role development in relation to environmental, social, political and economic factors which influence health care policy and the organization and operation of health care systems. Selected exemplars are examined to help students analyze issues, compare and contrast multiple views on issues, and formulate appropriate responses to health care policy. 3 classroom credits
Prerequisite: Semester 1 and 2 courses

NRSG 419 TRANSITION TO PROFESSIONAL NURSING 4 Credit Hours
This is a clinical practicum during which a student assumes the role of a beginning professional nurse in partnership with a registered nurse preceptor in a health care setting. The student will integrate professional nursing concepts and skill. The clinical preceptor provides the students with experiences to begin role transition through delivery of safe, high quality care using sound clinical decision-making skills. Emphasis is placed on leadership, evidence-based practice, intra- and inter-professional partnership, and clinical reasoning. 4 clinical credits
Prerequisite: Semester 1, 2 and 3 courses, NRSG 421 and 422

NRSG 421 PATIENT CENTERED CARE IV 3 Credit Hours
This course is focused on nursing care of complex patients, families, and groups in unstable situations with unpredictable outcomes. Students will be able to synthesize previous and concurrent knowledge in determining clinical decisions. Students will analyze multiple interrelating nursing concepts and related research, focusing on high-quality safe patient care across the life course. Exemplars provide opportunities for application and integration of secondary and tertiary prevention strategies. Students will use clinical reasoning skills to achieve optimum physiological and psychological patient and family outcomes. 3 classroom credits
Prerequisite: Semester 1, 2 and 3 courses
Corequisite: NRSG 422

NRSG 422 PATIENT CENTERED CARE CLINICAL IV 3 Credit Hours
Students will provide high quality safe care for complex patients, families, and groups in unstable situations with unpredictable outcomes. Clinical experiences will use all levels of prevention in the care of complex patients, families and groups across the life course. Students will also have the opportunity to participate in intra and inter-professional partnerships in health care delivery. Students will engage in patient centered care using evidence based practice and informatics. 3 credits: clinical
Prerequisite: Semester one, two and three courses
Corequisite: NRSG 421

NRSG 424 LEADERSHIP IN PROFESSIONAL PRACTICE 4 Credit Hours
This synthesis course develops leadership, management, and professionalism expected of a nurse with a bachelor’s level education. The didactic portion of this course synthesizes and integrates concepts encountered by nurses in complex healthcare systems. Professional role development, interprofessional collaboration, delegation, resource management, ethical, legal, and workplace issues are considered. The clinical experience provides opportunities for application of concepts to identified health care processes utilizing continuous quality improvement methodology and evidence based practice. 4 credits: 2 classroom, 2 clinical
Prerequisite: Semester 1, 2 and 3 courses

NRSG 438 INDEPENDENT STUDY 1-9 Credit Hours
Independent study

NRSG 438H HONORS: IND STUDY 1-9 Credit Hours

NRSG 444 SR CLIN NRSG EXTERNSHP 3 Credit Hours
This is a clinical practicum course for students with Senior level standing that provides the student an expanded opportunity to enhance nursing knowledge and skills in a supervised practice setting. The course focus is on planning, organizing, delivering and prioritizing of safe caregiving to multiple patients. 3 clinical credits
Prerequisite: All 300-level nursing courses

RN to BSN Program

NRSG 351W HEALTH PROMOTION 3 Credit Hours
This course will focus on health promotion across the life course utilizing epidemiological principles. Students will identify interventions to support health promotion for individuals, families and/or selected age groups. Students will use patient profile concepts, professional nursing and health care concepts to analyze health promotion goals with individuals, families and/or selected age groups. This course is designed to build on previous education and experience of the registered nurse. 3 classroom credits

NRSG 386W EVIDENCE-BASED NRSG PR 2 Credit Hours
This course provides an introduction to the language and skills of evidence based nursing practice and research. Students will focus on the practical skills required to identify and appraise best evidence to support nursing practice. Students will be exposed to all components of the research process. Issues related to implementation and integration of best evidence in practice will be included. 2 classroom credits
NRSG 426W NURSING INTERVENTIONS AND HEALTHCARE OUTCOMES 4 Credit Hours
This course is designed for the student to describe use of assessment strategies to detect patient health needs, apply chronic care model to enhance patient and family self-management of a chronic illness, discuss process used to propose changes in nursing interventions for patients and their families, and identify selected patient healthcare outcomes. This course is designed to build on the previous education and experience of the registered nurse. Concepts the students will use include: evidenced-based practice and research, healthcare delivery, healthcare infrastructure, clinical judgment, and problem-solving. Emphasis is placed on the students demonstrating critical thinking in written form. 4 classroom credits
Prerequisite: NRSG 386W

NRSG 443W POPULATION CENTERED CARE 4 Credit Hours
This course is a concept synthesis course in which students use nursing concepts previously introduced and apply them to vulnerable and at risk populations in a variety of clinical and community settings. Opportunities to practice comprehensive, public health nursing roles and functions are provided in structured and unstructured diverse healthcare environments. Health disparities, cultural diversity, social justice and health laws and policies related to population vulnerability throughout the life course are emphasized. Major concepts include care coordination as demonstrated by nurse case management, safety through emergency preparedness and environmental health, and informatics and technology inclusive of epidemiology. Multiple approaches, such as inter-professional and community partnerships, case studies, clinical experiences, population data assessment and analysis and evidence-based practice are expected learning experiences. 4 credits: 2 classroom, 2 clinical
Prerequisite: NRSG 351W

NRSG 451W LEADERSHIP IN HEALTHCARE DELIVERY I 4 Credit Hours
This course is designed to develop leadership, management, and professionalism expected of a nurse with a bachelor’s level education. This course explores the complex health care system's internal forces that affect the delivery of care. Specific consideration will be given to professional role development, interprofessional collaboration, delegation, resource management, legal issues, ethical concerns, quality, safety, evidence based practice, and workplace issues for current and projected healthcare needs. Skills in problem solving, critical thinking, clinical reasoning, decision making, and organizational leadership are emphasized. 4 classroom credits

NRSG 452W LEADERSHIP IN HEALTHCARE DELIVERY II 3 Credit Hours
This course is designed to develop leadership, management, and professionalism expected of a nurse with a bachelor’s level education. The focus of this course is on personal and professional practice and role development in relation to the complex healthcare system's external forces with specific consideration of environmental, social, political and economic factors that influence health care policy and the organization and operation of healthcare systems. Advocacy and critical assessment and evaluation of needs on the personal, client, community, and global level are examined with needs for new health policy determined. Selected exemplars are examined to help students analyze issues, compare and contrast multiple viewpoints, and formulate appropriate responses to health care policy. Legislative processes on the state and national level are examined, followed, and evaluated. 3 classroom credits

Master of Science in Nursing Program Courses

MSN Course Descriptions

Graduate Statistics
Not offered by College of Nursing but available through University of Nebraska system, including UNMC (BIOS 806 - Biostatistics I), or at/through any accredited college/university.

MSN Core Courses

NRSG 600 INTRODUCTION TO GLOBAL HEALTH CARE 1-4 Credit Hours
This introductory course to global health care is designed to help prepare nursing students for opportunities in international health. Students will explore the interplay of culture, public health, ethics, social justice, policy, and models of health care delivery from a global perspective. 1-4 asynchronous credits; Optional Internship 1-3 credits
Prerequisite: None
Cross List: NRSG 800

NRSG 602 NURSING SCHOLARSHIP 1-4 Credit Hours
This course is designed to engage the learner in critically examining the scholarship of nursing. Emphasis is on the description and appraisal of nursing theories, research, and other forms of literature as the foundation of evidenced-based advanced nursing practice. 1, 3 or 4 didactic credits
Prerequisite: Graduate Statistics or permission of the instructor
Cross List: NRSG 802

NRSG 603 LEADERSHIP IN NURSING 3 Credit Hours
This course enhances the development of future nurse leaders capable of improving delivery of care to individuals, families, communities, organizations, and health care systems. Students will develop an understanding of professional leadership theories and how these theories can shape the advanced practice leader in the roles of a nurse practitioner, administrator, educator, and/or researcher. Special attention will be given to developing skills for effective leadership, for example collaboration, conflict resolution, decision-making, and negotiation. Students will explore their personal and professional leadership style and skills and analyze strategies to advance programs and policy to meet the needs of populations. 3 didactic credits
Prerequisite: None
Cross List: NRSG 803

NRSG 604 HEALTH SYSTEMS INNOVATION AND IMPROVEMENT 3 Credit Hours
This course is designed to understand the US health care system and to analyze changes within the evolving health care system. Students apply principles of quality improvement as a basis for shaping innovation in healthcare. Group functioning to change healthcare is the major focus. 3 didactic credits
Prerequisite: None
Cross List: NRSG 804

NRSG 605 PATHOPHYSIOLOGY FOR ADVANCED PRACTICE NURSES I 3 Credit Hours
An integrated study of the pathophysiology of disorders seen in primary care settings. 3 didactic credits
Prerequisite: Course in undergraduate pathophysiology or permission of instructor
Cross List: NRSG 805
NRSG 606 APPLIED PHARMACOLOGY FOR ADVANCED PRACTICE NURSES 3 Credit Hours
This course provides the graduate nursing student advanced clinical pharmacological management skills in delivering health care to consumers. The course addresses selected pharmacodynamic and pharmacokinetic properties of medications recommended or prescribed in primary and other health care settings, principles of appropriate medication selection and consumer monitoring, and prescriptive authority responsibilities. Case studies to incorporate theoretical knowledge with clinical situations are used to stimulate critical thinking skills. The course provides the student with information specific to all age groups, encompassing a life span approach. Emphasis is consistently placed on protection of life from the unborn to the aged. 3 didactic credits
Prerequisite: Undergraduate pharmacology course or permission of instructor
Cross List: NRSG 806

NRSG 607 ADVANCED ASSESSMENT ACROSS THE LIFESPAN 3 Credit Hours
The purpose of this course is to increase knowledge and expertise for the acquisition of advanced clinical skills in assessing, and maintaining the health of individuals across the life span. Independent modules, clinical lab and simulation will provide opportunities for students to develop advanced practice skills in history taking and physical examinations, including diagnostic and therapeutic procedures. 3 credits (2 didactic/1 clinical)
Prerequisite: Undergraduate health assessment course or permission of instructor
Cross List: NRSG 807

NRSG 609 HEALTH PROMOTION FOR POPULATION 3 Credit Hours
This course is designed to examine health promotion and disease prevention interventions. The course provides a foundation for population-based health promotion intervention with an emphasis on theoretical models, intervention strategies, and culturally sensitive practice. 3 didactic credits
Prerequisite: None
Cross List: NRSG 809

NRSG 614 RESEARCH IN CLINICAL NURSING 1-2 Credit Hours
Upon completion of this course, students will be prepared to apply new or existing knowledge to: improve health care interventions and/or system processes, initiate change, improve clinical practice, and/or monitor and evaluate outcomes. Under supervision of graduate faculty, the student engages in an evidence-based application project, and communicates the project in writing and in a scientific forum. 1-2 clinical credits
Prerequisite: NRSG 602 and Graduate Statistics
Cross List: NRSG 814

MSN Adult-Gerontology Courses

NRSG 615 ADULT-GERONTOLOGY ACROSS THE LIFESPAN III: TRANSITIONAL CARE OF ADULTS WITH CHRONIC HEALTH PROBLEMS 2 Credit Hours
This is the fourth of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan. This course focuses on the role of the APRN in managing adults with chronic, complex health problems and facilitating care transitions across settings. Care transitions span multiple care settings (e.g. hospital to home, hospital to skilled care, and home to long-term care) which necessitate interdisciplinary team interventions and coordination of services to achieve optimal patient/client outcomes. The focus is on empowering the adult to maintain or regain health through the framework of evidences based care and use of best practices. 2 didactic credits
Prerequisite: NRSG 618
Corequisite: NRSG 623, NRSG 624, or NRSG 625
Cross List: NRSG 815

NRSG 617 ADULT-GERONTOLOGY ACROSS THE LIFESPAN I: COMMON ADULT HEALTH PROBLEMS 1 Credit Hour
This is the second of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan in multiple care settings. This course will address the theoretical and clinical foundation for evidence based management strategies of adult-gerontology health problems and illnesses. Emphasis is on comprehensive assessment, clinical decision-making, and the implementation of scientifically based clinical management plans in collaboration with the healthcare team. The focus is on empowering the adult to maintain or regain health through the framework of evidenced based care and use of best practices. 1 didactic credit
Prerequisite: NRSG 616 Coreq COURSES: NRSG 630, 631 or 632
Cross List: NRSG 817

NRSG 616 ADULT-GERONTOLOGY COMPREHENSIVE ASSESSMENT, RISK MANAGEMENT AND HEALTH PROMOTION 1 Credit Hour
This is the first of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan in multiple care settings. The focus of this course is to apply adult-gerontology, comprehensive assessment, risk management, and health promotion concepts from late adolescence to senescence. In addition, the student will learn to assess risk factors that lead to chronic disease illness, disability, and injury. The risk assessment will include functional status, independence, physical and mental status, social roles and relationships, sexual function and wellbeing, and economic or financial status. 1 didactic credit
Prerequisite: NRSG 607
Corequisite: NRSG 630, 631 or 632
Cross List: NRSG 816
NRSG 618 ADULT-GERONTOLOGY ACROSS THE LIFESPAN II: ACUTE AND EPISODIC ADULT HEALTH PROBLEMS 2 Credit Hours
This is the third of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan in multiple care settings. This course will address the theoretical and evidence-based management strategies of adult-geriatric health problems that include complex, chronic, and episodic health problems often occurring with other co-morbid conditions. Emphasis is on comprehensive assessment, clinical decision-making, and the implementation of scientifically based clinical management plans in collaboration with the healthcare team. The focus also includes empowering the adult to maintain or regain health through the framework of evidenced based care and use of best practices. 2 didactic credits
Prerequisite: NRSG 617
Cross List: NRSG 818

NRSG 619 ADULT GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (NP) I 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 618: Adult-Gerontological Health Problems Across the Life Span II. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting. 3 clinical credits
Corequisite: NRSG 618
Cross List: NRSG 819

NRSG 620 ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (NP) I 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 618: Adult-Gerontological Health Problems Across the Life Span II. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting. 3 clinical credits
Corequisite: NRSG 618
Cross List: NRSG 820

NRSG 621 ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST (CNS) I 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 618: Adult-Gerontological Health Problems Across the Life Span II. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting. 3 clinical credits
Corequisite: NRSG 618
Cross List: NRSG 821

NRSG 623 ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (NP) II 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 615: Adult-Gerontological Across the Lifespan III: Transitional Care of Adults with Chronic Health Problems. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting. 3 clinical credits
Corequisite: NRSG 615
Cross List: NRSG 823

NRSG 624 ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (NP) II 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 615: Adult-Gerontological Across the Lifespan III: Transitional Care of Adults with Chronic Health Problems. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting. 3 clinical credits
Corequisite: NRSG 615
Cross List: NRSG 824

NRSG 625 ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST (CNS) II 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 615: Adult-Gerontological Across the Lifespan III: Transitional Care of Adults with Chronic Health Problems. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting. 3 clinical credits
Corequisite: NRSG 615
Cross List: NRSG 825

NRSG 627 ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (NP) III 5 Credit Hours
This course is the clinical component intended to be taken concurrently with the final didactic course in the Adult-Gerontology curriculum (NRSG 633: Adult-Gerontological Across the Life Span IV: Adult-Geriatric Syndromes). This course will provide an opportunity for a final clinical practicum to implement advanced practice nursing roles to meet the objectives of the adult-gerontology program. This final clinical practicum provides an opportunity for students to demonstrate a synthesis of their Adult-Gerontology clinical competencies in preparation for their future practice as Adult-Gerontology Primary Care NP. 5 clinical credits
Corequisite: NRSG 633
Cross List: NRSG 827

NRSG 628 ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (NP) III 5 Credit Hours
This course is the clinical component intended to be taken concurrently with the final didactic course in the Adult-Gerontology curriculum (NRSG 633: Adult-Gerontological Across the Life Span IV: Adult-Geriatric Syndromes). This course will provide an opportunity for a final clinical practicum to implement advanced practice nursing roles to meet the objectives of the adult-gerontology program. This final clinical practicum provides an opportunity for students to demonstrate a synthesis of their Adult-Gerontology clinical competencies in preparation for their future practice as Adult-Gerontology Acute Care NP. 5 clinical credits
Corequisite: NRSG 633
Cross List: NRSG 828

NRSG 629 ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST (CNS) III 5 Credit Hours
This course is the clinical component intended to be taken concurrently with the final didactic course in the Adult-Gerontology curriculum (NRSG 633: Adult-Gerontological Across the Life Span IV: Adult-Geriatric Syndromes). This course will provide an opportunity for a final clinical practicum to implement advanced practice nursing roles to meet the objectives of the adult-gerontology program. This final clinical practicum provides an opportunity for students to demonstrate a synthesis of their Adult-Gerontology clinical competencies in preparation for their future practice as Adult-Gerontology Clinical Nurse Specialist (CNS). 5 clinical credits
Corequisite: NRSG 633
Cross List: NRSG 829

NRSG 630 ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (NP) III 5 Credit Hours
This course is the clinical component intended to be taken concurrently with the final didactic course in the Adult-Gerontology curriculum (NRSG 633: Adult-Gerontological Across the Life Span IV: Adult-Geriatric Syndromes). This course will provide an opportunity for a final clinical practicum to implement advanced practice nursing roles to meet the objectives of the adult-gerontology program. This final clinical practicum provides an opportunity for students to demonstrate a synthesis of their Adult-Gerontology clinical competencies in preparation for their future practice as Adult-Gerontology Primary Care Nurse Practitioner (NP). 5 clinical credits
Corequisite: NRSG 630
Cross List: NRSG 830
NRSG 631 ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (NP) COMPREHENSIVE ASSESSMENT PRACTICUM 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 616 and 617. This course will provide the acute care NP student with clinical experiences to apply the course objectives for NRSG 616 and 617 in the inpatient and specialty care clinical setting. 3 clinical credits
Corequisite: NRSG 616 and 617
Cross List: NRSG 831

NRSG 632 ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST (CNS) COMPREHENSIVE ASSESSMENT PRACTICUM 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 616 and 617. This course will provide the adult/gerontology CNS student with clinical experiences to apply the course objectives for NRSG 616 and 617 to adult/gerontology patients and groups of patients in inpatient and outpatient settings. 3 clinical credits
Corequisite: NRSG 616 and 617
Cross List: NRSG 832

NRSG 633 ADULT-GERONTOLOGY ACROSS THE LIFESPAN IV: ADULT-GERIATRIC SYNDROMES 2 Credit Hours
This is the final course of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan in multiple care settings. This course focuses on the role of the APRN in addressing the theoretical and clinical foundation for evidence based management strategies of Adult-Geriatric Syndromes and in facilitating care transitions across the adult lifespan particularly for adults with chronic, complex health problems, and geriatric syndromes including negotiated multiple system problems to meet patient centered goals. Emphasis is placed on managing the patient's/client's multiple complex problems in the context of one or more adult-geriatric syndromes. This management is based on comprehensive adult/geriatric assessment, astute clinical decision-making, and the implementation of scientifically based clinical management plans in collaboration with the health care team. The focus is on empowering the adult to maintain or regain their health status, functional ability, and quality of life through the framework of evidence-based care and use of best practices. This course will also provide case management of medically complex adults transitioning between institutional settings across the continuum of care. 2 didactic credits
Prerequisite: NRSG 615
Corequisite: NRSG 627, 628 or 629
Cross List: NRSG 833

NRSG 634 SPECIAL TOPICS IN ADULT-GERONTOLOGY NURSING 1-6 Credit Hours
Independent study of selected clinical problems in the area of Adult-Gerontology nursing. 1-6 credits
Prerequisite: None
Cross List: NRSG 834

MSN Family Courses

NRSG 637 HEALTH PROMOTION IN PRIMARY CARE FOR INDIVIDUALS AND FAMILIES 5 Credit Hours
Assessment and interventions for risk management, disease prevention, and case findings for individuals and families across the lifespan. 5 credits: 3 didactic, 2 clinical
Prerequisite: Admission to the Professional Graduate Nursing Program or permission of the instructor. Twelve months of recent full time clinical experience per CON policy.
Cross List: NRSG 837

NRSG 638 PRIMARY HEALTH CARE OF YOUNG FAMILIES 3-6 Credit Hours
Knowledge and skills for providing primary health care to children and child-rearing families. 3-6 credits (3 didactic/1-3 lab)
Prerequisite: NRSG 637 or permission of instructor
Cross List: NRSG 838

NRSG 639 PRIMARY HEALTH CARE OF OLDER FAMILIES 3-6 Credit Hours
Knowledge and skills for providing primary health care to middle-aged and older families. Focus is on risk management and care of acute and chronic illnesses. 3-6 credits (3 didactic/0-3 lab)
Prerequisite: NRSG 637 or permission of instructor
Cross List: NRSG 839

NRSG 640 ADVANCED PRIMARY HEALTH CARE OF FAMILIES 3-6 Credit Hours
Comprehensive primary health care is provided to individuals and families across the lifespan. Didactic content addresses advanced nursing practice issues and policies affecting delivery of primary health care. 1-6 credits (1-6 didactic/1-5 lab)
Prerequisite: NRSG 638, 639 or permission of instructor
Cross List: NRSG 840

NRSG 641 ADVANCED RURAL HOSPITAL CARE (ARHC) I 1 Credit Hour
This course provides FNP's with advanced experiences in rural hospital care. It focuses on recognition of urgent and emergent clinical presentations and management strategies of acute or chronic illness or injuries in the emergency department (ED) and inpatient rural hospital settings for patients across the lifespan. This course includes 45 clinical hours in direct inpatient and ED management experience with a preceptor. 1 didactic credit
Prerequisite: None
Cross List: NRSG 841

NRSG 642 ADVANCED RURAL HOSPITAL CARE (ARHC) II 1 Credit Hour
The content in this course will build upon NRSG 641 and focus on additional emergency care and hospital management of acute conditions and exacerbations of chronic conditions. Content is centered on access to care, delivery of evidence based care, coordination of care for the critically injured or ill patient as well as use of utilization of quality indicators in evaluating patient care outcomes. 1 didactic credit
Prerequisite: NRSG 641
Cross List: NRSG 842

NRSG 643 ADVANCED RURAL HOSPITAL CARE (ARHC) III 1-6 Credit Hours
This capstone course is in the Advanced Rural Hospital Care program for FNP's. It focuses on integration of theory and research into advanced clinical practice in the rural hospital setting. The emphasis is on evidence based holistic care in which physical, cultural, economic and legal/ethical focuses and resources of the individual/family/community are applied in case management in the rural hospital setting. 1-6 clinical credits
Prerequisite: NRSG 641 and 642
Cross List: NRSG 843

NRSG 648 SPECIAL TOPICS IN PRIMARY HEALTH CARE NURSING 1-6 Credit Hours
Provides opportunity to explore selected topics or clinical problems related to advanced practice in primary health care nursing in depth. Either independent study involving readings developed in consultation with instructor, or seminar for which topics will vary depending upon the objectives identified by students and faculty. 1-6 didactic credits
Prerequisite: Permission of instructor
Cross List: NRSG 848
MSN Leadership Courses

NRSG 651 HEALTH CARE SYSTEMS AND POLICY 3 Credit Hours
Evaluation of health care systems and their effect on the health of populations. Emphasis will be on systems theory/thinking, health policy and strategies and the Coalition building process to influence systems. 3 credits (2 didactic/1 clinical)
Cross List: NRSG 851

NRSG 652 ORGANIZATIONAL IMPROVEMENTS 4 Credit Hours
This course is designed to analyze change within organizational units and to apply knowledge of evidence based leadership and management practice to improve outcomes at the microsystem level. The course provides a foundation in facilitating change through the measurement, evaluation and improvement of care delivery. 4 credits (2 didactic/2 clinical)
Prerequisite: NRSG 603, 604 or permission of instructor
Cross List: NRSG 852

NRSG 653 ANALYZING ISSUES IN NURSING ADMINISTRATION 2 Credit Hours
This course is designed to provide practicum experience with an emphasis on analyzing personal, professional and organizational leadership philosophies/practices. Key issues explored include legal and ethical considerations, regulatory issues, risk management concerns, and integrating leadership, management, human resources, and administrative skills into the professional nursing administration practice role. 2 lab credits
Cross List: NRSG 853

NRSG 654 INTRODUCTION TO HEALTH INFORMATICS 3 Credit Hours
An introduction to the analysis and evaluation of information needs and information systems in communities and health care organizations. Informatics knowledge, skills, and abilities necessary for clinical, administrative, and technical decision making will be emphasized. Clinical, financial, policy, legal, technical and ethical issues concerning healthcare informatics will be discussed. 3 didactic credits
Prerequisite: NRSG 604 or permission of instructor
Cross List: NRSG 854

NRSG 655 HEALTH CARE ECONOMICS AND FINANCIAL MANAGEMENT 3 Credit Hours
Examination of health care economics, financial planning, analysis, and management with a focus on the role of the nurse leader and/or the DNP practitioner. Key issues explored include health care financing, relationship between finance, economics and quality, accounting principles, and ethics. Central to the course is the clinical application of key principles and methods of financial analysis, cost analysis, budgeting, and business planning. 2 didactic credits 1 clinical hour.
Cross List: NRSG 755 and 855

NRSG 656 DEVELOPING SYSTEMS AND INFRASTRUCTURES IN HEALTH CARE ORGANIZATIONS 5 Credit Hours
Application of leadership and administrative knowledge as they relate to supporting and maintaining the mission of health care organizations, especially at the microsystem and mesosystem levels. Emphasis is on developing leadership skills, analyzing systems to promote transition, and managing units, departments, or programs strategically. 5 credits (2 didactic/3 clinical)
Prerequisite: NRSG 602, 603, 604, 651, 652, 654, 655 or permission of instructor
Cross List: NRSG 856

NRSG 657 PRACTICUM IN MANAGING AND EVALUATING IN HEALTH CARE 5 Credit Hours
Seminar and clinical management and evaluation experiences in a health care organization. Emphasis is on developing leadership, management and evaluation skills, enhancing personal effectiveness, and integrating knowledge into the practice role of a nursing administration specialist. 5 credits (2 didactic/3 clinical)
Prerequisite: NRSG 651, 652, 654, 655 and 656 or permission of instructor
Cross List: NRSG 857

NRSG 658 NURSE LEADER/EXECUTIVE CLINICAL PRACTICUM 1-11 Credit Hours
This course is a variable credit clinical practicum course intended to be taken to address identified gaps in meeting clinical requirements of the Nurse Leader/Executive MSN, PMC, DNP and or PhD. Emphasis is on providing clinical practicum experiences for the student to develop leadership and systems management skills which enhance human and systems resources and outcomes. 1-11 clinical credits
Prerequisite: None
Cross List: NRSG 858
Typically Offered: FALL/SP/SU

NRSG 659 SPECIAL TOPICS IN NURSING ADMINISTRATION 1-6 Credit Hours
Independent study course exploring selected topics or clinical problems related to Nursing Administration advanced practice. Seminar or clinical practicum format. Topics will vary. 1-6 credits
Prerequisite: Permission of instructor
Cross List: NRSG 859

MSN Psychology Courses

NRSG 662 COUNSELING MODELS IN ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING 2-3 Credit Hours
Application of counseling frameworks in the care of individuals, families, groups, and communities representing diversity in culture, lifestyle, and values. Emphasizes the counseling role of the psychiatric mental health advanced practice nurse (PMHAPN) as well as the concepts underlying nursing’s practice of the counseling role, including ethical and legal considerations. Lab focus on the development of individual and group counseling skills for advanced nursing practice. 2-3 credits (2 didactic/0-1 lab)
Prerequisite: None
Cross List: NRSG 862

NRSG 663 ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING WITH ADULTS 2-4 Credit Hours
The advanced nursing role in assessment, diagnosis, treatment, and management of psychiatric mental health problems in adulthood at the individual, family, and community levels. 2 or 4 credits (2 didactic/0 or 2 lab)
Prerequisite: NRSG 662
Corequisite: NRSG 606, 665 or permission of instructor
Cross List: NRSG 863

NRSG 664 ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING WITH CHILDREN AND ADOLESCENTS 2-4 Credit Hours
The advanced nursing role in assessment, diagnosis, treatment, and management of psychiatric mental health problems in childhood and adolescence at the individual, family, and community levels. 2 or 4 credits (2 didactic/0 or 2 lab)
Prerequisite: NRSG 662
Corequisite: NRSG 606, 665 or permission of instructor
Cross List: NRSG 864
NRSG 665 NEUROSCIENCE PSYCHOPHARMACOLOGY FOR ADVANCED PRACTICE NURSING 2 Credit Hours
Emphasis on knowledge of neuroanatomy, neuroregulation, psychopharmacological management of psychiatric problems and promotion of well-being across the lifespan. 2 didactic credits
Prerequisite: NRSG 662 or permission of instructor
Corequisite: NRSG 662 or permission of instructor
Cross List: NRSG 865

NRSG 667 ADVANCED INTEGRATED PRIMARY HEALTH CARE AND PSYCHIATRIC MENTAL HEALTH NURSING 5 Credit Hours
Didactic content addresses nursing practice issues and health care policies affecting delivery of primary and mental health care. Practicum component integrates the knowledge and skills from primary care and psychiatric mental health care while managing patients with both primary care and mental health problems. 5 credits (1 didactic/4 lab)
Prerequisite: NRSG 638 and 664 or permission of instructor
Cross List: NRSG 867

NRSG 668 PRACTICUM IN ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING 1-8 Credit Hours
Development of additional clinical skills, including advanced nursing judgment, decision-making skills, and leadership. Specific learning objectives and setting(s) determined in consultation with faculty. 1-8 lab credits
Prerequisite: NRSG 606, 662, 663, 664 and 665 or permission of instructor
Cross List: NRSG 868

NRSG 669 SPECIAL TOPICS IN PSYCHIATRIC MENTAL HEALTH NURSING 1-6 Credit Hours
Opportunity to explore selected topics or clinical problems related to advanced practice in psychiatric mental health nursing in depth. Either independent study involving readings developed in consultation with instructor, or seminar for which topics will vary depending upon the interests of students and faculty. 1-6 credits
Prerequisite: Permission of instructor
Cross List: NRSG 869

MSN Pediatric and Women's Health Courses

NRSG 671 PRIMARY CARE AND HEALTH PROMOTION IN CHILDREN'S HEALTH 3-5 Credit Hours
Knowledge and skill in the diagnostic reasoning process for assessing, promoting and maintaining the health of children and the management of common health problems. Clinical based experiences will provide opportunities for students to develop advanced practice interventions in management, promotion and maintenance of common health problems in children within the family context. 3-5 credits (3 didactic/0-2 clinical)
Prerequisite: None
Cross List: NRSG 871

NRSG 672 PRIMARY CARE OF CHILDREN II: ACUTE HEALTH PROBLEMS 2-5 Credit Hours
The focus of this course is the advanced practice nursing management of selected acute health care problems as these affect children within the context of their families. The managed care includes monitoring the status of the acute condition, the presence of episodes of common pediatric problems and normal developmental issues and concerns. The clinical experiences will be in selected acute care and community based child health care settings. Research will be evaluated for utilization to monitor and ensure quality child health management. 2-5 credits (2 didactic/0-3 clinical)
Prerequisite: NRSG 605 or permission of instructor or
Corequisite: NRSG 605 or permission of instructor
Cross List: NRSG 872

NRSG 673 PRIMARY CARE OF CHILDREN III: CHRONIC HEALTH PROBLEMS 2-6 Credit Hours
The focus of this course is the advanced practice nursing management of selected chronic health care problems as these affect children within the context of their families. The managed care includes monitoring the status of the chronic condition, the presence of episodes of common child health problems and normal developmental issues and concerns. Content and clinical experiences will emphasize assessment, diagnosis, prescribed therapies, and management of children over time with stable chronic health care problems. The clinical experiences will be in selected chronic care and primary care child health settings. Research will be evaluated for utilization to monitor and ensure quality child health management. 2-6 credits (2 didactic/0-4 hours clinical)
Prerequisite: NRSG 672 or permission of instructor
Cross List: NRSG 873

NRSG 676 PRIMARY CARE AND HEALTH PROMOTION IN WOMEN'S HEALTH 2-4 Credit Hours
The purpose of this course is to increase knowledge and skill in the diagnostic reasoning process for assessing, promoting and maintaining the health of women and the management of common health problems. Clinical based experiences will provide opportunities to develop advanced practice interventions in management, promotion and maintenance of common health problems and low risk pregnancy in women. 2-4 credits (2 didactic/0-2 clinical)
Prerequisite: NRSG 607 or permission of instructor
Cross List: NRSG 876

NRSG 677 ACUTE CARE AND HEALTH PROMOTION IN WOMEN 3-6 Credit Hours
The focus of this course is on the role of the advanced practice nurse in the management of selected health care problems related to pregnancy, reproductive and sexuality issues, including gynecological and breast conditions, as they affect women's primary care in acute and community-based settings. Collaboration with and referral to health care team members in the management of selected problems will be emphasized. Research will be evaluated for utilization to monitor and ensure quality maternal and women's health care management. 3-6 credits (3 didactic/0-3 clinical)
Prerequisite: NRSG 605, 606, 607 or permission of instructor
Corequisite: NRSG 605, 606, 607, 676
Cross List: NRSG 877
NRSG 678 CHRONIC CARE AND HEALTH PROMOTION IN WOMEN 2-6 Credit Hours
The focus of this course is on the role of the advanced practice nurse in the management of selected stable chronic health care problems and needs as these affect women’s primary care in acute and community-based settings. Content and clinical experience will emphasize assessment, diagnosis, prescribed therapies, and management of women’s health status over time with stable chronic health care problems. Opportunities for collaboration with and referral to health care team members in the management of selected problems will be provided. Research will be evaluated for utilization to monitor and ensure quality maternal and women’s health care management. An age span approach, with consideration for the childbearing woman and fetus, will be utilized. 2-6 credits (2 didactic/0-4 clinical)
Prerequisite: NRSG 676 and 677 or permission of instructor
Cross List: NRSG 878

NRSG 681 ADVANCED PRACTICE CNS CLINICAL PRACTICUM I 1-3 Credit Hours
This clinical will provide preceptored practicum to begin to explore the advanced practice clinical nurse specialist (CNS) roles of clinician, clinical care manager, researcher, health educator, and consultant. Opportunities for implementation of advanced practice skills related to the areas of women’s, neonatal and children’s health will be provided. 1-3 clinical credits
Prerequisite: NRSG 607 or permission of instructor
Cross List: NRSG 881

NRSG 682 ADVANCED PRACTICE CNS CLINICAL PRACTICUM II 1-4 Credit Hours
This clinical course focuses on the implementation of principles of evidenced based practices delivered by advanced practice clinical nurse specialists (CNS) in the delivery of quality care services in the areas of women’s, neonatal or children’s health care. Clinical practice will allow for the implementation of health care projects. 1-4 clinical credits
Prerequisite: NRSG 681 or permission of instructor
Cross List: NRSG 882

NRSG 683 ADVANCED PRACTICE CNS CLINICAL PRACTICUM III 1-5 Credit Hours
This course focuses on the principles of evidenced based practices delivered by advanced practice clinical nurse specialists (CNS) in the evaluation of quality care services in the areas of women’s, neonatal or children’s health care. Areas of evaluation include outcomes, costs and delivery systems for care. 1-5 clinical credits
Prerequisite: NRSG 682 or permission of instructor
Cross List: NRSG 883

NRSG 684 ADVANCED WOMEN’S AND CHILDREN’S HEALTH PRACTICUM 1-6 Credit Hours
Synthesis of advanced theoretical knowledge as a basis for advanced nursing practice with women and/or children, including neonates, within the context of their families. 1-6 credits (1 didactic/0-5 clinical)
Prerequisite: NRSG 673 and 678
Cross List: NRSG 884

NRSG 685 SPECIAL TOPICS IN WOMEN’S AND PEDIATRIC NURSING 1-3 Credit Hours
Independent study course in which readings focus on selected concepts or clinical problems that underlie advanced practice in women’s and children’s health. 1-3 didactic credits
Prerequisite: Permission of instructor
Cross List: NRSG 885

MSN General Courses

NRSG 688 SPECIAL TOPICS (CLINICAL) IN ACUTE CARE NURSING 1-6 Credit Hours
Provides opportunities for acute care practitioner students to obtain advanced clinical practice to augment basic skills or to explore a specific clinical area in depth. All clinical experiences are under the supervision of master clinicians. 1-6 clinical credits
Prerequisite: Permission of instructor
Cross List: NRSG 888

NRSG 689 SPECIAL TOPICS (CLINICAL) IN PRIMARY HEALTH CARE NURSING 1-6 Credit Hours
Provides opportunities for primary care nurse practitioner students to obtain advanced clinical practice to augment basic skills or to explore a specific clinical area in depth. All clinical experiences are under the supervision of master clinicians. 1-6 clinical credits
Prerequisite: Permission of instructor
Cross List: NRSG 889

MSN Educator Courses

NRSG 691 DESIGNING AND EVALUATING LEARNER-CENTERED CURRICULA 3 Credit Hours
An analysis and understanding of pedagogical philosophies and assumptions associated with adult learning and nursing education form the basis for curricular and course development, implementation, and evaluation. Attention will be given to the impact of current and future external and internal forces on the development of curriculum, course content, and teaching/learning strategies. Students will explore best practices and research based strategies to create an active learning environment and support various learning styles that enhance student retention and learning success for a diverse multicultural student population. 3 didactic credits
Prerequisite: Admission to the Professional Graduate Nursing Program or permission of instructor
Cross List: NRSG 891

NRSG 692 TEACHING AND LEARNING STRATEGIES 3 Credit Hours
Effective classroom and clinical teaching/learning strategies foster sound clinical judgment, safe clinical practice, and professional role development. In this course, students will develop theoretically based teaching/learning strategies focused on individual learner needs within the context of the traditional classroom and clinical learning environment. Special attention will be given to the interplay between different learning environments, learner needs, and learner evaluation. Through reflective strategies, students will examine nursing behaviors that promote professional role development. 3 didactic credits
Prerequisite: Admission to the Professional Graduate Nursing Program or permission of instructor
Cross List: NRSG 892

NRSG 693 USING TECHNOLOGY TO ENHANCE TEACHING AND LEARNING STRATEGIES 3 Credit Hours
Technology offers numerous opportunities to enhance diverse teaching/learning strategies. Using theories of education, students will discuss and evaluate how the use of technology influences teaching, learning, and evaluation strategies. Students will explore a variety of technologies and their applicability to learning goals, active learning strategies, and different learning environments such as clinical sites and learning resource centers. Students will evaluate how teacher and learner roles are influenced with the use of technology. 3 didactic credits
Prerequisite: NRSG 691/891 and NRSG 692/892 or permission of instructor
Cross List: NRSG 893
NRSG 694 IMPLEMENTATION OF THE EDUCATOR ROLE: PRACTICUM 3 Credit Hours
Various components of the educator role are implemented under the guidance of a preceptor in an educational setting. Opportunities are provided to utilize teaching and learning strategies, educational research findings, and evaluation methods with diverse students. Professional issues such as continuous quality improvement, health care quality and safety, scholarship of teaching, and multicultural workforce needs will be incorporated into accompanying modules. 3 didactic credits
Prerequisite: NRSG 691/891, NRSG 692/892, and NRSG 693/893 or permission of instructor
Cross List: NRSG 894

Doctor of Nursing Practice Courses

For more information, see Nursing (Ph.D.) (p. 499)

NRSG 701 IMPLEMENTING EVIDENCED-BASED PRACTICE 3 Credit Hours
This course builds on an understanding of the scholarship of nursing and the concepts of evidence-based practice. It will prepare students to critically evaluate theories, concepts, and methods relevant to the review, analysis, synthesis, and application of scientific evidence to nursing and interprofessional healthcare practice. The ethical, economic, cultural, and political implications of innovations in evidence-based practice will be explored. 3 credits, seminar
Prerequisite: NRSG 731, BIOS 806 or equivalent or permission of instructor

NRSG 702 METHODS FOR ASSESSING CLINICAL PRACTICE OUTCOMES 3 Credit Hours
A variety of approaches can be used to evaluate health and practice outcomes. In this course, students will explore the strengths and weaknesses of different methodologies and data when compared to a variety of clinically relevant issues. Examples of methodological approaches include the use of surveys, observations, and/or interviews, and quality improvement processes. Examples of data include the use of secondary data sets and/or epidemiological data and clinical records data bases. The use of different methodologies combined with the cultural, ethical, political, and economic implications for practice will be explored. 3 credits, seminar
Prerequisite: NRSG 731
Corequisite: BIOS 806 or permission of instructor

NRSG 703 CHANGING COMPLEX SYSTEMS TO IMPROVE HEALTH CARE DELIVERY 4 Credit Hours
Students will explore strategies to create, sustain, and evaluate change in complex micro-and-macro systems. Students will engage in futuristic visioning and scenario building to address emerging practice and health care problems. Solutions to complex systems issues will be proposed within the context of relevant ethical, political, economic, and cultural factors. Students will use collaborative and interprofessional skills to explore proposed system solutions. 2 credits seminar/2 credits practicum (90 practicum hours)
Prerequisite: BIOS 806, NRSG 731
Corequisite: NRSG 701 or permission of instructor

NRSG 704 CLINICAL INQUIRY 1-12 Credit Hours
Students will further their exploration and analysis of their selected client, population, and/or system. Student’s own evidence-based analysis and data from either clinical practice and/or epidemiological studies will be used to guide the design and development of interventions directed at practice change, system changes, or aggregate health improvements. Analysis of socio-economic, cultural, ethical, and political implications continues. Building on the student’s work, practice interventions are refined. Under guidance of their academic advisor, students implement their designated project and evaluate. Plans for or evidence of dissemination occurs. The clinical practicum hours provide students the opportunity to apply knowledge and newly acquired skills to the practice setting. Practice settings will vary depending on student’s interest and career goals. The primary aim of the practice work is to design, implement, and evaluate change that will improve health outcomes for individuals, families, communities, and/or populations. Overall, the DNP practicum experience culminate in the scholarly project. Minimum 10 credits (450 practicum hours)
Prerequisite: None
Corequisite: NRSG 731 or 703 or permission of DNP faculty advisor and DNP program director

NRSG 709 HEALTH CARE POLICY 3 Credit Hours
This course introduces students to health policy in the US government system and to the role of research in shaping health policy. Students will critically appraise a policy relevant to an area of research or practice and plan implementation strategies for policy change at the appropriate level of government. Students will develop verbal and written communication skills for effective translation of research and policy implications to lay and professional audiences. 3 credits, seminar
Prerequisite: None

NRSG 731 TRANSFORMATIONAL LEADERSHIP 3 Credit Hours
This doctoral seminar introduces the PhD and DNP student to the concepts and principles of transformational leadership within the context of health care. Using complexity science as a theoretical foundation, the course challenges students to create new ideas, adopt new behaviors and explore new vulnerabilities from which to view and solve health care dilemmas. Transformational leaders are challenged to implement and sustain organizational and systems change to support the healing and caring that leads to improved health outcomes. The three major constructs of transformational leadership (self transformation, patient-centered transformation, health systems transformation) will be explored related to health outcomes. 3 credits, seminar
Prerequisite: None
Cross List: NRSG 931

NRSG 755 HEALTH CARE ECONOMICS AND FINANCIAL MANAGEMENT 3 Credit Hours
Examination of health care economics, financial planning, analysis, and management with a focus on the role of the nurse leader and/or the DNP practitioner. Key issues explored include health care financing, relationship between finance, economics and quality, accounting principles, and ethics. Central to the course is the clinical application of key principles and methods of financial analysis, cost analysis, budgeting, and business planning. 2 didactic credits 1 clinical hour.
Cross List: NRSG 655 and 855
STUDENT POLICIES

Academic Policies and Procedures

The Policies and Procedures below apply to students in all of the College of Nursing Programs (Undergraduate, Professional (MSN, PMC, and DNP), and Graduate (PhD) programs) unless otherwise noted.

Compliance with Program Requirements

Undergraduate (BSN) Program

[CON Policy 5.2.3 October 2014]
Faculty of the College of Nursing develop admission criteria to be utilized in screening selected applicants. Information regarding the Undergraduate Admission Requirements can be found at: https://wiki.unmc.edu/index.php/CON_Undergraduate_Admission_Requirements_Policy

Professional (MSN, PMC, DNP) Programs

[CON Policy 5.3.18 December 2013]
Information regarding Compliance with Professional Program Requirements can be found at: https://wiki.unmc.edu/index.php/CON_Compliance_with_Graduate_Program_Requirements

Graduate (PhD) Program

[CON Policy 5.4.2 March 2014]
Information regarding Compliance with Graduate Program Requirements can be found at: https://wiki.unmc.edu/index.php/CON_Compliance_with_Graduate_Program_Requirements_-_PhD_Program

Technical Standards

Undergraduate (BSN) Program

[CON Policy 5.2.1 October 2012]
Information regarding Technical Standards for the Undergraduate Program can be found at: https://wiki.unmc.edu/index.php/CON_Technical_Standards_for_Undergraduate_Program_Policy

Professional (MSN, PMC, DNP) Programs

[CON Policy 5.3.1 July 2012]
Information regarding Technical Standards for the Professional Program can be found at: https://wiki.unmc.edu/index.php/CON_Technical_Standards_for_Professional_Graduate_Program

Graduate (PhD) Program

[CON Policy 5.4.5 March 2014]
Information regarding Technical Standards for the Graduate Program can be found at: https://wiki.unmc.edu/index.php/CON_Technical_Standards_for_Graduate_Program

Registration

Registration procedures for Traditional and Accelerated BSN students is handled through the CON Student Services office. RN-BSN and Graduate level students self-register each semester.

Adding/Dropping Courses

1. Adding Courses
   a. Students may add courses during the first 7 calendar days of the term only

b. Students who drop a course after the first seven calendar days of the term will receive a grade of "W" (Withdrawn) on their transcript

c. Students may not drop a course after 70% of the course has been completed; a grade other than "W" must be assigned

Progression and Scholarship

Undergraduate Program (BSN)

[CON policy 5.2.18 November 2014]
[CON policy 5.2.23 February 2015]
To view the Undergraduate Progression policy, please see the CON website at: https://wiki.unmc.edu/index.php/CON_Undergraduate_Progression_Policy

Professional Programs (MSN, PMC, DNP)

[CON Policy 5.3.11 October 2016]
To view the Evaluation of Master’s and Post-Master’s Progression to Graduation Policy, please see the CON website at: https://wiki.unmc.edu/index.php/CON_Evaluation_of_Professional_Graduate_Student_Progression_to_Graduation

Graduate Program (PhD)

[UNMC Graduate Studies Bulletin 2015-2016]
To view the UNMC Graduate Studies Scholarship Requirements, please see the Graduate Studies Bulletin at: http://www.unmc.edu/gradstudies/current/Graduate-Studies-Bulletin.pdf

Full-time/Part-time Enrollment

Baccalaureate (BSN) students enrolled for 12 or more credit hours in a semester are full-time students

Professional students (MSN, PMC, DNP) enrolled for 6 or more hours in a semester are full-time students

PhD students enrolled for 9 or more hours in a semester are full-time students, at least 4 credit hours during an eight-week session, or at least 3 credit hours during a five-week session

Attendance - Class and Clinical/Laboratory

[CON Policy 5.1.2 October, 2016]
The University of Nebraska has no regulation which permits absence. Students are expected to attend all scheduled classes and clinical/laboratory periods.
https://wiki.unmc.edu/index.php/CON_Attendance

Credit Hours

Credit allocation for nursing courses is based on a semester hour. Each class hour per week earns 1 credit hour. Clinical/laboratory hours are computed on a basis of 1 credit hour for each three-hour clinical/laboratory period.

Leave of Absence

Students may, under exceptional circumstances, be granted a Leave of Absence (LOA) from the College of Nursing, as noted in the UNMC Student Handbook. An LOA is defined as non-enrollment during a fall or
spring semester or a withdrawal from all courses at any point during a semester.

The granting of any such LOA shall be solely within the discretion of the College of Nursing (and UNMC Office of Graduate Studies, if applicable), based upon the merits of the request and evaluated on a case-by-case basis. The student who is considering a request for LOA must first discuss the request with his or her faculty advisor. In addition, if the student is receiving financial aid, the student must contact the UNMC Office of Financial Aid before formally requesting the LOA.

The following guidelines apply to all requests for LOA:

1. Student must request the LOA in writing.
2. Request should describe, in detail, the rationale for requesting LOA.
3. Request is to be addressed to the student’s faculty advisor and the Student Services Coordinator.

The student may be granted an LOA for a total of two semesters throughout the duration of his or her program, consecutive or non-consecutive.

The student will be responsible for working with his/her advisor to identify an eligible time to return. A student who has been granted an LOA is responsible for notifying the Student Service Coordinator of the intention to return to classes six weeks prior to the start of classes or as soon as possible. Re-enrollment is dependent upon available slots in the class or cohort. In the event no room is available in the class or cohort during the semester in which the student plans to re-enroll, an extension of the LOA past two semesters may be granted.

A student who does not notify the Student Services Coordinator or his/her advisor, and does not return within two semesters, may be administratively withdrawn from the program. Re-entry into the College of Nursing will require re-application to the program. A student who withdraws from the College of Nursing without an official LOA, and would later like to continue his/her education, will be required to reapply through the regular admissions/applications process and meet the established admissions criteria in place at that time.

Undergraduate Program: UNMC Student Handbook
Professional Program (MSN, PMC, DNP): [CON Policy 5.3.7 January 2015]
Graduate Program (PhD): [CON Policy 5.4.4 September 2012]

Course Numbering
Course descriptions can be found in the Appendices of this Bulletin as listed below. Descriptions and further information can also be obtained at the websites listed below.

<table>
<thead>
<tr>
<th>Course #s</th>
<th>Program</th>
<th>Courses &amp; Descriptions Printed</th>
<th>Courses &amp; Descriptions Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>600/800-699/899 MSN</td>
<td>Appendix II</td>
<td><a href="http://www.unmc.edu/nursing/programs/course-descriptions/index.html">http://www.unmc.edu/nursing/programs/course-descriptions/index.html</a></td>
<td></td>
</tr>
<tr>
<td>900-949, 959-999 PhD</td>
<td>Appendix IV</td>
<td><a href="http://www.unmc.edu/gradstudies/current/course-offerings/nrsg.html">http://www.unmc.edu/gradstudies/current/course-offerings/nrsg.html</a></td>
<td></td>
</tr>
</tbody>
</table>

College of Nursing Grading System
Percentage System
The percentage system used to award grades for all programs within the College of Nursing is the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

Quality points are calculated according to the following system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ &amp; A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>
1. For theory nursing courses, see about “Percentage System.” Grades of C or above are considered to be passing grades in the College of Nursing. Students must maintain a cumulative University of Nebraska average of 2.000 GPA in order to remain in good standing.

2. For clinical courses, the following criteria apply: The faculty will assign the student’s grade by evaluating the student’s performance according to the critical clinical behaviors for each course. A student who faculty deem is unprepared or unsafe will be required to leave the clinical setting and enter into a remediation plan until they are deemed prepared to return to the clinical setting. The student may be removed for a short duration or the rest of the semester. A student not able to return and to complete the critical clinical behaviors before the end of the semester will receive a fail for the clinical course.

3. The grade of “Incomplete” is awarded according to guidelines set forth in Policy 5.1.9.

4. For courses in which theory and clinical are combined, clinical laboratory performance is rated on a Pass/Fail basis. A rating of “Fail” in clinical laboratory performance results in a “D” in the course unless the theory grade is an “F.” If the clinical laboratory performance is “Pass” the grade awarded for the course will be based upon the theory grade.

5. For courses with only a clinical component, clinical laboratory performance is rated on a Pass/Fail basis. A rating of “Pass” in clinical performance results in a “P” in the course. A rating of “Fail” in clinical laboratory performance results in an “F” in the course.

6. Withdrawn grades are indicated as follows:
   W - Withdrawed after the first seven calendar days of the term
   The grade of W is not assigned grade points and therefore is not used in computation of a student’s cumulative GPA. For students who withdraw from a course after 70% of the course has been completed, a grade other than “W” must be assigned and is used in computation of a student’s cumulative GPA.

Professional (MSN, PMC, DNP) Programs - Additional Grading Policy Information
[CON Policy 5.3.6 February 2013]
To monitor student progression, faculty must notify the respective Specialty Area Coordinator, Program Director and the Director for Student Services when a student’s grade falls below the level of B at midterm and/or course completion.

Graduate (PhD) Program - Additional Grading Policy Information
[CON Policy 5.4.3 September 2012]
To monitor student progression, faculty must notify the PhD Program Director and the Director for Student Services when a student’s grade falls below the level of B at midterm and/or course completion.

Undergraduate Reinstatement/Readmission
[CON Policy 5.2.28 November 2012]

Academic Suspension
After the period of suspension, the student must provide written documentation that the reasons which resulted in academic difficulty have been resolved. This may include, but is not limited to, letters from health care providers indicating the student’s health will not interfere with the student’s ability to meet program expectations. A written personal statement outlining steps taken to resolve issues that led to the suspension will also be required. The student may enroll in nursing courses as space permits.

All reports and documentation should be submitted to the Director of the Undergraduate Program and/or Division Assistant Dean.

Student in good standing
If the educational progression of a student in good standing is interrupted at the College of Nursing, for any reason other than active military duty, for longer than two academic terms, the student must reapply to the College of Nursing. The student may be reinstated as space permits on each individual division. In the event a nursing course needed by the student is not offered during the two academic terms a student need not reapply before taking the course the next time it is offered. The student will be allowed in the nursing course as space permits on each individual division.

Undergraduate Transfer of Campus
[CON Policy 5.2.29 October 2012]
Students may transfer from one campus to another at the end of any semester, dependent upon space available. A student must be in good standing to transfer campuses.

The student must submit a letter to the Program Director requesting transfer. The letter should include information regarding campus desired, the semester the transfer is requested to begin, the level the student would be in when the transfer would occur, and the reason the transfer is requested.

In Good Standing is defined as reflecting satisfactory and steady progress through the curriculum. The student maintains a GPA of at least 2.33.

Undergraduate Graduation Honors
[CON Policy 5.2.35 January 2012]
Undergraduate graduation with honors may be conferred upon individuals in the top 20% of their class/cohort from each campus who complete a minimum of 40 hours, excluding credit-by-examination, at the University of Nebraska Medical Center with a minimum cumulative GPA of 3.5, by the conclusion of the semester prior to graduation.

Criteria:

1. The degree “With Highest Distinction” is awarded to students in the top 2% of their class for cumulative grade point averages earned in University of Nebraska Medical Center CON courses. Final semester grades are not included.

2. The degree “With High Distinction” is awarded to students in the next 8% of their class for cumulative grade point averages earned in University of Nebraska Medical Center CON courses. Final semester grades are not included.

3. The degree “With Distinction” is awarded to students in the next 10% of their class for cumulative grade point averages earned in University of Nebraska Medical Center CON courses. Final semester grades are not included.

RN to BSN nursing students and advanced placement nursing students unable to complete the minimum number of graded hours within the University of Nebraska Medical Center for graduation with honors may
receive special recognition for outstanding academic achievement. This recognition may be conferred upon individuals in the top 20% of their graduating class/cohort with a minimum cumulative grade point average of 3.750 and is based on CON courses completed prior to the semester in which they graduate.

Criteria:

1. The student must complete at least 10 credit hours in the University of Nebraska Medical Center
2. The "Award of Academic Excellence" is given to nursing students in the top 20% of their graduating class/cohort. Final semester grades are not included.

The Student Services Coordinators will verify eligibility the semester before graduation.

Candidates are presented to the Academic Records Office, University of Nebraska Medical Center campus by letter from the Undergraduate Admission, Progression, Graduation and Scholarship/Grant Committee via the Student Services Coordinators.

Application for Degree – All Programs

Information regarding Application for Degree can be viewed on the UNMC Student Services website at: http://www.unmc.edu/studentervices/academic-records/index.html

Additional information for the Undergraduate Program regarding the Requirements for Undergraduate Graduation can be found at: http://wiki.unmc.edu/CON_Requirements_for_Undergraduate_Graduation

[CON Policy 5.2.31 November 2012]

Commencement – All Programs

Commencement attendance is required unless excused by the Associate Dean of Academic Programs. Formal commencement ceremonies are held in May (all divisions) and December (Omaha division only). Those graduating at other times will receive diplomas when requirements are fulfilled, but have the privilege of participating in the next formal commencement. Commencement and Convocation information can be found at the following web site: http://www.unmc.edu/studentervices/academic-records/commencement/index.html

Student Rights and Responsibilities

The Bylaws of the Board of Regents protect the rights of each member of the university community. Each individual has the right to be treated with respect and dignity, and each has the right to learn. With these rights comes the responsibility of each individual to maintain an atmosphere in which others may exercise their human rights and their right to learn. Chapter V of the bylaws fully delineates the rights and responsibilities of students.

General Procedures for Student Disciplinary Actions

In accordance with Section 5.4 of the Bylaws of the Board of Regents and in order to insure the protection of the student’s rights, the University of Nebraska Medical Center has established general procedures that must be followed if any disciplinary action is proposed against a student. Students will be informed in writing by the Office of the Dean of the specific charges, the supporting evidence, and the proposed disciplinary action. The Office of the Dean will also inform students of their right to appeal. The UNMC “Procedural Rules Relating to Student Discipline” may be found in the UNMC Student Policy Handbook at: http://www.unmc.edu/studentervices/_documents/handbook.pdf

Student Guidelines for Appeals of Academic Evaluation All Programs

Information regarding the College of Nursing’s Guidelines for Handling Student Appeals of Academic Evaluations Procedural Flow Sheet can be found at: http://wiki.unmc.edu/CON_Guidelines_for_Handling_Student_Appeals_of_Academic_Evaluations_Procedural_Flow_Sheet

[Appendix N September 2008]

Undergraduate Baccalaureate

The UNMC Student Policy Handbook describes the undergraduate student guidelines for appealing an academic evaluation felt to be unfair: http://www.unmc.edu/studentervices/_documents/handbook.pdf

Information regarding the College of Nursing’s Undergraduate Student Grade Appeal can be found at: http://wiki.unmc.edu/CON_Undergraduate_Student_Grade_Appeal

[CON Policy 5.2.19 April 2015]

Professional (MSN, PMC, DNP)

The student grade appeals and disciplinary action plan for the professional and graduate nursing students begins with notification to the Associate Dean for Academic Programs of the College of Nursing and to the Professional Graduate Nursing Program Admission, Progression, Graduation and Scholarship Committee of their intent to appeal a grade or disciplinary action. Graduate faculty, who hold graduate faculty status, will be appointed to serve on the Professional Graduate Nursing Student Ad Hoc Grade Appeals Disciplinary Action Committee by the Associate Dean for Academic Programs of the College of Nursing. Student representation will be appointed by the Dean of the College of Nursing.

Information regarding the College of Nursing’s Professional and Graduate Student Appeal can be found at: http://wiki.unmc.edu/CON_Professional_Graduate_Appeals_Process

[Appendix W May 2015]

Graduate (PhD)

PhD student appeals concerning grades or other evaluations of their academic progress are made to the UNMC Graduate College.

Information regarding the UNMC Graduate Student Academic and Grade Appeals can be found at: http://www.unmc.edu/gradstudies/current/Graduate-Studies-Bulletin.pdf

Access to Student Records

In accordance with federal law as established in 1974 by the Family Educational Rights and Privacy Act (FERPA), the University of Nebraska Medical Center maintains the confidentiality of student records and allows students to inspect and review information in their educational records at the University of Nebraska Medical Center. The UNMC policy statement concerning student records may be found in the current UNMC Student Handbook at: http://www.unmc.edu/studentervices/_documents/handbook.pdf
Additional Information Resources

Additional information regarding policies, procedure, and requirements information specific to each program can be found at the following websites:

**BSN Program**
College of Nursing website: [http://www.unmc.edu/nursing/](http://www.unmc.edu/nursing/)

**MSN Program**

**PMC Program**

**DNP Program**
College of Nursing website: [http://www.unmc.edu/nursing/](http://www.unmc.edu/nursing/)
College of Nursing DNP Handbook: [http://mycon.unmc.edu](http://mycon.unmc.edu)

**PhD Program**
College of Nursing website: [http://www.unmc.edu/nursing/](http://www.unmc.edu/nursing/)
College of Nursing PHD in Nursing Program Student Handbook: [http://mycon.unmc.edu](http://mycon.unmc.edu)
UNMC Graduate College Policy Handbook: [http://nebraska.edu/docs/board/gradgovdoc.pdf](http://nebraska.edu/docs/board/gradgovdoc.pdf)

**All Programs**
College of Nursing website: [http://www.unmc.edu/nursing/](http://www.unmc.edu/nursing/)

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**Student Responsibility to Provide Information Policy**

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

**Student Responsibility to Provide Information Policy**
Subsection: 5.1.3
Section 5.0 - Student Policies
Originating Date: June 1970

Responsible Reviewing Agency:
Undergraduate Admission, Progression, Graduation & Scholarship/Grant Committee
PhD Affairs Council
Professional Graduate Nursing Affairs Committee
Final Approving Agency:
General Faculty Organization

Related Documents:
5.2.1 Technical Standards for Undergraduate Program Policy
5.3.1 Technical Standards for Professional Graduate Nursing Program
5.4.5 Technical Standards for PhD in Nursing Program

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**Policy**

The student has the responsibility to inform the College of Nursing regarding a change in status.

1. The student must keep current their name, address, phone number and residency status in the Student Information System.
2. The student must provide information on any change in physical or cognitive ability which may interfere with safe patient care. If changes occur, the technical standards form may need to be updated. Special accommodations may be requested as per policies 5.2.1, 5.3.1 and 5.4.5.
3. The student must report any action taken against a health care license.
4. The student must sign a disclosure form yearly. The student must report any new convictions including but not limited to theft, assault and illegal drug/alcohol activity other than minor traffic violations which could interfere with clinical placements or obtaining a licensure to practice nursing. The student must also report if they have been a defendant in a civil suit.
5. Failure to report or falsifying information will be grounds for disciplinary action or dismissal.
6. All reports and documentation should be submitted to the Director of the Undergraduate Program and/or Campus Assistant Dean.

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**Emotional Health Policy and Guidelines**

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

**Emotional Health Policy and Guidelines**
Subsection: 5.1.4

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**Policy**

The University of Nebraska has no regulation which permits absence. Students are expected to attend all scheduled classes and clinical laboratory periods.
Policy

It is the policy of the College of Nursing to support the emotional well-being of nursing students. Students with psychological, emotional, or behavioral problem(s) may seek assistance from Student Counseling Services or other appropriate counseling services at any time. When students exhibit signs of psychological, emotional, or behavioral problem(s) which pose a danger to self or others, or which interfere with the student's ability to continue in the program, the College may require mandatory assessment, treatment, and/or aftercare for the student.

Guidelines: See Appendix I

Plan of Study Requirements for Undergraduate Nursing Students

Policy

UNIVERSITY OF NEBRASKA MEDICAL CENTER COLLEGE OF NURSING

Plan of Study Requirements for Undergraduate Nursing Students Policy

Section 5.0 - Student Policies
Originating Date: February 1994
Revised: October 1999
Revised: February 2008
Reviewed: October 2012
Revised: March 2017
(Administrative)

Policy

To plan appropriate faculty, physical and fiscal resources for the nursing program, the College of Nursing requires that all RN-BSN students have a plan of study. Students complete the program of study in conjunction with the Student Services Coordinators or with their faculty advisor. This plan of study projects the nursing courses the student will register for each semester until graduation. Students who neglect to complete or deviate from their plan of study are required to meet with their Student Services Coordinators to re-project their plan of study.

Students who neglect to complete a plan of study, or deviate from their proposed plan of study will be permitted to register for nursing classes contingent upon class space availability. Students who adhere to their plan of study timeline are assured class placement.

Course Enrollment

UNIVERSITY OF NEBRASKA MEDICAL CENTER COLLEGE OF NURSING

Course Enrollment

Section 5.0 - Student Policies
Originating Date: May 1982
Responsible Reviewing Agency: Undergraduate Curriculum Committee
Revised: October 1994
Revised: November 1998
Revised: February 2008
Revised: September 2011
Revised: December 2012
Revised: August 2016
(Administrative)

Policy

1. The minimum enrollment for all courses is five students. Any exceptions to the minimum enrollment figures requires the approval of the appropriate Division Assistant Dean, the Program Director, and Associate Dean for Academic Programs.

2. Individual faculty members may not make independent decisions to close enrollments in undergraduate or graduate courses. When it appears that excess enrollment is developing, the appropriate Division Assistant Dean will communicate with the appropriate Program Director and Associate Dean for Academic Programs.

Evaluation of the Courses

UNIVERSITY OF NEBRASKA MEDICAL CENTER COLLEGE OF NURSING

Evaluation of the Courses

Section 5.0 - Student Policies
Originating Date: January 1992
Responsible Reviewing Agency: Undergraduate Curriculum Committee
Revised: October 1998
Revised: February 2008
Revised: March 2011
Revised: December 2012
Revised: August 2016
(Administrative)

Purpose

1. The purpose of evaluation of courses is to:
   a. Provide students an opportunity to give anonymous feedback on what they considered to be strengths and areas for improvement of individual courses.
   b. Provide means for student input to be included in the evaluation of courses and in the summative and formative evaluation of curriculum.
   c. Provide faculty with evaluative data for potential course revision.

Policy

1. All students have an opportunity to evaluate each course in which they are enrolled.
2. Results of summative course evaluation will be provided to faculty, upon completion of course grades.
3. Course evaluation results will also be sent to the appropriate division assistant dean, to the appropriate program director, to the Associate
Undergraduate Grade of Incomplete Policy

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Undergraduate Grade of Incomplete Policy

Section 5.0 - Student Policies Originating Date: June 1981
Responsible Reviewing Agency: Revised: August 1998
Undergraduate Admission, Revised: March 2009
Progression, Graduation and Revised: October 2012
Scholarship/Grant Committee Revised: January 2014

Policy

A student may receive an Incomplete ("I") for a nursing course. The grade "I" is used by an instructor at the end of a semester/session to designate incomplete work in a course. This grade is given in one of two circumstances:

1. When a student, due to illness, military service, hardship, or death in the immediate family, is unable to complete the course requirements in the term of initial registration. (In this case, an "I" is only given if the student has substantially completed the major requirements of the course or at the discretion of the course coordinator).
2. When a student has failed to complete the prerequisite course and is not allowed to progress to a subsequent course in the same semester.

Procedure for circumstance 1 above

1. The student must contact the instructor prior to the end of the semester/session and request a grade of "I", and at that time arrangements must be made as to how and when the work will be completed.
2. The instructor will prepare a document giving the following information:
   a. Proportion of work completed and the grade for this work.
   b. Specific conditions to be met in order to complete the course.
   c. Date when course work is to be completed. This date shall be no later than the end of the next regular semester/session in which the class is offered following receipt of the "I".
   d. This document is signed by the student, instructor, and Department Chairperson or Division Assistant Dean. One copy is retained by the student, one copy goes to the instructor, and one copy is placed in the student's permanent file.
3. If the work is not completed during the specified time period, the grade will become an "F" or such other grade specified by the instructor. This alternate grade should be based on the amount and quality of the work previously completed. Any extension to the one semester/session time frame must be approved by the Instructor, the Division Assistant Dean or Department Chair person prior to the "I" being changed to a grade of F.
4. The Instructor giving the "I" will be responsible for notifying Student Services, supervising the make-up work and reporting the permanent grade. In the event the Instructor is no longer with the University, the Department Chairperson or Division Assistant Dean or her/his designee will supervise the make-up work and report the permanent grade for the student.
5. A student with a current grade of "I" will not be permitted to enroll in subsequent nursing courses which hold this course as a prerequisite, until that "I" has been completed and removed.

Procedure for circumstance 2 above

1. The course coordinator will automatically enter a grade of "I" for any students not allowed to progress to subsequent courses.

International Nursing Student Exchange

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

International Nursing Student Exchange Policy

Section 5.0 - Student Policies Originating Date: September 2010
Responsible Reviewing Agency: Revised: August 2014
Executive Council

Policy

This policy guides visits during a formal educational exchange program, either graduate or undergraduate, for international students visiting the University of Nebraska Medical Center College of Nursing. For purposes of this policy, exchange students are international students that come to the College of Nursing for either a short experience or a full semester experience. International students (hereafter referred to as students) may have patient care responsibilities if they are directly supervised by faculty or a preceptor. Students may take up to three classes for credit (see policy 5.2.10) from UNMC. A certificate of completion may be provided at the end of the experience for students who have engaged in class or clinical experiences and who are not receiving other academic credit.

Procedures

The host school will follow these procedures:

1. It is customary to receive up to four or five students from each international location at any one time. Both the number of students and the length of the experience can be revisited as needs change.
2. Academic qualifications and standards, i.e., admissions criteria, including English proficiency, must be met by students who will be taking courses for credit.
3. International Nursing Program Director will coordinate all schedules of courses and clinical facilities with the permission and approval of participating nursing faculty members and or the Director of the BSN/MSN/DNP/PhD programs.
4. International Nursing Program Director will be the focal point of all communications and will be responsible for determining final class and clinical schedules, in cooperation with key course faculty leaders. Host students will volunteer to share Nebraska cultural and social experiences.
5. Students may request clinical observational experiences outside the chosen course and clinical experiences if this can be arranged outside the assigned learning activity.
6. If an unusual situation arises, the International Nursing Program Director will be contacted. The Director may also work with the Director of the Asia Pacific Rim Program (APRDP), the Housing Coordinator, and/or the Director of UNMC Office of International Programs.

Visiting Students will need to:

1. be responsible for fulfilling all requirements and financial needs of the rotation including visas, insurance, housing, transportation, etc. UNMC International Studies and Programs will also provide assistance to the students in these matters.
2. provide proof that all UNMC CON required vaccinations have been administered (see Policy 5.2.3).
3. document that all UNMC compliances have been met (see Policy 5.2.3).
4. obtain a valid nursing license before participating in any clinical activities (for RN-BSN, MSN, DNP & PhD students). Clinical activities include, but are not limited to:
   a. Assessing human responses to actual or potential health conditions
   b. Establishing nursing diagnoses
   c. Establishing goals and outcomes to meet identified health care needs
   d. Establishing and maintaining a plan of care
   e. Prescribing nursing interventions to implement the plan of care
   f. Implementing the plan of care
   g. Teaching health care practices
   h. Delegating, directing, or assigning nursing interventions that may be performed by others and that do not conflict with the Nurse Practice Act
   i. Maintaining safe and effective nursing care rendered directly or indirectly
   j. Evaluating responses to interventions, including, but not limited to, performing physical and psychological assessments of patients under restraint and seclusion as required by federal law, if the registered nurse has been trained in the use of emergency safety intervention
   k. Teaching theory and practice of nursing
   l. Conducting, evaluating, and utilizing nursing research
   m. Administering, managing, and supervising the practice of nursing

Proctors for Remote Students

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Proctors for Remote Students  Subsection: 5.1.11
Section 5.0 - Student Policies  Originating Date: May 2011

Access to Student Emergency Assistance/Educational/Development Funds

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Access to Student Emergency Assistance/Educational/Development Funds  Subsection: 5.1.12
Section 5.0 - Student Policies  Originating Date: April 2002
Reviewed: April 2016

Policy

The generosity of donors provides limited funds designated for student emergencies. Criteria and process for access to such funds are provided below.

Criteria for “Student Emergency Assistance Need”

1. Severe emergency circumstances and severe potential consequences.
2. Problem appears short term and not an on-going issue.
3. All potential sources of funding are exhausted and limited social support.
4. Student is in good standing in the College.

Request and Approval Process

As the need is made known to a faculty, associate/assistant dean or Student Services personnel, the student will be advised to submit to Student Services a request including:
• full name
• home mailing address
• purpose of the assistance
• amount requested
• original student signature

The written request will be submitted to the Division Assistant Dean or Associate Dean for Academic Programs (first level approvers) who will review the request against the above criteria and provide a recommendation to the Office of the Dean/Director of Administration and Operations. The recommendation will include the amount and any conditions of the award.

The Office of the Dean will:

• notify the student and the first level approver of the decision
• process a request for funds from the Foundation
• mail the check (to the student’s home mailing address)
• file the request
• prepare annual reports of types of assistance provided to be used with donors

Background Checks Disclosure Statements Policy

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Policy

Nurses are held to high professional standards that require the exercise of sound judgment and ethical behavior. Therefore the University of Nebraska Medical Center, College of Nursing requires background checks on all newly admitted students and annual disclosure statements on all currently enrolled students. Background checks are required by affiliating agencies and may be a condition to be a candidate for state licensure.

1. All UNMC students, including the College of Nursing students submit a disclosure statement as part of the admission process. Applicants to the undergraduate nursing program must also submit and complete a background check by the vendor chosen by UNMC or the College of Nursing as a condition of admission.

2. Applicants must complete the required background check following the offer of admission but prior to enrollment. Admission may be denied or rescinded based on a review of the background check and disclosure statement.

3. Students who refuse to submit to a background check will not be admitted or progressed.

4. A background check or disclosure statement revealing criminal activity including but not limited to assault, theft or illegal drug/alcohol activity will be submitted to the office of the Director of the Undergraduate Program and/or Division Assistant Dean for review. The Director or Division Assistant Dean may request that the applicant submit additional information relating to the criminal activity such as a written explanation, court documents and police reports. The Undergraduate Admission, Progression, Graduation, Scholarship/Grant Committee will then review all the information and determine whether the offer of admission or progression should be withdrawn.

5. The committee decisions are final and cannot be appealed.

6. A background check will be honored for the duration of enrollment if the student is continuously enrolled. A student who has a break in enrollment of at least two semesters in the approved curriculum of the certificate or degree program is required to complete a new background check.

7. Students will be required to update the disclosure form yearly. The student must report any new convictions involving criminal activity, including but not limited to theft, assault and illegal drug/alcohol activity other than minor traffic violations which could interfere with clinical placements or obtaining a licensure to practice nursing. The student must also report if they have been a defendant in a civil suit. Involvement in criminal activity that occurs or is discovered while a student is in attendance at the University of Nebraska Medical Center, College of Nursing may result in disciplinary action, including dismissal and will be addressed through the university’s academic or disciplinary policies.

8. Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the program.

9. Background check reports and other submitted information are confidential and may only be reviewed by University of Nebraska Medical Center officials and affiliated clinical facilities in accordance with the Family Educational Records and Privacy Act (FERPA). Student background check reports, disclosure statements and other submitted student information will be maintained in the office of the Director of the Undergraduate Program and/or Division Assistant Dean.

Review Procedure

In reviewing the background check reports, disclosure statements and any information submitted, the committee may consider the following factors in making its determinations: the nature and seriousness of the offense or event, the circumstances surrounding the offense or event, the relationship between the duties to be performed as part of the educational program and the offense committed, the age of the person when the offense or event occurred, whether the offense or event was an isolated or repeated incident, the length of time that has passed since the offense or event, past employment and history of academic or disciplinary misconduct, evidence of successful rehabilitation, and the accuracy of the information provided by the applicant or student in the application materials, disclosure forms or other materials. The committee should bear in mind both the safety interests of the patient and the workplace, as well as the educational interest of the student. In reviewing background checks and supplementary information, advice may be obtained from University counsel or other appropriate advisors.
Technical Standards for Undergraduate Program Policy

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Subsection: 5.2.1
Section 5.0 - Student Policies

Technical Standards for Undergraduate Program Policy

Originating Date: May 1984
Revised: April 1987
Reviewed: May 2000
Revised: May 2006
Reviewed: May 2008
Revised: September 2008
Reviewed: October 2012

Policy

The following general abilities have been identified as necessary to meet the technical standards for progression in the undergraduate nursing program. On admission to the UNMC College of Nursing, the student will read and sign the Technical Standards form and will update this form as necessary throughout the program. The following general abilities will be evaluated throughout the program:

1. **Intelect.** Students must be able to use critical thinking skills to problem solve and make decisions regarding assessment, planning and intervening in the care of clients/families.

2. **Behavioral and social attributes.** Students must possess the emotional health required for providing care to clients/families in a timely and safe manner. Students must be able to exercise good judgment, adapt to change, be flexible and learn to function in stressful situations. They should show empathy, integrity, compassion and concern for others.

3. **Assessment.** In order to independently and accurately assess a client, the student must possess the functional use of the senses of sight, smell, hearing and touch.

4. **Communication.** Students must possess communication skills in order to assess, plan, and deliver effective and therapeutic care to clients/families. Students must be able to communicate effectively to members of the health care team.

5. **Psycho-motor skills.** Students must possess sufficient psycho-motor functioning in order to independently assess clients/families and provide nursing care in a safe and reasonable manner.

Students with disabilities must follow the procedures for special accommodations.

1. The student will be evaluated by the Counseling and Student Development Center at UNMC, or UNMC's designee, for official declaration of the specific accommodations required.

2. The faculty may not grant accommodations to students without this official declaration.

3. In order to be granted accommodations for NCLEX examinations, students must have these accommodations documented during their BSN educational years.

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TECHNICAL STANDARDS FOR THE UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

1. Intellect. Students must be able to use critical thinking skills to problem solve and make decisions regarding assessment, planning and intervening in the care of clients/families.

2. Behavioral and social attributes. Students must possess the emotional health required for providing care to clients/families in a timely and safe manner. Students must be able to exercise good judgment, adapt to change, be flexible and learn to function in stressful situations. They should show empathy, integrity, compassion and concern for others.

3. Assessment. In order to independently and accurately assess a client, the student must possess the functional use of the senses of sight, smell, hearing and touch.

4. Communication. Students must possess communication skills in order to assess, plan, and deliver effective and therapeutic care to clients/families. Students must be able to communicate effectively to members of the health care team.

5. Psycho-motor skills. Students must possess sufficient psycho-motor functioning in order to independently assess clients/families and provide nursing care in a safe and reasonable manner.

The undersigned has read the above Technical Standards for the University of Nebraska Medical Center, College of Nursing and declares that he/she:

_____ Is able to meet the University of Nebraska Medical Center, College of Nursing’s Technical Standards without accommodation, OR
Policy

1. Math competency exams will be administered at each level of the curriculum. Testing these competencies is the responsibility of the Patient Centered Care Clinical courses, I, II, III & IV.

2. Students must pass the level math competency exam with at least a 95%.

3. The exam pool of questions and the test blueprint shall be the same across all campuses.

4. The first 1-2 attempts should be administered within the first few weeks of the term to allow students maximum time to meet the requirement.

5. Students who do not pass with a 95% after the 2nd attempt, will be given the student agreement form to sign.
   a. All instructors in clinical courses in the semester will be given a copy of the signed agreement for their information.
   b. The student will be allowed to set up or pass medications for learning purposes only with direct supervision of the instructor.
   c. The student will take responsibility for appropriate remediation on medication dosages and calculations.
   d. The student must pass the semester math competency exam before the end of the term (or sooner if the time frame is specifically addressed in the course syllabus) in order to progress to the next level or to NRSG 419 Transition to Professional Nursing course.

6. The Director of the Undergraduate Program will be notified of any student failing to meet the math competency requirements in any semester or before the NRSG 419 Transition to Professional Nursing course.

(This procedure replaces 5.2.3c & Appendix O; Originating Dates: Appendix O – August 2004; 5.2.3c – October 2005)

Agreement

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Student Agreement - Medication Math Competency Requirement

Background: Medication administration is an important component of the work of registered nurses. A recent Institute of Medicine report on patient safety indicates errors in drug dosages cause at least 7,000 deaths annually. As the health professionals who interact most frequently with patients in all settings, nurses’ actions are directly related to patient outcomes. Better educated nurses often defend against medical errors and in one study conducted in two hospitals, nurses intercepted 86% of medication errors before they reached patients. (AACN)

The requirement for safe effective practice as a nurse mandates an ability to correctly calculate medication dosages and IV drip rates for the safe administration of drugs. As part of the educational process of preparing professional nurses UNMC-CON has established entrance and level competencies for Math and drug dosage calculations related to safe medication administration. Meeting the established competencies is required for progression through the program and graduation.

Memorandum of Agreement: Please initial each statement indicating you have read it and you understand each statement.

I understand that I have not met the competencies established for safe medication administration for my current level in the curriculum. ______

I understand that I may not prepare or pass any medications to any patient in any clinical arena without the DIRECT supervision of a faculty member. ______

I understand that I must meet the minimum passing level of 95% for safe medication administration before I can progress to the next level in the curriculum or to the NRSG 480 Transition course. I understand that I will not progress if I do not meet this competency by the end of the term (or
sooner if the time frame is specifically addressed in the course syllabus).

I understand that I must accept personal responsibility to engage in the necessary remediation to bring my calculation skills to the required level.

I understand that it is my responsibility to inform my clinical faculty and/or preceptors in any and all clinical areas that I am assigned that I have not yet attained the standard of competency in medication administration established for this level.

I have read the above document and I agree to abide by the requirements stated here.

__________________________________  __________
Student Signature  Date

__________________________________  __________
Faculty Witness  Date

Undergraduate Admission Requirements Policy

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Undergraduate Admission Requirements Policy

Section 5.0 - Student Policies

Responsible Reviewing Agency: Undergraduate Admission, Progression, Graduation and Scholarship/Grant Committee

Undergraduate Curriculum Committee (for prerequisite non-nursing courses)

Approving Agency: General Faculty Organization

Subsection: 5.2.3

Originating Date: May 1973

Revised: April 2000
Revised: March 2005
Revised: May 2008
Revised: February 2009
Revised: December 2009
Revised: March 2010
Revised: May 2011
Revised: November 2011
Revised: May 2012
Revised: November 2012
Revised: January 2014
Revised: October 2014
Revised: September 2015
Revised: February 2016
Revised: December 2016

Related documents:
UNMC Immunization Policy
Policies 5.2.5 and 5.2.31

Effective Date Fall 2017

Note: Students admitted to start the program prior to the Fall 2017 term should refer to the September 2015 version of this policy.

Policy

The Faculty of the College of Nursing develop admission criteria to be utilized in screening selected applicants.

Admission Requirements:

1. To be admitted into the nursing program/major, a student must:
   a. Submit the following information:
      - completed application form
      - official transcripts of all university/college course work
      - two letters of recommendation
      - campus preference
      - disclosure statement
      - proof of active CNA certification
   b. Complete the following prerequisite college courses at any time prior to beginning Semester 1 nursing courses:
      - English Composition I & II
      - Introduction to Psychology
      - Introduction to Sociology
      - Ethics
      - Culture, Race, Ethnicity, Gender
      - Humanities
      - Political Science/Social Organization
      - Family & Human Behavior
      - NOTE: Free electives must be completed prior to graduation to total 120 credit hours necessary for completion of the nursing program prior to graduation (See Policy 5.2.31).
   c. Complete the following prerequisite college courses within 7 years of beginning Semester 1 nursing courses *
      - College Algebra or higher
      - Human Anatomy
      - Human Physiology
      - Human Growth & Development
      - Chemistry
      - Statistics
      - Microbiology
      - Nutrition
      * An exception to the 7-year rule is made for students entering the RN-BSN program. For RNs who have been working in nursing or enrolled in a nursing program for the previous year, the 7-year rule is waived.

2. The following courses require a letter grade assignment:
   - Human Anatomy
   - Human Physiology
   - Chemistry
   - Statistics
   - Microbiology
   - Nutrition
   - College Algebra or higher

3. To be admitted into the Accelerated Nursing Program/major in addition to the requirements listed in requirement 1 and 2, the student must:
   - Have a minimum of a baccalaureate degree from an accredited university/college. International students must have their course work evaluated and have the equivalency of a baccalaureate degree prior to matriculation.

4. To be admitted into the RN-BSN Nursing Program/major, in addition to the requirements listed in items 1 and 2, the student must:
   a. Document current RN licensure allowing practice in the state where clinicals will be conducted. Provisional admission may be
10. English as a Second Language Undergraduate Students

Completion of medical health forms
Final acceptance is dependent upon the successful completion of all
360

9. BSN Program will be evaluated on an individual basis including Policy
5.2.5, English as a Second Language-Undergraduate Students.

5. To be admitted into the nursing programs, the following criteria must
also be met:

a. Have college cumulative prerequisite grade point average of 3.0
or higher.
b. Have no lower than a C+ (or satisfactory AP, CLEP, Dantes, P/NP) in any individual prerequisite course. A maximum of 12 credit hours can be non-graded (e.g.: AP, CLEP, Dantes, P/NP).
c. Complete a preadmission interview if requested.
d. Submit Appraisal Form, if applicable, from any previously attended nursing program.
e. Provisional admission may be granted to applicants for the RN-BSN program who meet admission criteria.

6. Acceptance into the nursing program is a competitive and selective process. Priority admittance into the nursing program is given based on the following criteria:

a. Student’s prioritized campus preference(s).
b. Prerequisite grade point average of 3.3 or above.
c. Two satisfactory recommendations.
d. Greater number of prerequisite courses completed.

7. Final acceptance is dependent upon the successful completion of all admission requirements and prerequisite courses and upon receipt of the following:

a. Completed medical health forms
b. Proof of immunization or immunity as defined by [http://www.unmc.edu/media/studentservices/docs/immunization-policy093013.pdf UNMC Policy].

In addition to the UNMC Immunization Policy:

- **FLU IMMUNIZATION** All students are required to have an annual flu immunization.
  - Students admitted to the program for the summer semester are required to receive the flu immunization in the fall prior to matriculation.
  - Students admitted to the program for the fall semester are required to receive the flu immunization during the 1st vaccination period after matriculation.
- **MENINGOCOCCAL** The College of Nursing recommends the meningococcal immunization.

c. Submit Technical Standards worksheet.
d. Verification of current certification valid for the academic year in Cardiopulmonary Resuscitation (CPR) for health professionals. This is defined as Basic Life Support for infant, child and adult one man/two man and AED training. Verification of current CPR must be documented annually through graduation.

8. Students will not be allowed to enroll in clinical nursing courses without meeting immunization and BLS requirements.

9. The complete mandatory UNMC background check is required prior to the first day of class.

10. Drug screening tests may be required prior to clinical placement at the discretion of the clinical agencies.

11. International professional nurses seeking admission into the RN to BSN Program will be evaluated on an individual basis including Policy 5.2.5, English as a Second Language-Undergraduate Students.

### Awarding of Credit by Examination for Non Nursing Courses Policy

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

<table>
<thead>
<tr>
<th>Awarding of Credit by Examination for Non Nursing Courses Policy</th>
<th>Subsection: 5.2.6</th>
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<tr>
<td>Section 5.0 - Student Policies</td>
<td>Originating Date: May 1982</td>
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<tr>
<td>Responsible Reviewing Agency</td>
<td>Revised: January 1999</td>
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<tr>
<td>Undergraduate Admission, Progression, Graduation and Scholarship/Grant Committee</td>
<td>Reviewed: April 2008</td>
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<td>Revised: February 2009</td>
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<td>Reviewed: October 2012</td>
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</table>

### Policy

1. Applicants whose language of nurture is not English must present current (within the last 5 years) scores from instruments that measure listening, structure, reading, writing and oral communication competency in the English Language. The Test of English as a Foreign Language (TOEFL), the Pearson Test of English, and the International English Language Testing System (IELTS) are acceptable examinations to demonstrate English language competency.

2. The minimum scoring standards are:

   a. Internet Based TOEFL (iBT): minimum score of 22 in the Reading, Listening and Writing sections and a minimum score of 26 in the Speaking section.
   b. Pearson Test of English (PTE): minimum score of 59 in the Reading, Listening and Writing sections and a minimum score of 71 in the Speaking section.
   c. IELTS: Band 6.5 in Reading, Listening, and Writing sections and Band 7 in Speaking as minimum scores.

3. International applicants who originate from a country whose native language is English will be evaluated individually.

4. Any student who presents with a question of English proficiency upon faculty or student service advisor interview must demonstrate English proficiency according to the standards listed in #2.
Advanced Placement Policy

The College of Nursing will accept non-nursing credit by examination (e.g.: AP, CLEP, Dantes, P/NP) according to the following criteria:

1. Credit will be awarded on the basis of examinations from accredited and approved institutions according to UNMC academic records if the score meets the transferring institution's requirements for credit.
   a. There is a maximum of 12 credits hours of prerequisite/co-requisite courses that can be earned by examination.
   b. Up to 12 credit hours recorded on college transcripts of transfer students will be accepted by the College of Nursing from the transfer institution's transcript.

Undergraduate Transfer Credit Policy

The College of Nursing may accept transfer credit earned in an accredited college. The College is the final authority on granting transfer credit and determining how transfer courses and credits apply toward a degree in nursing. Transfer credits are recorded with no grade or quality points assigned. Grades from transfer courses may be considered for admission purposes.

Transfer requests will be evaluated by the Director of Undergraduate Programs, Student Services Coordinators, and/or appropriate undergraduate course coordinators utilizing the following criteria:

1. Similarity of transfer courses to current course requirements.
2. The course grade must be a 2.0 on a 4.0 scale to be considered for transfer.
3. Credit earned more than ten years prior to application for admission will be reviewed by the undergraduate student services office.

Advanced Placement Policy

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Advanced Placement Policy

Section 5.0 - Student Policies
Originating Date: November 1994

Responsible Reviewing Agency:
Revised: September 1995

Undergraduate Admission,
Revised: April 2000
Progression, Graduation &
Revised: October 2000
Scholarship/Grant Committee
Revised: May 2008

Revised: November 2012

Revised: May 2015

Policy

1. Advanced placement is designed for the student who will fit into the nursing curriculum at some point other than the beginning. Students who desire advanced placement include RNs and transfer students from another nursing program.

The BSN program includes 58 hours of non-nursing course work. See Policy 5.2.3 for a complete list of prerequisite course requirements.

2. All students must complete the admission requirements and the prerequisite non-nursing coursework prior to matriculation.

3. There are 62 credits of nursing coursework in the UNMC College of Nursing BSN program. A course of study will be individualized with the advice of the faculty and Student Service Coordinators within the listed parameters for advanced placement.

   a. RN-BSN students must take a minimum of 20 nursing credit hours as established by the College of Nursing and the Board of Regents in order to be granted a degree from UNMC College of Nursing. Only courses in the nursing major may be applied to the residency requirement.

   b. RNs who possess a valid license to practice professional nursing will be granted credit for 27 credit hours for previous nursing education, recorded on the student’s transcript when the student becomes a candidate for the Bachelor’s Degree.

   c. The following courses are required for the RN-BSN program: Total credits = 20 hours

   NRSG 351W
   NRSG 386W
   NRSG 426W
   NRSG 443W
   NRSG 451W
   NRSG 452W

   d. Eleven (11) credits will be validated through the portfolios completed in the NRSG 451W and NRSG 452W courses. These additional eleven credits will be posted on the student’s transcript after the successful completion of each course, with five credits posted after NRSG 451W and six credits posted after NRSG 452W.

Undergraduate Transfer Credit Policy

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Undergraduate Transfer Credit Policy

Section 5.0 - Student Policies
Originating Date: May 1982

Responsible Reviewing Agency:
Revised: September 1987

Undergraduate Admission,
Revised: March 2008
Progression, Graduation and
Reviewed: November 2012
Scholarship/Grant Committee

Policy

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Applicants may be required to repeat some courses. The Director of Undergraduate Programs may review these credits and act as the final authority for transfer credit.

4. Courses not considered applicable for transfer are those:
   a. Grade "I" (Incomplete), "W" (Withdrawal), or Audit.
   b. Completed but not given for credit.
   c. Remedial in nature.

**Auditing of Courses**

**UNIVERSITY OF NEBRASKA MEDICAL CENTER**
**COLLEGE OF NURSING**

**Auditing of Courses**

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<td>Reviewed: February 2009</td>
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</table>

**Policy**

1. All nursing courses may be audited (taken on a non-credit basis) with the permission of the Instructor and the Undergraduate Program Director or Division Assistant Dean. Students who audit courses are not held responsible for course assignments, do not participate in clinical laboratories, and receive no credit. The fee for auditing a course is one-half the current resident credit hour fee.

2. A course which is audited may be changed to a credit course with permission of the Instructor and the Undergraduate Program Director or Division Assistant Dean before the late registration period ends provided that the student meets the course prerequisites. Students accepted or enrolled in the College of Nursing will have priority for class space over auditing students.

**Undergraduate Unclassified Student Policy**

**UNIVERSITY OF NEBRASKA MEDICAL CENTER**
**COLLEGE OF NURSING**

**Undergraduate Unclassified Student Policy**

<table>
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<td>Revised: March 2008</td>
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<td>Reviewed: October 2012</td>
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**Policy**

1. Students may take up to three nursing courses through the College of Nursing as unclassified students as long as prerequisites are met and space is available. Clinical courses may not be taken by unclassified students.

2. Students must be admitted to the College of Nursing and enrolled in at least one nursing course prior to the recording of any nursing credit earned by examination(s) administered by the College of Nursing.

**Undergraduate Honors Admission to the BSN Program Requirements Policy**

**UNIVERSITY OF NEBRASKA MEDICAL CENTER**
**COLLEGE OF NURSING**

<table>
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<td>Section 5.0 - Student Policies</td>
<td>Originating Date: May 2010</td>
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<td>Revised: December 2011</td>
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<td>Reviewed: October 2012</td>
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</table>

**Policy**

Faculty of the College of Nursing develop admission criteria to be used in screening selected applicants for the Honors Admission to the traditional BSN degree.

Students may be accepted while in high school if they meet the following criteria by the end of their senior year. Students at the end of their junior year may be accepted with provisional requirements for their senior year. The numbers in parentheses are for juniors.

**Admission Requirements:**

1. To receive an honors admission to the nursing program, in addition to all regular admission criteria, a student must meet the following:

**High School Student:**

1. Eligibility requirements:
   - Minimum score of 28 on ACT or 1270 on SAT
   - Cumulative GPA: 3.8 or greater
   - English: 4 years (3)
   - Math: 3 years (2) including one algebra course
   - Natural Sciences: 3 years (2) including one chemistry and one biology course
   - Social Studies: 3 years (2)
   - Foreign Language: 2 years (1) must be same language for both years

2. Provisional requirements:
   - Maintenance of a 3.8 cumulative GPA in college
   - No repeat courses
   - No pass/fail courses in the sciences (except for laboratory components) and a maximum of 12 hours of pass/fail courses in other courses
   - A grade below a C will not be accepted
   - Must be full-time (at least 12 credits/semester) and follow the advised curriculum
   - Must meet with a UNMC CON Student Services Coordinator once per semester prior to admission

Failure to meet these requirements will result in being dropped from honors admission although a student may apply for regular admission.
**College Student:**

1. Eligibility requirements and provisional requirements:
   - Same as above except ACT not required.
   - Must have been a full-time student and have maintained a GPA of 3.8.
   - Must stay on a trajectory as advised by Student Services Coordinator.

2. Second Degree Students:
   - ACT not required and student does not need to be full-time but must stay on a trajectory as advised by Student Services Coordinator.
   - Graduated with a 3.8 cumulative GPA or higher in undergraduate or graduate program.
   - Maintenance of 3.8 cumulative GPA in any pre-requisites or nursing support courses needed.

**Guideline:**

A maximum of 20% of the incoming cohort by campus may be awarded Honors Admission. Excluded from this 20% are NU-PATH, RHOR, KHOP & ROTC.

**Student Clinical Attire**

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

**Student Clinical Attire**

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<thead>
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<th>Subsection: 5.2.12</th>
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<td>Originating Date: June 1970</td>
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<td>Revised: October 2012</td>
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<tr>
<td>Revised: March 2016</td>
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<tr>
<td>Revised: November 2016</td>
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</table>

**Policy**

1. **At the beginning of each nursing course, students are informed of appropriate attire for each division specific clinical agency. Specific uniform attire requirements are described in each campus addendum. Students are held responsible for their appearance and may be dismissed from the clinical area if inappropriately attired, groomed, or adorned.**

2. **In acute and long-term care, students will wear red scrubs purchased from the vendor identified by the CON, unless otherwise instructed by course faculty. The uniform top will be embroidered with UNMC College of Nursing.**

3. **Nursing students must also have a white lab coat available for use as designated by faculty.**

4. **An official UNMC College of Nursing patch must be attached to the left sleeve, below the shoulder, of all polos, scrubs, scrub jackets and lab coats.**

5. **A UNMC photo identification badge must also be worn for all clinical activities.**

6. **Flat or low heeled enclosed all-white or all-black shoes/athletic shoes, (professional in appearance) are to be worn with the red scrubs. Solid white or black colored socks must be worn with uniforms; patterned socks are not appropriate.**

7. **For community-based and as instructed by faculty, students will wear a campus identified white or red polo with navy blue or black business casual pants, enclosed dark shoes, and dark socks. The polo will be purchased from the CON identified vendor and embroidered with the UNMC College of Nursing lettering.**

8. **Simple jewelry may be worn in the clinical setting. This includes one pair of small post earrings in the ear lobe, wedding rings, and watches. No other jewelry is worn in clinical. The use of jewelry must not exceed agency policy.**

9. **Nursing students are expected to exhibit a professional appearance in all clinical settings. Hair must be clean and if long must be tied or clipped back. Extremes in hairstyle and color are not acceptable. Hats, wide headbands (> 2 inches), or any other sort of head covering is not a part of the uniform. Facial hair must be clean shaven or beards and mustaches neatly trimmed. Nails must be short with no polish or artificial nails. All tattoos must be covered. Uniforms must fit well (no short tops or bottoms including exposure of upper and lower torso), be clean and unwrinkled. Pants must be neatly hemmed and not touching the floor (Denim jeans and stretch leggings are not acceptable). Garments worn underneath the uniform for warmth must be white or black and tucked in at the waist.** The use of perfume or scented lotion is prohibited. Cosmetics should be applied conservatively.

10. **Students who wish an exception to any component of the policy for health, religious, or other reasons, should submit a written request for an exception to the Assistant Dean on his or her division. The request must specify the type and appearance of any garment or other component of the policy for which the student seeks an exception. The Assistant Dean will confer with the Program Director, who will confer with appropriate others, will advise the student if the request can be granted, and will communicate any other guidelines that must be followed. Students will be provided written documentation of the approved exception and are responsible for sharing this documentation with faculty and appropriate others as needed. Please note: students who request an exception may find not all clinical settings are able to support their exception. In this case, students will be assigned to a different clinical setting if possible.**

**Enrollment in Course By Permission of Instructor**

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

**Enrollment in Course By Permission of Instructor**

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<td>Revised: May 2010</td>
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<td>Reviewed: November 2012</td>
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</table>

**Policy**

Students who have been admitted but do not meet the stated course prerequisites may be admitted to the course by special permission.

**Procedure**
1. The student must petition the Course Coordinator for permission to take the course.
2. The Director of Undergraduate Programs and Course Coordinator will determine whether a student may enroll in the course through an individualized evaluation.
3. In making this determination, the following factors will be considered:
   a. Grade Point Average.
   b. Grades in related science and nursing courses.
   c. Clinical evaluation in previous nursing courses.
   d. Interview.

Undergraduate Scholarship Awards Policy

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Policy

The Faculty of the College of Nursing develops criteria for awarding scholarships annually when considering candidates for the University of Nebraska Foundation Scholarships and the University of Nebraska Medical Center, College of Nursing Scholarships.

Scholarships are based on: (1) academic excellence; (2) need; or (3) residency status.

Scholarship Awards Criterion:

1. In determining academic excellence for Semesters 1 and 2 (Year 1) nursing students, the nursing scholarship grade point average is computed on grades earned from their pre-requisite courses. For Semesters 3 and 4 (Year 2) nursing students, their nursing scholarship grade point average is calculated from grades earned in their pre-requisite courses and in their Semester 1 courses.
2. Scholarship funds may be awarded on the basis of federally determined financial need.
3. Scholarship funds with special requirement criteria will be awarded in accordance with the donor's wishes/objectives. For some types of scholarship awards, residency status may be considered or required.
4. Scholarship funds are awarded to students who meet the requirements for full-time enrollment, unless the full-time requirement is waived by the committee.

Guidelines

1. Scholarship funds are reviewed and awarded by the Undergraduate Admission, Progression, Graduation, and Scholarship/Grant Committee annually prior to the fall semester/trimester for the Traditional/Accelerated BSN Programs. A proportion of the funds from the preceding year are saved to accommodate the scholarship funds awarded to qualified students of the Accelerated BSN Program for the summer trimester.
2. College of Nursing contractual agreements regarding scholarship awards are honored prior to awarding all other scholarships.
3. Students will be informed in writing of:
   a. the criteria used to select them as the recipient of the scholarship award.
   b. the length of term of the scholarship award.
   c. the name and address of the donor or designee.

Evaluation of Undergraduate Students

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Policy

1. Course objectives/outcomes/competencies shall be the basis for evaluating student achievement.
2. Course faculty shall develop methods for providing ongoing, systematic, and comprehensive feedback to students regarding their clinical performance.
3. The students shall have access to their theory grade in the course at midterm and at final.
4. Minimum evaluation of clinical achievement should include written feedback at the end of each clinical week, at mid-term, and at the conclusion of the course.
5. Students may request an evaluation of progress at any time for the purpose of additional guidance.
6. Students shall have access to their own evaluations and records.
7. Regular clinical progress and clinical evaluation records may be disposed of following a student's successful completion of the NCLEX-RN or one year after graduation, whichever occurs first.
8. Students may request and receive copies of any information in their own records to which they have not waived access. The cost of the photocopying shall be borne by the student.
9. Any papers or projects that are factored in the final course grade are to be returned to students in a timely manner.

Procedure

1. Students shall be oriented to evaluation policies and procedures in each course at the beginning of the semester.
2. Regular clinical progress notes and a summarized statement of evaluation of undergraduate student's clinical progress shall be entered in the student's cumulative record.
3. Evaluation records shall be dated and signed by the instructor and student. The signature indicates that the student has read the record. It does not indicate that the student agrees with the evaluation.

4. All grades must be completed and submitted to Academic Records by the final day of the semester.

5. Course Coordinators shall be responsible for securing and presenting clinical evaluations to Student Services for filing in students’ records each semester.

6. When students review original personal records, either a secretary or faculty member must be present.

**Undergraduate Grading System**

**UNIVERSITY OF NEBRASKA MEDICAL CENTER**
**COLLEGE OF NURSING**

**Undergraduate Grading System**

Subsection: 5.2.16

Section 5.0 - Student Policies

Originating Date: November 1971

Responsible Reviewing Agency: Undergraduate Admission, Progression, Graduation and Scholarship/Grant Committee

Revised: May 1994
Revised: October 2001
Revised: October 2004
Revised: December 2008
Revised: May 2010
Revised: October 2012
Revised: January 2013
Revised: May 2013
Revised: July 2015
Revised: May 2016

**Policy**

1. For theory nursing courses, the following criteria apply:

   The percentage system used to award grades within the College of Nursing is the following:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
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<td>60-62</td>
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<tr>
<td>F</td>
<td>below 60</td>
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2. For clinical courses, the following criteria apply. The faculty will assign the student’s grade by evaluating the student’s performance according to the critical clinical behaviors for each course.

   A student who faculty deems is unprepared or unsafe will be required to leave the clinical setting and enter into a remediation plan until they are deemed prepared to return to the clinical setting.

   The student may be removed for a short duration or the rest of the semester. A student not able to return and to complete the critical clinical behaviors before the end of the semester will receive a fail for the clinical course.

3. The grade of “Incomplete” is awarded according to guidelines set forth in Policy 5.1.9.

4. For courses in which theory and clinical are combined, clinical laboratory performance is rated on a Pass/Fail basis. A rating of “Fail” in clinical laboratory performance results in a “D” in the course unless the theory grade is an “F.” If the clinical laboratory performance is “Pass” the grade awarded for the course will be based upon the theory grade.

5. For courses with only a clinical component, clinical laboratory performance is rated on a Pass/Fail basis. A rating of “Fail” in clinical performance results in a “P” in the course. A rating of “Fail” in clinical laboratory performance results in an “F” in the course.

6. Withdrew or Incomplete grades are indicated as follows:

   **W** - Students who drop a course after the first seven calendar days of the term will receive a grade of W on their transcript. Students may not drop a course after 70% of the course has been completed. A grade other than W must be assigned.

   **I** - Incomplete. (Grade average is not affected until the incomplete has been removed. Students have one semester to remove the Incomplete grade or the “I” reverts to an “F” Refer to current Student Policy Manual for additional guidelines regarding incomplete grades.)

   Grades of W and P are not assigned grade points and therefore are not used in computation of a student’s cumulative GPA.
Undergraduate Progression Policy

UNIVERSITY OF NEBRASKA MEDICAL CENTER COLLEGE OF NURSING

Undergraduate Progression Policy Subsection: 5.2.18
Section 5.0 - Student Policies Originating Date: November 1971
Responsible Reviewing Agency: Revised: April 1999
Undergraduate Admission, Revised: November 2000
Progression, Graduation and Revised: April 2002
Scholarship/Grant Committee Revised: May 2003
Undergraduate Curriculum Revised: March 2008
Committee Revised: October 2012

Policy

1. The student must maintain a cumulative grade point average on exams of 78% in order to progress. The weighted average of all tests and examinations will be calculated first. If the average of test and exam grades is less than 78%, that will be the course grade. If this score is greater than or equal to 78%, then other evaluation scores will be added and the resulting average must be 78% or greater in order to pass. Only the final course score will be subject to mathematical rounding to the nearest whole number.

2. The following will be included in the test/exam portion of the grade. Note: this portion of each student's grade must be 78% or higher without rounding in order to pass the course:

   Test/exams are defined as 50 or more questions that evaluate the application of content from this course and previous coursework to patient situations. Each didactic course will give a minimum of 2 tests/exams.

   If a student misses the scheduled test/exam, the faculty reserves the right to prepare a test in an alternate form such as essay, short answer and multiple choice. The test/exam should be worth the same number of points as the original. The date and time will be determined by the course coordinator/instructor.

   Additional assignments, as offered by each individual campus, will be included in the final grade once the student has met the 78% test average requirement. Examples of these assignments include but are not limited to:

   -Quizzes
   -Individual readiness assurance test (IRAT)/Group readiness assurance test (GRAT)
   -participation
   -presentations
   -papers
   -Assessment technologies institute (ATI) proctored assessments

   These activities evaluate the student’s ability to be prepared for class and to apply the concepts in a variety of settings.

3. In a clinical course, the student must receive a grade of “Pass” or “P” in pre-requisite, transferred or required courses in the nursing major in order to progress to the next level. A student who receives a grade of “Fail” or “F” in a required non-nursing or required nursing course may not continue into any nursing course which has as a prerequisite the course in which the non-passing grade was received.

4. For courses in which theory and clinical are combined, clinical laboratory performance is rated on a Pass/Fail basis. A rating of “Fail” in clinical laboratory performance results in a “D” in the course unless the theory grade is an “F.” If the clinical laboratory performance is “Pass” the grade awarded for the course will be based upon the theory grade.

5. The Patient-Centered Care classroom and clinical courses are considered co-requisite courses. If a student does not receive a passing grade in either the classroom or clinical component of any of the Patient-Centered Care Courses, both courses must be repeated the next time they are offered, even if the student received a passing grade in one of the courses.

6. The student must provide documentation of the following items prior to progression in the nursing major. Failure to provide appropriate documentation of immunizations and current CPR certification will result in the student being dropped from all clinical nursing course(s) at the end of the sixth day (except d) of the semester and not reinstated for that semester:

   a. A series of three immunizations for Hepatitis B are required. Proof of a positive Hepatitis B titer must be documented. If the titer results are negative, the series must be repeated followed by a titer.

   b. Annual completion of a test for tuberculosis.

   c. Cardiopulmonary Resuscitation certificate that will remain current through each semester the student is enrolled.

   d. Annual flu immunization should remain current through each semester the student is enrolled.

7. All students must complete compliance requirements as assigned.

8. The student may be allowed to progress in the next semester the course is offered as space is available and compliance established. Failure to complete compliance requirements will be grounds for disciplinary action or dismissal.

Undergraduate Student Grade Appeal

UNIVERSITY OF NEBRASKA MEDICAL CENTER COLLEGE OF NURSING

Undergraduate Student Grade Appeal Subsection: 5.2.19
Section 5.0 - Student Policies Originating Date: February 1979
Responsible Reviewing Agency: Revised: May 1995
Undergraduate Academic Review Committee Revised: October 2006
Committee Revised: April 2010
Revised: May 2015

Policy

1. Undergraduate student appeals shall be carried out according to procedures delineated in “Guidelines for Handling Student Appeals of Academic Evaluations” (Appendix N). In conformity with the Bylaws of the Board of Regents of the University of Nebraska (Amended May 30, 2014), Paragraph 5.3, a student shall have the opportunity to appeal any evaluation of academic performance which s/he feels has been prejudiced or capricious.

2. A nursing student whose grade is under appeal shall be allowed to continue nonclinical academic activities until a decision is made by the Undergraduate Academic Review Committee. A student shall be...
allowed to continue clinical activities in courses which do not have
the failed course as a prerequisite.

Procedure

1. Students and faculty are also referred to the current UNMC Student
 Handbook section entitled "ACADEMIC AND PROFESSIONAL
 PERFORMANCE POLICIES," subsection: "Appeals of Academic
 Evaluations" for an explanation of the formal grade appeal process,
as well as delineation of specific student rights and responsibilities in
the grade appeal process.
2. Faculty are also referred to Appendix N in the College of Nursing

Undergraduate Student Disciplinary
Appeal

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Undergraduate Student Disciplinary
Appeal Subsection: 5.2.20
Policy

In conformity with the ROLAWS OF THE BOARD OF REGENTS OF THE UNIVERSITY
OF NEBRASKA, Paragraph 5.0, 5.4, and 5.5, and the "UNMC Procedural
Rules Relating to Student Discipline," the Undergraduate Academic
Review Committee shall provide the mechanism for formal student
appeal of any charge(s) or disciplinary action brought against the
student. Such charges shall be defined as violation of law where the
institution’s interests are distinctly and clearly involved, violation of
rules or regulations, disruptive or insubordinate behavior, or academic
dishonesty. The student will be held responsible for her/his own actions
according to what a reasonably prudent student would or would not do in
a given situation.

Procedure

1. Students and faculty are referred to the current UNMC Student
Handbook Section entitled "Procedural Rules Relating to Student
Discipline" for an explanation of the disciplinary appeal process, as
well as delineation of specific student rights and responsibilities in
the grade appeal process.
2. Faculty are also referred to Appendix K in the College of Nursing

Makeup of Clinical Laboratory

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Makeup of Clinical Laboratory Subsection: 5.2.21
Policy

If a student in the Undergraduate Program is absent from the clinical
laboratory, the absent day(s) must be made up by the end of the semester
in which they occur.

Procedure

The procedure for such clinical make-up is left to the discretion of the
Course Coordinator and/or Clinical Instructor.

Undergraduate Academic Probation,
Dismissal, Withdrawal Policy

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Undergraduate Academic Probation,
Dismissal, Withdrawal政策 Subsection: 5.2.23
Policy

1. Academic Probation:
   a. A student whose cumulative grade point average falls below 2.33
      will be placed on academic probation for the succeeding term.
   b. A student who receives a failing grade in a total of two different
      courses in the nursing major will be placed on academic
      probation. The terms of the probation will be determined on a
      case by case basis by the Program Director and Assistant Dean
      based on evaluation of the student’s academic record.

2. Repeating Undergraduate Nursing Courses: A student who receives a
   final grade of less than 78% in a required course in the nursing major
   may repeat the course one time. A student may only be enrolled twice
   in any required nursing course. For example, if a student withdraws
   from a course, this counts as one enrollment. In the event that a
   student encounters a documented significant life event, he or she
   may request an exception from the campus assistant dean and the
   program director for that specific enrollment counting toward total
   number of times enrolled.

3. Academic Dismissal: A student will be dismissed from the College of
   Nursing when the student:
   a. Does not raise the cumulative grade point average to a 2.33 by
      the end of the academic probation period, or
b. Receives a grade of less than 78% in the same nursing course twice or receives a grade of less than 78% in three different required nursing courses in the nursing major. This includes all courses in the nursing major in which the student was unsuccessful the first time and repeated and received a passing grade.

4. **Readmission After Academic Dismissal:** Students who are academically dismissed from the Undergraduate Program of the College of Nursing are not eligible for readmission to any College of Nursing Undergraduate program.

5. **Withdrawal:** Failure to officially withdraw may result in grades being recorded as failures.

**Procedure**

1. The student must notify in writing of their intent to withdraw, to the Director of Undergraduate Programs and Student Services Coordinator at the campus of attendance to complete the Change of Status form.

2. Students should contact the Student Services Coordinator at the campus of registration for specific procedures.

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* Nursing major includes all courses with a nursing number.

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**Undergraduate Readmission/Reinstatement Policy**

**UNIVERSITY OF NEBRASKA MEDICAL CENTER**

**COLLEGE OF NURSING**

**Undergraduate Readmission/Reinstatement Policy**

**Subsection: 5.2.28**

**Section 5.0 - Student Policies**

**Originating Date: November 1971**

**Responsible Reviewing Agency:**

**Revised: April 1998**

**Undergraduate Admission, Progression, Graduation & Scholarship/Grant Committee**

**Revised: May 2000**

**Revised: April 2008**

**Reviewed: November 2012**

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**Policy**

1. **Academic Suspension:** After the period of suspension, the student must provide written documentation that the reasons which resulted in academic difficulty have been resolved. This may include, but is not limited to, letters from health care providers indicating the student's health will not interfere with the student's ability to meet program expectations. A written personal statement outlining steps taken to resolve issues that led to the suspension will also be required. The student may enroll in nursing courses as space permits.

2. All reports and documentation should be submitted to the Director of the Undergraduate Program and/or Campus Assistant Dean.

3. **Student in good standing:** If the educational progression of a student in good standing is interrupted at the College of Nursing, for any reason other than active military duty, for longer than two academic terms, the student must reapply to the College of Nursing. The student may be reinstated as space permits on each individual campus. In the event a nursing course needed by the student is "not" offered during the two academic terms a student need not reapply before taking the course the next time it is offered. The student will be allowed in the nursing course as space permits on each individual campus.

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**Transfer of Campus Policy**

**UNIVERSITY OF NEBRASKA MEDICAL CENTER**

**COLLEGE OF NURSING**

**Transfer of Campus Policy**

**Subsection: 5.2.29**

**Section 5.0 - Student Policies**

**Originating Date: May 1982**

**Responsible Reviewing Agency:**

**Revised: April 1987**

**Undergraduate Admission, Progression, Graduation & Scholarship/Grant Committee**

**Revised: October 2000**

**Revised: March 2001**

**Revised: September 2008**

**Revised: February 2009**

**Reviewed: October 2012**

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**Policy**

Undergraduate students may transfer from one campus to another at the end of any semester, dependent upon space available. A student must be in good standing* to transfer campuses.

**Procedure**

The student must submit a letter to the Undergraduate Program Director requesting transfer. The letter should include information regarding campus desired, the semester the transfer is requested to begin, and the level the student would be in when the transfer would occur.

* In Good Standing is defined as reflecting satisfactory and steady progress through the curriculum. The student maintains a GPA of at least 2.0.

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**Dean's List Policy**

**UNIVERSITY OF NEBRASKA MEDICAL CENTER**

**COLLEGE OF NURSING**

**Dean's List Policy**

**Subsection: 5.2.30**

**Section 5.0 - Student Policies**

**Originating Date: October 1978**

**Responsible Reviewing Agency:**

**Revised: April 1987**

**Undergraduate Admission, Progression, Graduation and Scholarship/Grant Committee**

**Revised: February 1999**

**Revised: May 2000**

**Revised: February 2003**

**Revised: April 2008**

**Reviewed: October 2012**

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**Policy**

The Dean of the College of Nursing will recognize student's outstanding academic achievement for full-time study by placing students on the Dean's List each semester.

1. Only students enrolled in twelve or more hours any one semester are eligible for the Dean's List.
2. The cumulative University of Nebraska grade point average for the semester must be 3.75 or above.
3. The Student Services Coordinator verifies eligible candidates and submits names to the Dean of the College.
4. Students are notified by letter from the Dean.
5. A list of students to be recognized will be sent to Academic Records for inclusion on the permanent record, and to the Department of Public Relations.

**Requirements for Undergraduate Graduation**

**UNIVERSITY OF NEBRASKA MEDICAL CENTER**
**COLLEGE OF NURSING**

**Requirements for Undergraduate Graduation**

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**Policy**

1. The degree is granted by the Board of Regents of the University of Nebraska to those candidates who have been recommended for the degree by the faculty of the College of Nursing.

2. The faculty of the College of Nursing establish the requirements for graduation.

3. Requirements for graduation are as follows:
   a. Maintain a cumulative University of Nebraska grade point average of 2.0 or above.
   b. Each student who expects to receive a degree must file an application for candidacy for the degree by the published deadline.
   c. Successfully complete the course of study for the Bachelor of Science in Nursing (BSN) program.
   d. Earn 30 hours of the last 36 hours at the University of Nebraska Medical Center (UNMC). Registered nurse students must complete a minimum of 20 hours of UNMC nursing courses (plus any additional requirements) to receive a BSN degree.
   e. Discharge all indebtedness to the University of Nebraska prior to graduation.
   f. Attendance at graduation ceremony is required for those completing degree requirements unless excused by the Dean of the College of Nursing. Formal commencement ceremonies are held in May and December. Those graduating at other times will receive diplomas when requirements are fulfilled and have the privilege of participating in the next formal commencement.

**Procedure**

1. Deadline for application for graduation is posted on the Academic Records website.

2. The application will be filed through the Academic Records Office on the UNMC campus.

**Recognition for Outstanding Undergraduate Academic Achievement and Graduation with Honors Policy**

**UNIVERSITY OF NEBRASKA MEDICAL CENTER**
**COLLEGE OF NURSING**

**Recognition for Outstanding Undergraduate Academic Achievement and Graduation with Honors Policy**

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**Policy**

1. Undergraduate graduation with honors may be conferred upon individuals in the top 20% of their class/cohort from each campus who complete a minimum of 40 hours, excluding credit-by-examination, at the University of Nebraska Medical Center with a minimum cumulative GPA of 3.5, by the conclusion of the semester prior to graduation.

**Criteria:**

a. The degree “*With Highest Distinction*” is awarded to students in the top 2% of their class for cumulative grade point averages earned in University of Nebraska Medical Center CON courses. Final semester grades are not included.

b. The degree “*With High Distinction*” is awarded to students in the next 8% of their class for cumulative grade point averages earned in University of Nebraska Medical Center CON courses. Final semester grades are not included.

c. The degree “*With Distinction*” is awarded to students in the next 10% of their class for cumulative grade point averages earned in University of Nebraska Medical Center CON courses. Final semester grades are not included.

2. RN to BSN nursing students and advanced placement nursing students unable to complete the minimum number of graded hours within the University of Nebraska Medical Center for graduation with honors may receive special recognition for outstanding academic achievement. This recognition may be conferred upon individuals in the top 20% of their graduating class/cohort with a minimum cumulative grade point average of 3.750 and is based on CON courses completed prior to the semester in which they graduate.

**Criteria:**

a. The student must complete at least 10 credit hours in the University of Nebraska Medical Center.

b. The "*Award of Academic Excellence*” is given to nursing students in the top 20% of their graduating class/cohort. Final semester grades are not included.
Undergraduate Professional Performance

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Subsection: 5.2.36

Section 5.0 - Student Policies

Originating Date: December 2016

Responsible Approving Agency:
Undergraduate Admission,
Progression, Graduation and Scholarship/Grant Committee

Responsible Reviewing Agency:
General Faculty Organization

Purpose

The University of Nebraska Medical Center (UNMC) College of Nursing (CON) has established principles and methods for the evaluation of student professional conduct. These principles, along with academic performance, guide the decisions related to academic progression, promotion, graduation, and dismissal. Students admitted to the CON are expected to maintain high standards of academic performance (Policy 5.2.18 Undergraduate Progression) and professional conduct. This policy addresses professional conduct.

Nursing students must conduct themselves in a professional manner, and demonstrate the highest concern for patients’ welfare and respect for patient’s rights. In addition, they must adhere to the highest standards of intellectual integrity and honesty in their interactions with patients, colleagues, faculty and administrators. Students are expected to adhere to all standards of the UNMC, the CON, and the nursing profession, including the UNMC Code of Conduct, the Nebraska State Board of Nursing Statutes for Regulation and Licensure, the Statutes Relating to the Nebraska Uniform Credentialing Act, the Statutes Relating to the Nebraska Nurse Practice Act, and the American Nurses Association (ANA) Code of Ethics.

Code of Student Conduct/Citizenship

Accepting membership into the CON community as a student entails an obligation to promote the CON community’s welfare by assuming the rights and responsibilities listed below. Students, like all members of the academic community, have the responsibility to create and support an educational environment. Each member of the community should be treated with respect and dignity. Each has the right to learn. This right assumes students are here to learn and accept responsibility for their learning and imposes a duty not to infringe upon the rights of others.

Each individual member of this community is responsible for his or her own actions and is expected to be professional and respect the rights of others at all times and in all places, whether in an academic, social, employment, or personal situation. For additional specific information, please reference the UNMC Code of Conduct.

Rights of Student Citizenship

Membership in the UNMC CON community affords every student certain rights that are essential to the College’s educational mission and its character as a community:

- The right to have access to and participate in the academic and non-academic opportunities afforded by the CON and UNMC, subject to applicable standards or requirements.
- The right to freedom of thought and expression consistent with the UNMC Code of Conduct and the ANA Code of Ethics.
- The right to be free from discrimination on the basis of race, color, gender, sexual orientation, religion, national or ethnic origin, age, disability, or status as a disabled or Vietnam Era veteran.
- The right to fair CON and UNMC judicial processes in the determination of accountability for conduct.

Responsibilities of Student Citizenship

Students are expected to exhibit responsible behavior regardless of time or place. Failure to do so may result in disciplinary action by the CON. Responsible behavior is a standard of conduct which reflects higher expectations than may be prevalent outside the CON and UNMC community. Responsible behavior includes but is not limited to the following obligations:

- To comply with all provisions of the UNMC Code of Conduct and the ANA Code of Ethics.
- To respect the health and safety of others. This precludes acts or threats of physical violence against another person (including sexual harassment or violence-see Title IX information at http://www.titleix.info/) and disorderly conduct. This also precludes the possession of dangerous articles (such as firearms, explosive materials, etc.) on University property, at University events, or when representing oneself as a University student, without University authorization.
- To respect the rights of fellow students to participate in university organizations and in relationships with other students without fear, threat, or act of hazing.
- To refrain from conduct towards other students that infringes upon the Rights of Student Citizenship. The CON condemns hate speech, epithets, and racial, ethnic, sexual and religious slurs. However, the content of student speech or expression is not by itself a basis for disciplinary action. Student speech may be subject to discipline when it violates applicable laws or CON or UNMC regulations or policies.
- To refrain from conduct towards other students and faculty that infringes on their rights to privacy, specifically including audio or video recording of any classroom activities or individual conversations without the express written permission of the nurse, faculty or other students involved.
- To refrain from stealing, damaging, defacing, or misusing the property or facilities of the UNMC or of others. This also precludes the disruption of UNMC computing services or interference with the rights of others to use computer resources.
- To be honest and truthful in dealings with the CON and UNMC about one’s own identity (e.g., name or Social Security number), and in the use of University and other identification.
• To cooperate fully and honestly in any disciplinary proceedings, including the obligation to comply with all sanctions.
• To comply with all policies and regulations of the CON and UNMC.
• To comply with federal, state and local laws.

Code of Academic Integrity

Since the most fundamental value of any academic community is intellectual honesty, all academic communities rely upon the integrity of each and every member. Students are responsible not only for adhering to the highest standards of truth and honesty, but also for upholding the principles and spirit of academic integrity.

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are not tolerated in any form. Examples of such activities include but are not limited to the following definitions:

• Cheating: using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids (e.g., cheating on an exam, altering a graded exam and resubmitting for a better grade).
• Fabricating or Falsifying: submitting contrived or altered information in any academic exercise or lying in any situation (e.g., making up data for an experiment, fudging data, citing nonexistent articles, contriving sources, declaring you did not do something when you had or vice versa).
• Plagiarism: using the ideas, data, or language of another without specific or proper acknowledgment (e.g., copying another person’s paper, article, or computer work and submitting it for an assignment, cloning someone else’s ideas without attribution, failing to use quotation marks where appropriate). The source of any information or content downloaded from the Internet in fulfillment of an assignment must be acknowledged.
• Multiple submissions: submitting, without prior permission, any work submitted to fulfill another academic requirement.
• Misrepresentation of academic records: misrepresenting or tampering with or attempting to tamper with any portion of a student’s transcripts or academic record, either before or after admission to UNMC CON (e.g., forging a change of grade notice, tampering with computer records, altering transcripts, falsifying academic information on one’s resume).
• Facilitating academic dishonesty: knowingly helping or attempting to help another violate any provision of the Code (e.g., working together on a take-home exam).
• Unfair advantage: attempting to gain unauthorized advantage over fellow students in an academic exercise (e.g., gaining or providing unauthorized access to examination materials, obstructing or interfering with another student’s efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one’s own use).

If a student is unsure whether his or her action(s) constitute a violation of the Code of Academic Integrity, then it is that student’s responsibility to consult with the instructor to clarify any ambiguities.

Code of Professionalism for UNMC CON

Current students are considered to be representatives of the CON and the profession of nursing at all times and in all places, whether in an academic, social, employment, or personal situation. As a result, professional conduct is expected at all times and in all places. Professional conduct includes but is not limited to:

• Adherence to appropriate standards of behavior (demeanor, use of language, appearance and timely response) with patients, students, faculty, colleagues, staff, peers, and all individuals encountered.
• Adherence to appropriate standards of confidentiality with respect to information about patients and to HIPAA guidelines.
• Treatment of patients and their families with dignity and respect both in their presence and in discussions with other members of the health care team.
• Honesty in interactions with clinical and research colleagues and in record keeping.
• Respect for the limits of responsibility and activity set forth by faculty, collaborating nurses (Preceptors and Clinical Staff Instructors), the Nebraska State Board of Nursing Statutes for Regulation and Licensure (http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-172/Chapter-097.pdf), the Statutes Relating to the Uniform Credentialing Act (http://dhhs.ne.gov/publichealth/licensure/documents/uniformcredentialingact.pdf), the Statutes Relating to the Nursing Practice Act (http://dhhs.ne.gov/publichealth/licensure/documents/nursing-nursepracticeact.pdf), and the ANA Code of Ethics.

Reference: http://www.med.unomaha.edu/student/AcademicPerformanceProgression.html

Technical Standards for Professional Graduate Nursing Program

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Technical Standards for Professional Graduate Nursing Program

Section 5.0 - Student Policies

Responsible Reviewing Agency:
Professional Graduate Nursing Affairs Committee
Final Approving Agency:
General Faculty Organization (Graduate status faculty only)

Related Documents:
5.1.3 Student Responsibility to Provide Information Policy

Policy

The College of Nursing is in compliance with the Policy for Americans with Disabilities as stipulated by the Board of Regents in RP 3.1.2.

All applicants to the professional graduate nursing program must hold an unencumbered license to practice nursing. In addition, the general abilities listed below have been identified as necessary to meet the technical standards for admission and progression in the program. These general abilities will be evaluated throughout the program:

1. Intellect. The educational goals are focused on the recall or recognition of knowledge and the development of intellectual abilities.
Professional Graduate Student Classifications

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Professional Graduate Student Classifications

Section 5.0 - Student Policies
Responsible Reviewing Agency: Professional Graduate Nursing Affairs Committee

Policy

and skills. The nursing student participating in these educational
goals must have the ability to reason, problem solve, conceptualize,
analyze, synthesize and evaluate.

2. Psychomotor. The student must possess sufficient manipulative
and motor skills to carry out the usual technical skills customarily
considered when describing nursing functions, but also includes
purposeful, precise movements of the individual. Furthermore, precise
movements are needed to perform more complex nursing skills
required in certain aspects of the professional graduate nursing
program. Since the program emphasizes clinical nursing specialties,
complex nursing skills are an integral part of the program.

3. Assessment. In order to independently and accurately assess a client,
the student must possess the functional use of the senses of sight,
smell, hearing and touch.

4. Communication. The student must possess communication skills
in order to assess, plan, and deliver effective and therapeutic care
to clients/families. The student must be able to communicate
effectively to members of the health care team.

5. Behavioral and social attributes. The educational goals include
changes in interest, attitudes, values and the development of
appreciations and adequate adjustment. The student must be able to
demonstrate stability and good judgment, adapt to change, be flexible
and learn to function in stressful situations. The student should show
empathy, integrity, compassion and concern for others. This program
requires the student to examine differing values and to formulate
more clearly personal values. The applicant to this program must be
able to weigh the rights of the individual against the rights of society
for a safe and competent nurse practitioner.

Students with disabilities must follow the procedures for special
accommodations.

1. The student will be evaluated by the Counseling and Student
Development Center at UNMC, or UNMC’s designee, for official
declaration of the specific accommodations required.

2. The faculty may not grant accommodations to students without this
official declaration.

Professional Graduate Nursing students, those admitted to the MSN,
post-MSN certificate, or DNP programs in nursing, are classified for
admission and progression as follows:

1. Full Admission Status:

Full Admission Status is given to students who have met the
requirements for admission and who have been accepted by the
Professional Graduate Nursing Program for work leading to a
master’s or doctoral (DNP) degree in nursing.

2. Provisional Admission Status:

Provisional admission status may be given when students show
potential for graduate work and have excellent letters of support but
have attained below a 3.0 GPA in undergraduate studies and/or have
not yet passed the NCLEX-RN exam. In cases of low GPA, verification
for potential for graduate studies requires a “B” for a designated
number of courses or hours of graduate work. In cases in which
an applicant has not yet passed the NCLEX-RN exam, admission
is provisional until the applicant produces evidence of passing the
exam.

3. Non-Degree Admission Status:

Non-Degree Status is given to individuals who have met the minimum
requirements for admission (completed Non-Degree application
and provided official transcripts). These students would need to get
permission from the course coordinator to enroll in any College of
Nursing course.

4. Probationary Status:

Probationary Status may be given after admission when a student
has a GPA below 3.0 and requires successful completion of
designated course work to continue in their program of study (Refer
to policy 5.3.11).

Procedure

The following guidelines are used to evaluate recommending progression
to full admission status.

1. Non-Degree to full status - completed application for full admission
meeting criteria outlined in Policy 5.3.3 and acceptance into a nursing
program of study.

2. Provisionary to full status - successful completion of deficiencies
assigned by the Professional Graduate Nursing Affairs Committee as
a condition of provisional status.

3. Probationary to full status - successful completion of course work
assigned by the Professional Graduate Nursing Affairs Committee as
a condition of probationary status.

Admission Policies for Master's Degree

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Admission Policies for Master’s Degree

Section 5.0 - Student Policies
Originating Date: May 1982
is the official voting body and reviews all recommendations for admission to the CON's Professional Graduate Nursing Affairs Committee. The CON's Professional Graduate Nursing Affairs Committee represents specialty areas and recommends applicants for admission. The university may have the English proficiency requirements waived for applicants who have completed a nursing degree from an accredited English-speaking institution.

Applicants whose language of nurture is not English and who have demonstrated English language competency through standardized tests such as the TOEFL and the Pearson Test of English are acceptable examinations to demonstrate English language competency. Applicants whose language of nurture is not English must present acceptable evidence of English proficiency.

The following guidelines may be used to evaluate applicants:

1. The following guidelines may be used to evaluate applicants:
   - BSN to MSN track: A BSN degree from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited school of nursing with a minimum GPA of 3.0 on a 4.0 scale.
   - Post-Masters’ track: A masters’ degree from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited school of nursing with a minimum GPA of 3.0 on a 4.0 scale.
   - A personal statement that responds to specific questions addressing educational and professional goals including the applicant’s area of practice interest.
   - Curricula vitae or professional resume.
   - Official transcripts from all colleges and universities attended, including non-nursing coursework.
   - Three letters of recommendation (preferably from persons holding a doctorate) submitted electronically by the recommender. At least one letter should be from a faculty member in the applicant’s previous program who can attest to the applicant’s ability to successfully complete the program.
   - A personal or telephone interview.
   - On occasion, faculty representing a specialty area may recommend admission for an applicant whose GPA is below the required minimum. Additional qualifications may be considered such as leadership and practice experience in the nursing profession.

2. Admission is recommended for the most highly qualified applicants based on a match of career goals with the specialty and college’s resources.

Admission Policies for Doctor of Nursing Practice Degree Programs

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Admission Policies for Doctor of Nursing Practice Degree Programs

1. The minimum scoring standards are as follows:
   a. Internet Based TOEFL (iBT): minimum score of 22 in the Reading, Listening and Writing sections and a minimum score of 26 in the Speaking section.
   b. Pearson Test of English (PTE): minimum score of 59 in the Reading, Listening and Writing sections and a minimum score of 71 in the Speaking section.
   c. IELTS: minimum score of Band 6.5 in Reading, Listening and Writing sections and Band 7 in Speaking.

2. International applicants who originate from a country whose native language is English will be evaluated individually.

3. Any student who presents with a question of English proficiency upon faculty or student service advisor interview must demonstrate English proficiency according to the standards listed above.

Faculty representing specialty areas recommend applicants for admission to the CON's Professional Graduate Nursing Affairs Committee. The CON's Professional Graduate Nursing Affairs Committee is the official voting body and reviews all recommendations for admission from specialty areas; a majority vote is required after establishment of a quorum. Preference is given to residents of Nebraska, to individuals who wish to pursue study that can be adequately supported by UNMC CON resources, and to those who have adequate preparation.

BSN to DNP

Applicants from accredited baccalaureate programs in nursing are considered for admission to the College of Nursing’s (CON’s) Professional Graduate Nursing Degree Program at the University of Nebraska Medical Center.
Applicants from accredited masters’ programs in nursing are considered for admission to the CON’s Professional Graduate Nursing Program at the University of Nebraska Medical Center.

All applicants

United States citizens, prior to admission to the professional nursing graduate degree program, must be legally licensed to practice nursing in one of the 50 states. Foreign citizens not legally licensed to practice nursing in the United States shall provide evidence that they have the equivalent of a baccalaureate and/or masters’ degree in nursing. Students, prior to enrollment in clinical courses, must meet Registered Nurse Licensure requirements in the particular state/states in which they are participating.

English as a Second Language

Applicants whose language of nurture is not English must present current (within the last five years) scores from instruments that measure listening, structure, reading, writing and oral communication competency in the English Language. The Test of English as a Foreign Language (TOEFL) and the Pearson Test of English are acceptable examinations to demonstrate English language competency.

Applicants whose language of nurture is not English and who have completed a nursing degree from an accredited English–speaking university may have the English proficiency requirements waived.

The minimum scoring standards:

1. Internet Based TOEFL (iBT): minimum score of 22 in the Reading, Listening and Writing sections and a minimum score of 26 in the Speaking section.
2. Pearson Test of English (PTE): minimum score of 59 in the Reading, Listening and Writing sections and a minimum score of 71 in the Speaking section.
3. IELTS: minimum score of Band 6.5 in Reading, Listening and Writing sections and Band 7 in Speaking.

International applicants who originate from a country whose native language is English will be evaluated individually.

Any student who presents with a question of English proficiency upon faculty or student service advisor interview must demonstrate English proficiency according to the standards listed above.

Guidelines:

Faculty representing specialty areas recommend applicants for admission to the CON’s Professional Graduate Nursing Affairs Committee.

The CON’s Professional Graduate Nursing Affairs Committee is the official voting body, reviews all recommendations for admission from specialty areas, and is the official voting body; a majority vote is required after establishment of a quorum. Preference is given to residents of Nebraska, to individuals who wish to pursue study that can be adequately supported by UNMC CON resources, and to those who have adequate preparation.

The following guidelines may be used to evaluate applicants:

- BSN to DNP track: A BSN degree from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited school of nursing with a minimum GPA of 3.0 on a 4.0 scale.
- Post-Masters’ track: A masters’ degree from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited school of nursing with a minimum GPA of 3.4 on a 4.0 scale.
- A personal statement that responds to specific questions addressing educational and professional goals including the applicant's area of practice interest.
- Curricula vitae or professional resume
- Official transcripts from all colleges and universities attended, including non-nursing coursework
- Three letters of recommendation (preferably from persons holding a doctorate) submitted electronically by the recommender. At least one letter should be from a faculty member in the applicant's previous program who can attest to the applicant’s ability to successfully complete the program.
- A personal or telephone interview.
- On occasion faculty representing a specialty area may recommend admission for an applicant whose GPA is below the required minimum. Additional qualifications may be considered such as leadership and practice experience in the nursing profession.

Admission is recommended for the most highly qualified applicants based on a match of career goals with the specialty and college’s resources.

Professional Graduate Grading System

UNIVERSITY OF NEBRASKA MEDICAL CENTER COLLEGE OF NURSING

Professional Graduate Grading System

Policy

1. Grade guidelines for all College of Nursing professional graduate courses.

The percentage system used to award grades within the College of Nursing is the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>F</td>
<td>below 60</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Leave of Absence and Deferral of Admission for Professional Nursing Graduate Students

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Leave of Absence and Deferral of Admission for Professional Nursing Graduate Students

Section 5.0 - Student Policies
Responsible Reviewing Agency: Professional Graduate Nursing Affairs Committee

Origining Date: March 2010
Revised: July 2012
Revised: February 2015
Revised: May 2016

2. Quality points are calculated according to the following system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ &amp; A</td>
<td>4.0</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

3. Grades of Incomplete are to designate incomplete work in a course and will be used in extenuating circumstances such as illness, military service, hardship or death in family.

4. Grades of Incomplete are given when student has already completed substantial requirements in the course.

5. Grades of Incomplete must be completed in one semester after they have been awarded or the grade of Incomplete will revert to a grade of F. Any extensions to the one-semester time frame must be arranged with the Associate Dean of Academic Programs prior to the Incomplete being changed to a grade of F. A student with two or more current grades of Incomplete will not be permitted to enroll in any new courses until the number of current incomplete grades becomes less than two. All grades of Incomplete on courses that are part of the degree requirements must be removed at least one month before the final semester of the degree.

6. The course instructor, or in the absence of the instructor, the specialty coordinator, shall supervise the completion of the course work and removal of the incomplete to a course grade.

7. If the incomplete is in a course that is a prerequisite for another, the student may not progress until the incomplete is removed.

8. Student Services will run a query each semester to monitor student progression. They will notify the student advisor of failure to meet grade expectations of a 3.0 or above. Please see Policy 5.3.11 for progression of the student.

Professional graduate nursing students may, under exceptional circumstances, be granted a Leave of Absence (LOA) from the College of Nursing, as noted in the UNMC Student Handbook.

An LOA is defined as non-enrollment during a fall or spring semester or a withdrawal from all courses at any point during a semester.

The granting of any such LOA shall be solely within the discretion of the College of Nursing, based upon the merits of the request and evaluated on a case-by-case basis. The student who is considering a request for LOA must first discuss the request with his or her faculty advisor. In addition, if the student is receiving financial aid, the student must contact the UNMC Office of Financial Aid before formally requesting the LOA.

The following guidelines apply to all requests for LOA:

1. Student must request the LOA in writing.
2. Request should describe, in detail, the rationale for requesting LOA.
3. Request is to be addressed to the student’s faculty advisor and the Student Services Coordinator.

Upon re-enrollment following an LOA, the student will be subject to all rules and regulations which pertain to the class he or she is joining. Those rules and regulations may differ from those applying to the class into which the student initially matriculated. In the case that the rules and regulations disadvantage the student from their original class, negotiation may ensue to adjust the course plan.

DEFERRAL OF ADMISSION

A student may defer admission for up to one calendar year from the date admitted. Requests must be received in writing and addressed to the student’s faculty advisor and/or the Student Services Coordinator. The request must indicate to which semester the student would like to defer admission and include a detailed description of the rationale for requesting the deferral. The student is responsible for contacting the UNMC Office of Financial Aid to determine the financial consequences of deferring admission. After one calendar year of deferral, a student must withdraw and re-apply.

A student who has been granted a deferral is responsible for notifying the Student Services Coordinator of the intention to begin classes six weeks prior to the start of classes or as soon as possible.

Future enrollment is dependent upon available slots in the class or cohort. In the event no room is available in the class or cohort during the semester in which the student plans to enroll, an extension of the deferral past two semesters may be granted. Upon enrollment following a deferral of admission, the student will be subject to all rules and regulations which pertain to the class he or she is joining. Those rules and regulations may differ from those applying to the class into which the student initially was accepted.

Change of Specialty or Degree for Professional Graduate Nursing Students

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Change of Specialty or Degree for Professional Graduate Nursing Students

Subsection: 5.3.8
If the student is declined admission to a different degree program, he/she may choose to remain in the original degree program or withdraw from the professional graduate nursing program completely.

Interest in the PhD in nursing degree will require discussion regarding the process with the Director of the PhD program and completion of the materials required by UNMC Graduate Studies.

Transfer of Professional Graduate Courses

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Section 5.0 - Student Policies

Responsible Reviewing Agency: Professional Graduate Nursing Affairs Committee

Originating Date: February 2010
Revised: May 2010
Revised: April 2012
Revised: February 2015
Revised: March 2016
Revised: May 2016

Transfer of Professional Graduate Courses

Policy

1. Courses that are routinely accepted from other institutions of higher education, i.e. statistics, will be maintained on a list of approved courses with each course reviewed every 5 years.

2. All courses presented for transfer must meet the Graduate College policy that all coursework for the professional graduate degree be completed within 5 years prior to graduation with a grade of B or above.

Procedure

1. Students applying for transfer courses must use the following procedure in order to assure acceptance of the course within the professional graduate nursing program of study.
   a. Students will consult with their advisors or specialty coordinator/program director about requesting a transfer of a course.
   b. If the advisor or specialty coordinator/program director supports the transfer request, the student submits to their advisor a written request for approval for the course. The request includes the name and number of course, description and the syllabus for the course they want to transfer along with the grade and transcript if the course has been taken. The name and number of the similar existing College of Nursing course that is the subject of the transfer course is identified.
   c. The advisor or specialty coordinator/program director sends a request for review to the PGNA Committee chair who sends it to the College of Nursing course coordinator for the existing course to determine if the transfer course is similar. Faculty review the requested transfer course and determine if the courses are at least 80% similar for course description, objectives and content. The course coordinator sends the PGNA Committee chair a statement regarding similarity of the transfer course.
   d. The advisor will send a recommendation to the chair of the Professional Graduate Nursing Affairs Committee (PGNAC) with

Change of Specialty area

A written request submitted to the Graduate Student Services Coordinator indicating the preferred specialty area is required, and the student's request will be considered at the same time as and in the same manner as all other applicants to that specialty. All normal application deadline dates apply. The student does not forfeit his/her spot in the original specialty area due to re-application to a different specialty area.

The student must notify his/her advisor which specialty he/she will submit a request.

1. The student is required to submit a new narrative of educational/career goals and three new letters of recommendation. These materials must be submitted to the Graduate Student Services Coordinator.

2. The student's UNMC transcripts will not have to be requested. Transcripts from the original application can be retrieved from the student's current file in the College of Nursing Student Services Office.

If the student is accepted to the new specialty, he/she must complete the Change of Area form, obtaining signatures from the coordinators of both the new and original specialty areas. If the student is declined admission to the new specialty area, he/she may choose to remain in the original specialty or withdraw from the professional graduate nursing program completely.

Change of Professional Graduate Nursing Degree

A written request indicating the preferred degree is required to be submitted to the Graduate Student Services Coordinator. The student's request will be considered at the same time as and in the same manner as other applicants to the degree program. All normal application deadline dates may apply. The student does not forfeit his/her spot in the original degree program due to re-application to a different degree program.

The student must notify his/her advisor of his/her intent to apply to a different degree program.

1. The student is required to submit a Change of Professional Graduate Nursing Degree application, which includes:
   a. A personal statement that responds to specific questions addressing educational and professional goals including the applicant's area of practice interest.
   b. Curricula vitae or professional resume
   These materials must be submitted to the Graduate Student Services Coordinator.

2. The student's UNMC transcripts will not be requested. Transcripts from the original application can be retrieved from the student's current file in the College of Nursing Student Services Office.
supporting documentation and a brief note on the comparability of the course work. If transfer is recommended, the PGNAC members will review and vote via consent agenda. Following PGNAC approval, the advisor, Student Service office and the student are notified.

e. Student Services office will add the approved course to the CON list of approved transfer courses with the date of approval.

2. Student Services office reviews the outdated transfer courses every year. This includes checking the institutions for accreditation status and the existence of the course.

Evaluation of Professional Graduate Student Progression to Graduation

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Policy

1. Students are expected to perform at a B or above for all graduate level courses.

2. A grade of lower than a B may be acceptable for graduate level courses, but a receipt of two C's may be cause for dismissal. Recommendation from specialty faculty as outlined in the procedure is required.

3. Any grade below a C is not acceptable for graduate credit.

4. A student whose overall GPA is below 3.0 will be placed on academic probation and have two semesters to meet the 3.0 GPA criteria.

5. A student’s progress will be reviewed each semester by his/her faculty advisor, and academic concerns will be submitted each semester to the Professional Graduate Nursing Affairs Committee.

6. The MSN, Post MSN DNP, and Post MSN Certificate programs must be completed within 5 consecutive calendar years. BSN to DNP program must be completed within 7 consecutive calendar years.

7. All students must apply for candidacy one semester before filing for graduation.

8. The following criteria for candidacy have been established by the Professional Graduate Nursing Affairs Committee:
   a. Completion of one year of graduate study or its equivalent
   b. Grade Point Average of 3.0 or above
   c. Full graduate standing
   d. Completion of one course in their nursing specialty area
   e. All deficiencies removed

9. No less than 50% of the course work must be completed at the University of Nebraska campuses after being formally admitted to UNMC College of Nursing. Appropriate courses may be taken within other departments of the University of Nebraska under guidance of the specialty coordinator or advisor.

Procedure

1. Student Services will run a query each semester to identify students with semester course grades below 3.0 and overall GPAs below 3.0. Faculty advisors will be notified.

2. If the above situation occurs or a grade of C is received in a course, the faculty advisor in conjunction with the specialty coordinator and specialty faculty will recommend to the Professional Graduate Nursing Affairs Committee the progression of the student, with rationale, to 1) continue in the program; 2) repeat the course; 3) dismiss the student.

3. If the student has an overall GPA below 3.0 a plan for self or directed remediation must be included and a letter from the Associate Dean of Academic Programs will be sent to the student.

Professional Graduate Nursing Student Program Appeal and Grievance Policy

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Policy

1. Students and faculty are referred to the UNMC Graduate Studies Bulletin sections Academic and Grade Appeals and Graduate Student Grievance
Resolution Procedure and Appendix W in the College of Nursing Policy and Procedure Manual.


1. Professional students should note that it is their responsibility to respect the highest level of privacy for patients, colleagues, and other members of the University community. Disclosure and discussion of confidential information obtained from University records or any health care agency where student’s may be assigned; either during or after enrollment, is not permitted unless such disclosure is a normal requirement of the student’s courses and has been authorized.

2. This policy applies to students outside of work hours, even while using personal accounts as use of public social media reflects responsibility as a member of the University of Nebraska College of Nursing.

3. Students must demonstrate professional and ethical conduct in all relationships when using social media.

4. Computer and mobile devices must be encrypted and password protected. Each student is responsible for ensuring they are in accordance with University of Nebraska Medical Center guidelines outlined at Mobile Access

5. Students may not reveal patients’ health information, pictures, video, recordings of any kind or describe patient care events, even if patient names or other identifying information are not used on or through public social media sites.

6. All allegations of violations of the Professional Code of Conduct will be thoroughly and appropriately investigated, without exception, and corrective action will be taken, including academic disciplinary action which may result in dismissal.

General Procedures for Student Discipline Actions

In accordance with Section 5.4 of the Bylaws of the Board of Regents and in order to insure the protection of students’ rights, the University of Nebraska Medical Center has established general procedures which must be followed if any disciplinary action is proposed against students. Students in the Professional Graduate Nursing Program will be informed in writing by the Associate Dean for Academic Programs of the College of Nursing of the specific charges, the supporting evidence, and the proposed disciplinary action. The Associate Dean for Academic Programs of the College of Nursing will also inform students of their right to appeal. The UNMC “Procedural Rules Relating to Student Discipline” may be found in the UNMC Student Handbook.

Graduate faculty, who hold graduate faculty status, will be appointed to serve on the Professional Graduate Nursing Program College of Nursing disciplinary appeals committee. The hearing board shall consist of at least three faculty members and two students. All members including the chair shall have a vote. Since the Associate Dean for Academic Programs and the Dean of the College of Nursing may hear appeals from the hearing board; they shall not be eligible to serve as a member of the board. Final decisions will be reported to the Chancellor of UNMC.

Academic Integrity and Professional Conduct

The University of Nebraska Medical Center has established a policy on academic integrity and professional conduct. This policy may be found in the UNMC Student Handbook. All students in the Professional Graduate Nursing Program are expected to adhere scrupulously to this policy. Cheating, academic misconduct, fabrication, and plagiarism are viewed as serious matters and will lead to disciplinary action as described in the UNMC Student Handbook under Procedural Rules Relating to Student Discipline. Additional materials related to Responsible Conduct in Research can be found in the UNMC Student Handbook.

Compliance with Graduate Program Requirements

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Compliance with Graduate Program Requirements

Section 5.0 - Student Policies

Originating Date: March 2003

Responsible Reviewing Agency

Revised: May 2003

Professional Graduate Nursing

Revised: April 2008

Affairs Committee

Reviewed: February 2011

Policy

1. The student must meet all requirements outlined in the UNMC Student Handbook

2. Upon admission to the Graduate Program and on December 1 of each year, the graduate student must provide evidence according to the UNMC Student handbook of:

   a. Health Information Privacy and Protection Act (HIPAA) training.
   c. Current Registered Nurse license.
   d. Current Hepatitis B immunization and/or a reactive Hepatitis B titer.
   e. Annual completion of a test for tuberculosis.
   f. Annual flu immunization.
   g. Cardiopulmonary Resuscitation for Health Care Providers certificate that will remain current through each semester the student is enrolled.
   h. Background check.
   i. Drug screening when required by clinical agency.

3. Professional conduct: Students are obligated to notify the College of Nursing immediately if any action is taken against their license.

4. Failure to meet the requirements listed above may result in the student being dropped from all nursing course(s) at the beginning of the next semester or immediately dismissed from the program. All expenses will be incurred by the student. The student may be allowed to progress when the course is next offered as space is available and compliance established.

Graduate Student Admission Policies – PhD Program

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Graduate Student Admission Policies – PhD Program

Section 5.0 - Student Policies

Originating Date: March 1999

5.4.1

5.3.18

5.0.0.0
Policy

In addition to the requirements of the Graduate College of the University of Nebraska, the College of Nursing considers students for admission to the PhD Program. Requirements for admission to the PhD Program in addition to those listed in the Graduate Studies Bulletin include:

1. BSN or Master’s degree in nursing from an accredited school. Students without a master’s degree in nursing may be accepted into the BSN to PhD program. Necessary master’s coursework will be completed under the supervision of the advisor.
2. General congruence between research interests of the applicant with a faculty research advisor, the program's goals, and the resources of the University.
3. Professional accomplishments as evidenced by a biographical sketch including a description of the applicant’s goals relative to his/her professional career.
4. A minimum grade point average of 3.2 in the BSN and/or master’s program.
5. Graduate Record Examination (GRE) scores are required for BSN-PhD applicants and will be waived for MSN-PhD applicants with a MS GPA of 3.2 or above.
6. Evidence of capacity for original scholarship and research in nursing.
7. Evidence of the ability to communicate in a scholarly manner both orally and in writing.
8. Participation in an interview with a minimum of two doctoral program faculty members with one of the two faculty being a potential research interest match.
9. Three letters of reference (preferably from persons holding a doctorate): two academic references, preferably one reference focusing on the applicant's research ability, and one professional performance reference.

United States citizens, prior to admission to the graduate program, must have successfully passed the NCLEX and be legally licensed to practice nursing in one of the 50 states. Foreign citizens entering the MSN-PhD program will need to successfully pass the NCLEX before being accepted into the program, and be legally licensed to practice nursing in the United States and shall provide evidence that they have the equivalent of a master's degree in nursing. Exceptions may be made on an individual basis. Foreign citizens entering the BSN-PhD will be expected to pass the NCLEX as part of their degree program.

If applicable, students must meet Registered Nurse Licensure requirements in the particular state/states in which they will be performing data collection.

Procedures

1. The PhD program faculty recommends applicants for admission to the PhD program to the PhD Affairs Council. The PhD Affairs Council then recommends applicants for admission to the Dean for Graduate Studies. The applicant may appeal the recommendation of the PhD Affairs Council according to Graduate College policy as listed in the Graduate College Bulletin.
2. Applications for admission are reviewed by the PhD Program Faculty and the PhD Affairs Council annually in January.

Compliance with Graduate Program Requirements - PhD Program

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Compliance with Graduate Program Requirements - PhD Program

Section 5.0 - Student Policies

Originating Date: September 2012

Responsible Reviewing Agency:
PhD Affairs Council

Policy

1. The student must meet professional behavior requirements outlined in the UNMC Graduate Studies Bulletin.
2. Upon admission to the PhD in Nursing Program and on December 1 of each year, the graduate student must provide evidence according to the UNMC Student handbook of:
   a. Health Information Privacy and Protection Act (HIPAA) training.
   c. Current Registered Nurse license.
   d. Current Hepatitis B immunization and/or a reactive Hepatitis B titer.
   e. Annual completion of a test for tuberculosis.
   f. Annual flu immunization.
   g. Cardiopulmonary Resuscitation for Health Care Providers certificate that will remain current through each semester the student is enrolled.
   h. Background check.
   i. Drug screening when required by clinical agency.
3. Failure to provide appropriate documentation of all items in #2 above will result in the student being dropped from all nursing course(s) at the beginning of the spring semester and will not be allowed to attend classes or clinical. All expenses will be incurred by the student. The student may be allowed to progress when the course is next offered as space is available and compliance established.
4. Professional conduct: Students are obligated to notify the College of Nursing immediately if any action is taken against their professional licenses.

Graduate Grading System - PhD Program

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Graduate Grading System - PhD Program

Section 5.0 - Student Policies

Originating Date: September 2012
Responsible Reviewing Agency: PhD Affairs Council
Reviewed: September 2015
Reviewed: May 2017

Policy

Grade guidelines for all College of Nursing PhD in Nursing graduate courses.

The percentage system used to award grades within the College of Nursing is the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
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</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
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Quality points are calculated according to the following system:

1. Student must request the LOA in writing.
2. Request should describe, in detail, the rationale for requesting LOA.
3. Request is to be addressed to the student's faculty advisor and the Student Services Coordinator.

The student may be granted an LOA for a total of two semesters throughout the duration of his or her program, consecutive or non-consecutive.

The student will be responsible for working with his/her advisor to identify an eligible time to return. A student who has been granted an LOA is responsible for notifying the Student Service Coordinator of the intention to return to classes six weeks prior to the start of classes or as soon as possible. Re-enrollment is dependent upon available slots in the class or cohort. In the event no room is available in the class or cohort during the semester in which the student plans to re-enroll, an extension of the LOA past two semesters may be granted.

A student who does not notify the Student Services Coordinator or his/her advisor, and does not return within two semesters, may be administratively withdrawn from the program. A student who withdraws from the College of Nursing without an official LOA, and would later like to continue his/her education, will be required to reapply through the regular admissions/applications process and meet the established admissions criteria in place at that time.

Upon re-enrollment following an LOA, the student will be subject to all rules and regulations which pertain to the class he or she is joining. Those rules and regulations may differ from those applying to the class into which the student initially matriculated.

A student who is the subject of an involuntary dismissal from the College of Nursing, for any reason including, but not limited to, academic performance or disciplinary action is not eligible to invoke the procedures contained in this policy.

FINANCIAL AID CONSEQUENCES OF LOA

The student is responsible for contacting the UNMC Office of Financial Aid to determine the financial consequences of taking an LOA. For example, financial obligations regarding tuition payment and/or loan repayment, as well as scholarships and grants, need to be reviewed with the UNMC Office of Financial Aid prior to approval of the LOA. Significant financial consequences may result if courses are dropped during a semester. Further information can be found in the UNMC Student Handbook.
DEFERRAL OF ADMISSION

A student may defer admission for one or two semesters. Requests must be received in writing and addressed to the student’s faculty advisor and/or the Student Services Coordinator. The request must indicate to which semester the student would like to defer admission and include a detailed description of the rationale for requesting the deferral. The student is responsible for contacting the UNMC Office of Financial Aid to determine the financial consequences of deferring admission. After one year (two semesters, not including summer sessions) of deferral, a student must withdraw and re-apply.

A student who has been granted a deferral is responsible for notifying the Student Services Coordinator of the intention to begin classes six weeks prior to the start of classes or as soon as possible.

Future enrollment is dependent upon available slots in the class or cohort. In the event no room is available in the class or cohort during the semester in which the student plans to enroll, an extension of the deferral past two semesters may be granted. Upon enrollment following a deferral of admission, the student will be subject to all rules and regulations which pertain to the class he or she is joining. Those rules and regulations may differ from those applying to the class into which the student initially was accepted.

Technical Standards for PhD in Nursing Program

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Technical Standards for PhD in Nursing Program
Section 5.0 - Student Policies
Responsible Reviewing Agency: PhD Affairs Council
Related Documents: 5.1.3 Student Responsibility to Provide Information Policy

Policy
UNMC College of Nursing is in compliance with the Policy for Americans with Disabilities as stipulated by the Board of Regents in RP 3.1.2.

All U.S. doctoral applicants to the UNMC College of Nursing PhD in Nursing Program must hold an unencumbered license to practice nursing. In addition, the following general abilities have been identified as necessary to meet the technical standards for admission and progression in the PhD in Nursing Program. The following general abilities will be evaluated throughout the program:

1. Intellect. The educational goals are focused on the recall or recognition of knowledge and the development of intellectual abilities and skills. The nursing student participating in these educational goals must have the ability to reason, problem solve, conceptualize, analyze, synthesize and evaluate.

2. Psychomotor. The student must possess sufficient manipulative and motor skills to carry out the usual technical skills customarily considered when conducting research.

3. Communication. The student must be able to communicate effectively to members of the health care team, consumers (patients and their families and with committees), mentors and peers.

4. Behavioral and social attributes. The student must be able to demonstrate sufficient emotional stability and good judgment, adapt to change, be flexible and to function in stressful situations.

Students with disabilities must follow the procedures for special accommodations.

1. The student will be evaluated by the Counseling and Student Development Center at UNMC, or UNMC’s designee, for official declaration of the specific accommodations required.

2. The faculty may not grant accommodations to students without this official declaration.

Student Classifications

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Student Classifications
Subsection: 5.4.6
Section 5.0 - Student Policies
Originating Date: September 2012
Responsible Reviewing Agency:
PhD Affairs Council

Policy
Doctor of Philosophy in Nursing students are classified as follows:

1. Non-Degree Status:

Non-Degree Status is given to individuals who have met the minimum requirements for admission (completed Non-Degree application and provided official transcripts). These students would need to get permission from the Director of the PhD in Nursing Program to enroll in any College of Nursing course, and preference is given to nursing students with full admission status.

2. Probationary Status:

Probationary Status may be given when applicants show potential for graduate work and have excellent letters of support, but have not met the requirements for full graduate status. For students with a GPA below 3.0 changing from probationary status to full graduate status may require successful completion of one or more identified courses with a GPA of 3.0 or above in those courses. For new BSN graduates, probationary status may be given pending completion of the RN licensure exam and/or receipt of official transcript showing the equivalent of a baccalaureate degree in nursing is conferred.

3. Full Admission Status:

Full Admission Status is given to students who have met the requirements for admission and who have been accepted by the PhD in Nursing Program for work leading to a doctoral degree in nursing.

Procedure

The following guidelines are used to evaluate recommending progression from Non-Degree or probationary to full admission status.

1. Non-Degree to full status - completed application for full admission meeting criteria outlined in Policy 5.3.3 and acceptance into a nursing program of study.
2. **Probationary to full status** - successful completion of course work assigned by the PhD Affairs Council as a condition of probationary admission.

### Guidelines For Handling Student Appeals Of Academic Evaluations Procedural Flow Sheet

**UNIVERSITY OF NEBRASKA MEDICAL CENTER**

**COLLEGE OF NURSING**

**Guidelines For Handling Student Appeals Of Academic Evaluations Procedural Flow Sheet**

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<td>May 1991</td>
<td>December 2003</td>
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<td>Academic Review Committee</td>
<td>September 2008</td>
<td>May 2015</td>
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**Policy:**

Paragraph 5.3 of the Bylaws of the Board of Regents provides in part as follows: Each college or school shall provide for a faculty-student appeals committee for students who believe that evaluation of their academic progress has been prejudiced or capricious. Such procedure shall provide for changing of student’s evaluation upon the committee’s finding that an academic evaluation by a member of a faculty has been improper. See also UNMC College of Nursing Policies: 4.1.5 Academic Review Committee and 5.2.19 Undergraduate Student Grade Appeal.

In accordance with the foregoing the faculty of each college or school constituting a part of the University of Nebraska Medical Center shall adopt a method for creating a faculty-student appeals committee. Such committee shall consist of at least four members, including the chair, selected from the academic review committee, and shall include at least one student representative. The chair of the committee shall be selected in such manner as the faculty of the college or school determines and shall in all cases vote as a member of the committee. The committee may adopt such rules as it deems necessary or advisable provided they are not inconsistent with these guidelines.

The committee may be given such name as the college or school selects (e.g., grade appeals committee, etc.), but as used in these guidelines the term committee shall mean the faculty-student appeals committees referred to in paragraph 5.3 of the Bylaws of the Board of Regents. The committee shall have no other function than to investigate and/or hear appeals involving grades and other academic evaluations, except that in the case of the Graduate College, the faculty-student appeals committee may include the voting membership of the Campus Graduate Council.

The committee of the college or school in which a particular course is offered shall have jurisdiction of all appeals by students whose appeal concerns a grade or academic evaluation involving that course. In matters involving a dual listed course, the committee of the college or school granting admission to the course shall handle any appeal.

In any matter involving an appeal by a student, neither the Dean of the college or school nor the instructor whose grade or evaluation is being questioned nor the assistant dean of the division involved shall serve on the committee. The Dean shall designate temporary replacement on the committee if necessary. Questions of procedure by either the student or faculty may be referred to the Undergraduate program director.

**Appeal of Academic Evaluation**

Students desiring to appeal a grade or an evaluation of their academic progress, not involving academic dismissal or suspension, shall proceed as follows:

1. A student who believes that his/her grade or evaluation is the result of prejudice or caprice or is otherwise improper shall first discuss the matter directly with the instructor involved. If the student and instructor do not reach a satisfactory agreement, the student may appeal either orally or in writing to the Division Assistant Dean in which the course is offered. If the student and Division Assistant Dean do not reach a satisfactory agreement, the student may submit within two weeks following reporting or posting of the grade or evaluation in question, an appeal in writing to the Chair of the Academic Review Committee. If the student finds it impossible to complete discussions with the course instructor and Division Assistant Dean within the two-week period, he/she should notify the chair of the Academic Review Committee of the need for additional time, and the chair shall extend the appeal period by an appropriate number of days.

2. At the time of the meeting with the Division Assistant Dean, the Division Assistant Dean should provide the student with a printed copy of the Academic and Professional Performance Policies section of the current UNMC Student Handbook. The Division Assistant Dean should have the student sign and date a copy of these pages to be forwarded to the Chair of the Academic Review committee to be included in the archive of all files pertaining to the grade appeal at the conclusion of the process.

3. The written appeal submitted to the chair of the committee should provide an account of the facts pertinent to the awarding of the grade and the reasons why the student believes the grade or evaluation to be the result of prejudice or caprice or otherwise improper. The student should be as specific as possible. If the student wishes to appear personally before the committee, he or she should include a statement to the effect. The committee may, but shall not be required to, grant such a request.

4. Upon receiving the students written statement, the chair of the committee shall select from committee members to serve on a grade appeal committee. The called committee will consist of the chairperson, three faculty, and one student. The student representative will be from the Division from which the appeal originates, and will have successfully completed the course under appeal. If a student is appealing more than one grade in separate courses or if a student is appealing both an academic appeal and a disciplinary appeal, the chairperson will select two separate committees to hear the appeals.

5. Upon receiving the students written statement, the chair of the committee shall forward copies to the committee members and to any faculty member involved. The chair of the committee will request from such faculty member the materials used to determine the grade or evaluation being challenged. The committee may also request clarification in writing or by interview from either the student or the faculty member. Any document produced during interview will be provided to the other party. The committee may investigate the matter without interviewing either party, or may interview both parties in the case separately. Anything provided to the committee in written form must be provided to the other party.
6. If the committee decides to grant the request of the student to appear before it, the student will be given reasonable notice of the time and place of the hearing. The hearing need not be conducted according to the rules of the law relating to the examination of witnesses or presentation of evidence. Any evidence may be admitted by the chair, if in his/her discretion it is deemed to be relevant to the appeal.

7. In any appearance before the committee, the student may be assisted by an advisor of choice at her/his own expense if he/she has informed the chair of the name of the advisor at least 24 hours before the hearing. The role of the advisor shall be limited to assisting the student and, unless the chair of the committee specifically permits, the advisor may not directly question witnesses or otherwise participate in the proceedings. The committee may have the assistance of counsel for the University to advise the committee on procedural and other matters. The committee chair shall direct the questioning of witnesses and determine the order of presentation of any testimony or other evidence. The chair shall insure that the student, the faculty member involved, and all other witnesses are treated fairly and that no witness is intimidated or harassed. The chair shall have authority to recess the proceedings from time to time in the interest of convenience and justice.

8. In all cases the student shall be advised that the burden is upon him/her to show by the weight of the evidence that the grade or academic evaluation of which he/she complains was the result of prejudice or caprice or was otherwise improper.

9. At any time during the appeal process the student shall be entitled to examine his/her entire school file and shall also be entitled to a copy of the materials relating to the student which were used by the faculty member or members in determining the students grade or evaluation. All documents provided to the student will be listed and hand delivered at the College by the chairperson of the committee or a person whom the chairperson designates to deliver the documents. Each document will be signed for as having been received by the student.

10. The committee shall appoint some person, who may or may not be a member of the committee, to act as secretary of the committee. The secretary shall keep minutes of committee proceedings. All hearings will be recorded. A verbatim transcript of testimony will be required in hearings involving academic suspension or dismissal. The student may record at personal expense any hearing or proceeding of the committee at which he/she is present.

Appeal of Academic Evaluation Involving Academic Dismissal or Suspension

Students desiring to appeal a grade or an evaluation of their academic progress which involves academic dismissal or suspension shall be subject to the rules prescribed above with the following exceptions and additions:

1. A student who is dismissed or suspended for academic reasons shall be given notice in writing of the dismissal or suspension by the Dean of the college or school involved. The notice shall state the reasons for the action taken and the effective date of the dismissal or suspension.

2. If the student desires to appeal a course grade or an evaluation of academic progress which led to the dismissal or suspension, the student shall, within two weeks from receiving the notice from the Dean, file an appeal in writing with the chair of the Academic Review Committee. The appeal should state all facts pertinent to the appeal and should be as specific as possible concerning the student's position. If the student wishes to appear personally before the committee, he/she should include a statement to that effect and the committee shall grant such request. In such case, the student shall be given reasonable advance notice of the time and place of hearing. The student may be represented by an advisor of choice who may assist the student but who may not question witnesses or otherwise participate in the proceedings unless the chair of the committee specifically permits. The name of the students advisor shall be supplied to the committee chair at least 24 hours before the hearing. Any expense incurred in securing an advisor will be assumed by the student. The committee shall not be required to grant a hearing at which both the student and faculty member(s) involved are present at the same time.

3. At the hearing conducted by the committee (if one has been requested by the student), the student shall first present his/her reasons for believing that the grade or academic evaluation which led to dismissal or suspension was the result of prejudice or caprice or was otherwise improper. The student may use any relevant evidence deemed proper, including affidavits, exhibits and oral testimony. The committee has no subpoena powers and cannot compel the attendance of witnesses before it. Therefore, the responsibility of procuring any desired witnesses on his/her behalf rests solely with the student.

4. Any recommendations of the committee will be based solely on the results of its investigation and, if a hearing has been held, the evidence presented at the hearing.

5. The student, if he/she wishes, will be allowed to record at personal expense any hearing at which he/she is present, and the student shall also have access to the official recording of the proceedings under such conditions as the committee may prescribe.

At the conclusion of its investigation (or, if a hearing has been held at the request of the student, within a reasonable time after the hearing) the committee shall determine whether the student has sustained the burden of proving by the weight of the evidence that the grade or academic evaluation complained of was the result of prejudice or caprice or was otherwise improper. If the committee finds by a majority vote of the entire committee, taken by secret ballot, that the student has sustained such burden, the committee shall submit its report and conclusions to the Dean and to the student involved. Thereupon the students grade or evaluation shall be changed by order of the Dean in accordance with the committees report and the matter shall be concluded. If the student has been dismissed or suspended, and the change in the grade or evaluation removes the cause for academic dismissal or suspension, the student shall be reinstated and shall be given reasonable opportunity to make up any academic work missed. If conditions of subsequent performance accompany the reinstatement, those shall be communicated to the student.

If the committee finds that the grade or academic evaluation complained of was not the result of prejudice or caprice or otherwise improper, the committee shall likewise submit its report and conclusions to the Dean and to the student involved. In such case the student may, within ten days, submit an appeal in writing to the Dean setting forth any reasons he/she may have for believing he/she was not accorded a fair hearing by, or given a reasonable opportunity to present his/her case to the committee. The Dean shall make such a review of the record and of the facts of the case as he/she deems appropriate and, at his/her discretion, may interview the student and such other persons as the dean desires. The Deans review, however, shall be limited to matters of procedure and fairness and shall not involve the merits of the case. If the Dean desires, he/she may be
assisted by counsel for the University. The Dean shall then either affirm the findings of the committee or, if he/she concludes that the student was denied proper procedural safeguards, shall direct the committee to conduct a rehearing either in whole or in part. The decision of the Dean shall in all cases be final and no appeal may be taken therefrom.

In the event that the committee decides that the grade or other academic evaluation should be changed, the faculty member who issues the grade or evaluation may appeal to the Dean if he or she feels that the procedures used by the committee were improper or that the committee did not properly consider all of the evidence. The Dean shall then review the record and the facts of the case as he/she would for a student appeal, as provided in the preceding paragraph, and may return the matter to the committee for reconsideration. The decision of the dean shall in all cases be final.

6. Any materials pertaining to the Grade Appeal (e.g., documents, transcripts, tapes, etc.) will be kept for one year following the conclusion of the grade appeals or graduation, whichever occurs later, in the Undergraduate program director's office.

7 (Adapted from Procedural Guidelines for Handling Student Appeals of Academic Evaluation, Feb. 1979, May 1991)
Brought to General Faculty Organization 12/15/03; 9/15/08

**Professional Procedures for Graduate and Professional Graduate Scholarship and Awards**

**UNIVERSITY OF NEBRASKA MEDICAL CENTER**
**COLLEGE OF NURSING**

### Professional Procedures for Graduate and Professional Graduate Scholarship and Awards

**Section 5.0 - Appendices**
Originating Date: February 2006

**Responsible Reviewing Agency:** Revised: April 2008

**Professional Graduate Nursing Affairs Committee:** Revised: March 2013 (by FCC)

**PhD Affairs Council:** Revised: May 2016

### Procedures:

1. Students who wish to be considered for UNMC academic scholarships should complete the UNMC Scholarship Application found on their People Soft TO DO LIST by April 1 or within 45 days after acceptance to the CON. The application is completed only once upon admission to the CON. Some graduate scholarships may also require application through the Graduate Studies Office.

2. Graduate students interested in graduate assistantships should apply by June 1 and October 1 to the College of Nursing Student Services. Interviews will be conducted by faculty with money designated for graduate assistantships after June 1 for the academic year and October 1 for spring semester.

3. Graduate student scholarship funds are reviewed and awarded by the Professional Graduate Nursing Affairs Committee, and the PhD Affairs Council, annually prior to the fall semester. Occasionally, awards become available for allocation at other times during the academic year, and the Professional Graduate Nursing Affairs Committee and/or the PhD Affairs Council hold special meeting(s) to determine recipients of those awards.

4. If applicants appear equally qualified for a scholarship, funds are awarded on the basis of academic excellence and to students who have demonstrated success in the Graduate Programs. Other considerations in the event of a tie, include, but are not limited to, full time status in the Graduate Program and service to the University. Students’ cumulative grade point averages are used to determine academic excellence.

Some funds from the University of Nebraska Foundation are derived from monies designated for both undergraduate and graduate students. The graduate student portion of the funds is based upon the percentage of graduate students in the total CON student population.

5. The funding source may stipulate scholarship criteria. When so stipulated, the College honors the donor’s preferences.

6. If need is a criterion to receive a particular scholarship, scholarship funds are awarded on the basis of federally determined financial need as determined by student report on the FAFSA (Free Application for Federal Student Aid). Students who wish to be considered for need scholarships should complete the FAFSA before April 1 every year.

7. Students who are awarded scholarships are informed in writing of:
   a. the criteria used
   b. the length of term and amount of the award
   c. the name and address of the donor or designee, to facilitate acknowledgment

The following is a timeline of procedures for administration of the graduate scholarships and awards:

**June**

- Traineeship money (Fall) – Student Services will develop a list of applicants. Funds will be equally split amongst candidates who are furthest in their programs and/or are full-time students.

**June - July**

- **Graduate Scholarships** – Student Services will determine those eligible to receive scholarships based on donor criteria and need. The formula includes: financial need, GPA, full or part time status, and specialty. Student must meet the following criteria: GPA >3.5. Funds will be split across graduate specialties and by those closer to graduating and having taken at least 6 graduate credits.

**October**

- **Who’s Who** for December and May professional graduate students – The number is set by Who’s Who (portion of total) and known by the Student Services Office. The award criteria are: highest GPA, community service and leadership ability. Whether student meets the award criteria will be determined from input from an academic advisor. This award is given at convocation and is presented by the Professional Graduate Nursing Affairs Committee Chair or a committee member as designated by the Chair.

**Procedures for selecting Who’s Who:**

A list of graduates will be sent by the Student Services Office to the specialty coordinators for their recommendations. The results are sent back to the Student Services Office for tabulation. If the number exceeds the allotment of the Who’s Who, then the Student Services Office will send another email to the student’s academic advisor and ask for input. The input will be reviewed by the Professional Graduate Nursing Affairs Committee who will make the final selection of the candidates. The
final candidate list will be submitted to Who's Who. They will print the certificates and return them to the College.

The names of the Who's Who candidates will be read by the Professional Graduate Nursing Affairs Committee Chair or their designee at convocation.

December
There may be new traineeship applicants to fund (See June).

February
Charlotte Burgess for May MSN graduates – A list of the highest GPA graduates is sent by Student Services Office to the CON Alumni President who will determine the number of award recipients. This award is given to all the 4.0 GPA or highest GPA graduates. This award is given out at convocation by the CON Alumni President.

Professional Graduate Nursing Program Appeals and Grievance Procedure

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Professional Graduate Nursing Program Appeals and Grievance Procedure

Section 5.0 - Appendices
Originating Date: May 2013
Responsible Reviewing Agency:
Revised: October 2014
Professional Graduate Nursing Affairs Committee
Revised: May 2015
Revised: May 2016

Purpose:

Under the provision of the Bylaws of the Board of Regents, students may appeal academic evaluations; discipline related to academic integrity and conduct and report a grievance.

Faculty Section 4.1 (Rules of the Faculty Organization) and Policy 4.1.7 (Professional Graduate Nursing Affairs Committee) state that a committee shall review professional graduate nursing program student appeals and grievance reports, determine appropriate course of action and submit committee recommendations, and report to all appropriate parties in accordance with written procedures and as stipulated by the Bylaws of the Board of Regents.

Academic Evaluation and Discipline related to Academic Integrity and Conduct Procedures

1. It is recognized that students and faculty initiate, develop and maintain professional relationships in the teaching-learning process. To this end, it is strongly encouraged that students seek consultation with individual faculty whenever there are questions about the determination of a grade or disciplinary actions. In all cases, informal discussion between faculty and student is preferred to resolve any potential miscommunication in an evaluation that has been determined. As a result of this consultation, faculty will maintain the right to retain or change an evaluation. Factors such as misinterpretation of scoring, mathematical calculation, or other factors should be objectively discussed so that both faculty and student conclude the informal communication process with an understanding of the nature of the issue at hand.

2. If, after the initial discussion cited in step #1 of this procedure, a student in the professional graduate nursing program (MSN, post-master, and DNP) believes that an evaluation or discipline has been rendered in an arbitrary or capricious manner, the student may discuss the concern with their faculty advisor, specialty coordinator or program director and if no resolution is reached, the student will be referred to the Division Assistant Dean. If no resolution is reached, the student will be counseled on the formal appeal procedure by the Assistant Dean. Based on this conversation, the student may or may not choose to proceed to seek a formal appeal of the evaluation. The role of faculty advisor, specialty coordinator, program director, or Division Assistant Dean, is one of neutral objective information sharing and consultation.

3. If the student chooses to seek a formal appeal, the student must submit an official written appeal to the Chair of the Professional Graduate Nursing Affairs Committee and to the Associate Dean for Academic Programs within 10 days of receiving the evaluation. Upon receiving the student’s written statement, the Chair of the Committee may elect to meet with the student and faculty to understand the nature of the concern.

4. If the appeal goes forward, the Associate Dean for Academic Programs (with consultation of the Chair of the Professional Graduate Nursing Affairs Committee) will appoint an ad hoc appeals committee. The ad hoc appeals committee will be comprised of no fewer than 5 individuals: 1 faculty chairperson, 2 faculty members, and 2 student representatives. The Dean of the CON will appoint the 2 student representatives. The student representatives will be from a specialty area different from the student who is appealing.

5. All members of the ad hoc appeals committee will be equal voting members and will not have a conflict or competing interest in the outcome.

6. The ad hoc appeals committee chair will convene and record a hearing with the members of the committee. The Chair will conduct the meeting in a civil and non-threatening manner and there will be breaks as needed. The appeals committee chair or members may request any additional materials that they deem to be essential in the information gathering process. In addition, the committee may choose to meet with the faculty or student as needed. The student has a right to request to meet with the committee and to have a support person who cannot actively participate in the hearing, but confer with the student during the hearing.

7. Upon conclusion of the hearing, the ad hoc appeals committee members will determine if there was the existence of arbitrary and capricious behavior. The chair of the Professional Graduate Nursing Program Admission, Progression, Graduation, & Scholarship Committee will be notified at the conclusion of the hearing of the outcome to either support or not support the appeal.

8. The Chair of the Professional Graduate Nursing Program Admission, Progression, Graduation, & Scholarship Committee will communicate the findings of the ad hoc appeals committee to the involved faculty member, student, and specialty coordinator.

9. The ad hoc appeals committee chair will write a confidential report which describes the decision making process and steps taken in the deliberation, including the decision, and will send the report to the Chair of the Professional Graduate Nursing Program Admission, Progression, Graduation, & Scholarship Committee and to the Associate Dean For Academic Programs within 48 hours of conclusion of the hearing.

10. The findings from the hearing will be communicated to the Professional Graduate Nursing Program Admission, Progression,
Graduation, & Scholarship Committee Members. The Professional Graduate Nursing Program Admission, Progression, Graduation, & Scholarship Committee will vote to support or not support the recommendation of the ad hoc appeals committee.

11. The faculty member involved in the appeal will receive the results of the decision of the vote (support or not support) from the Professional Graduate Nursing Program Admission, Progression, Graduation, & Scholarship Committee. If the faculty member disagrees with the ad hoc appeals committee decision, the faculty member has the right to appeal to the Dean.

12. The student will be notified by the Chair of the Professional Graduate Nursing Program Admission, Progression, Graduation, & Scholarship Committee or by the Associate Dean for Academic Programs of any changes in the findings of the proceedings.

13. If the appeal is not supportive of the student, the student may request deliberation by the Dean. The Dean will deliberate the issue and make a determination of the final decision of the appeal. The Dean shall affirm, modify, or reverse the decision as she deems proper.

Grievance Resolution Procedure

Students have the right to file a grievance against faculty for violations of the UNMC Code of Conduct or other relevant policies, and grievances related to conditions that adversely impact the student’s ability to successfully complete the professional graduate nursing programs. Students are referred to the UNMC Graduate Studies Student Policies item Graduate Student Grievance Resolution Procedure section 2 (http://webmedia.unmc.edu/studentservices/docs/Graduate_Student_Grievance_Resolution_Procedure.pdf) for the contact person to help with a grievance that is not against a UNMC faculty member.

Corrective action against professional graduate nursing faculty is under the purview of the CON Associate Dean for Academic Programs in coordination with the CON Division Assistant Dean of the faculty member’s primary unit.

1. It is recommended that the first course of action involve a discussion between the student and the faculty member involved to resolve the issue. If discussion with the involved faculty member is not possible or is not effective, the student should discuss the issue with the Graduate Program Director or the Associate Dean for Academic Programs. If the issue cannot be resolved informally, and the student wants to proceed with an investigation of the incident(s), then the student submits a written complaint within 60 class days of the incident to the Associate Dean for Academic Programs. The complaint should attempt to identify the following: the student grievant, the respondent faculty member, any other person(s) involved, the incident including approximate date and time, the limitation of the student’s ability to complete the degree and a brief statement of the remedy sought.

2. Every complaint will be acknowledged by email correspondence from the Associate Dean for Academic Programs within 5 class days. At this stage, the faculty member involved will be notified that a grievance has been filed against them and the nature of the grievance.

3. Within 10 days of the acknowledgement of the complaint, the Associate Dean for Academic Programs will meet with the student and the faculty involved separately to determine whether a preliminary resolution can be reached. If a preliminary resolution cannot be achieved, the Associate Dean for Academic Programs shall notify both parties that the grievance will be referred to an ad hoc grievance committee that is comprised of members referred to in items 4 and 5 of the Academic Evaluation and Discipline related to Academic Integrity and Conduct Procedure in this appendix. Every attempt will be made to provide a gender mix of the student members of the grievance committee.

4. The ad hoc grievance committee will review the statements of both parties and will interview the involved parties and any named witnesses, as appropriate. They may seek advice and evidence from other university officials as necessary.

5. The ad hoc grievance committee will submit a formal confidential report to the Associate Dean for Academic Programs. If the ad hoc grievance committee identifies misconduct, the Associate Dean for Academic Programs is responsible for timely corrective action in coordination with the Division Assistant Dean of the faculty member’s primary unit, taking into consideration the recommendations of the ad hoc grievance committee. Within 10 days, the Associate Dean for Academic Programs will distribute the conclusion and non-confidential recommended action(s) to the student.

6. Either or both the student and the faculty member under question have the right to file a written complaint to the Dean of the College of Nursing and the UNMC Faculty Senate Professional Conduct Committee Chair if they are not satisfied with the grievance appeal.

Proctoring Process for Remote Students

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COLLEGE OF NURSING

Proctoring Process for Remote Students

Section 5.0 - Appendices
Responsible Reviewing Agency: Professional Graduate Nursing Affairs Committee;
Undergraduate Curriculum Committee
Approving Agency: General Faculty Organization
Related policy: 5.1.11

Course Coordinator Responsibilities: The Course Coordinator is responsible for the following:

1. Identify the students who require proctors.
2. Notify students that proctors must not be close personal friends or family members, and work managers are not advised. Proctors can include librarians, administrative staff, teachers, military officers, clergy, or testing or tutoring resource people at another college.
3. Provide instructions and testing schedule to students and proctors. The specific testing dates should be the same for all remote students in the course. If an exception needs to be made in the test schedule, arrangements need to be made by the course coordinator, testing coordinator, and the proctor. Information about where the student’s course and test are located (e.g. Blackboard, course number) and if the student can use any course materials during the test should be provided to the proctor.
4. Coordinate with Testing Coordinator concerning test password(s) and dates for proctors. Prior to administering the tests, course coordinators should notify proctors of the test password and any specific instructions.

5. Work with testing coordinator or IT to maximize test security measures prior to administering the test.

Student Responsibilities:

The Student is responsible for the following:

1. Identify a proctor and notify the course coordinator of the proctor contact information prior to the date listed in the syllabus. Any fees charged by the proctor will be the student’s responsibility.
2. Schedule the test with the proctor during the allotted dates/times.
3. Bring a photo ID, the answer sheet, and a pencil to the test.
4. Do not bring any material (e.g. purses, backpacks, cell phones) except those allowed by the course coordinator (e.g. a blank answer sheet and "scratch" paper) into the testing area.
5. Document your answers on an answer sheet and leave both the answer sheet and any “scratch” paper used during the test with the proctor when the test has been concluded.
6. Remain in the testing area except in an emergency.
7. Log into the computer and Blackboard course management system to begin the test and log out of the computer at the end of the test.

Proctor Responsibilities:

The Proctor is responsible for the following:

1. Ensure that the computer the student will be using for the test has the most current version of Internet Explorer, Safari, or Mozilla Firefox. It is best if the computer being used for the test is not the student’s own computer.
2. Check a photo ID prior to the test if not familiar with the student.
3. Remove the student’s cell phone, PDA, backpack, purse and hat during the testing period.
4. Once the student has accessed Blackboard, enter the password without sharing the password with the student. If the security of the password has been breached, the proctor will notify the course coordinator and/or the testing coordinator immediately.
5. Confirm that the test is the correct test.
6. Make sure the student has a blank answer sheet to record item answers during the test. If requested by the student, provide a blank piece of paper for the student to use for “scratch” paper during the test.
7. Adhere to the time limits for the test.
8. Supervise the testing environment; the student should not leave the testing room unless there is an emergency.
9. Verify that the test questions are not reproduced or retained in any form when the student has completed the test.
10. Collect completed answer sheets and any “scratch paper” from the student. If the student’s test is lost, proctors will mail the answer sheet to the instructor for grading purposes. When the course is completed, any retained answer sheets may be destroyed.
11. Ensure that the student has logged out of the computer when the test is completed.
COLLEGE OF PHARMACY

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VISION, MISSION, AND VALUES

Our Vision
A preeminent College of Pharmacy, a nationally and internationally recognized community of leaders, who are scientists, educators, practitioners and students, guided by the highest ethical standards, focused on advancing science, the education of pharmacists, other health professionals and graduate and post-graduate students, in order to improve human health.

Our Mission
The Mission of the College of Pharmacy at the University of Nebraska Medical Center is to improve the health of Nebraska through premier educational programs for pharmacists, other health professionals and graduate and post-graduate students, conduct innovative research and provide highest quality patient care and outreach to underserved populations.

Our Values
The College of Pharmacy faculty embrace and are committed to the following values:

- Human health
- Excellence
- Leadership
- Innovation, assessment and continuous improvement
- Life-long learning
- Inclusiveness and communication
- Respect for individuals and their cultures
- Mentorship, and personal and professional development
- Empowerment and individual accountability
- The Mission of UNMC and the College of Pharmacy

Notice to College of Pharmacy Bulletin Readers
The information contained in this Bulletin is subject to change at any time. It is intended to serve only as a general source of information about the College of Pharmacy and is in no way intended to state contractual terms.

Additional Information
For more information about the University of Nebraska College of Pharmacy and its professional program, please see our website at http://www.unmc.edu/pharmacy

Additional information about UNMC for current and prospective students is available at the following addresses:

- University of Nebraska Medical Center website www.unmc.edu
- UNMC Student Website http://www.unmc.edu/studentservices/
ORGANIZATION AND ADMINISTRATION

The Board of Regents
https://nebraska.edu/regents/board-members

Timothy Clare, District 1
Howard Hawks, District 2
Jim Pillen, District 3
Bob Whitehouse, District 4
Robert Schafer, District 5
Paul Kenney, District 6
Bob Phares, District 7, Chairman
Hal Daub, District 8
Austin Partridge, UNK
Joe Zach, UNL
Carissa Lueck, UNMC
Carlo Eby, UNO

University-Wide Administration

Hank M. Bounds, Ph.D., President
Susan Fritz, Executive Vice President and Provost
David E. Lechner, B.S.B.A., Vice-President for Business and Finance
Joel D. Pedersen, J.D., Vice President and General Counsel
Ronnie Green, Ph.D., Vice President and Vice Chancellor of Agriculture and Natural Resources

University of Nebraska Medical Center Administration

Jeffrey N. Gold, M.D., Chancellor
Jennifer Larsen, M.D., Ph.D., Vice Chancellor for Research
Deborah L. Thomas, Interim Vice Chancellor for Business and Finance
Robert D. Bartee, M.A., Vice Chancellor for External Affairs
H. Dele Davies, M.D., Vice Chancellor for Academic Affairs, Dean, Graduate Studies
Janet Guthmiller, D.D.S., Ph.D., Dean, College of Dentistry
Bradley Britigan, M.D., Dean, College of Medicine
Julian Sebastian, Ph.D., R.N., Dean, College of Nursing
Courtney V. Fletcher, Pharm.D., Dean, College of Pharmacy
Ali Khan, M.D., M.P.H., Dean, College of Public Health
Kyle Meyer, Ph.D., Senior Associate Dean, College of Allied Health Professions
Karoly Mirnics, M.D., Ph.D., Director, Munroe-Meyer Institute
Kenneth H. Cowan, M.D., Ph.D., Director, Eppley Institute for Research in Cancer

The University of Nebraska

Founded in 1869, the University of Nebraska is one of the major institutions of public higher education in mid-America. On its Lincoln and Omaha campuses, it serves approximately 40,000 students. The University’s classes began September 7, 1871, in the original building, University Hall, which was located on the edge of the then new Nebraska capital village of Lincoln. Despite deep economic difficulties and disputes over policy, the University survived its early years and by 1886 had inaugurated the first program in graduate education west of the Mississippi. In 1908 it received membership in the prestigious Association of American Universities, evidence of the high quality of its efforts in teaching and research.

Today, the University of Nebraska is composed of four major subdivisions: the University of Nebraska—Lincoln (UNL), the University of Nebraska at Omaha (UNO), the University of Nebraska at Kearney (UNK), and the University of Nebraska Medical Center (UNMC). Each of the four major subdivisions is led by a Chancellor who reports to a University-wide President who is ultimately responsible to the Board of Regents, which consists of eight representatives elected from designated regions of the state and four non-voting student regents.

The University of Nebraska Medical Center

The University of Nebraska Medical Center, located on more than 85 acres in central Omaha, is the hub of a complex and diversified medical community. The Center is composed of the Colleges of Medicine including the College of Allied Health Professions, Nursing, Pharmacy, Public Health, Graduate Studies, Nebraska Medicine, the Eppley Institute for Research in Cancer, the Monroe-Meyer Rehabilitation Institute, the Durham Outpatient Center, the Lied Transplant Center, and the Durham Research Centers. The College of Dentistry is administratively within the Medical Center even though the building is on the East Campus of the University of Nebraska—Lincoln.
ABOUT THE COLLEGE OF PHARMACY

Instruction in pharmacy at the University of Nebraska began in 1908 when the Board of Regents established the School of Pharmacy as a part of the College of Medicine. In 1915 the Nebraska Legislature created the College of Pharmacy as an independent college of the University, located on the Lincoln campus. In September of 1976, the college moved into new facilities on the Medical Center campus and began a Doctor of Pharmacy professional degree program, the third college in the United States to do so. The College does not offer a baccalaureate degree in pharmacy. The College's Doctor of Pharmacy Program was granted continued accreditation by the Accreditation Council on Pharmacy Education through June, 2021.

The objectives of the College of Pharmacy are to prepare its graduates to assume the intellectual, legal, civic, and moral responsibilities of the profession of pharmacy in the delivery of patient care. The following paragraphs describe those responsibilities and attributes important to the practice of pharmacy.

The pharmacist is responsible for drug therapy and drug distribution and must possess the scientific and technical knowledge necessary to evaluate drug therapy for each individual patient. Equally important is the need for developing skill in personal relations with patients and members of other health professions.

The pharmacist must be qualified to assume the special responsibilities of instructing and supervising students and interns. They must show a keen interest in the affairs of the world about them, and share the benefits of special talents or abilities with fellow citizens. Above all, they must be able to make good use of acquired knowledge and experience in arriving at sound judgments and policy decisions. The pharmacist is legally authorized and responsible for the purchase, storage, processing, and dispensing of drugs. They recognize the responsibility that rests upon them by virtue of these special privileges, and understand that all legal controls provided by statute and regulation exist for the sole purpose of safeguarding the public health. Accordingly, full responsibility is accepted for strict compliance with the federal, state, and local laws and regulations dealing with the distribution of medicinal products.

The civic responsibilities of pharmacists are many. Not only must pharmacists be good citizens, but they must be active in civic and community affairs. They must provide leadership in public health education and in civil defense activities and participate actively in the affairs of organizations having charitable, educational, religious, and cultural functions. They must be qualified to serve either in or in cooperation with local or city government in solving community problems. They should inspire young people to enter the profession of pharmacy, thus assuring the community of continued pharmaceutical service.

The moral responsibilities include those obligations not necessarily defined by statute or regulations that have been established through long tradition and common practice. Foremost among these is the principle that every motivation and every act of the pharmacist must be in the interest of the public. The ethical relationship with the members of the health care team, capacity as a consultant to the public, constant availability for the dispensing of important drugs in time of emergency, and charitable services to the needy represent but a few examples of necessary dedication to the health, welfare, and safety of the public.

Such dedication is not acquired through accident; it is, rather, the result of a systematic inculcation of the highest ethical and moral standards throughout the entire curriculum of the College of Pharmacy.

In addition to the Pharm.D. degree program, Nebraska Medicine and College of Pharmacy faculty offer advanced professional education through an accredited residency program. Graduate education in the pharmaceutical sciences at the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) levels is offered through the Pharmaceutical Sciences Graduate Program. (See Graduate College section and the Graduate College Bulletin of the University of Nebraska Medical Center at http://www.unmc.edu/gradstudies/).

The College of Pharmacy actively seeks to fulfill the goals of the University through its professional doctoral and graduate programs. As one of the major academic units of UNMC, it participates in the patient care, research, and community service programs.

UNMC College of Pharmacy – Technical Standards

A primary mission of the College of Pharmacy is to prepare outstanding pharmacists to meet the health care needs of the state and society. The College expects that during enrollment in the program, students will be able to attain the core competencies delineated in our Doctor of Pharmacy Program Learning Outcomes & Competencies document. In addition, students must be able to meet the Technical Standards that follow with or without reasonable accommodations. Reasonable education-related accommodations will be provided, where possible and within federal and University of Nebraska guidelines.

The professional program leading to the Doctor of Pharmacy degree and eligibility for pharmacist licensure requires a certain level of cognitive, behavioral and technical skill and ability, and personal and professional integrity inherent in a professional education. These principles hold for admission, progression, retention and completion of the program.

The College of Pharmacy has a responsibility to maintain as safe an environment as possible for its students and the practice settings in which they receive education. Student pharmacists must reasonably contribute to a safe environment through their personal, physical, and mental health or social behavior.

Students must complete the academic program in a reasonable length of time, must be able to acquire a pharmacist intern license during their first semester in the College and maintain the pharmacist intern license during their educational program, and must be eligible for a pharmacist license after they complete the Doctor of Pharmacy program.

Observation Skills

Observation necessitates the use of visual, auditory and somatic senses, with reasonable accommodation if necessary. Students must have the ability to observe and evaluate, in classrooms and patient care areas, demonstrations, experiments and patients, including performing physical assessments. The ability to observe the quality of pre-manufactured and compounded medications is essential.

Communication Skills

As appropriate for each stage of their education, student pharmacists must communicate effectively and efficiently in oral and written English; and have the proper use and recognition of nonverbal communication cues, with reasonable accommodation if necessary. They must be
capable of completing professional communication activities in a timely manner.

Motor Skills
Student pharmacists must have the coordination of muscular movement with accommodation if necessary to undertake the preparation of all routine forms of medication orders, the use of diagnostic equipment for patient assessment, and the direct delivery of patient therapies.

Intellectual, Conceptual, Integrative & Quantitative Abilities
As appropriate for each stage of their education, student pharmacists must demonstrate a fundamental and continuing ability to use analytical reasoning to independently, and in collaboration with a health care team, synthesize knowledge, solve problems and explain health care situations. Information must be obtained, retrieved, evaluated and delivered in an efficient and timely manner. Students must be able to demonstrate good judgment in patient care and assessment and have the ability to incorporate new and changing information obtained from the practice environment.

Behavioral & Social Attributes
Students must exercise good judgment, behave in a professional and ethical manner and maintain professional appearance. Students must complete patient care responsibilities promptly and safely and must relate to others with courtesy, compassion, maturity, and respect for their dignity. Students must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in clinical situations. Students must be able to effectively function individually and in teams in situations of emotional and physical stress. Students are expected to attend and arrive punctually for each educational component, including laboratory and clinical experiences. Student behavior in the classroom is expected to adhere to professional standards and contribute in a positive way to the learning process. Students must be able to modify their behavior in response to constructive criticism. This requires responsibility for personal action and emotional stability under the stressful conditions which may come from their professional education.

Individuals with questions or concerns about their ability to meet these standards are encouraged to contact the Associate Dean for Student Affairs.

Policy and Procedure on Student Complaints Concerning Violation of Accreditation Council for Pharmacy Education (ACPE) Accreditation Standards
The Accreditation Council for Pharmacy Education (ACPE) is the agency that oversees the accreditation of U.S. colleges and schools of pharmacy. The Council requires each college or school of pharmacy to have a policy for handling student complaints in cases where such schools or colleges are alleged to be in violation of ACPE Accreditation Standards. This policy governs only those instances where students allege that one or more ACPE Standards have been violated (the standards are available at www.acpe-accredit.org). The policy is available at www.acpe-accredit.org.

Policy
The faculty, staff and administration of the University of Nebraska Medical Center College of Pharmacy (hereinafter referred to as "College") are committed to maintaining a pharmacy education program that meets and exceeds ACPE Accreditation Standards. In addition to a commitment to correct those areas where ACPE Standards are not being met, the College encourages student participation in assuring adherence to the Standards.

Students are encouraged to express and discuss concerns they have about the College's adherence to ACPE Accreditation Standards. When a student (or group of students) desires to file a formal complaint regarding adherence to an ACPE Standard(s), the following procedure is to be followed.

Procedure
Student(s) alleging that the College is not adhering to ACPE Standards must present their complaint(s) in writing. Complaints must identify the specific standard(s), description of the violation, and evidence to support the complaint.

Written complaints should be submitted to the College Associate Dean for Student Affairs.

The Associate Dean for Student Affairs will investigate the complaint and provide a report to the Dean and to the College Executive Committee.

The Dean, with the input of Executive Committee, will make a determination of the validity of the complaint, determine the appropriate course of action, and provide a written response to the student (or students) making the complaint.

Complaints and responses that are determined to be of a substantive nature with regard to accreditation matters will be shared with the College faculty and student body.

If the student filing the complaint is not satisfied with the response provided by the College, he/she may contact ACPE at 135 S. LaSalle Street, Suite 4100, Chicago, IL 60603-4810, (312) 664-3757 or www.acpe-accredit.org/complaints (http://www.acpe-accredit.org).

The Associate Dean for Student Affairs will maintain a complete file of all written complaints received about the College's adherence to ACPE accreditation standards and their disposition. ACPE will have access to this information as part of the routine accreditation review process.

Approved: January 30, 2006
REV: June 2012

Learning Facilities
The UNMC Center for Drug Discovery and Lozier Center for Pharmacy Sciences and Education opened in the summer of 2016. The new 85,000 square-foot building has increased research and classroom capacity, housing 14 laboratories, a model pharmacy, ten exam rooms, two hospital rooms, two auditoriums, two large classrooms, two medium classrooms, study rooms, faculty offices, and the administrative offices of the dean and staff.

The facilities for clinical education are located on campus in Nebraska Medicine, the Durham Outpatient Center, the Meyer Rehabilitation Institute, the Lied Transplant Center, and the Durham Research Center. The hospital provides decentralized clinical pharmacy services and a diverse patient population to insure quality clinical education. Additional educational sites are located in community pharmacies, hospitals, clinics, mental health facilities and long term care facilities across the State of Nebraska and the entire country.

Library resources are provided through the McGooogan Library of Medicine (http://www.unmc.edu/library) which is located in Wittson Hall on the Medical Center campus.
Graduate College
The Graduate College of the University of Nebraska operates system-wide programs administratively located on each of the four major campuses. Graduate programs in the health sciences are offered at the University of Nebraska Medical Center (UNMC) in Omaha, Nebraska. Please visit http://www.unmc.edu/gradstudies/ for additional information.
# PRE-PHARMACY CURRICULUM

Revised 11-12-2014 - Update effective for students entering Fall 2017

<table>
<thead>
<tr>
<th>Code</th>
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## I. Chemical and Physical Sciences

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<tr>
<td></td>
<td>Organic Chemistry w/Lab</td>
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</tr>
<tr>
<td></td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Quantitative Chemical Analysis</td>
<td>0-4</td>
</tr>
<tr>
<td></td>
<td>Physics w/Lab</td>
<td>4-8</td>
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## II. Biological Science

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<tbody>
<tr>
<td></td>
<td>Biological/Life Sciences w/Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Anatomy 2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Physiology 2</td>
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## III. Oral and Written Communication

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<tr>
<td></td>
<td>English Composition I</td>
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<tr>
<td></td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Speech</td>
<td>3</td>
</tr>
</tbody>
</table>

## IV. Analytical Sciences

<table>
<thead>
<tr>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Statistics /or Biostatistics</td>
<td>3</td>
</tr>
</tbody>
</table>

## V. General Education

May include additional courses from the areas listed in Section I-IV or from any area listed below: Accounting, Business Administration/Management, Critical Thinking, Economics, Education, Ethics, Fine Arts (Art, Music), Foreign Languages, Gerontology, History, Humanities, Literature, Philosophy, Political Science, Psychology, Sociology.

Total Credit Hours: 60-68

1. Students may choose 1 semester (4 hours) of Quantitative Chemical Analysis + 1 semester (4 hours) of Physics or 2 semesters (8 hours) of Physics

2. May be a combined two semester Anatomy & Physiology Course.

**Note:** Approval of prerequisite courses is determined by the Associate Dean for Student Affairs and the Admissions Committee on an individual basis after all necessary information is submitted. Credits must be earned at a fully accredited institution of higher learning. Credits not considered applicable include:

1. those graded less than "C", "I" (incomplete), "W" (withdrawal), or audit;
2. those completed but not given for credit;
3. activity courses in physical education.

## Advanced Placement

AP credit will be accepted toward prerequisite requirements if listed on a transcript from a fully accredited undergraduate institution.

## CLEP

A maximum of 24 pre-pharmacy credit hours may be accepted by the College of Pharmacy through CLEP subject or general examinations.

Minimum scale scores are available upon request from the UNMC Office of Academic Records. In the required course areas of the pre-pharmacy program, the College of Pharmacy will not accept CLEP hours in the following subject examination areas: Organic Chemistry, Calculus, or Statistics; 4 of the Required Biological/Life Science Hours or General Chemistry Hours; 3 of the Required English Composition Hours.
APPLICATION PROCEDURE

Application Deadline
The PharmCAS and UNMC Supplemental Application due dates are January 5, 2018 and February 15, 2018, respectively.

Rolling Admissions
The College of Pharmacy utilizes a ‘rolling admissions’ process. Review of complete applications will begin in September. Selected applicants are invited for interview and admissions decisions will be made on a continual basis, starting in December, until the class is filled (by April). Students are encouraged to apply early to ensure themselves the best opportunity for acceptance. Keep in mind that rolling admissions means that seats fill early and those who wait until the application deadline risk many seats already being filled.

Application Process

• Step 1: Complete PharmCAS Application by January 5, 2018
• PCAT Scores required – see https://tpc-etesting.com/pcat/Default.aspx for test dates (July test dates recommended)
• Step 2: Complete UNMC Supplemental Application by February 15, 2018
• Step 3: Complete Interview at UNMC upon invitation
• Step 4: Complete PharmCAS Academic Update (December-February)
• Step 5: Admissions Decision and Requirements

Step 1 – PharmCAS Application: Submit an online application through PharmCAS (www.PharmCAS.org (http://www.PharmCAS.org)). Detailed instructions are available on the PharmCAS site for submission of your application, transcripts, recommendation letters and PCAT scores. All requested materials should be submitted directly to PharmCAS. Please note that PharmCAS requires 4-6 weeks for verification purposes before an application is forwarded to individual colleges of pharmacy. Log into your PharmCAS account regularly to verify all materials were received. Without a verified PharmCAS application, PharmCAS will not release your file to UNMC and you cannot be considered for admission to our program.

Step 2 – UNMC Supplemental Application: Applicants cannot be considered without online submission of a UNMC Supplemental Application (Personal Questionnaire and $45 Fee). The Personal Questionnaire may be reviewed at: http://net.unmc.edu/apply/phar_sup.asp, however, the actual online Supplemental Application is not made available to applicants until the college receives their verified application from PharmCAS. Following receipt of your verified application from PharmCAS, we will send access and completion instructions via e-mail.

Step 3 – Interview: When your application is complete (Steps 1 & 2), your file will be evaluated by the UNMC College of Pharmacy Admissions Committee. An on-site personal interview is required to enable us to further assess your communication skills. Only competitive applicants are invited for interview. We begin scheduling interviews as early as November-December and continue offering interviews on a regular basis into early 2018. Candidates will be notified as early as possible of potential interview dates and will be invited to tour the UNMC campus in addition to meeting and interacting with College of Pharmacy faculty and students.

Step 4 – PharmCAS ‘Academic Update’: After initial submission of your PharmCAS application, you may need to update your college course history to reflect newly completed or planned / in-progress courses. You can update your courses on-line after the fall semester using the PharmCAS “Academic Update” window. The Academic Update window will open in mid-December, 2017, following the completion of the fall 2017 term, and close in mid-February, 2018. For verification of these updates, it is important to arrange for your official summer and fall 2017 transcripts to be sent directly to PharmCAS as soon as they are available.

Step 5 – Admission Decision and Requirements: The Admissions Committee works to make and communicate admissions decisions as soon as possible after your interview ... specific timing will be announced as part of your interview ‘program’. Students will be notified of their admission decision via email within several weeks or several months after their interview date, given the ‘rolling admissions process’. All admitted students will be ‘conditionally admitted’ until they have met several requirements (PharmCAS Background Check, Final Transcript Submission, etc). Students offered admission will be required to submit a non-refundable deposit of $500 to hold their seat in our program. This deposit will be credited toward the student’s first semester tuition.

Residency Requirements
http://www.unmc.edu/student-services/academic-records/residency.html
If you have questions, you can email studentservices@unmc.edu or phone at (402) 559-4199.
Non-Resident Tuition Scholarships that waive much of the difference between resident and nonresident tuition are available.

Transfer of Credits
The applicability of transferred credits to entrance and degree requirements is determined by the Associate Dean of the College and/ or Admissions Committee on an individual basis after all necessary information is submitted. Credits must be earned at a fully accredited institution of higher learning.

Courses not considered applicable include:
• those graded less than “C”, “I” (incomplete), “W” (withdrawal), or audit
• those completed but not given for credit
• those that are remedial in nature
• activity courses in physical education.
EARLY ACCEPTANCE PROGRAMS

Rural Health Opportunities Program
The Rural Health Opportunities Program (RHOP) is a cooperative venture of the University of Nebraska Medical Center (UNMC), Chadron State College (CSC), Peru State College (PSC) and Wayne State College (WSC). RHOP was designed for rural Nebraska high school students, interested in returning to rural areas to practice pharmacy, and who intend to apply for admission to CSC, PSC or WSC as pre-pharmacy majors. Through the RHOP program, students obtain early acceptance into the pharmacy program contingent upon satisfactory completion of the three-year pre-pharmacy program at CSC, PSC or WSC. Students must meet minimum GPA requirements in accordance with individual school policy. In addition, students admitted through RHOP must participate in the special clerkship program for rural students during their final professional year. Students will be chosen based on academic potential (including SAT or ACT scores), commitment to practicing in rural Nebraska, county or city of residence (rural communities of less than 10,000), pharmacy exposure, extra-curricular activities and interviews with faculty at CSC, PSC or WSC and UNMC’s College of Pharmacy. Students interested in this program should talk with their high school career counselor or contact the Associate Dean for Student Affairs at the UNMC College of Pharmacy. A maximum of three students per state college may be accepted annually.

Rural Pharmacy Practice Educational Initiative
Students who are residents of Nebraska and have demonstrated outstanding scholarship during the first year or second year of their pre-pharmacy program at a rural college institution (outside Omaha and Lincoln) may be eligible to apply for early acceptance to the College of Pharmacy through the Rural Pharmacy Practice Educational Initiative (RPPEI). Early acceptance status may be granted to a maximum of five applicants each year who are residents of Nebraska with a cumulative GPA of at least 3.25 and a science GPA of 3.50 for the first or second year of their pre-pharmacy program, and who have been nominated by their pre-pharmacy advisor. Successful applicants must complete the remainder of the pre-pharmacy program at their current institutions, and if academic performance is maintained, will be guaranteed admission to the College of Pharmacy for the following year. Under the RPPEI program, admission priority will be given to individuals who, in addition to the above criteria, are from rural Nebraska counties (populations of 25,000 or less), and who have a stated commitment to return to rural Nebraska to practice. Applications are encouraged from students in those public and private institutions located in rural Nebraska counties. Further information may be obtained from pre-pharmacy advisors or by writing to the Associate Dean for Student Affairs of the UNMC College of Pharmacy.

Kearney Health Opportunities Program (KHOP)
The Kearney Health Opportunities Program (KHOP) is a cooperative program between the University of Nebraska at Kearney (UNK) and the University of Nebraska Medical Center (UNMC). The purpose of the program is to recruit and educate students from rural Nebraska who are committed to returning to rural Nebraska to practice healthcare. This program represents a commitment and dedication to the education of Nebraskans and quality health care for citizens of the state. Selection criteria and procedures are the same as those for RHOP and up to three (3) students per year may be chosen as participants.
### PHARM.D. PROGRAM

#### Curriculum

#### Course of Study

#### Requirements for Graduation

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

#### First Three Years

- **Introductory Pharmacy Practice Experience (IPPE)**
  - includes 300 clock hours
  - 7.5 credit hours
- **Advanced Pharmacy Practice Experience (APPE)**
  - includes 1600 clock hours
  - 40 credit hours

**Total Credit Hours**: 155.5

#### Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

#### First Year

**First Semester**

- PAMM 690  **BIOLOGY OF DISEASE**  5 credit hours
- PHPR 550  **LEGAL AND ETHICAL PRINCIPLES I**  2 credit hours
- PHPR 560  **PHARMACY & HEALTH CARE**  3 credit hours
- PHPR 562  **INTRO TO DRUG INFORMATION**  2 credit hours
- PHPR 552  **PHARMACEUTICAL CARE I**  2 credit hours
- PHSC 550  **INTRO PHARMACEUTICAL SCI**  4 credit hours

**Total Credit Hours**: 18

**Second Semester**

- CLS 552  **APPLICATION OF CLINICAL MEDICAL MICROBIOLOGY AND IMMUNOLOGY**  1 credit hour
- PAMM 509  **IMMUNOLOGY**  2 credit hours
- PAMM 550  **MED MICROBIOLOGY**  3 credit hours
- PHPR 502  **PRINC OF ASEPTIC TECHN**  1 credit hour
- PHPR 556  **PHARMACEUTICAL CARE II**  2 credit hours
- PHPR 572  **INTRO TO CONTEMPORARY COMPOUNDING**  1 credit hour
- PHSC 520  **PHARMACEUTICAL BIOCHEMISTRY**  3 credit hours
- PHSC 570  **PHARMACEUTICAL SCI I**  4 credit hours

**Total Credit Hours**: 17

#### Second Year

**First Semester**

- PHAR 680  **PHARMACOLOGY I**  5 credit hours
- PHPR 659  **PHARMACY BASED IMMUNIZATION DELIVERY**  0.5 credit hours
- PHPR 672  **PHARMACOTHERAPY I**  5.5 credit hours
- PHSC 626  **MEDICINAL CHEMISTRY I**  4 credit hours
- PHSC 670  **PHARMACEUTICAL SCI II**  3 credit hours

**Total Credit Hours**: 18

**Second Semester**

- PHAR 682  **PHARMACOLOGY II**  4 credit hours
- PHPR 674  **PHARMACOTHERAPY II**  7 credit hours
- PHSC 628  **MEDICINAL CHEMISTRY II**  3 credit hours

**Total Credit Hours**: 17

#### Third Year

**First Semester**

- PHPR 662  **PHARM PRACTICE MGMT**  3 credit hours
- PHPR 622  **DRUG LIT EVAL/RES METH**  3 credit hours
- PHPR 676  **PHARMACOTHERAPY III**  8.5 credit hours

**Professional Electives**: 3 credit hours

**Total Credit Hours**: 17.5

**Second Semester**

- PHPR 654  **PROFESSIONAL DEVELOPMENT(completed P1-P3 years)**  3 credit hours
- PHPR 650  **LEGAL AND ETHICAL PRINCIPLES II**  2 credit hours
- PHPR 678  **PHARMACOTHERAPY IV**  8.5 credit hours

**Professional Electives**: 7 credit hours

**Introductory Pharmacy Practice Experience (P1, P2 & P3):**

- PHPR 602  **COMMUNITY PHARM CLERKS (Completed in Summer prior to P2 Year)**  3 credit hours
- PHPR 604  **INSTITUTIONAL PHARMACY (Completed in Summer prior to P3 Year)**  3 credit hours
- PHPR 606  **DRUG INFORMATION CLERK (Completed in P3 Year (May-March))**  0.5 credit hours
- PHPR 608  **PATIENT CARE ACTIVITIES (Completed in P1, P2 and P3 Years)**  1 credit hour

**Total Credit Hours**: 28

#### Fourth Year

**First Semester**

- 40 weeks of required and elective advanced pharmacy practice experiences:
  - Acute Care Level I (4 wks, 160 clock hours)  4 credit hours
  - Acute Care Level II (4 wks, 160 clock hours)  4 credit hours
  - Hospital/Health System or additional Acute I or II (4 wks, 160 clock hours)  4 credit hours
  - Ambulatory Care Level I (4 wks, 160 clock hours)  4 credit hours
  - Ambulatory Care Level II (4 wks, 160 clock hours)  4 credit hours
  - Community Pharmacy (16 wks, 640 clock hours)  16 credit hours

**Total Credit Hours**: 36

**Acute Care Level I Options**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

- PHPR 720  **ACUTE 1 PEDIATRICS ADVANCED PHARMACY PRACTICE EXPERIENCE**  4 credit hours
- PHPR 721  **ACUTE 1 I INTERNAL MEDICINE - FAMILY MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE**  4 credit hours
- PHPR 724  **ACUTE 1 INTERNAL MEDICINE - GENERAL ADVANCED PHARMACY PRACTICE EXPERIENCE**  4 credit hours
- PHPR 726  **ACUTE 1 PSYCHIATRIC PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE**  4 credit hours

**Total Credit Hours**: 151.5
### Acute Care Level II Options

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHPR 730</td>
<td>ACUTE 2 CARDIOLOGY ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>PHPR 731</td>
<td>ACUTE 2 CRITICAL CARE ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>PHPR 732</td>
<td>ACUTE 2 INFECTIOUS DISEASES ADVANCE PHARMACY PRACTICE EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>PHPR 733</td>
<td>ACUTE ADULT ONCOLOGY ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>PHPR 734</td>
<td>ACUTE 2 NEPHROLOGY ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>PHPR 735</td>
<td>ACUTE 2 SOLID ORGAN TRANSPLANT ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 736</td>
<td>ACUTE 2 PEDIATRICS ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 737</td>
<td>ACUTE 2 CARDIOLOGY HEART FAILURE ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 738</td>
<td>ACUTE 2 EMERGENCY SERVICES ADVANCE PHARMACY PRACTICE EXPERIENCE</td>
<td>4</td>
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<tr>
<td>PHPR 739</td>
<td>ACUTE 2 INPATIENT ANTIHROMBOTIC THERAPY SERVICE ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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</tr>
<tr>
<td>PHPR 747</td>
<td>ACUTE 2 GERIATRICS ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
<td>4</td>
</tr>
<tr>
<td>PHPR 749</td>
<td>ACUTE 2 BURN &amp; WOUND CARE ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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</table>

### Community Pharmacy Options

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<tr>
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<tbody>
<tr>
<td>PHPR 700</td>
<td>COMMUNITY ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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### Elective Options

*All required APPE's may also be taken as Electives.*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>PHPR 701</td>
<td>COMMUNITY ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 780</td>
<td>DRUG INFORMATION ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 781</td>
<td>MANAGED CARE PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 783</td>
<td>DRUG UTILIZATION REVIEW ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 784</td>
<td>NUCLEAR PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 786</td>
<td>LONG TERM CARE PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 788</td>
<td>CLINICAL RESEARCH ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 792</td>
<td>VETERINARY PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 793</td>
<td>PHARMACY MANAGEMENT ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 795</td>
<td>PHARMACY PRACTICE RESEARCH ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 796</td>
<td>PHARMACY REGULATION ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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<tr>
<td>PHPR 797</td>
<td>SPECIALTY PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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</tr>
<tr>
<td>PHPR 798</td>
<td>INTERNATIONAL PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
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</tr>
<tr>
<td>PHPR 799</td>
<td>SPECIAL CIRCUMSTANCE ADVANCED PHARMACY PRACTICE EXPERIENCE</td>
<td>4</td>
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</table>

### Clock Hours of Experiential Education

| Introductory Pharmacy Practice Experience (IPPE) - 300 |
| Advanced Pharmacy Practice Experience (APPE) - 1600 |
| Total Clock Hours - 1900 |

### Requirements for Graduation

The requirements for the Pharm.D. degree include the successful completion of 243 semester hours of prerequisites, required courses, and professional and general electives offered by and/or approved by the
College of Pharmacy. The minimum accumulative grade point average required for graduation is 2.0.

Each student who expects to receive a degree must file an application of candidacy for the diploma in the Academic Records Office, University of Nebraska Medical Center. Announcements about the deadline dates are posted on the website. It is the responsibility of the student to inform the Academic Records Office of graduation plans including address, the manner in which requirements are being completed (such as by correspondence, clearance of Incompletes, special examination, etc.), and any revision of such plans. It is the responsibility of each student to see that these requirements are met during the period of attendance in the College. Failure to meet these stipulations may necessitate postponement of graduation until the next semester or summer session.
COURSE DESCRIPTIONS

• Pathology & Microbiology (PAMM) (p. 400)
• Pharmaceutical Sciences (PHSC) (p. 400)
• Pharmacology (PHAR) (p. 402)
• Pharmacy Practice (PHPR) (p. 402)

Pathology & Microbiology (PAMM)

PAMM 509 IMMUNOLOGY 2 Credit Hours
Study of basic and clinical immunological principles.
Prerequisite: P-1 standing.
Instructor: Dhirender Singh, Ph.D.
Capacity: 70

PAMM 550 MED MICROBIOLOGY 3-4 Credit Hours
Study of basic principles of bacteriology, mycology, parasitology, and virology including the pathogenic properties and diseases of medically important species of bacteria, fungi, protozoa, helminths, and viruses.
Prerequisite: P-1 standing.
Instructor: James Booth, Ph.D.
Capacity: 70

Pharmaceutical Sciences (PHSC)

PHSC 520 PHARMACEUTICAL BIOCHEMISTRY 3 Credit Hours
An in-depth understanding of topics in Biochemistry of particular interest to the first year Pharm.D. students.
Prerequisite: P-1 standing. Luis Marky, Ph.D.
Typically Offered: SPRING
Capacity: 70

PHSC 550 INTRO PHARMACEUTICAL SCI 4 Credit Hours
Introduction to drug properties, pharmaceutical terminology, drug information, basic clinical skills, principles of chemical kinetics and stability, and acid/base chemistry of drug molecules.
Prerequisite: P-1 standing or permission.
Instructor: Dong Wang, Ph.D.
Typically Offered: FALL
Capacity: 70

PHSC 570 PHARMACEUTICAL SCI 4-5 Credit Hours
Application of physical pharmacy principles to the development, manufacture, and testing of drug delivery systems, and the influence of physiological factors on the absorption of drugs. The laboratory introduces extemporaneous compounding and the professional aspects of dispensing.
Prerequisite: P-1 standing or permission.
Instructor: Tatiana Bronich, Ph.D.
Capacity: 70

PHSC 610 TREATMENT OF OPHTHALMIC DISEASES 1 Credit Hour
TREATMENT OF OPHTHALMIC DISEASES
Typically Offered: FALL

PHSC 628 MEDICINAL CHEMISTRY II 3 Credit Hours
Study of the chemistry, physicochemical properties and relationships between structure and pharmacological activities of organic and inorganic medicinal agents. Continuation of PHSC 626.
Prerequisite: PHSC 626.
Instructor: Jonathan Vennerstrom, Ph.D.
Capacity: 70

PHSC 670 PHARMACEUTICAL SCI II 3 Credit Hours
Basic principles and concepts of biopharmaceutics, pharmacokinetics, and pharmacodynamics that affect the absorption, distribution, metabolism, elimination and action of drugs in the body.
Prerequisite: P-2 standing or permission.
Instructor: David Oupicky, Ph.D.
Typically Offered: FALL
Capacity: 70

PHSC 672 PHARMACEUTICAL SCI III 3 Credit Hours
Basic principles and concepts of biopharmaceutics, pharmacokinetics, and pharmacodynamics that affect the absorption, distribution, metabolism, elimination and action of drugs in the body. Continuation of PHSC 670.
Prerequisite: P-2 standing or permission.
Instructor: Yazen Alnouti, Ph.D.
Capacity: 70

PHSC 691 PHARMACEUTICAL SCIENCE APPLICATIONS IN PHARMACY 1 Credit Hour
ELECTIVE
Study of the application of pharmaceutical sciences to pharmacotherapy.
Prerequisite: P-2 or P-3.
Instructor: Tatiana Bronich, Ph.D.
Capacity: 60

PHSC 697 INDEPENDENT STUDY I 1-3 Credit Hours
ELECTIVE
Introduction to research involving library, written analysis, data analysis, and/or laboratory study of individually assigned problems.
Prerequisite: Permission.
Instructor: Staff.
Capacity: 30

PHSC 699 RESEARCH in Pharmaceutical Sciences 1-3 Credit Hours
ELECTIVE
Basic or applied laboratory research for students.
Prerequisite: Permission.
Instructor: Staff.
Capacity: 40.

PHSC 820 SELECTED TOPICS 1-2 Credit Hours
A detailed study of specific subject areas related to the pharmaceutical sciences. Evaluation and discussion of the scientific literature is an integral part of the course.
Prerequisite: Permission of instructor.

PHSC 821 ORGANIC CHEMISTRY AND APPLICATIONS TO BIOMOLECULES 2 Credit Hours
This course deals with the basic principles to understand the structure, reactivity, and synthesis of bioactive organic molecules. The focus is on the types of key organic reactions used in drug synthesis, mechanism of reactions, scope and limitations of reactions, design of a synthetic route for a bioactive target compound, and application of biocompatible reactions to biomedical systems.
Prerequisite: Permission of instructor.
Typically Offered: FALL
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Typical Offered</th>
<th>Prerequisite:</th>
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<tbody>
<tr>
<td>PHSC 825</td>
<td>OPHTHALMIC DRUG DISCOV 3 Credit Hours</td>
<td>3</td>
<td>FALL/SP/SU</td>
<td>Permission of instructor.</td>
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<tr>
<td>PHSC 830</td>
<td>ADV MEDICINAL CHEM 3 Credit Hours</td>
<td>3</td>
<td>FALL/SP/SU</td>
<td>Permission of instructor.</td>
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<tr>
<td>PHSC 843</td>
<td>SPECTRO METHODS ANALYS 3 Credit Hours</td>
<td>3</td>
<td>FALL/SP/SU</td>
<td>Permission of instructor.</td>
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<tr>
<td>PHSC 845</td>
<td>QUANTITATIVE PHARMACUTICAL ANALYSIS 3 Credit Hours</td>
<td>3</td>
<td>FALL/SP/SU</td>
<td>Permission of instructor.</td>
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<tr>
<td>PHSC 851</td>
<td>INNOVATIVE DRUG DLVRY 3 Credit Hours</td>
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<td>SPRING</td>
<td>Permission of instructor.</td>
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<tr>
<td>PHSC 852</td>
<td>PHARMACEUTICAL CHEMISTRY FOR DRUG DELIVERY AND NANOMEDICINE 3 Credit Hours</td>
<td>3</td>
<td>SPRING</td>
<td>Permission of instructor.</td>
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<tr>
<td>PHSC 854</td>
<td>DELIVERY AND BIOCOMPATIBILITY OF PROTEIN AND POLYMERS 1-8 Credit Hours</td>
<td>1-8</td>
<td>SPRING</td>
<td>Permission of instructor.</td>
</tr>
<tr>
<td>PHSC 861</td>
<td>ADV PHARMACOKINETICS 3 Credit Hours</td>
<td>3</td>
<td>FALL</td>
<td>Permission of instructor.</td>
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<tr>
<td>PHSC 880</td>
<td>PRIN/METH CANCER RSCH 2-3 Credit Hours</td>
<td>2-3</td>
<td>FALL</td>
<td>Permission of instructor.</td>
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<tr>
<td>PHSC 885</td>
<td>PHYSICAL PHARMACY 3 Credit Hours</td>
<td>3</td>
<td>FALL</td>
<td>Permission of instructor.</td>
</tr>
<tr>
<td>PHSC 890</td>
<td>POLYMER THERAPEUTICS 3 Credit Hours</td>
<td>3</td>
<td>FALL</td>
<td>Permission of instructor.</td>
</tr>
<tr>
<td>PHSC 896</td>
<td>RSCH OTHER THAN THESIS 1-8 Credit Hours</td>
<td>1-8</td>
<td>FALL/SP/SU</td>
<td>Permission of instructor.</td>
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<tr>
<td>PHSC 899</td>
<td>MASTERS THESIS 1-9 Credit Hours</td>
<td>1-9</td>
<td>FALL/SP/SU</td>
<td>Permission of instructor.</td>
</tr>
<tr>
<td>PHSC 902</td>
<td>DRUG DELIVERY AND NANOMEDICINE RESEARCH 3 Credit Hours</td>
<td>3</td>
<td>FALL/SP/SU</td>
<td>Permission of instructor.</td>
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<tr>
<td>PHSC 904</td>
<td>DELIVERY AND BIOCOMPATABILITY OF PROTEIN AND NUCLEIC ACID DRUGS 3 Credit Hours</td>
<td>3</td>
<td>SPRING</td>
<td>Permission of instructor.</td>
</tr>
<tr>
<td>PHSC 910</td>
<td>PHARMACOKINETICS AND BIOPHARMACEUTICS 3 Credit Hours</td>
<td>3</td>
<td>SPRING</td>
<td>Permission of instructor.</td>
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<tr>
<td>PHSC 920</td>
<td>APPLIED PHARMACOKINETICS IN TRANSLATIONAL RESEARCH AND DRUG DEVELOPMENT 3 Credit Hours</td>
<td>3</td>
<td>SPRING</td>
<td>Permission of instructor.</td>
</tr>
<tr>
<td>PHSC 921</td>
<td>BIOPHYSICAL CHEMISTRY 3 Credit Hours</td>
<td>3</td>
<td>SPRING</td>
<td>Permission of instructor.</td>
</tr>
</tbody>
</table>
PHSC 950 ADVANCED TOXICOLOGY 3 Credit Hours
This course deals with the adverse effects of chemicals on biological systems. Physiological and biochemical mechanisms of toxicity at the cellular and subcellular levels will be emphasized.
Prerequisite: Permission of instructor.
Cross List: ENV 950
Typically Offered: SPRING

PHSC 960 CURRENT TOPICS IN THE PHARMACEUTICAL SCIENCES 1 Credit Hour
This course is mandatory for all students enrolled in the Pharmaceutical Sciences Graduate Program.
Typically Offered: FALL/SPR

PHSC 970 SEMINAR 1 Credit Hour
Attendance at weekly seminars offered by the department/program, or other activities specific to the degree program (contact the program director for more information). This course is mandatory for all pharmaceutical sciences students.
Typically Offered: FALL/SPR

PHSC 999 DOCTORAL DISSERTATION 1-15 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam.
Typically Offered: FALL/SP/SU

Pharmacology (PHAR)

PHAR 680 PHARMACOLOGY I 5 Credit Hours
Study of basic principles of drug action including primary pharmacologic actions, mechanisms of action, routes of administration, disposition, contraindications, adverse reactions, drug interactions, and drug-disease interactions.
Prerequisite: P-2 standing.
Instructor: David McMillan, Ph.D.
Typically Offered: FALL/SPR
Capacity: 70

PHAR 682 PHARMACOLOGY II 4 Credit Hours
Continuation of PHAR 680.
Prerequisite: PHAR 680.
Instructor: David McMillan, Ph.D.
Capacity: 70

PHAR 799 PHARMACOLOGY RESEARCH 0 Credit Hours

Pharmacy Practice (PHPR)

PHPR 502 PRINC OF ASEPTIC TECHN 1 Credit Hour
Introduction to the theory and practices that assure safety and efficacy in the compounding and dispensing of parenteral products.
Prerequisite: P-1 standing.
Instructor: Charles Krobot, Pharm.D.
Typically Offered: SPRING
Capacity: 70

PHPR 550 LEGAL AND ETHICAL PRINCIPLES I 2 Credit Hours
Study of the statutes, regulations, and ethical principles governing the practice of pharmacy and the process of ethical decision-making.
Prerequisite: 550 P1 Standing or permission.
Instructor: Charles Krobot, Pharm.D.
Typically Offered: FALL
Capacity: 70

PHPR 552 PHARMACEUTICAL CARE I 2 Credit Hours
Basic competencies and skills needed to function as a health care provider and as a member of a health-care team.
Prerequisite: P-1 standing or permission.
Instructor: Linda Sobeski, Pharm.D.
Capacity: 70

PHPR 554 PROFESSIONAL DEVELOPMENT 3 Credit Hours
Development of professional knowledge and attitudes, general abilities, and professional competencies through professional development seminars, lectures, and workshops.
Prerequisite: P-1 standing or permission.
Instructor: Dr. Ally Derig-Anderson Pharm.D./Dr. Gary Yee, Pharm.D.
Typically Offered: SPRING
Capacity: 70

PHPR 556 PHARMACEUTICAL CARE II 2 Credit Hours
The Pharmaceutical II course expands upon the elements provided in the Pharmaceutical I course, providing the student with additional communication, drug information, and problem solving skills. In addition, students will be focus on physical assessment skills needed to assess pharmacologic treatment of patients.
Prerequisite: PHPR 552.
Instructor: Paul Dobesh, Pharm.D./Christopher Shaffer, Pharm.D.
Typically Offered: SPRING
Capacity: 70

PHPR 560 PHARMACY & HEALTH CARE 3 Credit Hours
Study of the economic, social, political, structural, professional, and consumer factors affecting the delivery of health care services and pharmacy practice.
Prerequisite: P-1 standing or permission.
Instructor: Gary Cochran, Pharm.D.
Typically Offered: FALL
Capacity: 70

PHPR 562 INTRO TO DRUG INFORMATION 2 Credit Hours
ELECTIVE
An introduction to drug information library resources and access to these resources.
Prerequisite: P-1 standing or permission.
Instructor: Cynthia Schmidt, MD./Anthony Podany, Pharm.D.
Capacity: 70

PHPR 572 INTRO TO CONTEMPORARY COMPOUNDING 1 Credit Hour
This laboratory course reviews pharmaceutical compounding facilities, equipment, principles and regulations.
Prerequisite: PHSC 550.
Instructor: John Ridgway, B.S.
Capacity: 70

PHPR 602 COMMUNITY PHARM CLERKS 3 Credit Hours
Introductory experiential training in a community pharmacy setting.
Prerequisite: P-2 or P-3 standing, and completion of the EPE Shadowing Experience.
Instructor: Staff.
Typically Offered: FALL
Capacity: 90

PHPR 604 INSTITUTIONAL PHARMACY 3 Credit Hours
Introductory experiential training in institutional practice.
Prerequisite: P-2 or P-3 standing, and completion of the EPE Shadowing Experience, and PHPR 502.
Instructor: Staff.
Typically Offered: FALL
Capacity: 70
PHPR 606 DRUG INFORMATION CLERK 0.5 Credit Hours
Introductory experiential training in drug information.
Prerequisite: P-2 or P-3 standing, and completion of the EPE Shadowing Experience.
Instructor: Staff.
Capacity: 70

PHPR 608 PATIENT CARE ACTIVITIES 1 Credit Hour
Introductory experiential patient care opportunities in a variety of practice settings.
Prerequisite: P1, P-2 or P-3 standing, and registration as a Pharmacist Intern with the Nebraska Department of Health and Human Services, Regulation and Licensure.
Instructor: Staff.
Capacity: 70

PHPR 610 POINT OF CARE TESTING 1 Credit Hour
ELECTIVE
Study of the use of Clinical Laboratory Improvement Amendment (CLIA) waived point of care tests in patient care. Successful completion of this course results in a national competency certificate.
Prerequisite: P-3 standing or permission.
Instructor: Ally Dering-Anderson, Pharm.D.
Typically Offered: SPRING
Capacity: 50

PHPR 620 OVER THE COUNTER AND SELF-CARE PRODUCTS 2 Credit Hours
ELECTIVE
Study of the clinical use of "over-the-counter" products for the treatment of diseases and disorders.
Prerequisite: P-3 standing.
Instructor: Ally Dering-Anderson, Pharm.D.
Capacity: 70

PHPR 621 SUBSTANCE ABUSE 2 Credit Hours
ELECTIVE
Study of the biological and psycho-social aspects of substance abuse and chemical dependency disease, and the methods of drug abuse prevention, education, treatment and support.
Prerequisite: none.
Instructor: Jeffrey Baldwin, Pharm.D.
Capacity: 70

PHPR 622 DRUG LIT EVAL/RES METH 3 Credit Hours
Study of drug literature evaluation and research methods with the emphasis on access and retrieval of drug information, critical evaluation of the information, and application to clinical practice.
Prerequisite: P-3 standing or permission.
Instructor: Gary Yee, Pharm.D.
Capacity: 70

PHPR 623 RECOVERING ADDICTION 1 Credit Hour
ELECTIVE
Guided experience in understanding the addiction and recovery process. Group meetings will be used to study the processes, to provide support, and assist with abstinence experiences.
Prerequisite: PHPR 621.
Instructor: Jeffrey Baldwin, Pharm.D.
Capacity: 70

PHPR 630 ADVANCED TOPICS IN HIV 1 Credit Hour
An in-depth review of selected topics in the HIV-care continuum with an emphasis in interdisciplinary care of areas directly pertinent to the pharmacist's role in HIV care. The elective course is designed to be a primer for students interested in completing the UNMC HIV APPE clerkship, although enrollment into the HIV APPE clerkship is not a requirement of the course.
Prerequisite: PHPR 676 Pharmacotherapy III
Typically Offered: SPRING

PHPR 640 HERBAL/MICRONUTRITION 2 Credit Hours
ELECTIVE
Study integrating the biomedical, clinical and pharmaceutical sciences in the formulation, application and monitoring of therapeutic regimens for the treatment of diseases using herbal and micronutrient therapies.
Prerequisite: P-2 or P-3 standing.
Instructor: Timothy McGuire, Pharm.D.
Capacity: 70

PHPR 645 PHARMACY BASED IMMUNIZATION DELIVERY 0.5 Credit Hours
Study of the techniques and procedures used in vaccine administration by pharmacists. Prereqs: P-2 standing.
Instructor: John Ridgway, B.S.
Typically Offered: FALL
Capacity: 70

PHPR 650 LEGAL AND ETHICAL PRINCIPLES II 2 Credit Hours
Study of the statutes, regulations, and ethical principles governing the practice of pharmacy and the process of ethical decision-making.
Prerequisite: P-3 standing.
Instructor: Charles Krobot, Pharm.D.
Typically Offered: FALL
Capacity: 70

PHPR 657 DIABETES MELLITUS MGMT 1 Credit Hour
Study of education, pharmacotherapy, and monitoring of patients with diabetes.
Prerequisite: P-3 standing.
Instructor: Kristen Cook, Pharm.D./Jessica Downes, Pharm.D.
Capacity: 65

PHPR 659 PHARMACY BASED IMMUNIZATION DELIVERY 0.5 Credit Hours
Study of the techniques and procedures used in vaccine administration by pharmacists. Prereqs: P-2 standing.
Instructor: John Ridgway, B.S.
Typically Offered: FALL
Capacity: 70

PHPR 660 LEGAL & ETHICAL PRINC 4 Credit Hours
Study of the statutes, regulations, and ethical principles governing the practice of pharmacy and the process of ethical decision-making.
Prerequisite: P-3 standing or permission.
Instructor: Charles Krobot, Pharm.D.
Capacity: 70

PHPR 662 PHARM PRACTICE MGMT 3 Credit Hours
Principles of management and their application in professional practice and the operation of a pharmacy.
Prerequisite: PHPR 560.
Instructor: Donald Klepser, Ph.D.
Typically Offered: FALL
Capacity: 70
PHPR 663 PHARMACY PRACTICE RSCH 1-2 Credit Hours
ELECTIVE
A pharmacy practice research primer for pharmacy students that will take them from idea generation and development of a research question through the IRB process to the completion of a research protocol. Students are expected to continue on with a research clerkship in the P-4 year to complete their research project.
Prerequisite: Permission.
Instructor: Dr. Donald Klepser, Ph.D.
Capacity: 30

PHPR 672 PHARMACOTHERAPY I 5.5 Credit Hours
Integration of biomedical, clinical and pharmaceutical sciences in the formulation, application, and monitoring of therapeutic regimens for the treatment of diseases and disorders.
Prerequisite: P-2 standing for Pharmacotherapy I.
Instructor: Gary Cochran, Pharm.D./Staff
Capacity: 70

PHPR 674 PHARMACOTHERAPY II 7 Credit Hours
Integration of biomedical, clinical and pharmaceutical sciences in the formulation, application, and monitoring of therapeutic regimens for the treatment of diseases and disorders. Continuation of PHPR 672.
Prerequisite: P-2 standing and successful completion of Pharmacotherapy I.
Instructor: Paul Dobesh, Pharm.D./Staff.
Capacity: 70

PHPR 676 PHARMACOTHERAPY III 8.5 Credit Hours
Integration of biomedical, clinical and pharmaceutical sciences in the formulation, application, and monitoring of therapeutic regimens for the treatment of diseases and disorders. Continuation of PHPR 674.
Prerequisite: P-3 standing and successful completion of Pharmacotherapy I and II. Continuation of PHPR 674.
Instructor: Dean Collier, Pharm.D./Staff.
Capacity: 70

PHPR 678 PHARMACOTHERAPY IV 8.5 Credit Hours
Integration of biomedical, clinical and pharmaceutical sciences in the formulation, application, and monitoring of therapeutic regimens for the treatment of diseases and disorders. Continuation of PHPR 676.
Prerequisite: P-3 standing and successful completion of Pharmacotherapy I, II, and III.
Instructor: Allison Dering-Anderson, Pharm.D./Staff.
Capacity: 70

PHPR 685 PHARMACOGENOMICS 2 Credit Hours
ELECTIVE
Study the impact of polymorphisms within DNA which can alter the pharmacologic response and toxicity as well as the implementation of this pharmacogenetic information into clinical practice.
Prerequisite: P-3 Standing or permission.
Instructor: Christopher Shaffer, PharmD.
Typically Offered: FALL
Capacity: 30

PHPR 687 PEDIATRIC PHARMACOTHERAPY 2 Credit Hours
ELECTIVE
The purpose of this 2 semester credit hour course is to provide pharmacy students with an expanded knowledge of pediatric pharmacotherapy. There will be emphasis on the pathophysiology and therapeutics of the most common disease states encountered in pediatric patients that are not already included in the required Pharmacotherapy course sequence. The goal of the course is to give students the necessary knowledge and skills to provide exceptional care to the pediatric population.
Typically Offered: SPRING

PHPR 689 GERIATRIC THERAPEUTICS 2 Credit Hours
ELECTIVE
Study of psychosocial, medicolegal, and healthcare-related topics related to geriatrics.
Prerequisite: P-3 standing.
Instructor: Linda Sobeski, Pharm.D.
Capacity: 60

PHPR 697 INDEPENDENT STUDY 1-5 Credit Hours
ELECTIVE
Independent study in a clinical science area involving either a literature or a clinically-oriented research project.
Prerequisite: Permission.
Instructor: Staff.
Capacity: 40

PHPR 699 PHARMACY PRACTICE RESEARCH 1-3 Credit Hours
ELECTIVE
Independent Study.
Prerequisite: Permission.
Instructor: Staff.
Capacity: 30

PHPR 700 COMMUNITY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
COMMUNITY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 701 COMMUNITY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
COMMUNITY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 710 HOSPITAL/HEALTH SYSTEM INSTITUTIONAL PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
HOSPITAL/HEALTH SYSTEM INSTITUTIONAL PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 719 HOSPITAL/HEALTH SYSTEM GERIATRIC ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
HOSPITAL/HEALTH SYSTEM GERIATRIC ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 720 ACUTE 1 PEDIATRICS ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 1 PEDIATRICS ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 721 ACUTE 1 I INTERNAL MEDICINE - FAMILY MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 1 I INTERNAL MEDICINE - FAMILY MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR
PHPR 724 ACUTE 1 INTERNAL MEDICINE - GENERAL ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 1 INTERNAL MEDICINE - GENERAL ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 726 ACUTE 1 PSYCHIATRIC PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 1 PSYCHIATRIC PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 728 ACUTE 1 INTERNAL MEDICINE - NEUROLOGY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 1 INTERNAL MEDICINE - NEUROLOGY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 729 ACUTE 1 INSTITUTIONAL CARE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 1 INSTITUTIONAL CARE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 730 ACUTE 2 CARDIOLOGY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 2 CARDIOLOGY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 731 ACUTE 2 CRITICAL CARE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 2 CRITICAL CARE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 732 ACUTE 2 INFECTIOUS DISEASES ADVANCE PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 2 INFECTIOUS DISEASES ADVANCE PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 733 ACUTE ADULT ONCOLOGY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE ADULT ONCOLOGY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 734 ACUTE 2 NEPHROLOGY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 2 NEPHROLOGY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 735 ACUTE 2 SOLID ORGAN TRANSPLANT ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 2 SOLID ORGAN TRANSPLANT ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 736 ACUTE 2 PEDIATRICS ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 2 PEDIATRICS ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 737 ACUTE 2 CARDIOLOGY HEART FAILURE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 2 CARDIOLOGY HEART FAILURE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 738 ACUTE 2 EMERGENCY SERVICES ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 2 EMERGENCY SERVICES ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 739 ACUTE 2 INPATIENT ANTITHROMBOTIC THERAPY SERVICE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 2 INPATIENT ANTITHROMBOTIC THERAPY SERVICE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 740 ACT 2 ADULT INTENSIVE CARE 4 Credit Hours
ACT 2 ADULT INTENSIVE CARE
Typically Offered: FALL/SPR

PHPR 741 ACT 2 TRAUMA SURG ICU 4 Credit Hours
ACT 2 TRAUMA SURG ICU
Typically Offered: FALL/SPR

PHPR 742 ACT 2 ANTIBIOTIC STEWARDSHIP 4 Credit Hours
ACT 2 ANTIBIOTIC STEWARDSHIP APPE
Typically Offered: FALL/SPR

PHPR 747 ACUTE 2 GERIATRICS ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 2 GERIATRICS ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 749 ACUTE 2 BURN & WOUND CARE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ACUTE 2 BURN WOUND CARE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 750 AMBULATORY 1 ADULT MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
AMBULATORY 1 ADULT MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 751 AMBULATORY 1 FAMILY MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
AMBULATORY 1 FAMILY MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 752 AMBULATORY 1 GERIATRIC MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
AMBULATORY 1 GERIATRIC MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 760 AMBULATORY 2 ADULT MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
AMBULATORY 2 ADULT MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 761 AMBULATORY 2 FAMILY MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
AMBULATORY 2 FAMILY MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR
PHPR 766 AMBULATORY 2 GERIATRIC MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
AMBULATORY 2 GERIATRIC MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 780 DRUG INFORMATION ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
DRUG INFORMATION ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 781 MANAGED CARE PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
MANAGED CARE PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 782 DRUG INFO & MANAGED CARE 4 Credit Hours
ELECTIVE
DRUG INFORMATION MANAGED CARE APPE
Typically Offered: FALL/SPR

PHPR 783 DRUG UTILIZATION REVIEW ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
DRUG UTILIZATION REVIEW ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 784 NUCLEAR PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
NUCLEAR PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 786 LONG TERM CARE PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
LONG TERM CARE PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 788 CLINICAL RESEARCH ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
CLINICAL RESEARCH ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 790 PUBLIC HEALTH - RURAL INTERPROFESSIONAL HEALTH CARE APPE 4 Credit Hours
ELECTIVE

PHPR 792 VETERINARY PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
VETERINARY PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 793 PHARMACY MANAGEMENT ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
PHARMACY MANAGEMENT ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 795 PHARMACY PRACTICE RESEARCH ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
PHARMACY PRACTICE RESEARCH ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 796 PHARMACY REGULATION ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
PHARMACY REGULATION ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 797 SPECIALTY PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
SPECIALTY PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 798 INTERNATIONAL PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
INTERNATIONAL PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR

PHPR 799 SPECIAL CIRCUMSTANCE ADVANCED PHARMACY PRACTICE EXPERIENCE 4 Credit Hours
ELECTIVE
SPECIAL CIRCUMSTANCE ADVANCED PHARMACY PRACTICE EXPERIENCE
Typically Offered: FALL/SPR
PROFESSIONAL ELECTIVES IN THE PHARMACY CURRICULUM

The professional program of the College of Pharmacy prepares students as generalists for contemporary practice in a variety of pharmacy settings. The professional elective program is comprised of a minimum of 10 hours of primarily didactic professional and other approved elective courses which must be completed prior to entering the P-4 year.

At least seven of the ten must be completed per College of Pharmacy faculty elective courses or other UNMC programs. Three of the ten may be taken at other accredited educational institutions following approval by the Associate Dean for Student Affairs. The ten hours of professional or other approved electives must be completed by every student while enrolled in the professional program regardless of prior college background or experience. These courses cannot be transferred as credit hours earned prior to enrollment.
TUITION AND FEES

Tuition and fees are subject to change without notice. The tuition rate does not vary with the number of credit hours taken by full-time students. In unusual circumstances, where a student is enrolled for fewer than 12 semester hours, tuition may be charged at an hourly rate.

2017-2018 Tuition and Fees

Application Fees

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fees</td>
<td>$45.00</td>
<td>$45.00</td>
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Tuition P-1

<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>Tuition P-1</td>
<td>$11,918.00 per Semester</td>
<td>$20,755.00 per Semester</td>
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Tuition P-2, 3, 4

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition P-2, 3, 4</td>
<td>$10,073.00 per Semester</td>
<td>$20,755.00 per Semester</td>
</tr>
</tbody>
</table>

1 Non-Resident Tuition Scholarships that waive much of the difference between resident and nonresident tuition are available.

University Program Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Insurance (Unless Waived)</td>
<td>$1,184.66 per Semester</td>
</tr>
<tr>
<td>Student Health Program</td>
<td>$99.75 per Semester</td>
</tr>
<tr>
<td>Center for Healthy Living</td>
<td>$62.50 per Semester</td>
</tr>
<tr>
<td>Late Registration</td>
<td>$10.00 per Semester</td>
</tr>
<tr>
<td>Late Fees - Tuition/Fees</td>
<td>$100.00 per Semester</td>
</tr>
<tr>
<td>COP Program Fee</td>
<td>$125.00 per Semester</td>
</tr>
<tr>
<td>COP Technology Fee</td>
<td>$250.00 per Semester</td>
</tr>
</tbody>
</table>

1 Health insurance for in-patient services is mandatory for full-time students and will be assessed on your tuition bill unless a waiver form is completed showing a private plan. If you have any questions, please call 402-559-7276.

Course Fees

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester, P1, Biology of Disease (PAMM 690)</td>
<td>$45.00</td>
</tr>
<tr>
<td>Second Semester, P1, Microbiology (PAMM 550)</td>
<td>$15.00</td>
</tr>
<tr>
<td>Second Semester, P1, Microbiology Lab (CLS 552)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Second Semester, P1, Immunology (PAMM 509)</td>
<td>$15.00</td>
</tr>
<tr>
<td>First Semester, P2, Pharmacology (PHAR 680)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Second Semester, P2, Pharmacology (PHAR 682)</td>
<td>$30.00</td>
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</table>

Miscellaneous Fees

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<tr>
<th>Service</th>
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<tbody>
<tr>
<td>Library Fee</td>
<td>$6.25 per credit hour</td>
</tr>
<tr>
<td>Transcript</td>
<td>$5.00</td>
</tr>
<tr>
<td>Student Senate Fee</td>
<td>$5.00 per Semester</td>
</tr>
</tbody>
</table>

Locker Rental $5.00 per year
Replacement of Photo-Identification Card $10.00
Pre-Enrollment Deposit $500.00

Financial Aid

The UNMC Office of Financial Aid administers a variety of financial aid programs. The UNMC Financial Aid website, http://www.unmc.edu/finaid, provides many answers about financing a UNMC education and is referenced in the admissions process for completion of appropriate paperwork. The College of Pharmacy administers a significant number of scholarships which are granted based upon academic performance, leadership, extracurricular involvement and/or a combination of these criteria.

UNO Tuition

Students enrolled full-time in the College of Pharmacy may take elective courses at UNO. Tuition for acceptable courses taken during the regular semesters will be paid by UNMC however fees must be paid by the student. Tuition for courses taken at UNO during the summer sessions, or tuition for activity courses in physical education, or any other courses not acceptable for elective credit in the Pharm.D. program, will be charged to the student.

Tuition Refunds

A student who withdraws from the University during any term is entitled to claim a refund of a portion of tuition paid. The University’s current refund policy for fall and spring semesters is outlined in the UNMC Student Handbook under Tuition Refund Schedule (http://www.unmc.edu/studentservices/_documents/handbook.pdf).
CODE OF PROFESSIONAL CONDUCT

I. General Rights and Responsibilities
College of Pharmacy students are members of the University of Nebraska Medical Center (UNMC) academic community. As such, they have, along with all other members of the UNMC community, the responsibility to create and support a learning environment that will provide the best possible educational and professional outcomes. Each member of the community should be treated with dignity and respect. Each has the right to learn, and this right imposes a duty not to infringe on the rights of others. The College of Pharmacy faculty and administration are obligated to assure that the members of the community have the opportunities, protections, and privileges that will provide the best climate for learning.

II. Professional Conduct
In addition to being members of the UNMC academic community, College of Pharmacy students are also members of the professional community of pharmacy. As members of that community, it is important for students to build and reinforce a professional identity founded on the principles of integrity, ethical behavior, honesty, and fairness. Additional professional standards include appropriate dress and proper attention to personal hygiene. Adherence to these principles is vital to the assurance of the development of a professional relationship between the pharmacist and society. These principles must become part of a student’s everyday life.

To accomplish the goals of professional development, students must: 1
• Develop a sense of loyalty and duty to the profession of pharmacy by contributing to the well-being of others and by enthusiastically accepting the responsibility and accountability for membership in the profession.
• Foster professional competency through life-long learning, and strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.
• Support professional colleagues by actively encouraging personal commitment to the Oath of a Pharmacist and Code of Ethics for Pharmacists as set forth by the profession.
• Dedicate their lives and practice to excellence. This will require an ongoing reassessment of personal and professional values.
• Maintain the highest ideals and professional attributes to insure and facilitate the covenantal relationship required of the pharmaceutical care giver.

III. Professional Conduct in the Classroom
The maintenance of the classroom as a proper environment for teaching and learning is the responsibility of both the faculty and the students. Student behavior in the classroom is expected to adhere to professional standards and contribute in a positive way to the learning process. Behavior that may be interpreted by the faculty or other students as rude, disruptive, or that infringes on the rights of faculty or other students to effectively engage in the teaching/learning process will not be tolerated. At their discretion, faculty will take appropriate disciplinary action when such acts of inappropriate behavior are encountered.

IV. Professional Conduct in Other Instructional Settings
A major component of the College of Pharmacy curriculum involves experiential education in various practice settings or clerkship sites. Preceptors in those settings are appointed as full-time, courtesy, or adjunct faculty members of the College, and are members of the academic community. The clerkship site, then, is a classroom, and students are expected to adhere to the behavioral standards put forth in Section III. Attention to professional, ethical, legal, and hygienic standards is even more critical as students interact with patients, preceptors, and other health professionals. At their discretion, faculty will take appropriate disciplinary action when students do not adhere to these standards.

V. Professional Conduct and Academic Integrity
Maintaining academic integrity is a vital concern of the College of Pharmacy and the UNMC academic community at large. Without strict adherence to the standards of academic integrity, the teaching and learning environment loses validity. Honesty and integrity are a major part of the fabric of professional and ethical standards. An individual claiming to follow professional and ethical codes of conduct would also be expected to adhere to the standards of academic integrity.

Academic dishonesty is described in the UNMC Student Handbook. It includes, but is not limited to, actions under the following categories:
1. Cheating — the use or attempted use of unauthorized materials or information for an examination, quiz, written assignment, or other academic exercise.
2. Academic Misconduct — the falsification of official documents and/or obtaining records, examinations or documents without authorization.
   a. Fabrication — the making up of data or results and recording or reporting them.
   b. Falsification — changing or omitting data or results such that performance is not accurately represented.
   c. Plagiarism — the appropriation of another person’s words or ideas without including an appropriate citation.

VI. Professional Conduct and Substance Abuse
As future health care professionals, students enrolled in the College of Pharmacy have unique responsibilities regarding issues and matters pertaining to substance abuse. Therefore, they are expected to be familiar with the UNMC policies and standards of conduct concerning the physical, psychosocial, and legal consequences of substance abuse and chemical dependency as presented in the UNMC Student Handbook and the Substance Abuse or Dependency Standards of Conduct — Alcohol & Drugs. College of Pharmacy students who violate state or federal drug laws and/or abuse chemical substances will be subject to disciplinary action in accordance with the “Procedural Rules Relating to Student Discipline” in the UNMC Student Handbook. Students who are found to have problems associated with chemical dependency will be offered the opportunity for evaluation, treatment, and rehabilitation in accordance with the policies and procedures presented in the Nebraska Pharmacy Student Recovery Program.
VII. Professional Conduct and Other Unlawful Acts

As students preparing to enter the profession of pharmacy, professional conduct extends into all aspects of daily life. College of Pharmacy students convicted of violations of local, state, or federal laws or ordinances may be deemed in violation of this Code and subject to disciplinary action in accordance with the “Procedural Rules Relating to Student Discipline” in the UNMC Student Handbook.

VIII. Disciplinary Procedures

The “Procedural Rules Relating to Student Discipline” are contained in the UNMC Student Handbook. These procedural rules will be applied to all aspects of misconduct under this code whether involving general violations of professional conduct or specific violations of academic integrity. Disciplinary sanctions that may be administered under these rules are:

- Written Reprimand
- Grade Adjustment
- Disciplinary Probation
- Suspension
- Expulsion
- Misconduct away from campus, in settings not related to the University’s educational mission, that brings students under the sanctions of local judiciary systems or the Department of Health & Human Services will not generally be brought into a duplicative UNMC disciplinary process. However, when the interests of the College of Pharmacy or the University of Nebraska Medical Center are involved, the authority of the University of Nebraska will be asserted. The fact that a violation occurs off campus does not preclude the interest and involvement of the University of Nebraska Medical Center or the College of Pharmacy.

1 Adapted from the “Pledge of Professionalism” adopted by the American Pharmacists Association Academy of Student Pharmacists/American Association of College of Pharmacy Council of Deans Task Force on Professionalism.
ACADEMIC POLICIES

Policy Concerning Violations of Academic Integrity

Students enrolled in the College of Pharmacy who have been disciplined for violation of academic integrity, as described in the current edition of the UNMC Student Handbook, shall be ineligible for the granting or receipt of scholarships, awards, honors, and other special recognitions through the University of Nebraska, the University of Nebraska Medical Center, and/or the College. This ineligibility shall remain in effect throughout the student’s tenure in the professional program.

To preserve student confidentiality, the following procedures will be followed prior to the consideration of students for scholarships and/or awards by the Scholarship, Honors and Financial Aid Committee, and other awards, honors, or other special recognitions by the Dean’s Office. The Dean and the Associate Dean for Student Affairs will have the responsibility for the removal of names of ineligible students from lists used by the Committee or the Dean’s Office to select recipients of scholarships, awards, honors, or other special recognitions. In addition, communities, organizations, or other groups outside of the University seeking verification of academic standing for the purpose of offering a scholarship, award, or honor to a student, will be informed, when a situation exists pursuant to this policy, of the student’s ineligibility.

1. Scholarships: The list of students eligible for consideration for financial assistance compiled by the Director of the Office of Financial Aid in Student Services will be forwarded by the Director to the Dean of the College of Pharmacy for review. In accordance with this policy, the Dean and Associate Dean for Student Affairs will remove the names of all students ineligible for scholarships prior to forwarding the list to the Committee.

2. Awards: The list of students eligible for consideration for awards will be provided by the Dean to the Scholarship, Honors and Financial Aid Committee. In compiling this list, and in accordance with this policy, the Dean and Associate Dean for Student Affairs will remove from pertinent class rosters the names of all students ineligible for consideration for awards.

3. Honors: Lists of students under consideration for honors, e.g., The Dean’s List, Graduation with Distinction or High Distinction, etc., shall be reviewed by the Dean and the Associate Dean for Student Affairs. In accordance with this policy, the names of all students ineligible to receive such honors will be removed prior to announcement or publication in any College, or campus list, brochure, program, or compendium.

4. Other Special Recognitions: Lists of students under consideration for special recognitions, e.g., The National Deans List, etc., shall be reviewed by the Dean and the Associate Dean for Student Affairs. In accordance with this policy, the names of all students ineligible to receive such recognitions will be removed prior to announcement or publication in any College, campus, or National list, program, brochure, or compendium.

Grading Policy

The following quality points are given for courses completed:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>D-</td>
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<td>F</td>
<td>0</td>
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</table>

Standards of Academic Performance Retention and Promotion Criteria

Students enrolled full-time in the professional program of the College of Pharmacy are expected to make satisfactory academic progress toward completion of the degree requirements. Satisfactory academic progress is defined as successful completion of the prescribed curriculum in the prescribed time, maintenance of a minimum of a 2.00 semester grade point average (SGPA), professional required course grade point average (PGPA) and accumulative grade point average (AGPA), and completion of any professional deficiencies and/or required remedial courses in the time and manner prescribed by the Faculty of the College of Pharmacy.

Students who fail to maintain satisfactory academic progress in the professional program are placed automatically on academic probation. Students on academic probation may be required to participate in academic counseling and/or to enroll in a remedial program of study, or they may be suspended or dismissed according to the policies described in subsequent sections. Such actions will be recommended by the Academic Performance and Standards Committee, subject to review by the Faculty. Notification of such actions will be made to the student by the Office of the Dean.

The actions taken in these matters are not to be viewed as punitive, but as a recognition that it is unrealistic for a student to continue in a course of study where there is little probability of success. These same Standards will be applied to students enrolled in an approved part-time course of study.

Academic Probation

Academic probation is the initial official action for a student failing to make satisfactory academic progress.

A student will be placed on academic probation for:

1. failure to maintain a minimum semester grade point average (SGPA) of 2.00;
2. failure to maintain a professional required course grade point average (PGPA) of 2.00;
3. failure to maintain an accumulative grade point average (AGPA) of 2.00;
4. a failing grade in a professional required course; and/or
5. unauthorized failure to complete any degree requirement at the prescribed time.

Depending on the nature of the academic deficiencies and the overall academic record, a student placed on academic probation may or may not be permitted to continue in the regular sequence of the professional curriculum. If a student fails a professional required course,
the course must be repeated during the next term in which it is offered. Considerations related to course sequence issues are coordinated via the Academic Performance and Standards Committee.

A student placed on academic probation will normally be given one semester to correct any grade point deficiencies. The Academic Performance and Standards Committee will review the student’s record at the end of the term of probation.

If the SGPA and PGPA for that term are 2.00 or above, and the AGPA is 2.00 or above, the student will be released from academic probation. If the SGPA and PGPA are 2.00 or above, but the AGPA remains below 2.00, the student will remain on academic probation. A student remaining on academic probation for more than two consecutive semesters will be subject to suspension or dismissal.

If a student fails to make satisfactory progress during the period of academic probation, and/or fails to correct academic deficiencies within the prescribed time, that student will be subject to automatic suspension and may be dismissed from the College of Pharmacy.

**Academic Suspension**

Academic suspension from the College of Pharmacy occurs when a student:

- has failed to make satisfactory progress during a period of academic probation;
- has academic deficiencies that preclude continuation in a normal program of study, but may be expected to be able to complete the requirements for the degree under a modified program of study with or without remedial courses;
- and/or has received a failing grade in any two professional required courses.

Suspensions are imposed for a specified period of time, not to exceed one year. A student on academic suspension will not be allowed to continue the normal course of study. The Academic Performance and Standards Committee will specify the length of time of the suspension, and remedial work required for reinstatement, and the program of study required upon reinstatement.

**Academic Dismissal**

Academic dismissal from the College of Pharmacy may be recommended to the Faculty by the Academic Performance and Standards Committee if a student:

- fails to make satisfactory progress during a period of academic probation, or suspension, and has academic deficiencies that preclude continuation in the prescribed program of study, and may not reasonably be expected to complete the requirements for the degree.

Except under very extenuating circumstances, academic dismissal will be recommended if a student:

- was previously suspended from the College, and again fails to make satisfactory academic progress;
- is on academic suspension under a remedial course of study and again fails to make satisfactory academic progress;
- fails a single professional required course more than one time, or accumulates more than two failures in professional required courses;
- and/or accumulates a grade point deficiency that reasonably precludes the possibility of completing the degree requirements.

Students are dismissed from the College by a majority vote of the Faculty. Students dismissed from the College may seek reentry by applying for readmission.

**Appeals**

At the end of each academic term, the Office of the Dean reviews the academic performance of all students enrolled in the College of Pharmacy, and evaluates each student’s qualifications to be retained and/or promoted in the professional program. The Office of the Dean notifies each student placed on academic probation; and furthermore, makes notification of current academic deficiencies to the student and the Academic Performance and Standards Committee. Each student is also notified of any decision by the Academic Performance and Standards Committee to require a modified course of study, to suspend progress, or to dismiss the student from the College.

Any student in the College of Pharmacy has the opportunity to appeal any decision made by the Academic Performance and Standards Committee. Written confirmation of a student’s intent to appeal must be received by the Office of the Dean within seven days of the student’s receipt of notification of the decision.

Students desiring to appeal must appear in person before a meeting of the Academic Performance and Standards Committee of the College of Pharmacy. A written petition must be presented containing the specific variance requested, a description of any extenuating circumstances intended to justify granting the variance, and a proposed course of study and/or conditions for consideration should the variance be granted. The decision of the Academic Performance and Standards Committee may be further appealed to the Faculty of the College of Pharmacy. The decision of the Faculty of the College of Pharmacy is final.

**Drop/Add Withdrawal**

Fees may apply. Please contact Janet McLaughlin in Student Services at 402-559-4207 or jmclaugh@unmc.edu.

**Faculty Policy on Repeating Courses and Change of Grade Repeating Courses**

Students receiving a low or failing grade in a required or elective course in the College of Pharmacy may, of their own volition or upon direction of the Academic Performance and Standards Committee, repeat that course the next time it is offered in the schedule of course offerings. Required professional courses will not be offered on a conference basis. The student must register for any repeated course. The transcript will reflect such re-registration, and the second grade earned will be utilized in computing the GPAs.

**Change of Grade**

A course grade reported by the faculty may be changed. There are three situations that constitute legal reasons for changing a grade:

1. removal of an Incomplete (I) previously recorded;
2. instructor error, including errors in grading and computation of a grade; and
3. clerical error, including errors in recording one or more grades.
It is not proper to offer a change of grade as a means of handling academic problems. Specifically, a student will not be allowed to repeat a portion of a course, and have that grade changed through filing a change of grade form. The above procedure for repeating courses will be followed for students receiving failing grades or needing to improve GPAs.

Pharmacist Internship Requirement
Registration with the State of Nebraska as a Pharmacist Intern is required before a student can participate in experiential training as part of the professional curriculum. Proof of valid Pharmacist Intern registration must be carried by the student during all experiential training.

Policies on Senior Clerkship Assignments
Fourth year pharmacy students must complete 40 weeks of required and elective clerkships as outlined in the current course of study and as scheduled by the Office of Experiential Programs. During the third year of the Program, in consultation with the student, the clerkship coordinator will develop a senior clerkship schedule for each student. In scheduling clerkships, efforts will be made to accommodate special student needs; however, the final decision resides with the Coordinator of Experiential Education. No scheduling exceptions will be made for housing considerations. Students are advised to maintain their campus/Omaha housing arrangements until their clerkship schedules have been finalized and approved by the clerkship coordinator.

Required Clerkships
Fourth year pharmacy students must complete certain required clerkships as outlined in the course of study. Required clerkships must be completed at College affiliated sites that are precepted by faculty who hold a full-time or adjunct appointment in the College of Pharmacy.

Elective Clerkships
Level I and Level II Clerkships may be used to meet elective clerkship requirements. In order to use a Level II clerkship to fulfill an elective requirement, all of the following prerequisites must be met:

1. completion of at least one Level I patient care clerkship;
2. approval of the Coordinator of Experiential Education; and
3. approval of the clerkship preceptor.

Elective clerkships should ideally be completed at College affiliated sites that also are precepted by faculty who hold a full-time or adjunct appointment in the College of Pharmacy. However, under special circumstances, and only with the approval of the Coordinator of Experiential Education, elective clerkships may be completed at a site that does not have a formal Affiliation Agreement with the College. Every effort will be made to accommodate students desiring to take a clerkship at non-College of Pharmacy affiliated sites and other special elective clerkships in the pharmaceutical industry, a national pharmacy organization or a governmental agency. The latter types of clerkships (e.g., pharmaceutical industry, national pharmacy organization) must be approved during the fall semester of the third year by the Coordinator of Experiential Education and the Curriculum Committee.

Rural Clerkship Requirement
All fourth year pharmacy students are expected to take at least one clerkship in rural Nebraska. A rural Nebraska site is considered to be a Level I or II community pharmacy, institutional pharmacy, or geriatric site located outside the Lincoln and Omaha metropolitan areas. Students may appeal their situation to the Dean or his/her designee. The decision of the Dean is final.

Clerkship Program for Rural Students
Students admitted to the College of Pharmacy through the rural early acceptance programs, i.e., Rural Health Opportunities Program (RHOP) and Rural Pharmacy Practice Educational Initiative (RPPEI), are required to complete a minimum of four clerkships in rural settings. A rural setting is considered to be a practice setting located outside the Lincoln and Omaha metropolitan areas. In fulfilling this requirement, students must complete one ambulatory care and one acute care clerkship in either Level I or II.
BASIC LIFE SUPPORT (BLS) CERTIFICATION

Cardiopulmonary resuscitation skills (CPR) are considered a core competency for all health professionals. Students enrolled in the University of Nebraska College of Pharmacy professional program are expected to demonstrate competency in adult and child cardiopulmonary resuscitation/basic life support (CPR/BLS).

All pharmacy students must be certified in CPR/BLS – adult and child – by the end of the second semester of the first professional year. Only the American Heart Association (AHA) program is acceptable (see below). Evidence of such certification (i.e., a photocopy of the certification card) will be placed in the student’s file in the Dean’s Office. Students failing to be appropriately certified will not be allowed to complete registration for the next academic year (i.e., P2 year).

The CPR/BLS certification must be kept current while enrolled in the College of Pharmacy. Therefore, in most cases, students must renew their certification during the spring semester of their third professional year. This will ensure current certification during the final P4 clerkship year. Students failing to complete recertification at the appropriate time will not be allowed to begin fourth-year clerkships.

Students may accomplish this professional requirement by the following methods:

- Completion of the “BLS for Healthcare Providers” course offered on campus by Clarkson College.
  Contact information, class schedule and cost information is available from the Dean’s Office.
- Completion of the American Heart Association (AHA) Basic Life Support (BLS) certification course for Healthcare Providers or more advanced AHA courses such as ACLS or PALS.
HONORS

Dean’s List
To recognize outstanding academic achievement, at the end of each Fall and Spring Semester, a Dean’s List will be posted in the College of Pharmacy. This list will contain the names of those eligible students who are in the top twenty percent of their class and who have achieved a grade point average of 3.50 or higher for the preceding semester.

Degrees with Distinction
To become a candidate for the Pharm.D. degree with distinction, a student must be eligible, be in the top twenty percent (20%) of the graduating class, and meet one of the following criteria:

- Highest Distinction: The student must have an accumulated grade point average of 4.0.
- High Distinction: The student must have an accumulated grade point average of 3.80 or above.
- Distinction: The student must have an accumulated grade point average of at least 3.50 but less than 3.80.

Other Programs
Honors Research Program
The Department of Pharmaceutical Sciences offers a student research opportunity entitled the Pharm.D. Honors Research Program. This program has been instituted for the purpose of encouraging pharmacy students to pursue research oriented careers. In addition to research related education during the fall and spring semesters, research conducted during the summer provides the student with the opportunity for uninterrupted study. Participation is through application to the Honors Research Program Committee. Information concerning the program may be obtained from the Department of Pharmaceutical Sciences Office.
GRADUATE STUDY OPPORTUNITIES

Students who complete study toward the Doctor of Pharmacy degree, and have an interest in a research career, may consider entrance into the Graduate College. The Graduate College offers opportunities for studies at the master of science (M.S.) and doctor of philosophy (Ph.D.) levels in the Pharmaceutical Sciences Graduate Program (PSGP).

Students in the professional program who have baccalaureate degrees may wish to consider pursuit of a combined M.S./Pharm.D. degree. This program requires dual matriculation in the College of Pharmacy and the Graduate College.

The guidelines for the concurrent professional/graduate degree program are summarized as follows:

- The candidate must have earned a bachelor’s degree or its equivalent.
- The candidate must be admitted in both the professional degree program and the Graduate College.
- The student is required to pass all examinations (comprehensive and final) as specified by the PSGP procedural guidelines.

For the Master of Science degree, only Option I (with thesis) can be selected. Under this option a candidate must complete six graduate courses from the PSGP list of core courses. Didactic graduate courses are accepted in the elective portion of the professional program.
STUDENT SERVICES

Counseling Services
Counseling is made available to students at the University of Nebraska Medical Center campus through the Student Counseling Center. Services are available on either a walk-in or appointment basis. All services are free of charge and strictly confidential. Services can be provided on an individual, couple, or group basis. Students can contact the Center by calling 402-559-7276.

Financial Aid/Scholarships
For information, see Student Handbook or contact the Office of Financial Aid at 402-559-8086.

Housing
UNMC owns houses and apartments on campus that are leased to full-time students on a first-come, first-served basis. All rental agreements are made through the Business Services Department, Rental Property Management. Leases are written for the academic year. For more information, contact Rental Property at 402-559-5201.

Services for Veterans
To be certified for VA benefits please contact Meghan Moore, Room 2080, Student Life Center, ext. 402-559-4199, each term.

http://www.unmc.edu/studentservices/admissions/contact.html

Student Organizations

Academy of Managed Care Pharmacy – AMCP
The Academy of Managed Care Pharmacy is the national professional association of pharmacists and other health care practitioners who serve society by the application of sound medication management principles and strategies to improve health care for all. The role of the University of Nebraska Medical Center AMCP Student Chapter is to raise awareness of managed care pharmacy principles and practices and to promote connectivity with AMCP managed care pharmacists, employers, learning opportunities and other student pharmacists.

Academy of Student Pharmacists – ASP
The Academy of Student of Pharmacy is the student chapter of the American Pharmacists Association. This national association was organized in 1852 and traditionally represents the broad interests of professionals in pharmacy. Membership in the chapter serves to identify students with their chosen profession and allows them to participate in a number of academic, professional and social activities. All students enrolled in the College of Pharmacy are encouraged to join the Academy.

Christian Pharmacists Fellowship International – CPFI
The Christian Pharmacists Fellowship International is an interdenominational ministry made up of pharmacists, in all areas of pharmaceutical service and practice, throughout the world. This international organization promotes Christian fellowship among pharmacists while promoting spiritual growth. All interested students are encouraged to join.

Community Student Pharmacists Association - CSPA
CSPA is an organization that represents student pharmacists that want to explore the retail setting. We wish to make students aware of pharmacy practice in the community setting, including both independent and chain opportunities, provide information to students about career directions in and credentials needed for pharmacy practice in the community, and encourage membership and participation in the Nebraska Pharmacists Association (NPA) and the National Community Pharmacists Association (NCPA) as a student and upon graduation.

Kappa Epsilon Fraternity — Beta Chapter
Kappa Epsilon is a professional fraternity for students in pharmacy. The purpose of this organization is to promote an active interest in the advancement of women in the pharmacy profession and to provide an avenue for communication among those interested in the profession. Kappa Epsilon stresses high scholastic standards and offers a means of establishing lasting and loyal professional friendships.

Kappa Psi Pharmaceutical Fraternity — Gamma Epsilon Chapter
Kappa Psi is a professional fraternity for students in pharmacy. The purpose of this organization is for the mutual benefit of the members for the advancement of the profession of pharmacy, educationally, fraternally and socially; and to instill industry, sobriety, fellowship and high ideals in its members and to foster scholarship and pharmaceutical research.

Phi Lambda Sigma – Beta Xi Chapter
Phi Lambda Sigma is the national pharmacy leadership society. The overall mission of the Society is to foster and recognize leaders and support leadership commitment. Students in their second through fourth years of training are eligible for membership. The membership is selected from 10% of the second professional year students and up to 5% of the third and fourth professional year students. Activities of the Society include: fund-raising, community service, leadership training programs, and other chapter development projects.

Rho Chi Pharmacy Honor Society – Alpha Epsilon Chapter
The Rho Chi Society is the national pharmacy honor society. Rho Chi recognizes superior academic achievement and promotes scholarly fellowship in pharmacy. Students qualify for election and invitation to membership in Rho Chi based primarily on their cumulative grade point average and academic standing in the upper 20% of their class. An annual initiation banquet and participation in professional programs to raise funds for an annual scholarship award comprise the major activities of Rho Chi.

Rural Pharmacy Student Association – RPSA
The Rural Pharmacy Student Association is an organization for students admitted through the Rural Health Opportunities Program (RHOP), the Rural Pharmacy Practice Educational Initiative (RPPEI), and all other pharmacy students interested in rural pharmacy practice. The Association promotes the preparation and training of students for the practice of pharmacy in rural Nebraska. Membership in the Association serves to identify students with an interest in rural practice, and allows them to participate in a number of professional development and social activities.

Student Society of Health-System Pharmacy – SSHP
SSHP is a national professional association that represents student pharmacists who aspire to practice in hospitals, health maintenance organizations, long-term care facilities, home care, and other components of health care systems. The American Society of Health-System Pharmacists, the parent organization, has a long history of medication-
error prevention efforts and is the national accrediting organization for pharmacy residency and pharmacy technician training programs.

The Bylaws of the Board of Regents protect the rights of each member of the University community. Each student has the right to be treated with respect and dignity, and each has the right to learn. With these rights comes the responsibility of each student to maintain an atmosphere in which others may exercise their human rights and their right to learn. Chapter V of the Bylaws fully delineates the rights and responsibilities of students.
STUDENT RIGHTS AND RESPONSIBILITIES

The Bylaws of the Board of Regents protect the rights of each member of the University community. Each student has the right to be treated with respect and dignity, and each has the right to learn. With these rights comes the responsibility of each student to maintain an atmosphere in which others may exercise their human rights and their right to learn. Chapter V of the Bylaws fully delineates the rights and responsibilities of students.

Access to Student Records

In accordance with Federal law established in 1974 by the Family Educational Rights and Privacy Act, the University of Nebraska Medical Center maintains the confidentiality of student records and allows students to inspect and review information in their educational records at the Medical Center. The UNMC policy statement concerning student records may be found in the current UNMC Student Handbook or in the Office of Student Services.

General Procedures for Appeals of Academic Evaluations

In accordance with Section 5.3 of the Bylaws of the Board of Regents, the University of Nebraska Medical Center has established a grade appeal procedure that students should follow if they believe their academic progress has been evaluated unfairly. A summary of this procedure may be found in the UNMC Student Handbook.

Before initiating a formal appeal, students should first attempt to resolve the matter with the instructor involved through an informal discussion. If a satisfactory agreement cannot be made, students should appeal orally, or in writing, to the Chairperson of the department that granted admission to the course. If the problem cannot be resolved on the departmental level, then a formal appeal should be made in writing to the Chairperson of the Grade Appeals Committee of the College of Pharmacy. All of these procedures should be followed as quickly as possible since the Committee Chairperson must receive the appeal no later than two weeks after the reporting or posting of the grade.

Standards of Student Academic Performance

Students enrolled in degree programs at the University of Nebraska Medical Center are expected to make satisfactory academic progress toward the completion of their degree requirements. The colleges/programs of the Medical Center set their own academic standards governing satisfactory academic progress including probation, suspension or dismissal for failure to attain such standards. These standards are to be in accordance with the standards set by the accrediting agencies for each college/program.

Academic Integrity and Professional Conduct

Freedom to learn depends upon appropriate opportunities and conditions in the classroom, laboratory, on campus and in clinical settings. Faculty, staff, students and visitors respect the conditions conducive to such freedom by conducting themselves in a responsible manner, abiding by the laws of the State of Nebraska and adhering to the rules and regulations set forth by the Regents of the University of Nebraska. The University may take independent disciplinary action on those who violate criminal and civil law as noted in the University of Nebraska Regents Bylaws paragraph 5.5 Accordingly, the University of Nebraska Medical Center has developed the following general guidelines pertaining to academic integrity and personal conduct which provide and safeguard the right of individuals to exercise fully their freedom to pursue academic goals without undue interference from others.

Minimum Standards of Academic Integrity

In order to assure an understanding between students, faculty and staff concerning what types of activity constitute violations of academic integrity, several definitions and examples follow. These examples are not intended to be all inclusive and other actions not listed here may be considered violations.

Instructors, academic departments and colleges will also impose specific standards of conduct which may be more rigorous than the minimum standards cited here. Students are obligated to follow these guidelines and to ask instructors for guidance in special circumstances.

Cheating

A general definition of cheating is the use or attempted use of unauthorized materials or information for an academic exercise.

Examples of cheating include:

- using unauthorized materials such as books, notes, calculators or other aids during an examination or other academic exercises;
- receiving unauthorized assistance from another person during an exam or exercise such as copying answers, receiving answer signals, conversation or having another person take an examination for you;
- providing assistance to another person during an exam or exercise, such as allowing your answers to be copied, signaling answers or taking an exam for someone else;
- obtaining answers and/or other information without authorization from someone who has previously taken an examination;
- including all or a portion of previous work for another assignment without authorization.

Academic Misconduct

Academic misconduct is defined as the falsification of official documents and/or obtaining records, examinations or documents without authorization. Several examples of academic misconduct are:

- the unauthorized acquisition of all or part of an unadministered test;
- selling or otherwise distributing all or part of an unadministered test;
- changing an answer or grade on an examination without authorization;
- falsification of information on an official university document such as a grade report, transcript, an instructor's grade book or evaluation file or being an accessory to an act of such falsification;
- forging the signature of an authorizing official on documents such as letters of permission, petitions, drop/add, transcripts, and/or other official documents;
- unauthorized entry into a building, office, file or computer data base to view, alter or acquire documents.
Research Misconduct

Research misconduct has been defined by the Federal DHHS Office of Research Integrity (ORI) and UNMC subscribes to this definition: “Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.” Research misconduct does not include honest error or differences of opinion. It is important that every student understand the meaning of fabrication, falsification, and plagiarism.

Fabrication is making up data or results and recording or reporting them. Some examples are:

- indicating a laboratory experiment had been repeated numerous times or done in a controlled environment when it had not, thus leading to an invented or uncorroborated conclusion.

Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research or academic performance is not accurately represented in the research or academic records. Some examples are:

- altering an original source document, misquoting or misrepresenting a source to support a point of view or hypothesis;
- changing and resubmitting academic work returned by an instructor, such as an examination, research paper or other types of assignments without first notifying the instructor.

Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit, i.e. an appropriate attribution or citation. Some examples are:

- In the methods section of a thesis, a graduate student describes a procedure used in research for the thesis. The procedure was developed by a fellow graduate student in the laboratory of their major professor; however, neither the student who developed this procedure nor the major professor was given credit in the thesis. This implies that the author of the thesis had himself developed the procedure.
- In the background section of a thesis, a graduate student quotes verbatim the results of a previous investigator’s work but fails to credit the individual through citation. The work is recent and thus cannot be considered common knowledge.

A violation of the standards of academic integrity is viewed as a very serious matter at UNMC. Such a violation will, in most cases, lead to disciplinary action. Students who wish to appeal charges of violations of academic integrity and/or proposed disciplinary action may do so under the provisions of Section 5.4 of the Bylaws of the Board of Regents (see page 94 of the UNMC Student Handbook).

General Procedures for Student Discipline

In accordance with Section 5.4 of the Bylaws of the Board of Regents and in order to insure the protection of the students’ rights, the University of Nebraska Medical Center has established general procedures that must be followed if any disciplinary action is proposed against students. Students will be informed in writing by the Dean’s Office of the specific charges, the supporting evidence, and the proposed disciplinary action. The Office of the Dean will also inform students of their right to appeal. The UNMC “Procedural Rules Relating to Student Discipline” may be found in the UNMC Student Handbook.
ADMINISTRATION AND FACULTY

Administration
Courtney V. Fletcher, Pharm.D., Dean
Christopher L. Shaffer, Pharm.D., Associate Dean for Student Affairs
Gary Yee, Pharm.D., Associate Dean for Academic Affairs
Ram Mahato, Ph.D., Chairperson, Department of Pharmaceutical Sciences
Daren Knoell, Pharm.D., Chairperson, Department of Pharmacy Practice
John Keady, BA, Director for Administration, Finance and Staff

Department of Pharmaceutical Sciences
Alnouti, Yazen, B.S. 2000, Ph.D. 2004 University of Georgia, Associate Professor.
Bronich, Tatiana K., M.Sc. 1979, Ph.D. 1986 Moscow State University, Russia. Professor.
Conda-Sheridan, Martin, B.S. 2005 Brigham Young University, M.S. 2007 University of Utah, Ph.D. 2012 Purdue University. Assistant Professor.
Dong, Yuxiang, B.S. 1985 Nanjing Normal University, China, M.S. 1988 Shanghai University, China, 1996 Ph.D. University of Karlsruhe, Germany. Research Associate Professor.
Garrison, Jered C., B.S. 2000 Miami University, Ph.D. 2005 The University of Akron. Assistant Professor.
Li, Rongshi, B.S. 1982 Shenyang Pharmaceutical University, M.S. 1986 Shenyang Pharmaceutical University, Ph.D. 1993 Dalhousie University. Professor
Lyubchenko, Yuri L, M.S. 1968, Ph.D. 1971 Moscow Institute of Physics and Technology, Russia, D.Sc. 1989 Institute of Molecular Genetics Russian Academy of Sciences, Russia. Professor.
Mahato, Ram, B.S. 1989 China Pharmaceutical University, Ph.D. 1992 University of Strathclyde. Professor and Chairperson.
Moir, Aaron, B.A. 2002 St. John’s University/College of St. Benedict, Ph.D. 2006 University of Utah. Assistant Professor.
Shlyakhtenko, Lyudmila, M.S. 1971 Ph.D. 1974 Moscow Institute of Physics and Technology, Russia. Research Associate Professor.
Vennerstrom, Jonathan L., B.S. 1979, Ph.D. 1985 University of Minnesota. Professor and Interim Chair.
Viro, Joseph A, B.A. 1996 University of Nebraska at Omaha, Ph.D. 2001 Saint Louis University Health Sciences Center. Assistant Professor.
Vinogradov, Serguei V., M.Sc. 1973, Ph.D. 1979 Moscow State University, Russia. Research Professor.
Wang, Xiaofang, B.Sc. 1995 Peking University Health Science Center, Ph.D. 2000 Peking Union Medical College. Research Assistant Professor.

Clinical Assistant Professors
Scott J, Bergman, Pharm.D.
Lily Chang, Pharm.D.
Canice Coan, Pharm.D.
Angela Hawkins, Pharm.D.
Megan Keck, Pharm.D.
Karen Knoell, Pharm.D.
Susanne Liewer, Pharm.D.
Gregory J. Peitz, Pharm.D.
Daga A. Said, Pharm.D.
Kimberlee Thompson, Pharm.D.
Brian Trevarrow, Pharm.D.
Mary Vacha, Pharm.D.

Department of Pharmacy Practice
COLLEGE OF PUBLIC HEALTH

From the Dean

Welcome to the UNMC College of Public Health, a community of students, faculty, staff, and partners dedicated to fostering innovative solutions to improve our nation’s health. At the UNMC College of Public Health, we are putting knowledge into practice and implementing a new era of public health grounded in social justice, community engagement, innovative public health practices, and public health policies that support community health efforts.

The College’s work as a vital partner of a broad and integrated academic medical center, in conjunction with our State and local health departments and our corporate and community partners, has helped make Nebraska one of the healthiest states in the nation (ranked 11th by United Health Foundation, America’s Health Rankings [http://www.americashealthrankings.org/NE]). But we can, and will, do even better. Although we have made great strides to improve the health of Nebraskans, UNMC is committed to making Nebraska the healthiest state in the nation. This challenge makes for an unparalleled learning environment for our students and faculty.

Public health is confronted by unprecedented societal and global health challenges affecting billions, including climate change, globalization, increasing chronic and communicable diseases, and new health system(s).

While the challenges are great, the UNMC College of Public Health is capitalizing on the breadth of talents, innovative ideas, and resources of our vast network of students, faculty, and partners to create groundbreaking models for health promotion, disease prevention, and public health policies that support community health efforts for Nebraska, the United States, and the world.

For those committed to creating a culture of health, UNMC’s College of Public Health provides countless opportunities to improve the health of populations in placements with local health departments, insurers, health care systems, community organizations and more. These experiences are specifically designed to prepare our alumni for the public health of the future and to give them a competitive edge in the global market.

Sincerely,
Ali S. Khan, MD, MPH [https://www.unmc.edu/publichealth/departments/epidemiology/facultyandstaff/ali-khan.html]
Retired Assistant Surgeon General (USPHS)
Dean, College of Public Health [https://www.unmc.edu/publichealth]
University of Nebraska Medical Center [http://www.unmc.edu]

Mission & Vision

Mission:
The Mission of the College of Public Health is to promote optimal health and well-being through robust education, research, and service in collaboration with communities in Nebraska, across the country, and around the world.

Vision:
The UNMC College of Public Health will be a place of innovation, growth and excellence, to foster sustainably healthy populations and environments.

Values:
As members of the College of Public Health, we:

- Honor intellectually and scientifically innovative scholarship
- Promote collaboration across disciplines and across communities
- Share readily our knowledge and skills
- Encourage life-long and experiential learning in teaching, practice, and research
- Recognize sustainability as an essential element of sound public health practice
- Embrace diversity in ideas, disciplines, convictions and people
- Champion equity and social justice
- Commit to integrity and ethical behaviors

Degrees

- Bachelor of Science in Environmental Studies/Master of Public Health (BSES/MPH) (p. 442)
- Bachelor of Science in Information Technology Innovation/Master of Public Health (BSIT/MPH) (p. 443)
- Certificate in Community Oriented Primary Care (p. 429)
- Certificate in Emergency Preparedness (p. 429)
- Certificate in Infectious Disease Epidemiology (p. 430)
- Certificate in Maternal and Child Health (p. 430)
- Certificate in Public Health (p. 431)
- Doctor of Pharmacy (PharmD) / Master of Public Health Dual Degree (p. 446)
- Juris Doctorate/Master of Public Health Program (p. 445)
- Master of Business/Master of Public Health (p. 445)
- Master of Public Health, Biostatistics Concentration (p. 432)
- Master of Public Health, Community Oriented Primary Care Concentration (p. 433)
- Master of Public Health, Environmental and Occupational Health Concentration (p. 434)
- Master of Public Health, Epidemiology Concentration (p. 435)
- Master of Public Health, Health Policy Concentration (p. 436)
- Master of Public Health, Health Promotion Concentration (p. 437)
- Master of Public Health, Maternal and Child Health Concentration (p. 438)
- Master of Public Health, Public Health Administration and Policy Concentration (p. 439)
- Master of Public Health, Public Health Practice Concentration (p. 440)
- Master of Public Health, Social Marketing and Health Communication Concentration (p. 441)
- Master of Public Health/Master of Physician Assistant Studies (MPAS) (p. 443)
- Master of Public Health/Master of Social Work (MSW) (p. 443)
- Master of Science (p. 446)
- Medical Doctor (MD)/Master of Public Health Dual Degree (p. 444)
GENERAL INFORMATION

Directory

The College of Public Health
College of Public Health Dean’s Office
University of Nebraska Medical Center
984355 Nebraska Medical Center
Omaha, NE 68198-4355
PHONE: 402-559-4960 | FAX: 402-559-4961

Administration

Ali Khan, MD, MPH – Dean 402-559-4960
Jane Meza, PhD – Senior Associate Dean 402-559-6825
Christine Arcari, PhD, MPH – Associate Dean for Academic and Student Affairs 402-552-6583
Mohammad Siahpush, PhD – Associate Dean of Research 402-559-3437
Keith Hansen, MBA – Assistant Dean for Operations and Management 402-559-3501
Brandon Grimm, PhD – Interim Director, Masters Programs 402-559-8117
Jessica Tschirren, MPA – Director, Student Affairs 402-552-9870
Brenda Nickol, MPH – Director, Career Services 402-552-7226
Analisa McMillan, M.Ed. – Director, Distance Education 402-552-7263
Tymaree Sing, BS – Coordinator, Office of Educational Services 402-552-9869
Tiffany Brunt, BS - Admissions and Recruitment, Office of Educational Services 402-552-9867
Laura Vinson, MPH – Manager of Service Learning 402-559-4191

Departments

<table>
<thead>
<tr>
<th>Department</th>
<th>Department Chair</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>Kendra Schmid, PhD</td>
<td>MCPH</td>
<td>402-559-8117</td>
</tr>
<tr>
<td>Environmental, Agricultural and Occupational HealthNew Row</td>
<td>Eleanor Rogan, PhD</td>
<td>MCPH</td>
<td>402-559-4095</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>Debora Levy, PhD, MPH</td>
<td>MCPH</td>
<td>402-559-9879</td>
</tr>
<tr>
<td>Health Services Research and Administration</td>
<td>Li-Wu Chen, PhD</td>
<td>MCPH</td>
<td>402-559-7113</td>
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</tbody>
</table>

Graduate Programs

<table>
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<tr>
<th>Department</th>
<th>Department Chair</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>Gleb Haynatzki, PhD</td>
<td>MCPH</td>
<td>402-559-4112</td>
</tr>
<tr>
<td>EHOHT</td>
<td>Chandran Achutan, PhD</td>
<td>MCPH</td>
<td>402-559-8599</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>Shinobu Watanabe-Galloway PhD</td>
<td>MCPH</td>
<td>402-559-5387</td>
</tr>
<tr>
<td>HSRAP</td>
<td>Fernando Wilson, PhD</td>
<td>MCPH</td>
<td>402-559-6948</td>
</tr>
<tr>
<td>HPDPR</td>
<td>Rebecca Anderson, JD</td>
<td>MCPH</td>
<td>402-559-1997</td>
</tr>
</tbody>
</table>

Online Education

The College of Public Health follows the UNMC semester schedule with a fixed start and end date and offers online courses in the fall, spring and summer. Online classes are delivered using your internet connection and the UNMC learning management system (LMS) Canvas.

Most COPH online courses are delivered in weekly modules that require you to sign in and interact multiple times each week. Each week you will likely complete required readings, activities, watch video lectures, visit websites, conduct research and participate with your fellow students in discussions, group work. There may also be weekly assignments, quizzes, tests, projects and papers due each week.

Online course commitment times vary, but the average students spend approximately 9-15 hours a week engaged in the LMS, completing discussions, assignments and other required activities per 3 credit hour course.

For maximum compatibility with Canvas and other applications, online students are required to have a computer that is less than five years old with Windows 7 or newer, a Mac OSX 10.6 or newer or a Linux-chrome OS operating system installed. Online students are also required to have internet access with a minimum speed of 512kps, and a built-in or external web camera, and microphone.

Definition of College of Public Health Students and Graduate College Students

The College of Public Health includes two categories of students: professional (Master of Public Health and Certificate programs) and graduate (MS and PhD programs). The College administers the professional programs, and the Graduate College administers the graduate programs. Many of the policies are similar, but there are some differences. Each College has official oversight of its particular programs.
College of Public Health (COPH) Education Administration

The College of Public Health has a standing Curriculum Committee composed of faculty representatives from all five departments, two student representatives, and staff (see description in student governance section). A chair is elected by the governing faculty and serves a three-year term. The Committee is responsible for new course review, student requests for exceptions and remediation, new degree or certificate program review, competency review, and other academic matters. Prior to 2009, the MPH Graduate Program Committee carried out those functions. The Student Recruitment and Admissions Committee reviews MPH and Certificate applications and plans recruitment activities.

Graduate Studies (GRAD) Education Administration

The University of Nebraska system has one Graduate College with administrative units located on each of the four campuses (the University of Nebraska – Lincoln, the University of Nebraska at Omaha, the University of Nebraska Medical Center, and the University of Nebraska at Kearney). The Office of Graduate Studies on the UNMC campus oversees graduate education on the campus, with policies and procedures aligned with other units and the Graduate College. Each unit has a Dean for Graduate Studies who, in conjunction with the Executive Graduate Council (system) and the UNMC Graduate Council elected from the UNMC Graduate Faculty, is responsible for Graduate College activities at UNMC. In 2003, the University of Nebraska Board of Regents voted to designate all regular faculty as graduate faculty and disband the former two-tiered application process.

Each graduate program at UNMC has a Graduate Committee of three or more members formally appointed by the Dean for Graduate Studies but selected or elected by the program Graduate Faculty. Each department in the College of Public Health has a Graduate Program Committee.

The COPH Doctoral Committee is an umbrella committee composed of each of the Graduate Program Chairs, Associate Dean for Academic Affairs, doctoral students, Assistant Dean for Student Affairs, and a staff assistant. The COPH Doctoral Programs Committee reviews programs of study, oversees competency reviews, sets internal policies, and handles other matters.

MS and PhD students should reference the UNMC Graduate Bulletin for all academic and administrative policies.
# ACADEMIC CALENDAR

## Academic Calendar 2017-2018

### Fall 2017 Semester

- **Fall 2017 Registration Begins**: May 1
- **Inter-Professional Education Orientation**: August 16
- **Orientation for New Students**: August 17 & 18
- **1st Day of Classes**: August 21
- **Last Day to ADD Classes**: August 27
- **Last Day to DROP with 100% Refund**: August 27
- **Last Day to WITHDRAW Classes**: November 10
- **Deadline for filing for December graduation**: October 10
- **Holidays - No Classes**:
  - Labor Day: September 4
  - Fall Break: October 16-17
  - Thanksgiving: November 22-25
- **Service Learning/Capstone Experience Presentation Day**: December 1, 4, 5
- **1st Day of Class**: December 15
- **Commencement**: December 15

PhD and MS students should also reference the Graduate Bulletin for dates specific to their requirements

### Spring 2018 Semester

- **Spring 2018 Registration Begins**: November 1
- **Orientation for New Students**: To Be Announced
- **1st Day of Classes**: January 8
- **Last Day to ADD Classes**: January 15
- **Last Day to DROP with 100% Refund**: January 15
- **Last Day to WITHDRAW Classes**: March 30
- **Deadline for Filing for May Graduation**: February 10
- **Service Learning/ Capstone Experience Student Orientation**: February 10
- **IPE – Inter-Professional Education Day**: February 14

---

### Summer 2018 Terms

- **Summer 2018 Registration Begins**: March 15
- **Eight Week Session**:
  - **Last Day to ADD Classes**: May 20
  - **1st 5-week session - DROP with 100% Refund**: May 20
  - **1st 5-week session**: June 10
  - **2nd 5-week session**: July 15
  - **8 week session - May 20**: June 10
- **First Five Week Session**:
  - **Last Day to ADD Classes**: June 10
  - **Last Day to DROP with 100% Refund**: June 10
  - **1st 5-week session - June 10**: June 10
  - **2nd 5-week session - July 15**: June 10
- **Second Five Week Session**:
  - **Last Day to WITHDRAW Classes**: August 10
  - **8 week session - May 20**: August 10
  - **1st 5-week session**: June 27
  - **2nd 5-week session - August 1**: June 27
- **Deadline for filing for August graduation**: June 10
- **Holidays - No Class**:
  - Memorial Day: May 28
  - Independence Day: July 4
  - Service Learning/ Capstone Experience Presentation Day: August 3, 6, 7
### Academic Calendar

**Commencement**  
August 17  
(no ceremony)

PhD and MS students should also reference the Graduate Bulletin for dates specific to their requirements

#### Fall Semester

**Fall 2017 Semester**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Fall 2017 Registration Begins</td>
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</tr>
<tr>
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<td>August 27</td>
</tr>
<tr>
<td>Last Day to DROP with 100% Refund</td>
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<tr>
<td>Last Day to WITHDRAW Classes</td>
<td>November 10</td>
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<tr>
<td>Deadline for filing for December graduation</td>
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<tr>
<td>Holidays - No Classes</td>
<td></td>
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<tr>
<td>Labor Day</td>
<td>September 4</td>
</tr>
<tr>
<td>Fall Break</td>
<td>October 16-17</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>November 22-25</td>
</tr>
<tr>
<td>Service Learning/Capstone Experience Presentation Day</td>
<td>December 1, 4, 5</td>
</tr>
<tr>
<td>Last Day of Class</td>
<td>December 15</td>
</tr>
<tr>
<td>Commencement</td>
<td>December 15</td>
</tr>
</tbody>
</table>

PhD and MS students should also reference the Graduate Bulletin for dates specific to their requirements

#### Spring Semester

**Spring 2018 Semester**

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Spring 2018 Registration Begins</td>
<td>November 1</td>
</tr>
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<td>Orientation for New Students</td>
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<tr>
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<td>January 15</td>
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<tr>
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<td>January 15</td>
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</tr>
<tr>
<td>Deadline for filing for May Graduation</td>
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<tr>
<td>Service Learning/ Capstone Experience</td>
<td>February 10</td>
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<tr>
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<td>December 15</td>
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<tr>
<td>Commencement</td>
<td>December 15</td>
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</table>

PhD and MS students should also reference the Graduate Bulletin for dates specific to their requirements

#### Summer Semester

**Summer 2018 Semester**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Summer 2018 Registration Begins</td>
<td>March 15</td>
</tr>
<tr>
<td>Eight Week Session</td>
<td>May 14 - July 6</td>
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<tr>
<td>First Five Week Session</td>
<td>June 4 - July 6</td>
</tr>
<tr>
<td>Second Five Week Session</td>
<td>July 9 - August 10</td>
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<tr>
<td>Last Day to ADD Classes</td>
<td>8 week session - May 20</td>
</tr>
<tr>
<td>Last Day to DROP with 100% Refund</td>
<td>1st 5-week session - June 10</td>
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<tr>
<td></td>
<td>2nd 5-week session - July 15</td>
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<td>Last Day to WITHDRAW Classes</td>
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<td>1st 5-week session - June 27</td>
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</tbody>
</table>
Service Learning/ August 3, 6, 7
Capstone
Experience
Presentation Day
Commencement August 17
(no ceremony)

PhD and MS students should also reference the Graduate Bulletin for dates specific to their requirements
TUITION AND FEES

2017-2018 Tuition and Fees
Tuition and fees are subject to change without notice. The College of Public Health tuition is credit hour based. Tuition and fees will vary depending upon the number of credit hours a student enrolls.

Tuition

<table>
<thead>
<tr>
<th>Status</th>
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<tbody>
<tr>
<td>Resident</td>
<td>$410.50 per Credit Hour</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>$1028.25 per Credit Hour</td>
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<tr>
<td>Online</td>
<td>$560.00 per Credit Hour</td>
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University Program Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Insurance (Unless Waived)*</td>
<td>$1184.66 Per Semester</td>
</tr>
<tr>
<td>Student Health Program (Full-time)</td>
<td>$99.75 per Semester</td>
</tr>
<tr>
<td>Student Health Program (Part-time)</td>
<td>$50.00 per Semester</td>
</tr>
<tr>
<td>Center for Health Living</td>
<td>$62.50 per Semester</td>
</tr>
<tr>
<td>Distance Education Delivery Fee**</td>
<td>$25.00 per Credit Hour</td>
</tr>
<tr>
<td>Late Registration</td>
<td>$10.00</td>
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<tr>
<td>Late Fees – Tuition/Fees</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

*Health insurance for in-patient services is mandatory for full-time students and will be assessed on your tuition bill unless a waiver form is completed showing a private plan. Subject to vendor change.

**Only accessed for online courses.

Miscellaneous Fees

<table>
<thead>
<tr>
<th>Fee</th>
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<tbody>
<tr>
<td>Late Registration</td>
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<tr>
<td>Late Fees – Tuition/Fees</td>
<td>$100.00</td>
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<tr>
<td>Transcript</td>
<td>$5.00</td>
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<td>Student Senate Fee (Fund A)</td>
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<tr>
<td>Phot-ID Card Replacement</td>
<td>$10.00</td>
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</table>

Financial Aid
The UNMC Office of Financial Aid administers a variety of financial aid programs. The UNMC Financial Aid website, http://www.unmc.edu/financialaid/, provides many answers about financing a UNMC education. A full list of UNMC fees, scholarships and vital information can be found on the Financial Aid website.
ACADEMIC PROGRAMS

Certificates

- Certificate in Community Oriented Primary Care (p. 429)
- Certificate in Emergency Preparedness (p. 429)
- Certificate in Infectious Disease Epidemiology (p. 430)
- Certificate in Maternal and Child Health (p. 430)
- Certificate in Public Health (p. 431)

Certificate in Community Oriented Primary Care

Admissions

Admissions Requirements

- Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.
- All foreign transcripts must have a WES course by course evaluation with degree equivalency.
- Two letters of recommendation from academic or professional references.
- A one-page personal statement describing the applicant’s:
  - Interest in and potential for contributing to the field of public health
  - Career objectives
  - Self-assessment of computer, quantitative analysis, and personal skills and general preparation for succeeding in a public health certificate program
- All applicants whose primary language is not English or whose undergraduate degree is from a college or university outside of the United States are required to submit official Test of English as a Foreign Language (TOEFL) scores.

Curriculum

Program of Study

Program Requirements

Core Curriculum

A total of 18 credit hours are required for completion of the Certificate in Community Oriented Primary Care (CCOPC).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 501</td>
<td>HEALTH BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>CPH 500</td>
<td>FOUNDATIONS OF PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>or CPH 502</td>
<td>HEALTH SERVICES ADMINISTRATION</td>
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</tr>
<tr>
<td>CPH 504</td>
<td>EPIDEMIOLOGY IN PUBLIC HLTH</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate in Emergency Preparedness

Admissions

Admission Requirements

- Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.
- All foreign transcripts must have a WES course by course evaluation with degree equivalency.
- Two letters of recommendation from academic or professional references.
- A one-page personal statement describing the applicant’s:
  - Interest in and potential for contributing to the field of public health and preparedness
  - Career objectives
  - Self-assessment of computer, quantitative analysis, and personal skills and general preparation for succeeding in a public health certificate program
- All applicants whose primary language is not English or whose undergraduate degree is from a college or university outside of the United States are required to submit official Test of English as a Foreign Language (TOEFL) scores.

Curriculum

Core Curriculum

A total of 18 credit hours are required for completion of the Certificate in Emergency Preparedness.

<table>
<thead>
<tr>
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<tr>
<td>CPH 550</td>
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<td>CPH 553</td>
<td>EMERGENCY PREPAREDNESS: RESPONSE</td>
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<tr>
<td>CPH 554</td>
<td>EMERGENCY PREPAREDNESS: RESPOND &amp; RECOVERY</td>
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<tr>
<td>CPH 631</td>
<td>EMERGENCY PREPAREDNESS: PROTECTION</td>
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</table>
Certificate in Infectious Disease Epidemiology

Admissions

Admission Requirements

- Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.

- All foreign transcripts must have a WES course by course evaluation with degree equivalency.

- Two letters of recommendation from academic or professional references.

- A one-page personal statement describing the applicant’s:
  - Interest in and potential for contributing to the field of public health and infectious disease
  - Career objectives
  - Self-assessment of computer, quantitative analysis, and personal skills and general preparation for succeeding in a public health certificate program

- All applicants whose primary language is not English or whose undergraduate degree is from a college or university outside of the United States are required to submit official Test of English as a Foreign Language (TOEFL) scores.

- Prerequisites:
The student must have received the equivalent of a grade of B or better in a statistics course, differential calculus, integral calculus, algebra or a more advanced mathematics course taken within five years of program application.

Curriculum

Program of Study

Program Requirements

Core Curriculum

A total of 18 credit hours are required for completion of the Certificate in Infectious Disease Epidemiology.
### Certificate in Public Health

**Admissions**

**Admission Requirements**

- Official transcripts reflecting an earned bachelor's degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.
  - All foreign transcripts must have a WES course by course evaluation with degree equivalency.

- Two letters of recommendation from academic or professional references.

- A one-page personal statement describing the applicant's:
  - Interest in and potential for contributing to the field of public health
  - Career objectives
  - Self-assessment of computer, quantitative analysis, and personal skills and general preparation for succeeding in a public health certificate program

- All applicants whose primary language is not English or whose undergraduate degree is from a college or university outside of the United States are required to submit official Test of English as a Foreign Language (TOEFL) scores.

### Curriculum

**Program of Study**

**Program Requirements**

**Core Curriculum**

A total of 18 credit hours are required for completion of the Certificate in Public Health Program.

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<thead>
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<tr>
<td>CPH 500</td>
<td>FOUNDATIONS OF PUBLIC HEALTH</td>
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### Master of Public Health

**Overview**

**MPH Mission**

Cultivate leaders who are creative, critical thinkers, with the knowledge and skills to address evolving public health challenges.

**Cornerstones**

1. Practice-centered: Curriculum that integrates theory and application, with students engaged in real-world public health experiences.
2. Evidence-based: Students trained to apply, and contribute to, evidence-based public health approaches.
3. Equity-focused: Challenge and equip students to apply a health equity lens in all aspects of practice and research.
4. Diverse: The learning experience is enhanced by valuing all people and perspectives.
5. Collaborative: Interprofessional learning to strengthen the skills needed to impact population and community health.

**Introduction to the MPH Program**

The UNMC Master of Public Health Program is a specialized professional master’s degree program designed to prepare graduates for work in public health. Public health practice is increasingly regarded as important to citizen well-being as a means to better health and potential reduction in costs for critical care.

Core courses focus on the areas of knowledge basic to public health. Concentration areas emphasize the areas of prevention, scientific knowledge base, interdependency with other areas of knowledge and practice, and social justice.

Course material pays particular attention to health status, health outcomes, and health needs in special populations (e.g., racial and ethnic minorities, children, and women). Statistics related to these populations, as well as cultural and etiological considerations, will be discussed throughout the curriculum in an effort to instill in students the need for awareness of the health differences in population groups. The goal of this orientation is to equip program graduates to address society's public health needs. Elective courses will be drawn from a broad base of courses.

The MPH Program was approved by the Board of Regents and the Nebraska Coordinating Commission for Postsecondary Education in the summer/fall of 2001 and began admitting students in January 2002.
Core Competencies

1. Biostatistics
   a. Describe the roles biostatistics serves in public health.
   b. Apply descriptive and inferential methodologies according to the type of study design.
   c. Interpret results of statistical analyses in public health studies.

2. Environmental Health Sciences
   a. Describe how biological, chemical, and physical agents affect human health.
   b. Describe federal and state regulatory programs, guidelines, and authorities that control environmental health issues.
   c. Specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.
   d. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.

3. Epidemiology
   a. Explain the importance of epidemiology for informing public health issues.
   b. Identify key sources of data for epidemiological purposes.
   c. Calculate basic epidemiology measures and draw appropriate inferences from epidemiological data.
   d. Use epidemiological measures to describe a public health problem in terms of magnitude, person, time, and place.

4. Health Policy and Management
   a. Identify the main components and issues of the structure, financing, and delivery of health services within health systems in the U.S.
   b. Discuss the policy process for improving the health status of populations.
   c. Identify the fundamentals of organizational management.
   d. Discuss the theory of organizational structures and behaviors.

5. Social and Behavioral Sciences
   a. Identify social and behavioral theories, concepts, and models used in public health research and practice.
   b. Identify social and behavioral factors that affect the health of individuals and populations.
   c. Describe the planning, implementation, and evaluation of public health programs, policies, and interventions.
   d. Specify targets and levels of intervention for social and behavioral science programs and policies.

   Cross-Cutting Domains:

6. Foundations of Public Health
   a. Describe the ecological model of public health.
   b. Describe basic biological principles that apply to public health.
   c. Communicate accurate public health information with professional and lay audiences.

7. Applied Research Skills
   a. Identify and apply fundamental research skills in public health.
   b. Identify and critically appraise public health research.
   c. Prepare grant proposals.

8. Leadership, Advocacy, and Community-Building
   a. Identify linkages with key stakeholders.
   b. Identify different levels of community engagement and participation.
   c. Engage in collaborative problem-solving and decision-making.

9. Culture and Diversity
   a. Discuss determinants of health disparities.
   b. Describe methods and regulations associated with public health practice in relation to diverse populations.

10. Ethics Skills
    a. Apply ethical principles to the collection, maintenance, use, and dissemination of public health information.
    b. Articulate how ethical principles apply to public health practice.

Concentrations

- Biostatistics Concentration (p. 432)
- Community Oriented Primary Care Concentration (p. 433)
- Environmental and Occupational Health Concentration (p. 434)
- Epidemiology Concentration (p. 435)
- Health Policy Concentration (p. 436)
- Health Promotion Concentration (p. 437)
- Maternal and Child Health Concentration (p. 438)
- Public Health Administration and Policy Concentration (p. 439)
- Public Health Practice Concentration (p. 440)
- Social Marketing and Health Communication Concentration (p. 441)

Master of Public Health, Biostatistics Concentration

Admissions Requirements

1. Official transcripts reflecting an earned bachelor's degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.

2. Foreign Transcripts: Official transcripts or mark sheets of college level work not in English or in the standard U.S. grading scale must be sent to a credential evaluation service for translation. Transcripts must carry the signature of a responsible official in which the work was done and the seal of that institution, or must be certified true copies of the original records. If transcripts do not show the degree earned and the date on which it was conferred, official degree statements must also be provided

3. Official Graduate Record Examination (GRE) scores taken within the last five years.

4. Three letters of recommendation from academic or professional references.

5. A resume reflecting one or more years of work/volunteer history related to health and/or human services.

6. A one-page personal statement.
• Official Test of English as a Foreign Language (TOEFL) scores are required of all applicants whose primary language is not English or whose undergraduate degree is from a college or university outside of the United States.

• Biostatistics Concentration Prerequisites:
  • The student must have received the equivalent of a grade of B or better in a college-level statistics course, differential calculus and integral calculus.

Curriculum

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<thead>
<tr>
<th>Code</th>
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<td>CPH 503</td>
<td>PUBLIC HEALTH ENVIRONMENT &amp; SOCIETY</td>
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<td>CPH 504</td>
<td>EPIDEMIOLOGY IN PUBLIC HLTH</td>
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<tr>
<td>CPH 517</td>
<td>DESIGN OF MEDICAL HEALTH STUDIES</td>
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<td>CPH 506</td>
<td>BIOSTATISTICS</td>
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<td>CPH 652</td>
<td>BIOSTATISTICAL METHODS II</td>
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<td>CATEGORICAL DATA ANALYSIS</td>
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<td>SURVIVAL DATA ANALYSIS</td>
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<td>CPH 528</td>
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<td><strong>Total Credit Hours</strong></td>
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</table>

Competencies

Concentration Competencies

1. Statistical Considerations in Study Design
   a. Formulate pertinent research questions and hypotheses in statistical terms.
   b. Identify strengths and weaknesses of study designs and implement scientifically and statistically sound design strategies.
   c. Select variables relevant to a specific public health or biomedical problem for utilization in statistical design and analysis.
   d. Recognize sources of bias and confounding in study design.
   e. Determine statistical power and sample size needed for future public health and biomedical studies.

2. Perform Statistical Analysis of Data
   a. Apply appropriate statistical methods for estimation and inference, including univariate and multivariate methods appropriate for continuous, categorical, and time-to-event data.
   b. Utilize a software package for data management, statistical analyses, and data presentation.
   c. Apply statistical methods for quality control and data cleaning to already collected data, before the actual statistical analysis.
   d. Verify assumptions of statistical tests and models and implement appropriate methods to address observed violations of the assumptions.
   e. Apply basic measures to account for confounding factors in the analysis of public health and biomedical studies, including matching, and multivariable analysis.
   f. Evaluate the strengths and limitations of statistical analyses of public health and biomedical studies.

3. Interpretation and Dissemination of Statistical Analysis
   a. Develop written and oral presentations based on statistical findings for both public health professionals and lay audiences.

4. Ethical/Legal Treatment of Human Subjects
   a. Be familiar with the Institutional Review Board (IRB) research requirements and process.

Master of Public Health, Community Oriented Primary Care Concentration

Admissions Requirements

Admissions Requirements

- Official transcripts reflecting an earned bachelor's degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.
- Foreign Transcripts: Official transcripts or mark sheets of college level work not in English or in the standard U.S. grading scale must be sent to a credential evaluation service for translation. Transcripts must carry the signature of a responsible official in which the work was done and the seal of that institution, or must be certified true copies of the original records. If transcripts do not show the degree earned and the date on which it was conferred, official degree statements must also be provided.
- Official Graduate Record Examination (GRE) scores taken within the last five years.
- Three letters of recommendation from academic or professional references.
- A resume reflecting one or more years of work/volunteer history related to health and/or human services.
- A one-page personal statement.
- Official Test of English as a Foreign Language (TOEFL) scores are required of all applicants whose primary language is not English or whose undergraduate degree is from a college or university outside of the United States.
Curriculum

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<thead>
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<tr>
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<td>EPIDEMIOLOGY IN PUBLIC HLTH ²</td>
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<tr>
<td>CPH 506</td>
<td>BIOSTATISTICS ²⁻</td>
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Concentration

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<tr>
<td>CPH 551</td>
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<tr>
<td>CPH 552</td>
<td>OPPORTUNITIES AND CHALLENGES APPLICABILITY OF COMMUNITY ORIENTATED PRIMARY CARE</td>
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<tr>
<td>CPH 538</td>
<td>PUBLIC HEALTH PROGRAM EVALUATION</td>
<td>3</td>
</tr>
<tr>
<td>CPH 545</td>
<td>INTRODUCTION TO HEALTH DISPARITIES AND HEALTH EQUITY</td>
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Elective Courses

Consult academic advisor for best electives for your program of study

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<tr>
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<tbody>
<tr>
<td>CPH 528</td>
<td>SERVICE LEARNING FOR MPH</td>
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<td>CPH 529</td>
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</table>

Total Credit Hours 45

Concentration Competencies

Concentration Domains

1. The Community Dimension in Health Care
   a. Explain the ecological model of Community Health.
   b. Identify the role of the community in the promotion and improvement of its own health and on health care services.
   c. Demonstrate understanding of the role and value of primary health care in promotion of community health as an integral component of the health care system.
   d. Formulate different definitions of community.
   e. Identify the purpose, content, and methods in the characterization of a community.

2. Community Oriented Primary Care (COPC)
   a. Describe, analyze, and integrate the conceptual framework and principles of COPC.
   b. Define a community for the purpose of clinical care at the community level; and plan an assessment of health needs using available data for the collection and analysis of health information.
   c. Justify the need for the prioritization process in COPC, and define objective criteria to be used for the selection and determination of methods to discuss process and decision.
   d. Demonstrate the ability to plan an in-depth selective detailed assessment of a health or set of health conditions in the community, using quantitative and qualitative methods.
   e. Demonstrate the ability to plan and develop all the stages of a systematic COPC intervention considering evidence based interventions and apply appropriate methods to promote community participation in the development of COPC.
   f. Analyze the differential features and factors involved in the application of COPC worldwide, and identify the opportunities and challenges in the current application of COPC to different healthcare systems.
   g. Assess the conceptual and practical factors to take into account the applicability of COPC, recognize the socio-economic, cultural, environment, political and health policy elements that could challenge the application of COPC and develop alternative application solutions.
   h. Communicate the principles and features of the practice of COPC to lay populations, to health professionals, and to other related audiences.

Master of Public Health, Environmental and Occupational Health Concentration

Admissions Requirements

- Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.
- Foreign Transcripts: Official transcripts or mark sheets of college level work not in English or in the standard U.S. grading scale must be sent to a credential evaluation service for translation. Transcripts must carry the signature of a responsible official in which the work was done and the seal of that institution, or must be certified true copies of the original records. If transcripts do not show the degree earned and the date on which it was conferred, official degree statements must also be provided.
- Official Graduate Record Examination (GRE) scores taken within the last five years.
- Three letters of recommendation from academic or professional references.
- A resume reflecting one or more years of work/volunteer history related to health and/or human services.
- A one-page personal statement.
- Official Test of English as a Foreign Language (TOEFL) scores are required of all applicants whose primary language is not English or whose undergraduate degree is from a college or university outside of the United States.
- Environmental and Occupational Health Prerequisites:
• The student must have successfully completed the following courses: two semesters of biology, two semesters of chemistry, one semester of physics, and one semester of college level math.

Curriculum

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<tr>
<td>CPH 506</td>
<td>BIOSTATISTICS</td>
<td>3</td>
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</table>

Concentration Competencies

Concentration Domains

1. Industrial Safety for Health Sciences
   a. Apply evidenced-based safety engineering and occupational health concepts and methods to the identification, evaluation, prevention, and control of important injury and illness hazards in general industry work environments.
   c. Identify and describe the human and organizational direct and indirect costs of accidents and injuries in the workplace and to the community at large.
   d. Discuss and apply common accident causation models to case study scenarios to develop effective corrective action to prevent future occurrence.

2. Occupational and Environmental Health
   a. Explain the role of biology and the environment in the ecological model of population-based health.
   b. Specify pathways of exposure including routes of transfer from the source, through all environmental media, to humans.
   c. Identify major causes of workplace related illnesses and approaches to reducing occupational health risks.
   d. Describe seminal historical cases that have shaped understanding of environmental and occupational health and have helped to avoid repeating past mistakes.
   e. Identify ethical, social, and legal issues central to occupational health.
   f. Describe how human behavior impacts environmental and occupational exposures and outcomes.
   g. Develop interventions to reduce environmental and occupational exposures.

Master of Public Health, Epidemiology Concentration

Admissions Requirements

Admissions Requirements

• Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.

• Foreign Transcripts: Official transcripts or mark sheets of college level work not in English or in the standard U.S. grading scale must be sent to a credential evaluation service for translation. Transcripts must carry the signature of a responsible official in which the work was done and the seal of that institution, or must be certified true copies of the original records. If transcripts do not show the degree earned and the date on which it was conferred, official degree statements must also be provided

• Official Graduate Record Examination (GRE) scores taken within the last five years.

• Three letters of recommendation from academic or professional references.

• A resume reflecting one or more years of work/volunteer history related to health and/or human services.

• A one-page personal statement.

• Official Test of English as a Foreign Language (TOEFL) scores are required of all applicants whose primary language is not English or whose undergraduate degree is from a college or university outside of the United States.

• Epidemiology Concentration Prerequisites:
The student must have received the equivalent of a grade of B or better in a statistics course, differential calculus, integral calculus, algebra or a more advanced mathematics course taken within five years of program application.

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<td>CPH 620</td>
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Concentration Competencies

Concentration Domains

1. Problem Conceptualization
   a. Conceptualize epidemiologic research questions and hypotheses.
   b. Apply principles of causal inference to epidemiologic data.
   c. Review and critique published epidemiologic studies.

2. Surveillance
   a. Identify key sources of surveillance data.
   b. Compute epidemiologic measures using surveillance data.
   c. Use surveillance data to answer an epidemiologic question.

3. Study Design
   a. Choose a study design appropriate for a particular epidemiologic question.
   b. Design an appropriate, scientifically sound study.

4. Data Analysis and Interpretation
   a. Identify and interpret key study results.
   b. Select appropriate statistical methods for analysis of epidemiologic data.
   c. Identify potential sources and effects of bias in epidemiologic studies.
   d. Apply methods to minimize sources of bias in epidemiologic study results.

5. Dissemination of Study Findings
   a. Communicate epidemiologic information to lay and professional audiences.

Master of Public Health, Health Policy Concentration

Admissions Requirements

• Official transcripts reflecting an earned bachelor's degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.

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• Official Graduate Record Examination (GRE) scores taken within the last five years.

• Three letters of recommendation from academic or professional references.

• A resume reflecting one or more years of work/volunteer history related to health and/or human services.

• A one-page personal statement.

• Official Test of English as a Foreign Language (TOEFL) scores are required of all applicants whose primary language is not English or whose undergraduate degree is from a college or university outside of the United States.
Concentration Competencies

Concentration Competencies

Concentration Domains

1. Formulation and Implementation
   a. Demonstrate knowledge of public health policy formulation and implementation strategies.
   b. Collect, analyze, and synthesize information about health policy problems and issues.
   c. Develop alternative policy options for specific public health issues and assess their economic, political, legal, and social implications.

2. Analysis and Evaluation
   a. Evaluate the effectiveness of public health policy using formal methods of policy analysis and program evaluation.
   b. Comparatively analyze and interpret legislation, administrative regulations, judicial opinions, and agency rulings.
   c. Apply economic principles and theories to analyze the delivery of health care services, public health, and health policy issues.

Curriculum

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<tr>
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<th>Credit Hours</th>
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<tbody>
<tr>
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<td>CPH 501</td>
<td>HEALTH BEHAVIOR</td>
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Concentration

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Elective Courses

Consult academic advisor for best electives for your program of study

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<td>CPH 529</td>
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</table>

Total Credit Hours

45

Concentration Competencies

Concentration Competencies

Concentration Domains

1. Program and Intervention Planning
   a. Demonstrate skills needed to conduct health-related needs assessments in a variety of communities.
   b. Apply community health and organizational theories, models, principles, and best practices in planning health promotion programs or interventions.
   c. Identify, incorporate, and analyze contexts and key factors relevant to the implementation of health promotion programs or interventions.
2. Evaluation of Programs and Interventions
   a. Identify and evaluate health-related data and instruments.
   b. Utilize appropriate qualitative and quantitative evaluation methods.
   c. Apply evaluation findings to programs and policies.

3. Community Engagement
   a. Demonstrate skills needed to coordinate and facilitate community groups, coalitions, and partnerships.

4. Management and Leadership
   a. Demonstrate abilities in the administration and management of community health programs.
   b. Demonstrate the skills to advance a systems approach to community health through professional leadership and practice.

Master of Public Health, Maternal and Child Health Concentration

Admissions Requirements

- Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.

- Foreign Transcripts: Official transcripts or mark sheets of college level work not in English or in the standard U.S. grading scale must be sent to a credential evaluation service for translation. Transcripts must carry the signature of a responsible official in which the work was done and the seal of that institution, or must be certified true copies of the original records. If transcripts do not show the degree earned and the date on which it was conferred, official degree statements must also be provided.

- Official Graduate Record Examination (GRE) scores taken within the last five years.

- Three letters of recommendation from academic or professional references.

- A resume reflecting one or more years of work/volunteer history related to health and/or human services.

- A one-page personal statement.

- Official Test of English as a Foreign Language (TOEFL) scores are required of all applicants whose primary language is not English or whose undergraduate degree is from a college or university outside of the United States.

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<td>CPH 502</td>
<td>HEALTH SERVICES ADMINISTRATION</td>
<td>3</td>
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</table>

Concentration Competencies

Concentration Domains

1. Scientific Basis
   a. Identify the major behavioral, morbidity, and mortality issues within the maternal and child populations at the local, state, national, and global levels.
   b. Assess the socio-economic, cultural, biological, environmental, and societal determinants of health and disease in maternal and child populations.
   c. Identify appropriate methods to study health status and its determinants, and design interventions.
   d. Identify the key elements in the life course perspective and how they are applied.

2. Methodological and Analytical Skills
   a. Use data to analyze health status and its determinants through the life span, and to identify effective interventions.
   b. Critically analyze the qualitative and quantitative methods applied in MCH research.
   c. Identify existing gaps in knowledge in MCH assessments and interventions, and propose alternatives to close the gaps.

3. Management and Communication Skills
   a. Apply knowledge of management and organizational theories in the development of proposals for program interventions and research.
   b. Present an effective oral and written presentation to diverse audiences.

4. Policy and Advocacy Skills
   a. Describe the historical development of MCH public policies and practices in the U.S. for federal, state, and local agencies and programs serving maternal and child populations.
b. Analyze the current organizations and their gaps in MCH services and programs.

5. Values and Ethics in MCH Public Health Practice
   a. Analyze the principles of equity, social justice, and human rights in the assessment of the health of maternal and child populations and programs for those populations.
   b. Identify the ethical principles in MCH practice and research.

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**Master of Public Health, Public Health Administration and Policy Concentration**

**Admissions Requirements**

**Admissions Requirements**

- Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.

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- Official Graduate Record Examination (GRE) scores taken within the last five years.

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**Concentration Competencies**

**Concentration Domains**

1. Organizational Theory and Behavior
   a. Describe fundamental concepts and information about organizational and behavioral theories in health care.
   b. Demonstrate the skills to resolve organizational problems through a systems approach.
   c. Demonstrate the skills to analyze organizational issues from a multidisciplinary perspective.

2. Health Care Finance
   a. Prepare operating and capital budgets, considering political, economic, and social contexts; using appropriate financial and statistical tools; and stating assumptions and justifications.
   b. Demonstrate the skills to implement budgets, evaluating actual performance and taking appropriate actions to enhance performance and/or revise budgets.
   c. Analyze risk as a basis for financial decision-making and implement appropriate risk mitigation strategies.
   d. Demonstrate the application of financial management techniques to enhance performance of public health and health services organizations.

3. Strategic Planning
   a. Evaluate and document internal and external strengths, weakness, opportunities, and threats to identify strategic issues.
   b. Prepare strategic and operational plans that consider current and potential internal and external issues.
   c. Demonstrate the skills to lead and facilitate planning activities.
   d. Demonstrate the skills to implement operational and strategic plans, evaluating performance and adjusting implementation activities and/or plans.

4. Human Resources Management
a. Describe various theories, principles, best practices, and challenges of human resources management in health care organizations.

b. Explain the effects of human factors and demographics in managing others.

c. Identify the legal, political, social, and economic issues that impact human resources management.

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Master of Public Health, Public Health Practice Concentration

Admissions Requirements

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- Official Graduate Record Examination (GRE) scores taken within the last five years.

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- A resume reflecting one or more years of work/volunteer history related to health and/or human services.

- A one-page personal statement.

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Concentration Competencies

Concentration Domains

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   a. Demonstrate skills needed to conduct health-related needs assessments in a variety of communities.
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   c. Identify, incorporate, and analyze contexts and key factors relevant to the implementation of health promotion programs or interventions.

2. Evaluation of Programs and Interventions
   a. Identify and evaluate health-related data and instruments.
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   c. Apply evaluation findings to programs and policies.

3. Strategic Planning
   a. Evaluate and document internal and external strengths, weakness, opportunities, and threats to identify strategic issues.
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   c. Demonstrate the skills to lead and facilitate planning activities.
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   a. Prepare operating and capital budgets, considering political, economic, and social contexts; using appropriate financial and statistical tools; and stating assumptions and justifications.
   b. Demonstrate the skills to implement budgets, evaluating actual performance and taking appropriate actions to enhance performance and/or revise budgets.
   c. Analyze risk as a basis for financial decision-making and implement appropriate risk mitigation strategies.
   d. Demonstrate the application of financial management techniques to enhance performance of public health and health services organizations.
Master of Public Health, Social Marketing and Health Communication Concentration

Admissions Requirements

- Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.

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Concentration

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Elective Courses 6

Consult academic advisor for best electives for your program of study

Service Learning/Capstone Experience Courses

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<td>CPH 529</td>
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Total Credit Hours 45

Concentration Competencies

Concentration Domains

1. Macro-level Assessment
   a. Identify social determinants of health for the purpose of tailoring social marketing and health communication programs to diverse populations.
   b. Articulate principles of Community Based Participatory Research (CBPR).
   c. Identify and apply various modes of learning such as written, audio, visual, and kinesthetic in health communication.
   d. Identify the levels of health literacy and the instruments used to measure functional health literacy levels.

2. Program Planning
   a. Articulate the ethical principles of social marketing, health communication, and CBPR, as they apply to public health practice.
   b. Explain the process to foster collaboration by establishing partnerships with communities, stakeholders, gatekeepers, and members of the identified priority population.
   c. Demonstrate leadership, advocacy, and community building in the field of social marketing and health communication by utilizing effective health communication strategies.
   d. Describe how the ecological model influences social marketing and health communication.
   e. Analyze marketing strategies and identify the best possible option given the resources available.

3. Plan Implementation
   a. Demonstrate awareness of the need for cultural humility in communication methodology.
   b. Apply appropriate research methodologies to compile evidence that informs decision-making in social marketing and health communication.
   c. Assess and apply communication delivery channels, such as mass media, social media, and print materials.

4. Plan Evaluation
   a. Evaluate existing social marketing campaigns through examination of process and performance outcomes.
   b. Create and evaluate a new social marketing campaign.

Dual Degrees

Admissions Requirements

Dual degree programs give students the advantage of completing two degree programs in a shorter amount of time and with fewer total credit hours. Each dual degree program requires application and admission to each program in order to fully participate in the benefits of a dual
degree. Click on a program below to learn more about its admission and curriculum requirements.

- Bachelor of Science in Biology/Master of Public Health (BSBIO/MPH) (p. 442)
- Bachelor of Science in Environmental Studies/Master of Public Health (BSES/MPH) (p. 442)
- Bachelor of Science in Information Technology Innovation/Master of Public Health (BSIT/MPH) (p. 443)
- Master of Public Health/Master of Physician Assistant Studies (MPAS/MPH) (p. 443)
- Master of Public Health/Master of Social Work (MSW/MPH) (p. 443)
- Medical Doctor/Master of Public Health Program (MD/MPH) (p. 444)
- Juris Doctorate/Master of Public Health Program (JD/MPH) (p. 445)
- Master of Business/Master of Public Health (MBA/MPH) (p. 445)
- Doctor of Pharmacy/Master of Public Health Program (PharmD/MPH) (p. 446)

**Bachelor of Science in Biology/ Master of Public Health (BSBIO/MPH)**

**Admissions Requirements**

**Admissions Requirements**

All applicants to the dual degree programs must apply and be accepted into each program separately. Applicants are evaluated by each degree program in separate admissions processes. The College of Public Health application requirements include the following:

Program Requirements for Admission:

- Completion of the SOPHAS Express Public Health application (https://sophasexpress.liaisoncas.com/applicant-ux/#/login) and submission of the application fee.
- Official transcripts with a 3.2 or higher grade point average for a minimum of 45 undergraduate hours completed at the University of Nebraska Omaha (UNO). Transcripts must demonstrate completion of BIOL 2140 and BIOL 3340 and sophomore or junior standing at UNO.
- Three letters of recommendation from academic or professional references (minimum of one letter must be an academic reference).
- A resume or CV.
- One page personal statement describing the applicant’s:
  - Interest in career in public health, environmental health and/or occupational health.
  - Academic readiness to pursue graduate level education.

**Curriculum**

*Concentration in Environmental and Occupational Health

Program of Study

Curriculum standards for the program will be established by the faculty in the respective UNO and UNMC programs. The MPH is accredited by the Council on Education for Public Health. The dual degree is a 150 credit hour undergraduate/professional option that allows eligible students to work toward the EOH concentration in the MPH program while completing their undergraduate concentration. Students interested in this option will work closely with their advisor to develop an integrated plan of study.

**Plan of Study**

In consultation with their advisor, students will be required to prepare a plan of study. Students will be assigned an advisor from UNO Department of Biology and from UNMC COPH. The plan will cover the entire undergraduate and professional program and will be periodically reviewed with the student’s advisors. A maximum of 15 MPH credits (of the required 45 graduate credits for the MPH degree) will be counted toward the undergraduate degree.

**Bachelor of Science in Environmental Studies/Master of Public Health (BSES/MPH)**

**Admissions Requirements**

All applicants to the dual degree programs must apply and be accepted into each program separately. Applicants are evaluated by each degree program in separate admissions processes. The College of Public Health application requirements include the following:

MPH Program Requirements for Admission:

- Completion of the SOPHAS Express Public Health application (https://sophasexpress.liaisoncas.com/applicant-ux/#/login) and submission of the application fee.
- Official transcripts with a 3.2 or higher grade point average for a minimum of 45 undergraduate hours completed at the University of Nebraska Lincoln. Transcripts must demonstrate sophomore standing and at least 45 hours of completed course work in their undergraduate degree program may apply for admission to the Collaborative BSES and MPH in EOH.
- Three letters of recommendation from academic or professional references (letters must be on professional/institutional letterhead and signed).
- A resume or CV
- The personal statement should reflect interest in the Environmental and Occupational Health Concentration, including relevant work-related or educational training background information.
- EOH Concentration Prerequisites:
  - Successful completion of at least two semesters of biology, two semesters of chemistry, one semester of physics, and a math course that meets college math requirements. Students may apply for admission prior to completion of a physics course. All other prerequisites must be met prior to applying.

**Curriculum**

*Concentration in Environmental and Occupational Health
A minimum of 120 credit hours required for BSES degree (Bachelor of Science in Environmental studies)

A minimum of 45 graduate credit hours required for MPH degree (Master of Public Health)

A maximum of 18 graduate credit hours from the MPH degree program will be applied towards the BSES degree.

Bachelor of Science in Information Technology Innovation/Master of Public Health (BSIT/MPH)

Admissions Requirements

All applicants to the dual degree programs must apply and be accepted into each program separately. Applicants are evaluated by each degree program in separate admissions processes. The College of Public Health application requirements include the following:

• Completion of the SOPHAS Express Public Health application (https://sophasexpress.liaisoncas.com/applicant-ux/#/login) and submission of the application fee.

• Official transcripts reflecting a GPA of 3.5 or higher grade, sophomore standing and at least 48 hours of completed course work in their undergraduate degree program at the University of Nebraska Omaha.

• Three letters of recommendation from academic or professional references (letters must be on professional/institutional letterhead and signed).

• A one page personal statement describing the applicant’s:
  • Interest in and potential for contributing to the field of public health
  • Career objectives
  • Self-assessment of computer, quantitative analysis, and personal skills and general preparation for succeeding in a public health graduate program

• A resume or CV

• A one page personal statement describing the applicant’s interest in and potential for contributing to the field of public health and career objectives

Curriculum

*Concentration in Biostatistics

BSIT/MPH students will enroll in their undergraduate years in the traditional sequence. In the third year of study the BSIT/MPH students will complete 6 credit hours of MPH coursework along with their undergraduate courses. In their 4th year of study students will complete fifteen credit hours of MPH courses. The fifth academic year of study will be focused on the completion of 18 credit hours of didactic coursework and six credit hours of Service Learning/Capstone Experience.

Master of Public Health/Master of Physician Assistant Studies (MPAS)

Admissions Requirements

• Completion of the SOPHAS Express Public Health application (https://sophasexpress.liaisoncas.com/applicant-ux/#/login) and submission of the application fee.

• Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.

• Official Graduate Record Examination (GRE) scores taken within the last three years are required of all applicants. Many factors are considered in evaluating an individual’s application, but many successful applicants will have verbal, quantitative, and analytic writing GRE scores at or above the 40th percentile.

• Three letters of recommendation from academic or professional references (letters must be on professional/institutional letterhead and signed).

• A resume reflecting one or more years of work/volunteer history related to health and/or human services.

• A one page personal statement describing the applicant’s:
  • Interest in and potential for contributing to the field of public health
  • Career objectives
  • Self-assessment of computer, quantitative analysis, and personal skills and general preparation for succeeding in a public health graduate program

Curriculum

*All MPH concentrations are eligible for this dual degree program.

The MPAS/MPH dual program curriculum consists of 27 hours of Master of Public Health core courses, (including 6 hours of Service Learning and Capstone work), 12-13 hours of concentration courses, 63 hours of MPAS didactic courses and 57 hours of MPAS clinical education/clerkships.

Master of Public Health/Master of Social Work (MSW)

Admissions Requirements

All applicants to the dual degree programs must apply and be accepted into each program separately. Applicants are evaluated by each degree program in separate admissions processes. The College of Public Health application requirements include the following:

• Completion of the SOPHAS Express Public Health application (https://sophasexpress.liaisoncas.com/applicant-ux/#/login) and submission of the application fee.
• Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.
• Official Graduate Record Examination (GRE) scores taken within the last three years.
• Three letters of recommendation from academic or professional references (letters must be on professional/institutional letterhead and signed).
• A one page personal statement describing the applicant’s:
  • Interest in and potential for contributing to the field of public health
  • Career objectives
  • Self-assessment of computer, quantitative analysis, and personal skills and general preparation for succeeding in a public health graduate program
• A resume reflecting one or more years of work/volunteer history related to health and/or human services.
• Official Test of English as a Foreign Language (TOEFL) scores are required of all applicants whose primary language is not English or whose undergraduate degree is from a college or university outside of the United States.

### Curriculum

**Curriculum**

*Concentration in Public Health Administration and Policy*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 8220</td>
<td>Clinical Social Work with Individuals (UNO course)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 8230</td>
<td>Clinical Social Work with Groups (UNO course)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 8270</td>
<td>Social Work Practice with Sexual Concerns (UNO course)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 8290</td>
<td>Social Work Practice in Health/ Mental Concerns (UNO course)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 8686</td>
<td>Medical and Psychosocial Aspects of Alcohol/Drug Use and Addiction (UNO course)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 8940</td>
<td>Evaluation of Social Programs (UNO course)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 8190</td>
<td>Research and Computer Applications (UNO course)</td>
<td>3</td>
</tr>
<tr>
<td>CPH 500</td>
<td>FOUNDATIONS OF PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>CPH 501</td>
<td>HEALTH BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>CPH 502</td>
<td>HEALTH SERVICES ADMINISTRATION</td>
<td>3</td>
</tr>
<tr>
<td>CPH 503</td>
<td>PUBLIC HEALTH ENVIRONMENT &amp; SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>CPH 504</td>
<td>EPIDEMIOLOGY IN PUBLIC HLTH</td>
<td>3</td>
</tr>
<tr>
<td>CPH 506</td>
<td>BIOSTATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 8510</td>
<td>Supervision &amp; Personnel Administration (UNO course)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 8540</td>
<td>Social Welfare Planning (UNO course)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Medical Doctor (MD)/Master of Public Health Dual Degree

**Admissions Requirements**

All applicants to the dual degree programs must apply and be accepted into each program separately. Applicants are evaluated by each degree program in separate admissions processes. The College of Public Health application requirements include the following:

• Completion of the SOPHAS Express Public Health application (https://sophasexpress.liaisoncas.com/applicant-ux/#/login) and submission of the application fee.
• Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.
• MCAT scores taken in the last five years.
• Three letters of recommendation from academic or professional references.
• A resume reflecting one or more years of work/volunteer history related to health and/or human services.
• A one page personal statement describing the applicant’s:
  • Interest in and potential for contributing to the field of public health
  • Career objectives
  • Self-assessment of computer, quantitative analysis, and personal skills and general preparation for succeeding in a public health graduate program

### Curriculum

**Curriculum**

*All MPH concentrations are eligible for this dual degree program.*

MD/MPH students will enroll in their medical school M1, M2 and M3 years in the traditional sequence. In the fourth year of study the MD/MPH students will complete an “MPH Year” in which they will take sabbatical from their medical school course work and complete 33 credit hours of MPH course work. In their 5th year of study (traditional M4 year) the MD/MPH students will complete the remaining six credit hours of the Service Learning/Capstone Experience. The MPH and MD programs will share six credit hours of electives and 6 MPH credit hours or eight COM credit hours.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 580</td>
<td>HEALTH CARE ORGANIZATIONAL THEORY AND BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>CPH 565</td>
<td>HEALTH CARE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 8400</td>
<td>Advanced Practicum I (UNO course)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 8410</td>
<td>Advanced Practicum II (UNO course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 57
hours with the SL/CE (Service Learning/Capstone Experience) replacing two traditional fourth year electives (eight weeks).

**Juris Doctorate/Master of Public Health Program**

**Admissions Requirements**

All applicants to the dual degree programs must apply and be accepted into each program separately. Applicants are evaluated by each degree program in separate admissions processes. The College of Public Health application requirements include the following:

- Completion of the SOPHAS Express Public Health application (https://sophasexpress.liaisoncas.com/applicant-ux/#/login) and submission of the application fee.
- Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.
- Official LSAT scores taken within the last five years.
- Three letters of recommendation from academic or professional references (letters must be on professional/institutional letterhead and signed).
- A one page personal statement describing the applicant’s:
  - Interest in and potential for contributing to the field of public health
  - Career objectives
  - Self-assessment of computer, quantitative analysis, and personal skills and general preparation for succeeding in a public health graduate program
- A resume reflecting one or more years of work/volunteer history related to health and/or human services.
- A one-page personal statement.

**Curriculum**

*Concentration in Public Health Administration & Policy*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 500</td>
<td>FOUNDATIONS OF PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>CPH 501</td>
<td>HEALTH BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>CPH 502</td>
<td>HEALTH SERVICES ADMINISTRATION</td>
<td>3</td>
</tr>
<tr>
<td>CPH 503</td>
<td>PUBLIC HEALTH ENVIRONMENT &amp; SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>CPH 504</td>
<td>EPIDEMIOLOGY IN PUBLIC HLTH</td>
<td>3</td>
</tr>
<tr>
<td>CPH 505</td>
<td>APPLIED RESEARCH IN PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>CPH 506</td>
<td>BIOSTATISTICS</td>
<td>3</td>
</tr>
</tbody>
</table>

The College of Public Health normally requires 45 hours for the MPH degree. Students select an MPH area of concentration that best suits the student’s interest with the knowledge that some prerequisites courses may be required. The MPH requires 12 hours of concentration courses, 6 hours of elective courses, and 6 hours of service learning/capstone. The concentrations in the MPH program available for the MBA/MPH program are: Public Health Administration, Health Policy, & Social Marketing and Health Communication. The Service Learning (three credit hours) and Capstone Experience (three credit hours) will follow the guidelines of the UNMC MPH Program as described in the College of Public Health Service-
Learning/Capstone Experience Handbook. The objectives, components, details of assignment, advisors, timelines, and evaluation of student performance are to be formulated later by the student and his or her Capstone Committee.

**Doctor of Pharmacy (PharmD) / Master of Public Health Dual Degree**

**Admissions Requirements**

**Admissions Requirements**

All applicants to the dual degree programs must apply and be accepted into each program separately. Applicants are evaluated by each degree program in separate admissions processes. The College of Public Health application requirements include the following:

- Completion of the SOPHAS Express Public Health application (https://sophasexpress liaisoncas.com/applicant-ux/#/login) and submission of the application fee.
- Official transcripts reflecting an earned bachelor’s degree, with a 3.0 or higher grade point average for the last 60 undergraduate or the last 18 graduate/post-baccalaureate credit hours completed.
- Official Graduate Record Examination (GRE) or PCAT scores taken within the last five years are required of all applicants.
- Three letters of recommendation from academic or professional references (letters must be on professional/institutional letterhead and signed).
- A resume reflecting one or more years of work/volunteer history related to health and/or human services.
- A one-page personal statement.

**Curriculum**

*All MPH concentrations are eligible for this dual degree program.*

The PharmD curriculum consists of didactic courses and pharmacy practice experiences. A total of 156.5 semester credit hours over four years are required for graduation: 109 didactic (includes 10 hours of professional electives) and 47.5 experiential (7.5 introductory pharmacy practice experiences [IPPE] and 40 advanced pharmacy practice experiences [APPE]). The IPPE requirements include Community Pharmacy Clerkship (120 hours [3 credit hours]), Institutional Pharmacy Clerkship (120 hours [3 credit hours]), Drug Information Clerkship (20 hours [0.5 credit hours]), and Patient Care Activities (40 hours [1 credit hour]). The APPE is the required 40 semester hours in length (1600 clock hours) and represent basic level clerkships (Level I) and more advanced clerkship (Level II). A total of 10 four week APPEs are required for the student and is a mixture of required (6 clerkships) and elective (4 clerkships) clerkships.

The MPH curriculum currently consists of 45 semester hours of academic work. Coursework is divided into a core public health curriculum (21 hours), courses in the area of concentration (12 hours), electives (6 hours), and Service-Learning and Capstone Experience (6 hours). All students would pursue one of the available concentrations within the MPH Program.

Students from the two disciplines will be integrated in the MPH courses and projects, and will work as teams in the completion of projects and clinical education. Some of the courses taught in each program will apply as dual credit. It is anticipated that the dual degree program will add about two semesters of course work to the PharmD program length. Students will participate in clinical activities every week while they are completing their MPH coursework. The descriptions of the PharmD courses required for the dual degree (at the end of this proposal) clearly suggest the congruence between the MPH and PharmD curriculum content.

**Master of Science**

**Overview**

The Master of Science (MS) in Emergency Preparedness is designed to prepare professionals in a world where emergency preparedness and response skills are essential to the public health infrastructure. Events explored include naturally occurring disasters, intentional acts of terrorism, and new emerging infectious disease threats. The course curriculum is designed to be reflective and inclusive of current and nationally endorsed competencies in emergency preparedness leadership, communication, information management, practice improvement and planning, and worker health and safety.

**Degree**

Master of Science in Emergency Preparedness (p. 481)

**Doctor of Philosophy**

**Purpose and Program Design**

The purpose of the PhD programs is to prepare students to become ethically, culturally, and scientifically competent researchers and educators in public health. The programs promote inter- and trans-disciplinary education, research, and service activities that are relevant to the community and population that we serve. An academic department hosts and operates each of the five PhD programs. In each department, a Graduate Committee, chaired by the Graduate Program Director, develops and implements curriculum, makes admission decisions, advises students, and monitors student progress.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Sponsoring Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>Biostatistics</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>Environmental Health, Occupational Health, and Toxicology PhD</td>
<td>Environmental, Agricultural, and Occupational Health</td>
</tr>
<tr>
<td>Health Promotion and Disease Prevention PhD</td>
<td>Health Promotion, Social and Behavioral Health</td>
</tr>
<tr>
<td>Health Services Research, Administration, and Policy PhD</td>
<td>Health Services Research and Administration</td>
</tr>
</tbody>
</table>

The UNMC Graduate Studies Office has specific requirements for admission, academic standing, program requirements, comprehensive examinations, dissertations, candidacy, and graduation. Please see the UNMC Graduate Studies for more information.

**Degrees**

- Biostatistics (p. 487)
- Epidemiology (p. 489)
- Environmental Health, Occupational Health, and Toxicology (p. 488)
• Health Promotion and Disease Prevention Research (p. 490)
• Health Services Research, Administration, and Policy (p. 490)
STUDENT POLICIES AND PROCEDURES

Master of Public Health & Certificate Programs

MS/PhD Students Should Reference the Graduate Section

Good Academic Standing

GOOD ACADEMIC STANDING

To maintain good academic standing, College of Public Health students are required to maintain a grade point average (GPA) of at least a B (3.00) in their programs of study.

MPH Students

Grades for all required MPH core courses must be a B- (2.67) or above. A grade of C (2.00) may be accepted for no more than one course (provided it is not a core course); receipt of two grades of C or any grade below C (2.00) is not acceptable for MPH credit and may result in dismissal from the program.

Certificate Students

Receipt of more than two grades of C (2.00) and any grade below C (2.00) is not acceptable and may result in dismissal from the program.

Remediation

Any MPH or Certificate student not in good academic standing for reasons cited above, may not continue his/her program of study without the permission of his/her academic advisor, the CoPH Curriculum Committee, and the CoPH Associate Dean for Academic Affairs. In order to secure this permission, the student, in conjunction with his/her academic advisor, must submit a plan of remediation for approval to the Curriculum Committee (see Remediation Plan Document below for more details). The Curriculum Committee will review the student's status and plan of remediation and forward a recommendation to the Associate Dean for Academic Affairs who after approval of the plan files it with the Office of Educational Services. To continue in his/her program, the student must successfully complete his/her approved remediation plan and return to good academic standing within the subsequent twelve (12) months.

Instructions for Developing a Plan of Remediation for Academic Standing

MPH Students:

The following steps outline what must take place to address a situation prompting academic probation:

1. The student is placed on academic probation by the College of Public Health Associate Dean for Academic and Student Affairs.
2. The Office of Educational Services notifies the student that special permission is required for the student to continue his/her program of study.
3. The Office of Educational Services notifies the student in writing, with a copy to the academic advisor, that he/she must develop a remediation plan, in conjunction with his/her academic advisor, which addresses:
   a. how the student plans to master the essential content provided by the course(s) in which a low grade was received; and
   b. how the student plans to avoid receiving any grade less than B (3.00) in the future.
4. Along with the notification referenced in step 3 above, the Office of Educational Services informs the student and the academic advisor of the due date for the plan of remediation. Written remediation plans are due at least two calendar weeks prior to the next regularly scheduled Curriculum Committee meeting.
5. It is the student's responsibility to contact his/her academic advisor about developing the plan of remediation. The remediation plan may need to include retaking the same course if it was a required core course.
6. The student and his/her academic advisor confer to develop a written remediation plan, which the academic advisor sends, along with his/her recommendation regarding approval, to the Director of Master’s Programs and the Office of Educational Services.
7. Although the plan may be forwarded by e-mail in order to meet deadlines, a hard copy signed and dated by the student and the academic advisor must be submitted. The academic advisor provides a copy of the plan to the student and keeps one for his/her advising records.
8. The Director of Master’s Programs places the remediation plan on the agenda for review/approval at the next regularly scheduled Curriculum Committee meeting.
9. If the plan is approved by the Curriculum Committee, the Director of Master’s Programs forwards a summary of the plan, with Curriculum Committee recommendation for approval, to the Office of Educational Services. If the plan is not approved by the Curriculum Committee, the plan is returned to the student and academic advisor with comments for revision. When the plan is approved by the Associate Dean for Academic and Student Affairs, the student and Director of Master’s Programs are notified. The Director of Master’s Programs will notify the academic advisor. If not approved, the plan will be returned with comment to the student and academic advisor with comments for revision.
10. If the student has not produced a written plan of remediation in consultation with his/her academic advisor by the due date specified in the written notice from the Office of Educational Services (step 4 above), the advisor informs the Office of Educational Services, which notifies the student in writing that he/she must produce same for review a minimum of 2 weeks prior to the next regularly scheduled Curriculum Committee meeting (date given), or they will be considered delinquent in the matter. If no plan of remediation is received in the allotted time, a memo will go to the Associate Dean for Academic Affairs, indicating that a plan of remediation has not been received. Action will follow from that office, which typically involves a block on registration for future terms and a hold on records, including transcripts, or graduation until the matter is resolve.

Academic and Grade Appeals

Appeals Process

Under the provisions of the Bylaws of the Board of Regents, students may appeal grades or other evaluations of their academic progress that they believe to have been prejudiced or capricious. In those cases in which informal attempts fail to resolve the problem, appeals or complaints must be made in writing to the appropriate individual or group as described
Academic decisions such as awarding of grades, suspension, or dismissal are to be managed through the processes found in the COPH.
Student Handbook  Students may contact the Associate Dean for Academic and Student Affairs for more information and assistance.

Sexual Harassment
All allegations of sexual harassment for which the student wishes the University to officially acknowledge and investigate, including sexual violence are to be reported to the Title IX Coordinator, Carmen Sirizzotti, or the Chief Student Affairs Officer, Dr. Phil Covington. Any Student with an issue that falls under Sexual Harassment or Title IX should contact the Title IX coordinator, even if he/she wishes to remain anonymous.

Grievances against Staff
Grievances against UNMC or TNMC staff are managed through the relevant policy/procedures by the UNMC Division Director, Employee Relations, Linda M. Cunningham.

Research Integrity
Issues regarding research integrity and research misconduct are managed through the relevant policy/procedures by the Research Integrity Officer, Dr. James Turpen.

Violations of Law
Violations of federal, state, or local laws may be managed through the relevant policies and procedures by the Office of Compliance and/or departments having oversight over the applicable law/regulation. UNMC Interim Chief Compliance Officer: Tara Scrogin.

See: [http://www.unmc.edu/academicaffairs/compliance.htm](http://www.unmc.edu/academicaffairs/compliance.htm)

Campus Security and Safety
Campus security and safety issues are managed by the UNMC Campus Security or the Omaha Police Department.

Students may at any time contact the Student Counseling Center (402-559-7276) for confidential counseling by male/female licensed mental health care providers for any of the aforementioned cases.

Context and Principles
Students have the right to file a grievance against faculty for violations of the UNMC Code of Conduct or other relevant policies, and grievances related to conditions that adversely impact the student’s ability to successfully complete the professional program. Resolutions in situations where the grievance has been upheld may include student reinstatement, student reassignment to another class or lab, or other corrective action(s) for the benefit of the student.

Corrective action against COPH faculty is under the purview of the Dean of the College of Public Health in coordination with the chair (or the Dean's designee in a case where the chair is the involved faculty) of the involved faculty member's primary department.

COPH faculty are defined as all faculty who hold an appointment of more than 50% FTE in the COPH and part-time faculty whose entire academic appointment is in the COPH. If the faculty involved holds 50% or less FTE in the COPH and their primary appointment is in another department, the COPH dean in collaboration with the Dean of the college of the faculty's primary appointment will determine the process. This procedure does not supersede the policies contained in the UNMC Faculty Handbook, and any corrective action will be consistent with those policies. Appropriate corrective action will be taken where the grievance has been upheld by a preponderance of evidence. COPH professional students have the right to file a written complaint to the UNMC Faculty Senate Professional Conduct Committee chair if they are not satisfied with the grievance panel resolution.

Retaliation against student complainants or others involved in the grievance procedure is strictly prohibited. Incidents of retaliation by faculty members will be referred to the Faculty Senate Professional Conduct Committee for further investigation and disciplinary action.

Students who make any intentionally false accusations and/or misleading complaints against University faculty will be subject to appropriate disciplinary action by the COPH Dean in consultation with the chair of the faculty member’s primary department.

The College of Public Health student and faculty names, identifying information, statements, and comments as well as any deliberations, advice, or evidence given in the course of the informal procedure and formal COPH Professional Student Grievance Panel deliberations are confidential. All individuals involved, including members of the Panel, are expected to abide by this duty to maintain confidentiality. Any unauthorized release or carelessness in the handling of this confidential information is considered a breach of this duty to maintain confidentiality and is strictly prohibited.

Procedure

Informal Resolution
At any stage in the informal process the Student Ombudsperson (Dr. David Carver, 402-559-7276, dcarver@unmc.edu) can be consulted as an independent, neutral, informal and confidential consultant. The Ombudsperson can provide additional information and clarification on University policies and proceedings, assistance in facilitating difficult conversations, and guidance in prioritizing options for dealing with the problem. The Ombudsperson will also report ongoing trends in student grievances, while maintaining students’ confidentiality, to campus administrators including the Dean of the College of Public Health and the UNMC Chancellor.

In most cases an initial attempt should be made to address the issue through an informal resolution process.

Course of Action
1. It is recommended that the first course of action is a discussion between the student and the involved faculty member to resolve the issue.
2. If discussion with the involved faculty member is not possible or effective, the student should discuss the issue with the chair of the faculty member’s primary department.
3. If discussion with the department chair is not possible or effective, the student should discuss the issue with the COPH Director of Masters Programs.

Without Proceeding to Formal Complaint
If the issue cannot be resolved informally, and the student wants to summarize the incident without proceeding to a formal complaint, this may be done through one of two mechanisms. However, the COPH Associate Dean for Academic and Student Affairs will inform the student that the recourse will be limited without filing a formal complaint.
1. Unwritten Summary
   Student vocalizes a summary of the issue with the Student Ombudsperson. (Dr. David Carver, dcarver@unmc.edu, 402-559-7276)

2. Written Documentation
   Student sends written summary to the COPH Associate Dean for Academic and Student Affairs who will keep this documentation in a confidential and secure file.

**Proceeding to Formal Complaint**
If the issue cannot be resolved informally, and the student wants to proceed with an investigation of the incident(s), then the complaint may move to the formal procedure as follows. If the grievance is ongoing or involves a particularly sensitive matter, the grievant is encouraged by the COPH Associate Dean for Student Affairs to submit his/her complaint as soon as possible.

**Formal Resolution Procedure**

**Filing a Complaint**
The complaint must be submitted electronically to the COPH Dean and the COPH Senior Associate Dean within 60 class days* after the incident occurred or 60 class days after informal resolution procedures have failed. The complaint should attempt to identify the following: the student grievant; the respondent faculty member or administrator; any other person involved; the incident, including approximate date and time, and whether the incident is ongoing; the policy claimed to have been violated or the limitation imposed on the student’s ability to complete his/her degree; and a brief statement of the remedy sought.

Every complaint will be acknowledged by email correspondence from the COPH Office of the Dean within 5 class days of the receipt of the complaint. At this stage, the faculty member involved will be notified by the Senior Associate Dean that a grievance has been filed against him/her, and the nature of the grievance.

The COPH Senior Associate Dean will be responsible for keeping all documentation pertinent to the formal complaint in a secure and confidential place.

**Preliminary Resolution Procedure**
Within 10 class days of acknowledging the complaint, the COPH Senior Associate Dean will meet with the student and the involved faculty separately to determine first whether a preliminary resolution can be reached. If a preliminary resolution cannot be achieved, the Senior Associate Dean shall notify both parties that the grievance will be referred to the COPH Professional Student Grievance Panel. The Senior Associate Dean will inform the faculty member that s/he may prepare a statement in response to the allegations for review by the grievance panel, due within 10 class days. The COPH Senior Associate Dean may adjust this timeline if there are compelling reasons for delay.

**COPH Professional Student Grievance Panel**
The COPH Professional Student Grievance Panel consists of six members (three faculty and three students). The COPH Dean will select three members of the COPH Leadership Council who have no conflicts in the case. The COPH Student Association President will select three Student Association officers who have no conflicts in the case. The panel will be reconstituted for each formal grievance brought forward.

The faculty members will include no more than one member from any one COPH department. The COPH Leadership Council will make every effort to avoid perceived or actual conflicts of interests in selecting the panel members by avoiding members that are in the same department, laboratory, and/or have a close relationship with either the student or faculty member involved in the grievance complaint.

The student members will include no more than one member from any one department, all in good academic standing as per college regulations. If there are not qualified student members from each department, the Student Association President appoints panel members from current qualified COPH professional students.

The Chair of the Faculty Senate Professional Conduct Committee (or designee) will sit on the Panel as an observer without a vote, to prevent unnecessary duplication of investigation if the grievance results in the matter being referred to the Faculty Senate Professional Conduct Committee. This person can also advise the grievance panel about recommended corrective action, if appropriate. The COPH Senior Associate Dean will also sit on the Panel as an observer without a vote.

**COPH Professional Student Grievance Panel Responsibilities**

**Reviewed Evidence**

The panel members will begin their review of the evidence within 30 days of the receipt of the statements by the COPH Senior Associate Dean. They will review the statements of both parties and interview the involved parties and any named witnesses, as appropriate. They will review other provided evidence. Panel members may seek advice and evidence from other university officials as necessary to conduct the investigation.

The Panel may, at its discretion, convene a hearing to meet with the involved student and the faculty member. Each individual will be given the opportunity to respond, to provide a statement and/or counter-statement, in order to provide additional information as warranted. The meeting will not be open to the public. The involved parties may bring another individual for support but this person may not speak or participate in the hearing, unless the person is a named witness.

**Deliberation**
The Panel shall deliberate privately at the close of the hearing. If a majority of the Panel finds that the allegations are supported by a “preponderance of the evidence,” the Panel will make confidential recommendations to the COPH Dean to resolve the matter. If a majority of the Panel finds that the allegations are not supported by a “preponderance of the evidence,” the panel reports that as well to the Dean.

**Report**
The Panel will provide a formal written report summarizing the obtained evidence, detailed proceedings, conclusions, and recommended actions to the COPH Dean within 30 class days of when the Panel assembled. If the Panel identifies misconduct, the COPH Dean is responsible for immediate and timely corrective action in coordination with the Department Chair of the faculty member’s primary unit, taking into consideration the recommendations of the panel.

The COPH Dean will distribute the conclusion and recommended action(s) by the Panel within 10 class days of receiving the full report from the Panel to the involved faculty member and the chair of the faculty...
member's primary department. The COPH Dean will also distribute the conclusion and non-confidential recommended action(s) by the Panel as well as the non-confidential corrective action(s) as determined by the COPH Dean to the student.

### Outline of Formal Complaint Procedure and Timelines

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Action</th>
<th>To</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Submits complaint electronically</td>
<td>COPH Senior Associate Dean</td>
<td>Within 60 days after the incident occurred or within 60 days after informal resolution has failed</td>
</tr>
<tr>
<td>COPH Senior Associate Dean</td>
<td>Acknowledges receipt of complaint electronically</td>
<td>Student</td>
<td>Within 5 days after receiving complaint</td>
</tr>
<tr>
<td>COPH Senior Associate Dean</td>
<td>Meets individually with student and faculty</td>
<td>Student, Faculty</td>
<td>Within 10 days of notification of receipt</td>
</tr>
<tr>
<td>COPH Senior Associate Dean</td>
<td>Convenes Panel if resolution is not reached</td>
<td>Student, Faculty</td>
<td>Within 10 days of last individual meeting</td>
</tr>
<tr>
<td>Student, Faculty</td>
<td>Submits statements, evidence to Panel</td>
<td>COPH Professional Student Grievance Panel</td>
<td>Within 10 days of last individual meeting</td>
</tr>
<tr>
<td>COPH Professional Student Grievance Panel</td>
<td>Submits written report of complaint review</td>
<td>COPH Dean</td>
<td>Within 30 days of Panel assembling to review complaint</td>
</tr>
<tr>
<td>COPH Dean</td>
<td>Distributes Panel's conclusion and recommended actions</td>
<td>Involved faculty member and his/her department chair</td>
<td>Within 10 days of receiving Panel's full report</td>
</tr>
<tr>
<td>COPH Dean</td>
<td>Distributes Panel's conclusion and non-confidential recommended actions and non-confidential corrective actions as determined by the COPH Dean</td>
<td>Student</td>
<td>Within 10 days of receiving Panel's full report</td>
</tr>
<tr>
<td>COPH Dean in coordination with faculty member's department chair</td>
<td>If Panel identifies misconduct: takes corrective action against the faculty member, considering the recommendations of the Panel</td>
<td>Faculty member</td>
<td>Immediate and timely</td>
</tr>
</tbody>
</table>

### Definitions

1. Days are class days and are defined as days when the COPH is open for academic/administrative activities.
2. Faculty is the faculty identified in the complaint.
3. Student is the complainant.
4. Department Chair is the chair of the involved faculty's primary department.

### Transfer of Credit

All graduate credits to be counted toward the satisfaction of requirements for the MPH and the Certificate programs—including all credits transferred from other programs of the University of Nebraska and/or other institutions of higher education—must be approved by the Curriculum Committee and the Associate Dean for Academic and Student Affairs. Grades received in courses for transfer of credit must be the equivalent of "B" (3.00) or higher on the University of Nebraska grade scale.

Up to one-half of the total credit hours may be accepted from another accredited institution when the transfer is supported by the student's advisor and approved by the Curriculum Committee. Any courses taken prior to program admission, including UNMC College of Public Health courses, will be considered as a transfer of credit. No more than 6 credit hours that have been applied to a previously earned degree will be accepted towards transfer of credit. No more than one-half of the total academic credits required for the completion of the program may be accepted as transfer credit.

Students wishing to transfer credit must submit official transcripts of graduate-level work taken elsewhere and course syllabi to the Office of Educational Services for review by the Curriculum Committee no later than one semester before the student intends to graduate. It is recommended that this be done at the time of application/admission to the program so that students are fully aware of their complete plan of study. Transfer of graduate credits from a course taken with a pass/fail option must be recommended by the Curriculum Committee, supported by a written evaluation from the instructor, and approved by the Associate Dean for Academic and Student Affairs.

Transfer of credit for courses taken 5 or more years prior to the time of admission will be evaluated by the Curriculum Committee on a case-by-case basis.

### Registration

#### Registering for COPH Classes

Registration is accomplished before each academic term. Information and instructions regarding registration are circulated prior to the date of registration. All MPH/Certificate students are required to meet with their academic advisor prior to beginning coursework to establish a master plan of study. It is highly recommended that meetings occur prior to each academic session.

#### Procedure

- Registration will be conducted online at: [http://myrecords.unmc.edu](http://myrecords.unmc.edu)

### Intercampus Registration

MPH students in good standing who wish to register for courses on a University of Nebraska campus other than their home campus must
complete an intercampus registration form. The intercampus registration form is available on-line at https://intercampus.nebraska.edu/cCNotice.aspx

After the form is processed, students will be contacted by the host campus with information for access and registration.

**Grading**

MPH/Certificate students are graded by letter grades, with associated quality points for courses completed, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
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</tbody>
</table>

Grade point averages are determined by multiplying the quality points earned in each course by the number of credit hours for that course, adding the products for all courses, and then dividing the sum by the total number of credit hours in which quality points were earned. Grades of Pass/Fail are not used in determining grade point averages.

Grades for all required core courses must be a B- (2.67) or above. A student may repeat any course in which he/she received a grade below a B (3.00), with the approval of the student's academic advisor, course instructor, and the Associate Dean for Academic Affairs. A student registering for such a course should notify the Office of Academic Records of re-registration in the course. Both grades will appear on the transcript, but only the last grade will be used in determining the grade point average.

Only a Pass/Fail grade is to be used for research projects. The grade of "I" is to be used by an instructor at the end of a term to designate incomplete work in a course. It is used when a student, due to extenuating circumstances such as illness, military service, hardship, or death in the immediate family, is unable to complete the requirements of the course in the term in which the student is registered for credit. A grade of Incomplete is given only if a student has already substantially completed the major requirements of a course. Instructors will judge each situation individually.

The instructor must also indicate by a department record, with a copy to the student, how and by when the Incomplete is to be removed; if the instructor is at the University at the time of the removal, he/she must supervise the makeup work and report the permanent grade. In the event that the instructor is not available at the time of the student's application for removal of an Incomplete, the department chairperson shall supervise the removal of the Incomplete and turn in the permanent grade for the student.

Grades of Incomplete must be completed within one semester after they have been awarded or they will be automatically changed to grade of F. Any extensions to the one-semester time frame must be arranged with the Associate Dean for Academic and Student Affairs prior to the Incomplete being changed to a grade of F.

A student with two or more current grades of Incomplete will not be permitted to enroll in any new courses until the number of current incomplete grades becomes less than two.

All grades of "I" on courses that are part of the degree requirements must be removed at least one month prior to the end of the final semester of enrollment.

**Student Rights and Responsibilities**

The Bylaws of the Board of Regents at the University of Nebraska protect the rights of each member of the University community. Each individual has the right to be treated with respect and dignity, and each has the right to learn. With these rights comes the responsibility of each individual to maintain an atmosphere in which others may exercise their human rights and their right to learn. Chapter V of the Bylaws fully delineates the rights and responsibilities of students. UNMC policies are in accord with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and Sections 799AS and 854 of the Public Health Services Act.

**Admission to the College of Public Health**

Applicants must hold a minimum of a baccalaureate degree or equivalent from a recognized college or university. Specific requirements for admission to a program are listed in the departmental sections.

**Services for veterans**

All men and women planning to attend UNMC under Chapters 31, 34, 35, and 1606, the educational assistance and vocational rehabilitation laws administered by the Veterans Administration, should inquire at the Office of Academic Records before they register to make sure all necessary steps have been taken.

**Change of Concentrations**

**Process/Procedure**

It is the student's responsibility to:

- Contact the Office of Educational Services to declare a request to change concentration.
- Obtain written approval of academic advisor for change of concentration. (An e-mail approval is acceptable. Please copy the Office of Educational Services on all correspondence.)
- The Office of Educational Services will submit the request to the concentration department the student wishes enter.
- The Office of Educational Services will notify the student of the department's determination.

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>C+</td>
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</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
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</tbody>
</table>
Certification of Full-time status

MPH/Certificate students requiring certification as full-time students must be enrolled for at least 9 credit hours during a semester, at least 4 credit hours during an eight-week session, or at least 3 credit hours during a five week session.

Deferral/Delaying enrollment

Students admitted to the MPH or Certificate programs are expected to start classes in the semester in which they were admitted. The official start date for the program of study is significant because students have a limit of seven years to complete studies, calculated from the start date of the semester in which they were admitted through seven complete academic year cycles.

Students admitted to the MPH or Certificate programs who elect to defer admission, and thus the start date of classes, must request approval in writing from the Office of Educational Services before the semester begins. A request for more than two semesters will not be granted and the student will need to reapply if she/he wishes to participate in the program.

Any student who is admitted to the MPH or Certificate program but does not enroll in classes or complete an official deferral of admission will be considered withdrawn prior to matriculation and will need to reapply if she/he wishes to participate in the program.

Readmission

An MPH/Certificate student who has been dismissed for failure to meet academic standing requirements may reapply following standard application procedures.

Reinstatement following disenrollment

Contact the COPH Office of Educational Services. Typically to be considered for reinstatement, students must be in compliance with policy or procedure that instituted the disenrollment.

Student E-mail

All students are required to use official student e-mail accounts for communication pertaining to University matters. Personal e-mail accounts will not be used for communication with students after students matriculate. Students are responsible for checking their e-mail regularly.

Once a student enrolls for classes, UNMC Information Technology Services (ITS) will mail the information required to access the student's Outlook e-mail account. Outlook can be accessed from off campus using the web-based Outlook, which uses the same login and password.

Academic Advising

Assigning an Academic Advisor

Certificate Programs

Each student will be assigned an academic advisor upon admission. It is the responsibility of the student to contact the advisor concerning the plan of study and academic progression.

MPH Program

Each student will be assigned an academic advisor upon admission based on their program, concentration, and interest of study. It is the responsibility of the student to contact the advisor concerning the plan of study and academic progression.

Academic Advisor Contract

In support of our efforts to constantly improve and clarify the student and advisor relationship, the College of Public Health has created an Advising Contract for Faculty and Students in the Master of Public Health Program. This contract serves to establish the roles and expectations for each party. It is recommended that you and your advisor go over the contract in your first meeting, and that each of you sign the document to signify that you understand your obligations.

Changing Academic Advisor

If students feel the need to change their academic advisor, they must first request release from their current advisor in writing and receive permission from that advisor. The student must then identify and request permission from the advisor to whom they wish to transfer. Finally, it is the student's responsibility to inform the Office of Educational Services of any advisor change.

Time to Completion

Time limitations for the Certificate and MPH programs are assessed from the semester the student initially enrolls in the program.

Certificate Programs - 3 Years

The certificate programs (as defined in the plan of study) must be completed within three consecutive calendar years. Course work that would be over three years old at the completion of the degree program cannot be used for the certificate. The first day of class of the earliest course which appears on the student's plan of study is the beginning of the student's certificate education.

MPH Program - 7 Years

The degree program (as defined in the plan of study) for MPH degrees must be completed within seven consecutive calendar years. Course work that would be over seven years old at the completion of the degree program cannot be used for a master's degree. The first day of class of the earliest course which appears on the student's plan of study is the beginning of the student's MPH education.

Graduation

Filing for Graduation

Each student who expects to receive a diploma is required to complete the following steps:

1. Submit the appropriate form based upon your program (see below) to the COPH Office of Educational Services by the indicated deadline.
   - MPH Students – Candidacy and Completion of Requirements Form
   - Certificate Students – Completion of Requirements Form
2. File the degree application and fee by the deadline date through the UNMC Office of Academic Records on the MYRECORDS website.

<table>
<thead>
<tr>
<th>Expected Graduation Term</th>
<th>COPH Forms Deadline</th>
<th>Degree Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (December) Graduation</td>
<td>September 15th</td>
<td>October 1st</td>
</tr>
<tr>
<td>Spring (May) Graduation</td>
<td>January 15th</td>
<td>February 1st</td>
</tr>
<tr>
<td>Summer (August) Graduation</td>
<td>May 15th</td>
<td>June 1st</td>
</tr>
</tbody>
</table>

**Application**

Students intending to graduate are required to complete an application for Degree; this includes a nonrefundable/nontransferable fee that covers the cost of the diploma, diploma cover and posting of the degree. Conferral of degrees cannot be awarded with the completed Application for Degree.

**Attendance**

Students graduating in May, may only attend the May ceremony and December graduates may only attend the December ceremony. August graduates are invited to attend the December ceremony (see exception below). Dual enrollment students may request the reading of both degrees at the time of the awarding of the last degree.

Students who receive an incomplete or an NR in a course during their final semester will be able to walk at commencement as planned. A diploma will not be issued until the completion of all course requirements. All work must be completed and a grade reported before the deadline to apply for the next graduation cycle. Those not completing work by this date will be required to reapply for graduation at a date subsequent to the completion of all work.

**Attire**

All graduating students are required to rent (or purchase) academic attire for ALL UNMC ceremonies (commencement and convocation). Rental and purchase of attire is coordinated through Academic Affairs Student Services. Flowers, sashes, pins, signs or other adornments are not allowed on robes or mortarboards. The only exceptions are professional honor society cords and/or academic honor medallions.

Commencement and Convocation ceremony information can be found at [http://www.unmc.edu/studentservices/academic-records/commencement/index.html](http://www.unmc.edu/studentservices/academic-records/commencement/index.html)

All other questions can be directed to Barbara Breazeale at 402-559-1946 or bbreazea@unmc.edu.

**Service-Learning/Capstone Experience**

The Service-Learning/Capstone Experience is a 6-credit-hour integrated culminating experience that consists of two parts: (1) three credit hours (150 practical hours) of service learning in an approved organization under the direction of a practitioner (preceptor) and a faculty committee, and (2) three credit hours (150 practical hours) of research or program evaluation that includes a final paper and presentation to committee members, faculty, staff, and students.

The Service-Learning/Capstone Experience (SL/CE) is an essential part of the UNMC MPH Program and is required of all students in the MPH Program. It is designed to provide students with firsthand, scholarly, supervised experience in a practice setting. In the course of this community-based experience, students provide service that contributes to the health of the population while learning and further developing public health competencies under the guidance of established professionals. This experience augments the academic course work, providing students with an opportunity to integrate and apply/test the knowledge, principles, and skills acquired through classroom instruction.

In service learning, there is an equal focus on service and on learning. Activities, outcomes, and scheduled hours are negotiated among the placement site, the student, and the service-learning capstone course faculty member. Service learning is considered a capstone experience that not only allows students to demonstrate basic public health competencies and further develop essential skills, (e.g., collaborative team work, health education intervention skills, and management skills) but also to integrate academic course work with actual public health practice under the supervision of established public health practitioners. The SL/CE develops an environment of academic participation, collaboration, and engagement among students, faculty, and the community.

**References**


**Objectives of Service Learning**

Through participation in the Service-Learning/Capstone Experience students will:

1. Develop a capstone project proposal that
   - Clearly demonstrates integrated and applied knowledge, principles and skills acquired through classroom instruction.
   - Meets community identified needs.

2. Perform activities that demonstrate the development/enhancement/application of core public health competencies and describe activities performed to achieve/address these competencies.

3. Demonstrate the development/enhancement/application of concentration specific competencies and describe activities performed to achieve/address these competencies.

4. Develop a capstone paper which reflects the integration of public health knowledge, principles and skills and demonstrates mastery of public health principles, values and practice.

5. Design and deliver an oral presentation of the paper, including the process, background, and results of the project.

6. Develop a beneficial product for the placement site as appropriate.

7. Share project/product with the organization/community as appropriate.

Students will negotiate the specifics of the Service-Learning/Capstone Experience project with the capstone faculty chair and the community placement preceptor. Approaches and methodologies for the experience will vary, including group and individual projects, but each experience will, at a minimum, give students exposure to one or more of the core functions and essential services of public health and a majority of the public health competencies.
Contact the Director of Master's Programs for more information on the Service-Learning/Capstone Experience.

Student Portfolios

Every Master of Public Health (MPH) student is required to develop a portfolio that describes the student’s experiences and accomplishments while at the University of Nebraska Medical Center College of Public Health (COPH). The portfolio is intended to be relevant to their professional development, and to assess educational outcomes for students in the MPH Program.

What is the purpose of the portfolio?

- To demonstrate progress toward public health competencies over time.
- To equip students with products (i.e. résumé, professional mission statement and goals, exceptional work samples) relevant to career development and job searches.
- To enhance the relationship between student and advisor, by discussing student’s career and educational goals.

What are the required sections for the portfolio?

1. Title Page
2. Professional Mission Statement and Goals
3. Competency Reflection
4. Work Samples
5. Résumé

For more information on deadlines, formatting, advisor review and submission of the Student Portfolio, please reference the guide and template found at http://unmc.edu/publichealth/services/oes/student-portfolio.html
STUDENT LIFE

Student Governance

The COPH student body participates in student governance in the UNMC Student Senate and the College of Public Health Student Association.

The COPH student body can have appointed advisory members on the following COPH non-standing committees: the Evaluation Committee, the Research Committee.

Curriculum Committee – meets each month

1. Charge

The Curriculum Committee was established as a Standing Committee by vote of the governing faculty of the College of Public Health at the University of Nebraska Medical Center through the College of Public Health Bylaws, which was ratified July 2010.

1. Formal Charge. From the College of Public Health at the University of Nebraska Medical Center Bylaws Section 1.D.1c.ii. The Committee’s charge includes:
   a. Recommend to the College of Public Health Faculty policies and plans regarding student curriculum, in consultation with the appropriate department(s).
   b. Develop and implement a system for curriculum evaluation.
   c. Recommend curriculum changes.
   d. Develop and recommend policies relating to the continuing education programs of the College of Public Health.
   e. Review and approve all newly-developed courses and any newly-developed areas of specialization at the master and doctoral level.

B. Curriculum Committee Initiated Charge. As decided upon by vote of the Curriculum Committee Membership, the Committee will additionally:

1. Provide guidance to students requesting evaluation and approval of their remediation plans in order to regain good academic standing.
2. Evaluation and judgment of student related academic issues, to include, but not be limited to transferring credit, exceptions to policy, dismissals, etc.
3. Dutifully accomplish any additional responsibilities as outlined in the College of Public Health Student Handbook.

UNMC Student Senate

Student Senate Representatives: Michael Sauter, Tanner Clark, Emma Schultz

The Medical Center Student Senate is the campus-wide student government body for the University of Nebraska Medical Center. The purpose of the MCSS is to provide student input and leadership on issues related to campus life and student development. MCSS also sponsors philanthropic events and social activities.

Senate members serve on a variety of UNMC committees and meet regularly with the Chancellor and other senior administrators. The President of the MCSS also serves as a nonvoting member of the University of Nebraska Board of Regents.

MCSS business meetings are held on the first Wednesday of each month from September through May and are open to all students. Students with questions about MCSS are encouraged to contact David Carver, PhD at 559-7276.

Awards & Scholarships

The following scholarships are available on a competitive basis to COPH students who are currently enrolled and to new applicants. Students should regularly check the COPH Scholarships website for up-to-date list of available scholarships and awards.

Non-Resident Tuition Scholarship

The College of Public Health has a limited number of Non-Resident Tuition Scholarships to award to students who are not residents of Nebraska. These Scholarships are awarded competitively on the basis of scholarship and academic performance.

Chancellor Robert D. Sparks, M.D., Pre-professional Student Scholarship in Health Promotion and Disease Prevention

Award Amount $1,000

This award is to recognize an outstanding student majoring in a field related to health promotion and disease prevention on any campus of the University of Nebraska.

Scholarship award shall be applied toward tuition and fees in the subsequent academic year. Upon completion of the scholarship year, the recipient shall submit a brief report (less than five pages), to the COPH Dean describing her/his experience during the year and the impact of the scholarship on academic and career plans.

Eligible candidates are regularly-enrolled University of Nebraska undergraduate students in good academic standing who are majoring...
in a field related to health promotion and disease prevention. Majors may include, but are not limited to, undergraduate health professions, community health education, nutrition, psychology, biology, and exercise physiology. Candidates shall have expressed an interest in a career addressing health promotion and disease prevention, and insight into and understanding of careers related to health promotion and disease prevention. The career plan may focus on education, research, and/or practice, with particular attention to the needs of Nebraska and its citizens.

**Chancellor Robert D. Sparks, M.D., Public Health Research Student Award**

*Award Amount $1,500*

Award is to be used for research support, research-related activities, and expenses necessary to execute the defined public health research project.

Eligible candidates are full time College of Public Health students in good academic standing who are enrolled in master’s or doctorate programs and have defined a public health research project. The selection criteria address the degree to which the student’s defined research project demonstrates disease prevention and health promotion through public health education, research, and/or practice, with particular attention to the needs of Nebraska and its citizens.

**Carruth J. Wagner, M.D., Scholarship in Public Health**

*Award Amount $1,000*

Scholarship award shall be applied toward tuition and fees in the subsequent academic year. It is anticipated that a minimum of four scholarships will be awarded with a minimum of two going to MPH students and two going to MS/PhD students.

Eligible candidates are full time UNMC College of Public Health students in good academic standing who are enrolled in masters or doctoral programs and have defined a public health research project. The selection criteria address the student’s academic qualifications, career goals, potential for contributions to the field of public health, and views of public health challenges and how leadership in public health may meet those challenges.

**Patte L. Martin Scholarship**

*Award Amount $1,000*

Please note the prize may constitute taxable income to recipient.

Eligible candidates are MPH students enrolled full time within the COPH with preference given to students who are the first to attend either an undergraduate or graduate institution. Specific selection criteria preference is given to a student who is the first in their family to attend an undergraduate or graduate institution, academic qualifications, quality of essay, and quality of letter of recommendation.

**Public Health Workforce Expansion Scholarship**

The Public Health Workforce Expansion Scholarship supports early and middle career professionals employed by public health non-profits, the Department of Health and Human Services, local public health departments or federally qualified health centers in the State of Nebraska and working to improve the health of Nebraskans. The scholarship will provide financial support towards completion of graduate level education in a public health certificate or Master of Public Health degree program in the College of Public Health at the University of Nebraska Medical Center.

**Eligibility**

- Employment by a public health non-profit, the Department of Health and Human Services, a local public health department or federally qualified health center serving Nebraskans in the State of Nebraska.
- Admission in a UNMC College of Public Health Certificate or Master of Public Health program.
- Support of employer to pursue graduate level education.

**Benefits to Recipient**

- Scholarship will support tuition and fees for full or part-time enrollment in courses leading to a Certificate in Public Health or Master of Public Health program.
- Advising and mentorship by public health faculty in areas relevant to the student’s workplace practice.

**Student Organizations**

**UNMC Student Response Team**

The mission of the UNMC Student Response Team is to promote future public health leadership by providing students with hands-on training and experiences in outbreak response and emergency preparedness. We instruct students on specific roles in public health, medical, and volunteer response to a disaster or public health emergency and train to deploy in Nebraska and Western Iowa. This organization gives students the opportunity to network with professionals and other students in public health.

Advisor: Dr. Sharon Medcalf

Organization Website

https://www.unmc.edu/publichealth/currentstudents/student-response-team.html
COURSE DESCRIPTIONS

Courses offered by College of Public Health departments are listed as both CPH and Graduate (BIOS, EPI, ENV, HPRO, HSRA) offerings. MPH and Cert.PH students should register for the CPH listing. M.S. and PhD students should register for the graduate listing.

Course Descriptions

College of Public Health (CPH)

CPH 500 FOUNDATIONS OF PUBLIC HEALTH 3 Credit Hours
This is an introductory survey course, which will ensure that all public health students, within their first full year of study, are exposed to the fundamental concepts and theories that provide the basis for the body of knowledge in the field of public health. This course will prepare students to work in public health with a sound theoretical, conceptual, and historical basis for their work.
Cross List: HPRO 830.

CPH 501 HEALTH BEHAVIOR 3 Credit Hours
The purpose of this course is to study the theoretical foundations of health behavior. Students will develop an understanding of the determinants of health behavior, the models and theories that provide a framework for predicting health behavior, and the strategies employed to bring about behavioral changes for health and disease prevention in individuals and groups.
Cross List: HPRO 860.

CPH 502 HEALTH SERVICES ADMINISTRATION 3 Credit Hours
This is a survey course designed to be an introduction to the management of health services organizations and systems in the United States. Specifically, this course will introduce students to the types of health services organizations and health systems in the United States, the context surrounding the administration of these organizations and delivery of health care services, and the skills needed to manage a health services organization within this setting.
Cross List: HSRA 873.

CPH 503 PUBLIC HEALTH ENVIRONMENT & SOCIETY 3 Credit Hours
The purpose of this course is to introduce the students to environmental factors, including biological, physical, and chemical factors, which affect the health of a community. The main focus of the course will be the effects of exposures that have been associated with human health and environmental problems in the Midwest, specifically water and air pollutants related to animal feeding operations, arsenic in ground water, pesticides, herbicides, lead, and radiation. The effects of global warming, ergonomic problems in the meat packing industry, and occupational and environmental problems in health care will also be discussed.
Cross List: ENV 892.

CPH 504 EPIDEMIOLOGY IN PUBLIC HLTH 3 Credit Hours
The objective of the course is to understand the application of survey and research methodology in epidemiology, especially in the community setting. Theoretical aspects will be taught as an integral part of understanding the techniques of study design and community survey. Concepts to be covered include measure of disease occurrence, measures of disease risk, study design, assessment of alternative explanations for data-based findings, and methods of testing or limiting alternatives. Students will be expected to address an epidemiological question of interest to them, first developing the hypothesis and conducting a literature search, then developing a study design and writing, in several stages, a brief proposal for the study.
Cross List: EPI 820.
Typically Offered: FALL/SPR

CPH 505 APPLIED RESEARCH IN PUBLIC HEALTH 3 Credit Hours
The purpose of this course is to provide an introduction to research methods in public health. Students will learn about the steps of scientific research. The course will cover topics including formulation of a research problem; sampling and research design; dissemination of research findings; and grant proposals. These topics will be discussed in detail in the context of critically reviewing several peer-reviewed scientific articles.
Research ethics is large component of the course. Students will complete CITI Trainings as well as learn about institutional Review Board (IRB) processes and applications.
Cross List: HPRO 805.

CPH 506 BIOSTATISTICS 3 Credit Hours
This course is designed to prepare the graduate student to understand and apply biostatistical methods needed in the design and analysis of biomedical and public health investigations. The major topics to be covered include types of data, descriptive statistics and plots, theoretical distributions, probability, estimation, hypothesis testing, and one-way analysis of variance. A brief introduction to correlation and univariate linear regression will also be given. The course is intended for graduate students and health professionals interested in the design and analysis of biomedical or public health studies.
Prerequisite: Undergraduate or graduate statistics course or permission of instructor. While successful completion of an undergraduate or graduate statistics course is not required for admission into the MPH program, students enrolling for BIOS 806/CPH 506 Biostatistics I must have successfully completed a statistics course or obtain permission of the instructor. Requirements for the prerequisite course: * The prerequisite statistics course must have been completed within 5 calendar years of registering for Biostatistics 806/CPH 506. * The student must have received the equivalent of a B or above (3.00 or higher on the University of Nebraska grade scale) in the course. Permission of the instructor: * The instructor reserves the right to waive the prerequisite requirements for students who can demonstrate familiarity with basic statistical concepts because of work or research experience.
Cross List: BIOS 806.
CPH 507 GLOBAL APPLICATIONS IN PUBLIC HEALTH 3 Credit Hours
The course provides a survey of the field of global health, including health conditions, resources, and programs. The course deals with the application of the principles of public health to health problems of countries around the world, and global forces that affect health. Topics covered include global health policy, including tobacco control policies, comparative health systems, climate change, and environmental health; the global impact of infectious and chronic diseases; infant mortality; women's health; cultural issues in global health; global occupational health issues; and human rights and ethics in global health. The course is intended for graduate students in public health, health professionals and health professions students who seek an understanding of global public health issues.
Prerequisite: Instructor permission is required.
Cross List: HSRA 820.

CPH 511 AGRICULTURAL HEALTH AND SAFETY 3 Credit Hours
Agricultural Health and Safety
Typically Offered: SUMMER

CPH 517 DESIGN OF MEDICAL HEALTH STUDIES 3 Credit Hours
This course is designed to prepare the graduate student to understand and apply principles and methods in the design of biomedical and public health studies, with a particular emphasis on randomized, controlled clinical trials. The major design topics to be covered include sample selection, selecting a comparison group, eliminating bias, need for and processes of randomization, reducing variability, choosing endpoints, intent-to-treat analyses, sample size justification, adherence issues, longitudinal follow-up, interim monitoring, research ethics, and non-inferiority and equivalence hypotheses. Data collection and measurement issues also will be discussed. Communication of design approaches and interpretation of subsequent analysis results also will be stressed. Concepts will be explored through critical review of the biomedical and public health literature, class exercises, and a research proposal. The course is intended for graduate students and health professionals interested in the design of biomedical or public health studies.
Prerequisite: Biostatistics I, BIOS 806/CPH506, or an equivalent introductory statistics course, and instructor permission.
Cross List: BIOS 835.

CPH 528 SERVICE LEARNING FOR MPH 3 Credit Hours
A community-based experience, designed to provide students with firsthand, scholarly, supervised experience in a practice setting. This experience augments the academic course work, meets actual community needs, and provides students with an opportunity to integrate and apply/test knowledge, principles and skills acquired through classroom instruction. Students will demonstrate mastery of public health principles, values and practice.
Prerequisite: CPH 505 Applied Research in Public Health, CPH 517 Design of Medical Health Studies. Students must complete all core and concentration area courses, be within 12 hours of graduation (including the 6 hours of service learning/capstone experience), and be in good academic standing to start the Service-Learning/Capstone Experience (SL/CE). Registers for: CPH 528 Service learning for MPH Students (3 credit hours) CPH 529 MPH Capstone Experience (3 credit hours)

CPH 529 CAPSTONE EXPERIENCE 3 Credit Hours
A community-based experience, designed to provide students with firsthand, scholarly, supervised experience in a practice setting. This experience augments the academic course work, meets actual community needs, and provides students with an opportunity to integrate and apply/test knowledge, principles and skills acquired through classroom instruction. Students will demonstrate mastery of public health principles, values and practice.
Prerequisite: CPH 505 Applied Research in Public Health, CPH 517 Design of Medical Health Studies. Students must complete all core and concentration area courses, be within 12 hours of graduation (including the 6 hours of service learning/capstone experience), and be in good academic standing to start the Service-Learning/Capstone Experience (SL/CE). Registers for: CPH 528 Service learning for MPH Students (3 credit hours) CPH 529 MPH Capstone Experience (3 credit hours)

CPH 530 CULTURAL COMPETENCE & PROFESSIONALISM 3 Credit Hours
This is a graduate-level course designed to assist public health professionals and health care providers in understanding the impact and professional implications of interactions between diverse cultures, including language and belief systems in relation to health, health care delivery, health outcomes, and health disparities.
Prerequisite: Graduate standing in the College of Public Health or permission from the instructors.
Cross List: HPRO 802.

CPH 531 RESEARCH METHODS IN HPER 3 Credit Hours
The course deals with scientific writing, research techniques, statistics, computer application, and quantitative research design and technique. Considerable emphasis is placed on evaluation of research in scholarly publications. A research proposal is written as one of the course requirements.
Prerequisite: Not open to nondegree students.
Cross List: HPRO 531.

CPH 532 ISSUES PUBLIC HEALTH: PAST & PRESENT 3 Credit Hours
The course uses selected topics to outline the history, theory, and methods of health care ethics. It is intended as a core course for graduate students in ethics and related fields—for bioethics teachers, administrators, policy makers, clinicians, and public health professionals.
Cross List: HPRO 815.

CPH 533 HEALTH CARE ETHICS 3 Credit Hours
The purpose of this course is to acquaint students with key historical incidents, important historical and philosophical themes, and key philosophical controversies in public health.
Cross List: HPRO 825.

CPH 534 INTERVENTIONS IN HEALTH PROMOTION 3 Credit Hours
This course will provide health promotion students with an opportunity to investigate, contrast, develop, implement, and evaluate a variety of intervention activities, to be applied in different settings. Theories regarding methods to enhance behavior change and teaching strategies to meet the health needs of a diverse population will be explored.
Cross List: HPRO 827.
Typically Offered: FALL
CPH 535 PHYSICAL ACTIVITY EPIDEMIOLOGY 3 Credit Hours
This course is designed to prepare the graduate student to understand and apply physical activity epidemiologic methods to biomedical and public health investigations. The major topics to be covered include core concepts in physical activity epidemiologic methods; research design; data reporting and interpretation; the role of physical activity on health outcomes; and promoting physical activity and healthy lifestyles through intervention research. Concepts will be explored using the biomedical and public health literature, class exercises, exams, and projects. The course is intended for graduate students and health professionals who will be involved in biomedical research or public health studies that integrate physical activity as an outcome, exposure, or confounding variable into their research design.
Prerequisite: Instructor permission and BIOS 806/CPH 506 or BIOS 816/CPH 516 and EPI 820/CPH504 within the past 5 years resulting in a grade of B- or better.
Cross List: HPRO 840.

CPH 536 HEALTH PROMOTION PROGRAM PLANNING 3 Credit Hours
An in-depth application of the health promotion program planning process utilizing a comprehensive model called PRECEDE-PROCEED. Students submit six papers applying each phase of this model: social diagnosis, epidemiological diagnosis, behavioral/ environmental diagnosis, educational/organizational diagnosis, administrative/policy diagnosis, and evaluation at the process, impact and outcome levels.
Cross List: HPRO 840.

CPH 537 SEXUAL HEALTH: ONTOLOGY, RESEARCH, EDUCATION 3 Credit Hours
This course is designed to prepare the graduate student, professional student, or fellow to address sexual health issues, particularly at the community level, through sound research and education practices. A social ecological approach will guide the examination of the topic with emphasis on social justice. Core areas of discussion will include (1) an ontological, socio-cultural, and philosophical examination of sexuality, (2) a survey of groundbreaking and current research in sexuality with emphasis on the ethical issues in sex research, and (3) a study in issues related to the deployment of sexual health knowledge, particularly in communities experiencing disparities in sexual health. Course participants will learn to address sexual health issues in a culturally relevant manner through research and education.
Prerequisite: An undergraduate or graduate level course in human sexuality (such as HED 3080) within the last 5 years or comparable field experience is preferred.
Cross List: HPRO 869.

CPH 538 PUBLIC HEALTH PROGRAM EVALUATION 3 Credit Hours
This course is designed to provide an overview of methods for evaluating public health programs. Students will learn methods for choosing appropriate evaluation designs and procedures for data collection, choosing, and developing survey items, and interpreting and describing evaluation results.
Cross List: HPRO 875.
Typically Offered: FALL

CPH 539 PUBLIC HEALTH: LEADERSHIP & ADVOCACY 3 Credit Hours
This course incorporates public health leadership theory and practices, which are grounded in biomedical and social science and sanctioned by public law. Politics of communities and organizations is also included. Advocacy is emphasized as a key tool to secure funding and to help assure that local, state, and federal policy makers will adopt, implement, and maintain important public health regulations, policies and programs.
Prerequisite: 15 graduate credits or instructor permission.
Cross List: HPRO 895.

CPH 540 INTRODUCTION TO COMMUNITY-BASED PARTICIPATORY RESEARCH 3 Credit Hours
This course is designed to prepare the graduate student, professional student, or fellow to utilize community-based participatory research (CBPR) principles in research, evaluation, and practice. A philosophical and practical approach will guide the examination of CBPR and its use. Core areas of discussion will include (1) the theoretical and historical grounding of CBPR, (2) ethical issues in the use of CBPR and developing cultural humility in working with community partners (3) developing sustainable CBPR relationships among all partners, (4) methodological considerations, and (5) promoting social justice and policy change through CBPR. Course participants will engage in both critical thought-provoking discussions on the principles of CBPR and the application of CBPR to research and/or evaluation in a culturally relevant manner. Hands-on application will occur through conducting a CBPR project by working collaboratively with a defined community and other students in the course. The course is intended for graduate students and health professionals who will be actively involved in addressing community health issues through research and evaluation. CBPR is not a methodology, but a philosophical approach to conducting research; therefore the course assumes students will come already grounded in multiple research methods, both qualitative and quantitative.
Prerequisite: HPRO 805/HED 8050/CPH 505 (or equivalent course) or permission of the instructor; permission will require a demonstrable knowledge of research methods.
Cross List: HPRO 807.

CPH 541 INTRODUCTION TO SOCIAL MARKETING AND HEALTH COMMUNICATION 3 Credit Hours
This course provides an introduction to the basic concepts of social marketing and health communication principles including the application to health behaviors and public health issues.
Cross List: HPRO 841.
Typically Offered: SUM/FALL

CPH 542 APPLIED SOCIAL MARKETING 3 Credit Hours
This course will explore the application of social marketing at the population, community, business and government levels. Students will examine the concepts of social marketing from perspectives of collaboration and co-creation, value and service driven design, and an ethical framework of dignity and honor.
Prerequisite: CPH 541
Typically Offered: FALL/SPR

CPH 543 HEALTH LITERACY AND COMMUNICATION FOR HEALTH PROFESSIONALS 3 Credit Hours
This course is designed to prepare the graduate student, professional student, or fellow to utilize knowledge of research methods.
Cross List: HPRO 843.
Typically Offered: SPRING

CPH 544 NUTRITION ACROSS THE LIFESPAN 3 Credit Hours
This course is an in-depth study of health communication. Students will build competencies in health communication (from theory and practice) to promote individual and community health and well being.
Cross List: HPRO 844.
Typically Offered: SPRING
CPH 545 INTRODUCTION TO HEALTH DISPARITIES AND HEALTH EQUITY 3 Credit Hours
The course provides a critical understanding of health disparities in the U.S. and examines the underlying social, cultural, biological, behavioral, economic and political factors that contribute to such disparities in society.
Prerequisite: Instructor permission required.
Cross List: HPRO 809.
Typically Offered: SPRING

CPH 546 INTRODUCTION TO MATERNAL AND CHILD HEALTH 3 Credit Hours
This course will introduce the life course approach in Maternal and Child Health (MCH), and address specific MCH topics (i.e. immunizations, nutrition, pre-term births) from the local, regional and global perspectives, and organization and policy issues in MCH care in the U.S.
Cross List: HPRO 880.
Typically Offered: FALL

CPH 547 ADVANCED MATERNAL AND CHILD HEALTH 3 Credit Hours
Critical analysis of current and emerging priority areas in Mother and Child Health (MCH), including biological, behavioral and health care issues, based on defining the problem, identifying gaps in population health or health care and discussing alternative approaches to gap reduction.
Prerequisite: EPI 820/CPH 504, HPRO 860/CPH 501, HPRO 880/CPH 546.
Cross List: HPRO 881.
Typically Offered: SPRING

CPH 548 CHILD AND ADOLESCENT GROWTH AND DEVELOPMENT 2 Credit Hours
This course is designed to introduce students to the study and assessment of child and adolescent growth and development from a public health perspective. Physical, neurological, psychological, and social development will be discussed.
Prerequisite: HPRO 880/CPH 546.
Cross List: HPRO 882.
Typically Offered: FALL/SPR

CPH 549 WOMEN'S HEALTH 2 Credit Hours
This course is a graduate level course that provides students with an overview of women's health issues across the lifespan from a multidisciplinary perspective.
Cross List: HPRO: 883.
Typically Offered: FALL/SPR

CPH 550 EMERGENCY PREPAREDNESS: PREVENTION 3 Credit Hours
This course is designed to prepare the graduate student to work in a world where emergency preparedness and response skills are essential to the public health infrastructure, in preparation for naturally occurring disasters, intentional acts of terrorism, and new emerging infectious disease threats.
Cross List: HPRO 810.
Typically Offered: FALL/SPR

CPH 551 COMMUNITY ORIENTATED PRIMARY CARE: PRINCIPLES AND PRACTICE 3 Credit Hours
This course will prepare students for the community orientation of primary health care services. It is intended for students interested in the delivery of health care with a community orientation and the integration of individual clinical care and public health.
Cross List: HPRO 817.
Typically Offered: FALL

CPH 552 OPPORTUNITIES AND CHALLENGES APPLICABILITY OF COMMUNITY ORIENTATED PRIMARY CARE 3 Credit Hours
The course is designed to prepare public health students on the critical analysis of the organization (levels of care, public/private partnership, insurance, coverage, access) and functions (curative/preventive, general practice, family medicine, specialties) of primary care services to be able to identify the opportunities and the challenges in the applicability of Community Oriented Primary Care (COPC).
Prerequisite: COPC: Principles and Practice (CPH 551/HPRO 817), Instructor Permission.
Cross List: HPRO 818.
Typically Offered: SPRING

CPH 553 EMERGENCY PREPAREDNESS: RESPONSE 3 Credit Hours
This course is designed to introduce the graduate student disaster response related concepts such as Responder Safety and Health, Citizen Evacuation, Weapons of Mass Destruction, and Medical Surge among other topics.
Cross List: HPRO 812.
Typically Offered: FALL/SPR

CPH 554 EMERGENCY PREPAREDNESS: RESPOND & RECOVERY 3 Credit Hours
This course is designed to introduce the graduate student to emergency preparedness concepts. Students will explore disaster response related concepts such Medical Surge, Behavioral Health and Mass Fatalities, in addition to short and long term disaster recovery topics.
Cross List: HPRO 813.
Typically Offered: FALL/SPR

CPH 555 PUBLIC HEALTH LAW 3 Credit Hours
Conceptual foundations of public health law, including constitutional considerations, federal state statutes regulations, tort (civil) law, balancing competing interests (e.g. civil liberties v. monitoring, reporting, persuading, regulating at various levels), current issues emerging trends. Prerequisite: Law students must have completed first year of law school.
Cross List: HPRO 808.
Typically Offered: SUMMER

CPH 557 RESEARCH OTHER THAN THESIS HEALTH PROMOTION, SOCIAL AND BEHAVIORAL HEALTH 1-4 Credit Hours
This course is for more advanced students who wish to pursue their research interests in selected areas of Medical Humanities.
Cross List: HPRO 896.

CPH 559 SPECIAL TOPICS IN HEALTH PROMOTION 1-4 Credit Hours
Independent study course focusing on selected topics or problems. The subject will be dependent on student demand and availability of staff.
Cross List: HPRO 898.
Typically Offered: FALL/SPR

CPH 560 U.S. HEALTH CARE SYSTEMS: AN OVERVIEW 3 Credit Hours
This course will offer the student an overview of the health and medical care delivery system in the US. Topics covered from a historical, economic, sociological, and policy perspective include the following: social values in health care; need, use, and demand for services; providers of health services (people and places); public and private payment systems; alternate delivery systems; and models from other countries. Current health care reform proposals will also be addressed.
Cross List: HSRA: 810.
CPH 561 PUBLIC BUDGETING 3 Credit Hours
The purpose of the course is to familiarize public administration students with the basic characteristics and features of public budgets and enable them to deal competently with them.
Prerequisite: Not open to non-degree students.
Cross List: HSRA 840.

CPH 562 HUMAN RESOURCES MANAGEMENT IN HEALTH ORGANIZATIONS 3 Credit Hours
The course explores human resources management and workforce planning in healthcare organizations. Students will gain in depth knowledge of the legal environment and major rules and regulations governing recruitment, selection and retention processes, as well as methods and techniques used in job analysis and interviews and organizational development. Another major focus area will be given to health professions workforce planning, succession planning, health safety preparedness, global issues facing healthcare workforce and future trends affecting human resources in healthcare organizations. The course is intended for students who are enrolled in the MPH program and students from other graduate degree programs who have an interest in managing human resources in health organizations.
Prerequisite: Not open to non-degree students.
Cross List: HSRA 841.
Typically Offered: SPRING

CPH 563 STRATEGIC PLANNING AND MANAGEMENT PUBLIC HEALTH 3 Credit Hours
This course examines the theory and practice of strategic planning and management in public health, health services, and voluntary health and welfare organizations. Application of specific principles, concepts, and techniques of strategic planning and management for these organizations will be addressed. The roles and responsibilities of public health and health services administrators in developing, implementing, monitoring and revising strategy will also be examined.
Prerequisite: Instructor permission.
Cross List: HSRA 853.
Typically Offered: FALL

CPH 564 HEALTH ECONOMICS 3 Credit Hours
This course is designed to help students understand how the theories and models of economics can be applied to the study of health and health care. The examination of the markets (demand and supply) for health, health care and health insurance is stressed. In addition, the economic analytic tools such as economic evaluation of medicine will be introduced. The objective of this course is to equip students with the knowledge/tools to examine and analyze the problems/issues of health care from the perspective of economics.
Prerequisite: ECON 2200 (Principles of Economics-Micro) or its equivalent.
Cross List: HSRA 860.

CPH 565 HEALTH CARE FINANCE 3 Credit Hours
This course is the required health care financial management course for the Health Care concentration in the MPA program and a required course in the MPH curriculum. Students are not expected to have prior coursework in financial management, managerial and financial accounting. The course does, however, assume the students have some experience with spreadsheet models. This course, which focuses on the application of financial management principles and concepts to health care organizations, consists of (1) instructor lectures, (2) case analyses, (3) presentations, and (4) two examinations. Much of the learning in this course will come from your own individual work and from interacting with other students, so the benefits that you receive will be directly related to your individual efforts.
Prerequisite: Research methods, epidemiology, or biostatistics, or instructor permission.
Cross List: HSRA 872.

CPH 566 HEALTH POLICY 3 Credit Hours
This course covers the fundamental issues of the health policy process by emphasizing the historical, social, economic, and political environment of contemporary US public health and health care policies. Students are expected to become knowledgeable about policy formation, implementation, modification and evaluation within public health and health care systems. The course is intended for students who are enrolled in the MPH program and students in other graduate degree programs who have an interest in health policy.
Cross List: HSRA 874.
Typically Offered: FALL

CPH 567 HEALTH POLICY ANALYSIS AND EVALUATION 3 Credit Hours
This course will provide a framework for understanding how to analyze and evaluate the impact of health policies in public health and health care settings. Topics include structuring policy problems, gathering data for policy analysis, monitoring and evaluating policy performance, and communicating the results of policy analysis. The course is intended for students enrolled in the MPH program and students from other graduate degree programs who have an interest in analyzing and evaluating health policies.
Prerequisite: HPRO 805/CPH 505 Applied Research in Public Health and HSRA874/CPH 566 Health Policy.
Cross List: HSRA 867.
Typically Offered: SPRING

CPH 575 PUBLIC HEALTH INFORMATICS 3 Credit Hours
The purpose of the course is to prepare graduate students, professional students or fellows with an opportunity to gain an in-depth understanding of the various concepts of public health informatics. The course is designed to help students increase their understanding about the concepts and relationships between data, information, and knowledge in context to public health informatics, data standards and how informatics can be used as a new means of data collection and increasing data accessibility. Further the course provides an opportunity for students to get prepared for applying informatics interventions and associated evaluation approaches to improve population health outcomes at both national and global levels.
Cross List: HSRA 870.
CPH 580 HEALTH CARE ORGANIZATIONAL THEORY AND BEHAVIOR 3 Credit Hours
This course focuses on introductory level of organizational theory and organizational behavior in health services research. Organizational theory is a macro examination of organizations, focusing on the organization as a unit, and inter-organizational and environmental relationships. Organizational behavior is a micro approach to studying organizations, focusing on individuals in organizations as the unit of analysis. Cross List: HSRA 830. Typically Offered: FALL

CPH 585 MASTERS OF HEALTH ADMINISTRATION INTERNSHIP 3 Credit Hours
The internship is an intensive, full-time component of the masters of health administration program providing students both experience and opportunities to observe day-to-day health management operations in a healthcare organization. Skills and knowledge learned in the course of this internship will be used to prepare the student for career placement in management positions within the healthcare industry. Typically Offered: SUMMER

CPH 586 MASTERS OF HEALTH ADMINISTRATION CAPSTONE 2 Credit Hours
The capstone is designed to provide masters of health administration students with both in-class and applied managerial experience in a healthcare setting. Students are given the opportunity to integrate skills and knowledge learned through classroom instruction in the MHA program in the areas of communication and relationship management, leadership, professionalism, knowledge of the healthcare environment, and business and analytical skills. The capstone prepares students to succeed in management positions with hospitals, clinics and other healthcare organizations. This course must be taken in the final semester of the MHA program. Typically Offered: SUMMER

CPH 587 RESEARCH OTHER THAN THESIS HEALTH SERVICES RESEARCH AND ADMINISTRATION 1-4 Credit Hours
This course is for more advanced students who wish to pursue their research interests in selected areas of Medical Humanities. Cross List: HSRA 896.

CPH 589 SPECIAL TOPICS HEALTH SERVICES RESEARCH AND ADMINISTRATION 1-4 Credit Hours
Independent study course focusing on selected topics or problems. The subject will be dependent on student demand and availability of staff. Cross List: HSRA 898. Typically Offered: FALL/SPR

CPH 590 ELEMENTS OF INDUSTRIAL SAFETY FOR HEALTH SCIENCES 3 Credit Hours
This course is an introduction to safety in the general work environment, with emphasis on selected OSHA safety regulations, human costs of injuries, safety programs and management, field trip work observations, risk assessment, and hazard/risk communications. No previous experience or coursework in safety is required. Prerequisite: ENV 892/CPH 503 or equivalent introductory environmental health sciences course; instructor permission. Cross List: ENV 800.

CPH 591 OCCUPATIONAL HEALTH AND SAFETY FOR HEALTH SCIENCES 3 Credit Hours
This course is an introduction to fundamental concepts, methods, and application of occupational and safety for various industrial settings, including hazard analysis and control, OSHA regulations, workers compensation, safety program elements, and safety and health management. Prerequisite: Graduate student status in health sciences or related discipline and instructor permission. Cross List: ENV 802.

CPH 592 HUMAN FACTORS AND ERGONOMICS FOR WORK ENVIRONMENTS 3 Credit Hours
This course is an introduction to fundamental concepts of physical work, human abilities, and capabilities (ergonomics), including psychological and cognitive aspects of human work performance (human factors) for the reduction of occupational injuries and illnesses, reduced costs, productivity improvement, worker well-being and longevity, quality of work life, and job satisfaction. Prerequisite: Graduate student status in health sciences or related discipline and instructor permission. Cross List: ENV 804.

CPH 593 PRINCIPLES OF OCCUPATIONAL AND ENVIRONMENTAL HEALTH 3 Credit Hours
This course is designed to allow students to develop an understanding of the human health outcomes associated with environmental and occupational exposures. Students will learn how key issues in environmental health and environmental and occupational medicine are approached from a public health perspective. Prerequisite: ENV 892/CPH 503 or equivalent introductory environmental health sciences course; instructor permission. Cross List: ENV 810.

CPH 594 ENVIRONMENTAL EXPOSURE ASSESSMENT 3 Credit Hours
The course will allow students to develop their understanding and knowledge of exposure assessment methods and the application of these methods to substantive issues in occupational and environmental health. The course emphasizes methodological principles and good practice, and highlights the many similarities and some interesting differences between occupational and environmental health. Prerequisite: ENV 892/CPH 503 or equivalent introductory environmental health sciences course; BIOS 806/CPH 506 or equivalent introductory biostatistics course; instructor permission. Cross List: ENV 816.

CPH 595 SUSTAINABILITY, CLIMATE CHANGE AND HEALTH 3 Credit Hours
This course provides an overview of the emerging issue of climate change as it affects society (with a special emphasis on public health), and the development of strategic frameworks of action to prepare for a sustainable and healthy future. The course is divided into three broad areas: frameworks and fundamentals (basic concepts and root causes of climate change and environmental problems); sector assessments (root causes and system impacts; measurement and monitoring); and action (approaches to intervention, core competencies, and communication). Cross List: ENV 840.
Typically Offered: FALL

who wish to further their careers in public health research.

The primary goal is to provide working suitable for both advanced-level master¿s students and doctoral students through the use of simulated and actual research data. The course is intended for graduate students and health professionals who will be following research or administrative careers.

Prerequisite: College-level courses in chemistry and biochemistry and permission of the instructor.

Cross List: ENV 596.

CPH 597 PRINCIPLES OF TOXICOLOGY 3 Credit Hours

This course will introduce students to the principles and methods that are used to determine whether an adverse effect is a result of exposure to a specific agent. A primary purpose of toxicology is to predict human toxicity, and human health risk assessment relies heavily on toxicological data obtained from animal studies. This course covers basic mechanisms of toxicity as they pertain to whole organisms, organ systems, and specific toxic agents.

Cross List: ENV 888.

CPH 617 RESEARCH OTHER THAN THESIS ENVIRONMENTAL, AGRICULTURAL AND OCCUPATIONAL HEALTH 1-4 Credit Hours

This course is for more advanced students who wish to pursue their research interests in selected areas of Medical Humanities.

Cross List: ENV 896.

CPH 619 SPECIAL TOPICS IN ENVIRONMENTAL, AGRICULTURAL AND OCCUPATIONAL HEALTH 1-4 Credit Hours

Independent study course focusing on selected topics or problems. The subject will be dependent on student demand and availability of staff.

Cross List: ENV 898.

Typically Offered: FALL/SP/SU

CPH 620 CHRONIC DISEASE EPIDEMIOLOGY 3 Credit Hours

The target audience for this course includes, but is not limited to, student researchers and practitioners in the field of public health. The course will cover risk factors for major chronic diseases such as cancer, diabetes, musculoskeletal disease, and chronic lung disease. Through the course, students will learn advanced concepts and methodology in chronic disease epidemiology research, including disease surveillance and etiologic and outcomes research. Students will also gain experience developing a proposal to conduct an etiologic study of a selected chronic disease.

Prerequisite: Epidemiology I (EPI 820/CPH504), Biostatistics I (BIOS 806/CPH506). Recommended coursework: Epidemiology II (EPI 821/CPH621), Biostatistics II (BIOS 808/CPH650).

Cross List: EPI 812.

Typically Offered: FALL

CPH 621 APPLIED EPIDEMIOLOGY 3 Credit Hours

This course is designed to provide advanced-level graduate students with epidemiologic data analysis, interpretation and presentation skills. The course presents advanced principles and methods of Epidemiology through the use of simulated and actual research data. The course is suitable for both advanced-level master¿s students and doctoral students in epidemiology and related fields. The primary goal is to provide working knowledge of the fundamentals of epidemiology to graduate students who wish to further their careers in public health research.

Prerequisite: Epidemiology I (EPI 820/CPH504).

Typically Offered: FALL

CPH 622 HEALTH INFORMATION AND SURVEILLANCE FOR PUBLIC HEALTH PRACTICE 3 Credit Hours

This course focuses on the role of health information and health information systems for the practice of national, state- and community-level public health.

Prerequisite: BIOS 806/CPH 506 or EPI 820/CPH 504.

Cross List: EPI 835.

Typically Offered: FALL/SPR
CPH 627 EPIDEMIOLOGICAL MEASUREMENTS AND RESEARCH IN MATERIAL AND CHILD HEALTH 2 Credit Hours
This course will emphasize the methodological aspects of Maternal and Child Health (MCH). It will address indicators and measurements of health and disease, types of studies needed or used in this field, to address the life course perspective and the study of topical issues. Prerequisite: EPI 820/CPH 504, BIOS 806/CPH 506 and HPRO 880/CPH 546. Cross List: EPI 840. Typically Offered: FALL.

CPH 628 PRINCIPLES OF EPIDEMIOLOGIC RESEARCH 4 Credit Hours
This course is a comprehensive course in the concepts, principles and methods of population-based epidemiologic research. The course, which expands on topics covered in EPI 821/CPH 621 (Advanced Research and Methods), is both theoretical and quantitative, with emphasis on study design, quantitative measures, statistical analysis, data quality, sources of bias, and causal inference. Prerequisite: EPI 821/CPH 621 and BIOS 806/CPH 506. An introductory course to SAS programming is recommended. Cross List: EPI 845. Typically Offered: FALL/SPR.

CPH 631 EMERGENCY PREPAREDNESS: PROTECTION 3 Credit Hours
This course is designed to introduce the student to emergency preparedness concepts, in preparation for naturally occurring disasters, intentional acts of terrorism and new emerging infectious disease threats. Students will explore Critical Infrastructure protection, agriculture and food safety, surveillance and detection of biological agents among other topics. Cross List: EPI 811. Typically Offered: FALL/SPR.

CPH 641 INTRO CANCER EPIDEMIOLOGY 2 Credit Hours
This course will review the basic concepts of cancer etiology and carcinogenesis. It will provide the background on social demographic magnitude of cancer, basic concepts of cancer biology and the causes of cancer. Methods of designing and implementing research studies and evaluating genetic, environmental and lifestyle factors, such as tobacco, alcohol, radiation, chemicals, pharmaceuticals, viruses and nutrition will be reviewed. Prerequisite: CPH 504 or permission of instructor. Cross List: EPI 801. Typically Offered: SPRING.

CPH 642 CANCER EPIDEMIOLOGY IN SPECIAL POPULATIONS 1 Credit Hour
The focus of this course will be on epidemiologic, genetic, environmental, and lifestyle risk factors of cancer in international and ethnically-diverse populations. Topics will include in-depth discussion of incidence, mortality, and survival of cancer in special populations, distinct aspects of environmental, genetics and lifestyle factors and research methods for conducting epidemiologic studies on cancer in special populations. Prerequisite: CPH 504 Epidemiology in Public Health. Cross List: EPI 802. Typically Offered: SPRING.

CPH 643 TOPICS IN CANCER PREVENTION I 1 Credit Hour
This seminar provides an overview of the current scientific basis for cancer prevention and control in humans, introduces current methods of determining risk factors along with their subsequent alteration, and suggest future opportunities through integration of selected areas of basic sciences with classic etiologic research to define and quantify risk factors. Current opportunities for early detection of preclinical cancer will also be presented. Cross List: EPI 643. Typically Offered: SPRING.

CPH 644 TOPICS IN CANCER PREVENTION II 1 Credit Hour
This seminar provides an overview of research applications in cancer prevention and control in humans, introduces current methods of determining risk factors along with their subsequent alteration, and suggest future opportunities through integration of selected areas of basic sciences with classic etiologic research to define and quantify risk factors. Current opportunities for early detection of preclinical cancer will also be presented. Cross List: EPI 804. Typically Offered: FALL.

CPH 646 MENTAL HEALTH EPIDEMIOLOGY 3 Credit Hours
This course will give an overview of epidemiology of mental disorders and discussion of epidemiologic research methods used to study mental disorders. Students will gain experience in conceptualizing and preparing a research proposal in psychiatric epidemiology. The target audience for this course includes students, researchers and practitioners in the fields of public health, medicine, nursing and other health science disciplines. Prerequisite: EPI 820/CPH 604 Epidemiology in Public Health. Cross List: EPI 646. Typically Offered: FALL.

CPH 647 RESEARCH OTHER THAN THESIS IN EPIDEMIOLOGY 1-4 Credit Hours
This course is for more advanced students who wish to pursue their research interests. Cross List: EPI 896.

CPH 648 DEPARTMENTAL SEMINAR 1 Credit Hour
Departmental Seminar
Typically Offered: FALL/SPR.

CPH 649 SPECIAL TOPICS IN EPIDEMIOLOGY 1-4 Credit Hours
Independent study course focusing on selected topics or problems. The subject will be dependent on student demand and availability of staff. Cross List: EPI 898. Typically Offered: FALL/SPR.

CPH 650 BIOSTATISTICS II 3 Credit Hours
This course is designed to prepare the student to understand and apply advanced biostatistical methods needed in the design and analysis of biomedical and public health investigations. The major topics to be covered include multiple linear regression, analysis of covariance, logistic regression, survival analysis, and repeated measures analysis. Prerequisite: BIOS 806/CPH 506 or an equivalent course. The course is intended for graduate students and health professionals interested in the design and analysis of biomedical and public health studies. Cross List: BIOS 808.
CPH 651 INTRODUCTION TO SAS PROGRAMMING 3 Credit Hours
This course is an introduction to programming for statistical and epidemiologic analysis using the SAS Software System. Students will learn to access data from a variety of sources (e.g., the web, Excel, SPSS, data entry) and create SAS datasets. Data management and data processing skills, including concatenation, merging and sub-setting data, as well as data restructuring and new variable construction using arrays and SAS functions will be taught. Descriptive analysis and graphical presentation will be covered. Concepts and programming skills needed for the analysis of case-control studies, cohort studies, surveys, and experimental trials will be stressed. Simple procedures for data verification, data encryption, and quality control of data will be discussed. Accessing data and summary statistics on the web will be explored. Through in-class exercises and homework assignments, students will apply basic informatics techniques to vital statistics and public health databases to describe public health characteristics and to evaluate public health programs or policies. Laboratory exercises, homework assignments, and a final project will be used to reinforce the topics covered in class. The course is intended for graduate students and health professionals interested in learning SAS programming and accessing and analyzing public use datasets from the web.
Prerequisite: BIOS 806/CPH 506 or an equivalent introductory statistics course; BIOS 810/CPH 651 Introduction to SAS Programming (SAS Institute Inc., Cary, NC, USA). The course is intended for graduate students and health professionals who will be actively involved in the analysis and interpretation of biomedical research or public health studies.
Prerequisite: Instructor permission; calculus (including differential and integral calculus); BIOS 806/CPH 651 or an equivalent advanced statistics course.
Cross List: BIOS 810.
Typically Offered: FALL

CPH 652 BIOSTATISTICAL METHODS II 3 Credit Hours
This course is designed to prepare the graduate student to analyze continuous data and interpret results using methods of linear regression and analysis of variance (ANOVA). The major topics to be covered include simple and multiple linear regression model specification and assumptions, specification of covariates, confounding and interactive factors, model building, transformations, ANOVA model specification and assumptions, analysis of covariance (ANCOVA), multiple comparisons and methods of adjustment, fixed and random effect specification, nested and repeated measures designs and models, and diagnostic methods to assess model assumptions. Interpretation of subsequent analysis results will be stressed. Concepts will be explored through critical review of the biomedical and public health literature, class exercises, an exam, and a data analysis project. Statistical analysis software, SAS (SAS Institute Inc., Cary, NC, USA.), will be used to implement analysis methods. The course is intended for graduate students and health professionals who will be actively involved in the analysis and interpretation of biomedical research or public health studies.
Prerequisite: Instructor permission; calculus (including differential and integral calculus); BIOS 806/CPH 506 Biostatistics I or an equivalent statistics course; BIOS 810/CPH 651 Introduction to SAS Programming, or equivalent experience with SAS programming.
Cross List: BIOS 818.

CPH 653 CATEGORICAL DATA ANALYSIS 3 Credit Hours
This course surveys the theory and methods for the analysis of categorical response and count data. The major topics to be covered include proportions and odds ratios, multi-way contingency tables, generalized linear models, logistic regression for binary response, models for multiple response categories, loglinear models, and simple mixture models for categorical data. Interpretation of subsequent analysis results will be stressed. Concepts will be explored through critical review of the biomedical and public health literature, class exercises, an exam, and a data analysis project. Computations will be illustrated using SAS statistical software (SAS Institute Inc., Cary, NC, USA.). The course is intended for graduate students and health professionals who will be actively involved in the analysis and interpretation of biomedical research or public health studies.
Prerequisite: Instructor permission, Biostatistical Methods I, BIOS 816/CPH 652, or an equivalent introductory statistics course, and Biostatistical Methods II, BIOS 818/CPH 652, or an equivalent advanced statistics course.
Cross List: BIOS 823.
Typically Offered: FALL

CPH 654 SURVIVAL DATA ANALYSIS 3 Credit Hours
The course teaches the basic methods of statistical survival analysis used in clinical and public health research. The major topics to be covered include the Kaplan-Meier product-limit estimation, log-rank and related tests, and the Cox proportional hazards regression model. Interpretation of subsequent analysis results will be stressed.
Prerequisite: Instructor permission; calculus (including differential and integral calculus); BIOS 806/CPH 506 Biostatistics I or BIOS 816/CPH 516 Biostatistical Methods I or an equivalent statistics course; BIOS 810/CPH 651 Introduction to SAS Programming, or equivalent experience with SAS programming.
Typically Offered: FALL/SPR

CPH 655 CORRELATED DATA ANALYSIS 3 Credit Hours
This course surveys the theory and methods for the analysis of correlated, continuous, binary, and count data. The major topics to be covered include linear models for longitudinal continuous data, generalized estimating equations, generalized linear mixed models, impact of missing data, and design of longitudinal and clustered studies. Interpretation of subsequent analysis results will be stressed. Concepts will be explored through critical review of the biomedical and public health literature, class exercises, two exams, and a data analysis project. Computations will be illustrated using SAS statistical software (SAS Institute Inc., Cary, NC, USA.). The course is intended for graduate students and health professionals who will be actively involved in the analysis and interpretation of biomedical research or public health studies.
Prerequisite: Instructor permission and Biostatistics BIOS 823/CPH 653.
Cross List: BIOS 825.

CPH 677 RESEARCH OTHER THAN THESIS IN BIOSTATISTICS 1-4 Credit Hours
This course is for more advanced students who wish to pursue their research interests in selected areas of Medical Humanities.
Cross List: BIOS 896.

CPH 679 SPECIAL TOPICS IN BIOSTATISTICS 1-4 Credit Hours
Independent study course focusing on selected topics or problems. The subject will be dependent on student demand and availability of staff.
Cross List: BIOS 898.
Typically Offered: FALL/SP/SU
CPH 710 RESEARCH GRANT PROPOSAL DEVELOPMENT 3 Credit Hours
This course offers graduate students and health professionals a practical experience writing a research grant proposal for submission to the National Institutes of Health (NIH). Students will learn how to formulate research questions, develop study aims, and build research designs closely tied to analysis plans and research outcomes. Students will learn how to find and respond to various federal and non-federal funding mechanism opportunities. Students will participate in a mock NIH study section, during which they will learn the NIH peer review process and they will critique research grant proposals. Throughout the course, students will work interactively with faculty members who have successfully served as principal investigators and co-investigators of multiple federally-funded research proposals or contracts in different disciplines. Prerequisite: CPH 504 or equivalent introductory epidemiology course; and CPH 506 or equivalent introductory biostatistics course. Crosslisted: EPI 910
Typically Offered: SPRING

CPH 723 EPIDEMIOLOGICAL METHODS IN INFECTIOUS DISEASE OUTBREAK INVESTIGATIONS 3 Credit Hours
What happens when a public health professional receives the first phone call about a potential outbreak? It triggers a chain of events and activities focused on identifying and containing the outbreak in a timely manner. In this course, students will learn about the different components of an outbreak investigation. Each outbreak is a unique event that requires the expertise in field epidemiology methods. This course is designed for graduate students and health professionals to learn these skills through in-class lectures, readings, class discussions and simulations. Faculty from the Department of Epidemiology will teach this course in cooperation with professionals from Nebraska State and County Health Departments. Real world examples will help translate the theoretical principles into field procedures and protocols followed during outbreak investigations.
Prerequisite: EPI 820/ CPH 504, Crosslisted: EPI 923
Typically Offered: FALL

CPH 725 THE PRACTICE OF INFECTIOUS DISEASE EPIDEMIOLOGY 3 Credit Hours
This course is designed to provide practical experience to students obtaining a PhD degree in Epidemiology with a concentration in Infectious Diseases (It may, however, be taken as an elective by doctoral-level students in other areas of concentration within the College of Public Health) As such, it covers practical problems which might arise in the practice of infectious disease epidemiology and is designed to prepare students about to embark on "real-world" careers with local and state health departments, clinical institutions, NGOs, and industry. These problems include (but are not limited to): bioterrorism preparation and response; planning for and managing patients with highly hazardous communicable diseases; implementing immunization programs; instituting and managing infection control and antibiotic stewardship programs; implementing isolation and quarantine orders; crafting patient safety initiatives; and overseeing quality assurance and laboratory management programs. Pre-Requisites: CPH 504/ EPI 820 (Epidemiology in Public Health), CPH 622 (Microbiology and Immunology) or instructor permission.
Typically Offered: FALL

CPH 741 EPIDEMIOLOGIC METHODS IN APPLIED CLINICAL GENETICS 3 Credit Hours
This course is designed to prepare the graduate student and health professional on the theory and methods of genetic epidemiology of complex diseases using association studies. Major topics include: Mendelian inheritance, design strategies for genetic association studies, bias in genetic studies and population stratification, SNP selection, genotype, diplotype and haplotype analyses, linkage disequilibrium, Hardy-Weinberg equilibrium (HWE), gene by environment interactions, power analysis, critical review of genetic association manuscripts, and hands-on data analysis using statistical and specialized genetic software. Pre-reqs: CPH 504, CPH 506 and knowledge of a statistical software package (SAS of SPSS) or instructor permission.
Typically Offered: FALL

CPH 745 ANALYTICAL EPIDEMIOLOGIC METHODS II 3 Credit Hours
This course is designed primarily for graduate and professional students interested in performing analyses of epidemiologic data. Topics include analyses of multinomial and longitudinal data, multiple imputation, Poisson regression, Geographic Information System (GIS) and genetic analyses. Students will practice their skills by performing SAS analyses of simulated and actual research data.
Prerequisite: CPH 621, CPH 506, CPH 651
Typically Offered: FALL

CPH 753 CANCER EPIDEMIOLOGY 3 Credit Hours
The course covers the main concepts in cancer epidemiology, such as cancer incidence and mortality trends, cancer etiologic factors, cancer prevention and control. Students will apply epidemiology research methods to the field of cancer and will learn how to identify research gaps and address them using epidemiology methods. In addition, the students will understand how cancer epidemiology contributes to policies that ultimately contribute to cancer prevention.
Prerequisite: EPI 953 or equivalent course or instructor permission.
Typically Offered: SPRING

CPH 755 ENVIRONMENTAL EPIDEMIOLOGY 3 Credit Hours
The course is designed to provide an advanced discussion of the epidemiology of environmentally-related disease and the application of epidemiologic concepts and methods to protecting public health from environmental hazards. Substantive topics include important environmental exposures; these are used to illustrate exposure assessment methodology, the dynamic nature of environments, the strengths and limitations of epidemiologic designs and the impact of regulation of environmental hazards in public health.
Prerequisite: EPI 821, CPH 506, CPH 594 or instructor permission.
Crosslisted: EPI 955
Typically Offered: SUMMER

CPH 757 SURVEY RESEARCH METHODS 3 Credit Hours
This course is designed to prepare the graduate students and working professionals with a strong foundation in survey research methodology. This is a comprehensive course covering the design, implementation, analysis, interpretation, and reporting of epidemiologic survey results. The course includes hands-on experience with data analysis using SAS. Int his course, students will also learn to search, access and analyze data from national surveys to conduct epidemiologic studies. Upon completion of the course, students are expected to be able to design and analyze surveys to address particular research questions or evaluate public health policy.
Prerequisite: CPH 628, CPH 506, CPH 651, students should consult with their advisor if other coursework or experience qualifies as prerequisite.
Crosslisted: EPI 957
Typically Offered: FALL
CPH 758 EPIDEMIOLOGIC ANALYSIS OF HEALTHCARE DATA 3 Credit Hours
This course is designed for graduate and health professions students interested in analyzing healthcare data for epidemiologic and clinical research. Students will learn the unique challenges and opportunities of working with insurance claims data, electronic health records, national surveys and national registries. Students will also learn to use Geographic Information System (GIS) approaches to link social determinants of health and clinical outcomes. Students will practice their skills by performing hands-on analyses of simulated and actual research data. Upon completion of this course, students should be equipped with the tools necessary to analyze healthcare data and apply the results to address health care and public health challenges.
Prerequisite: CPH 621, CPH 506, CPH 651. Crosslisted: EPI 958
Typically Offered: FALL

CPH 760 TEACHING PRACTICUM 3 Credit Hours
The teaching practicum is designed to give doctoral students an opportunity to apply teaching theory, best practices and learning methods covered through epidemiology seminar series into teaching experience in a traditional classroom. Students will work with an epidemiology faculty member to design, develop and implement presentation plans, assessment to teach in a live classroom environment.
Prerequisite: CPH 504 or instructor permission. Crosslisted: EPI 960
Typically Offered: FALL
FACULTY

Faculty
https://www.unmc.edu/publichealth/programs/faculty.html
GRADUATE STUDIES

UNMC educational programs consistently rank among the highest in the nation, and our researchers are in the forefront of fields such as transplant medicine, cancer, neurodevelopment, genomics and cardiovascular disease. Graduate Studies is at the very heart of UNMC, and many of our students work in the labs where this groundbreaking research is made.

As part of the University of Nebraska Graduate College, UNMC Graduate Studies is under the leadership of Dr. Dele Davies, Dean of Graduate Studies. It is our mission to provide, promote and enhance the highest quality graduate education in health science at UNMC.
GRADUATE STUDIES TUITION AND FEES

Tuition Rates
Tuition and fees charges are subject to change without notice.

- Tuition for Graduate Nursing Courses
  - Returning Resident (Sem. Credit Hr.) — $483.25
  - Returning Nonresident (Sem. Credit Hr.) — $1,008.25
  - New Resident (Sem. Credit Hr.) — $531.50
  - New Nonresident (Sem. Credit Hr.) — $1,008.25

- Tuition for all other Graduate Courses
  - Resident (Sem. Credit Hr.) — $313.25
  - Nonresident (Sem. Credit Hr.) — $896.50

- View an estimated cost of attendance (http://www.unmc.edu/financialaid/apply-aid/gradstudies/cost.html) for the current academic year

If you withdraw, you may receive a refund of a portion of your tuition for the term in which you are registered. Read the Tuition Refund Schedule (https://www.unmc.edu/studentservices/_documents/tuition-refund-schedule-policy.pdf) for more details.

Fees
Fees that may be applicable to graduate students include the following:

- Graduate College application fee — $60.00
- University Program and Facility Fees (UPFF)
  - Fund A (semester) — $5.00
  - Fund B Student Health Facility — Fall/Spring $99.75; Summer $73.00
  - Fund B Center For Healthy Living (gym) (semester) — $62.50
- Student health insurance (basic plan/semester) — $1,010.82

Special Service Fees
- Transcript of grades — $10.00
- Graduation fee (non-refundable) — $50.00
- Thesis/dissertation binding, per copy (pay at library) — $20.00
- Returned check charge — $35.00

Deposits
- Keys (refundable) — inside door $10.00; outside door $15.00

Late Fees
- Late registration — $10.00
- Late payment of tuition and/or fees — $100.00
- Disenrollment fee — $100.00

Other Fees
- Add/drop course — $10.00
- Replacement of student identification card — $10.00
- Library fee — $6.25/credit hour
- Distance education fee — $25.00/credit hour
- Distributive learning fee (graduate nursing) — $30.00/credit hour

Some courses require payment of a laboratory or course related fee — these will be indicated on the Summary of Courses. A detailed list of fees is published in the UNMC Student Handbook (http://www.unmc.edu/studentservices/_documents/handbook.pdf). Make sure to also review UNMC’s credit hour policy. (https://wiki.unmc.edu/index.php/Credit_Hour_Definition)
ADMISSION TO THE GRADUATE COLLEGE

In accordance with University Policy, UNMC prohibits the denial of admission, or of Medical Center privileges, to students or applicants on the basis of individual characteristics such as race, color, sex, national origin, age, disability, religious or political beliefs, or sexual orientation. These privileges include but are not limited to admission, class assignments, scholarships, fellowships, assistantships, and financial aid, as well as housing and recreational facilities. Furthermore, student organizations must base their selection of students for membership on criteria which do not exclude students based upon individual characteristics such as race, color, religion, sex, national origin, age, disability, or sexual orientation.

Applicants must hold the minimum of a baccalaureate degree or equivalent from a recognized college or university. Specific requirements for admission to each graduate program with full graduate standing are listed in the Programs & Requirements section of this Bulletin. In general, admission to graduate programs requires a minimum GPA of 3.0 based on a four-point scale.

The qualification for admission to and graduation from the various programs of graduate study is dependent upon possession of the following technical standards:

1. The intellectual capacity to meet curricular requirements.
2. Physical ability to pursue administration, teaching and/or independent research.
3. The ability to communicate effectively with mentors, peers and other professionals in the academic community.
4. Sufficient emotional stability to permit management of the demands associated with the pursuit of professional activities.

These technical standards are minimum requirements for participation in UNMC graduate programs that require significant laboratory or research-oriented activities. Individuals wishing to participate in programs with requirements for patient care or patient contact must have technical standards defined individually.

(UNMC policies are in accord with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and Sections 799A and 854 of the Public Health Services Act.)

Admission Requirements

The University of Nebraska Graduate College is open to graduates of all the colleges of this University and to graduates of other universities and colleges of recognized standing whose requirements for graduation are substantially the same as those in the corresponding college of this University. Persons who have completed the requirements for, but have not yet received, the bachelor's degree may register in the Graduate College provisionally.

Admissions by the Dean for Graduate Studies to pursue graduate work are limited to the number that can best be handled to the advantage of the college and the students. Preference is given to residents of Nebraska, to individuals who wish to pursue study that can be adequately supported by UNMC resources, and to those who have adequate preparation and time for their proposed program.

Graduate Record Examination (GRE)

Applicants for admission are advised that their scores on the GRE constitute a desirable credential to submit in applying for admission and may be required for admission to certain programs. Scores on the General Test and any appropriate Subject Test of the GRE must be received before the application can be considered. Arrangements to take the GRE may be made through the Educational Testing Service, CN6000, Princeton, NJ 08541-6000. Official score reports are required. Photocopies will not be accepted. Under no circumstances will we accept GRE scores that are more than five years old. The Educational Testing Service (ETS) Institution Code for the UNMC Graduate College is 6896.

International Students

Applicants from foreign countries where English is not the primary language must present official GRE scores and official TOEFL or IELTS scores. For the TOEFL, a score of at least 550 on the paper-based exam or 80 on the internet-based exam is required. The minimum acceptable IELTS band score is 6.5-7.0. Waivers of this requirement can be granted to international applicants who have been enrolled in a degree-granting program at a U.S. university inside the U.S. for at least one academic year, or attendance at a university in a country where the only official language is English (e.g., the U.K., Australia, or Canada excluding Quebec). Evaluation for a waiver of the English language proficiency exam is not determined by the prevalence of spoken English in a country or the language of instruction at a university. Under no circumstances will we accept TOEFL or IELTS scores that are more than two years old.

Scores on the General Test and any appropriate Subject Test of the GRE (see above) must be received before the application can be considered. Official score reports from the ETS are required. Photocopies will not be accepted. The ETS Institution Code for the UNMC Graduate College is 6896.

See below for information regarding international transcript evaluation requirements.

Application for Admission

Applications for admission must be submitted online (https://www.unmc.edu/gradstudies/admissions/). The application, a $50 application fee, three letters of recommendation, a narrative describing the applicant’s career goals, a felony disclosure statement, and official transcripts from each institution previously attended must be submitted by the deadline established by the degree program. Students applying late may encounter delays in admission and may not be able to register for the desired session. Transcripts and all other materials submitted in support of an application become the permanent property of the University and will not be returned.

Official transcripts of all college level work completed outside of the U.S. must be sent to a credential evaluation service for evaluation. The transcript evaluation must be a course-by-course evaluation that identifies and describes each diploma or certificate with periods of education and equivalency of each document. Preferred evaluation services: Educational Credential Evaluators, Inc. (https://www.ece.org) or World Education Services (http://www.wes.org/fees/evaltypes.asp) (WES).

Acceptance of Senior Credits

Undergraduate students with senior standing at an accredited institution who have obtained in advance the approval of the Dean for Graduate
Studies may receive up to 12 hours of credit for graduate courses taken at any campus of the University of Nebraska, in addition to the courses necessary to complete their undergraduate work. Such credits must be earned within the twelve months prior to receipt of the baccalaureate.

Students in this University needing not more than nine hours of undergraduate credit to complete the bachelor's degree and wishing to register for graduate credit may be granted provisional admission to the Graduate College, subject to receiving their baccalaureate degrees within one calendar year.

Applicants requesting acceptance of senior credits must follow the regular admission procedures. If admitted, such registration may count as residence in the Graduate College.

Course work taken for graduate credit at this institution prior to receipt of the baccalaureate degree may not always be accepted for transfer to other institutions as graduate work. Students admitted to professional colleges at the University of Nebraska may enroll in up to a total of nine credit hours of graduate-level courses (800- and 900-series) as electives in the professional curriculum with the approval of the Dean of the professional college, the instructors for the graduate courses, and the Dean for Graduate Studies. In exceptional circumstances, registrations above nine credit hours may be permitted subject to the same approval.

**Admission Status**

Graduate students will be admitted to the following categories:

**Full Graduate Standing** – Students who have met the minimum requirements for admission and who have been accepted by a degree program for work leading to the M.S. or Ph.D. degree.

**Provisional Status** – Students who show potential for successful graduate work but have deficiencies in prerequisite course work or other admission stipulations. Students with Provisional Status cannot become candidates for a degree unless they are recommended for Full Graduate Standing by their program's Graduate Committee.

**Non-Degree-Seeking Status (Unclassified Students)** – Students who satisfy minimum Admission Requirements and desire to complete a minimum of course work without a degree objective. Typically, such students wish to take graduate courses for professional growth, improvement of skills, or transfer of course credits to a degree program at another institution, but do not anticipate working for an advanced degree at UNMC. Registration as an Unclassified student is subject to the following conditions:

1. The student must comply with all requirements for admission to the Graduate College, including submitting all official transcripts before the application can be fully processed.

2. Registration for each course taken as an Unclassified Student is subject to the approval of the course instructor and the Dean for Graduate Studies. In courses with limited enrollment, preference is given to degree-seeking students with full graduate standing.

3. Re-admittance as an Unclassified Student for the purpose of enrolling in an additional course is required for each subsequent semester. Re-admittance is contingent upon the student maintaining the same academic standards as applicants for Full Graduate Standing.

Should an unclassified student subsequently desire to pursue an advanced degree, he/she may change from unclassified to Full Graduate Standing by submission of a complete application to the Graduate College as a degree-seeking student and admission into an appropriate program by the Dean for Graduate Studies. Appropriate credits earned in the Unclassified status may be used to fulfill graduate degree requirements only if approved by the program Graduate Committee, the student's Advisory/Supervisory Committee, and the Dean for Graduate Studies. No more than one-third of the course work applied toward a graduate degree may be taken as an unclassified student.
REQUIREMENTS FOR GRADUATE DEGREES

The general requirements for the Master of Science and Doctor of Philosophy degrees conferred upon the recommendation of the Graduate College are discussed below. Students must also become familiar with any additional requirements established for their specific program. Such requirements are set forth under the Programs and Curriculum Requirements section of this Graduate Studies Bulletin and in program descriptions that may be provided to students at the time of their admission. Many of the requirements detailed below are accomplished/reported by the student via Seguidor™, UNMC's online graduate student information system. Detailed degree requirement timelines, together with procedures and documentation instructions, can be found at the UNMC Graduate Studies (http://www.unmc.edu/gradstudies/current/degree-requirements) website.

General Requirements for the Master of Science (M.S.) Degree

Residence and Time Requirements

At least 50% of the required course work must be completed on the campuses of the University of Nebraska after the student has been formally admitted and registered in the Graduate College. Appropriate courses may be taken on other campuses of the University of Nebraska. The work required for the M.S. degree must be completed within 5 consecutive calendar years.

Advisor and Advisory Committee

The Graduate Program Director (chair of the program’s Graduate Committee) shall serve as the student’s temporary advisor until appointment of a permanent Advisor (mentor). The permanent Advisor, who chairs the student’s Advisory Committee, must be a member of the Graduate Faculty. The Advisory Committee consists of 3 or more members, including the Advisor, selected by the program’s Graduate Committee and submitted by the student via Seguidor (https://net.unmc.edu/seguidor) for approval by the Dean for Graduate Studies. The Advisory Committee acts on behalf of, and reports to, the program Graduate Committee and is responsible for supervising the student’s work toward earning the M.S. degree. In order to assure that the student receives routine guidance, the Advisory Committee must be appointed within 6 months after matriculation (8 months for part-time students) and must meet with the student at least once every 6 months thereafter.

Program of Study and Individual Development Plan (IDP)

Approximately 4 months after matriculation (6 months for part-time students), the student and his/her Advisor (or temporary advisor) should begin to formulate a proposed Program of Study that includes designation of all required courses, options for electives, and the general area of research for the thesis (if applicable; see below). Upon appointment of the Advisory Committee, the student should confer with that group and his/her Advisor regarding the proposed Program of Study, revising the document as necessary based on the advice of these individuals. The Advisory Committee-approved (official) Program of Study must be submitted to the Graduate Studies Office within 7 months after matriculation (9 months for part-time students). The Program of Study is considered to be a living document; however, any changes in the program or in the thesis topic (if applicable) must be approved by the Advisory Committee and the action reported to the Graduate Studies Office.

As a supplement to the academic and career guidance provided by his/her Advisor and Advisory Committee, each M.S. student must complete an IDP within 1 year after matriculation. The student should consult with the Graduate Program Director to identify the specific IDP that should be utilized. Documentation that the student has completed an IDP (e.g. Certificate of Completion, if using myIDP (http://myidp.sciencecareers.org)) must be submitted via Seguidor. Students are urged to discuss the IDP with their Advisor so that their training can be optimized to meet specific career goals, and to revisit their IDP annually in order to best benefit from use of this tool.

Options for the M.S. Degree

The Graduate College, except in programs where such a choice is not given, offers the M.S. degree under two options: Thesis or Non-Thesis. In choosing an option, students should be guided by the type of training that is appropriate for their academic, professional and career goals. Course requirements for the M.S. degree under either option may be met (a) with approved courses selected from those offered by any UNMC graduate program, or (b) by approved courses selected from those offered in some field of study within a specific department or group of departments that has been approved by the Graduate Council.

Thesis Option

The Thesis Option should be chosen by M.S. students who are preparing for careers in research and/or scholarly work. The Thesis Option requires completion of a Master’s Thesis in the candidate’s research area. Regular participation in the seminar program of the major area of study is also required. Course requirements:

- **If a graduate program has an established Thesis Option core curriculum**, students admitted to that program must meet only the course requirements for that program.
- **For programs without an established core curriculum**, Thesis Option students must complete at least 6 graduate courses that are graded (not pass/fail). No more than 3 of these courses may be "introductory" courses (800-level, with 600-level or lower counterparts). The program's Graduate Committee or the student’s Advisory Committee may also require the student to complete various techniques courses, language courses, research courses, special topics, etc.; however, none of these courses may be used to meet the requirements for the 6 graduate courses.

All M.S. students pursuing the Thesis Option must pass both a Comprehensive Exam and a Final Oral Exam (thesis defense; see Examinations, below). The Comprehensive Exam must occur no more than 10 months before completing degree requirements and at least 3 weeks before the Final Oral Exam. (In other words, the Final Oral Exam must be completed at least 3 weeks, but no more than 10 months, after completing the Comprehensive Exam.)

The subject of the Master’s Thesis must be approved by the program Graduate Committee. The thesis work should reveal a capacity to carry on independent study or research and should demonstrate the student’s ability to use the techniques employed in the field of investigation. The Thesis must conform to the style accepted at UNMC, as detailed in the Thesis & Graduation Instructions for M.S. Students (https://www.unmc.edu/gradstudies/current/degree-requirements/.../documents-degrees-thesis-graduation-instructions-ms-students.pdf).
Candidates are encouraged to submit data contained in the Thesis for publication before completion of the degree requirements.

The Master’s Thesis must be presented in final form to the student’s Advisor at least 4 weeks before the thesis defense (Final Oral Exam) and at least 6 weeks before Commencement. Any necessary revisions to the thesis must be completed, and the final document approved by the student’s Advisor, before distribution to the student’s Advisory Committee (at least 2 weeks before the Final Oral Exam). The Final Oral Exam must take place at least 2 weeks prior to Commencement. When the Final Oral Exam has been completed successfully, the final version of the Master’s Thesis must be submitted electronically to the DigitalCommons@UNMC no later than 1 week prior to Commencement.

Non-Thesis Option
The Non-Thesis M.S. Option is offered by certain programs upon the advice and with the approval of the student’s Advisor and the program Graduate Committee. This option permits more intensive work in formal courses and does not require a thesis or a Final Oral Exam. Regular participation in the seminar program of the major area of study is required. Non-Thesis students must complete a Comprehensive Exam (see Examinations, below) no more than 10 months before completing degree requirements and at least 2 weeks before Commencement.

Course requirements:

• If a graduate program has an established Non-Thesis Option core curriculum, students admitted to that program must meet only the course requirements for that program.

• For programs without an established core curriculum, Non-Thesis Option students must complete 11 graduate courses, 4 of which may be “introductory” courses (800-level, with 600-level or lower counterparts). Because the Non-Thesis Option is not a research degree, no more than 2 of the 11 courses may be Research Other Than Thesis.

Graduation Instructions for Non-Thesis M.S. Students (https://www.unmc.edu/gradstudies/current/degree-requirements_/documents-degree-forms/Graduation-Instructions-Non-thesis-M-S-Students.pdf) are available online, providing guidance for these students as they approach graduation, and June 1 for August graduation).

Examinations
A written and/or oral Comprehensive Examination is required to cover each M.S. student’s approved Program of Study. The nature and format of the exam is specified by the Graduate Committee overseeing the program in which the student is enrolled. The Comprehensive Exam must be taken within 10 months of completing degree requirements. At least 2 weeks prior to the exam, the student must request (via Seguidor) scheduling of the Comprehensive Exam and provide the names of the Examining Committee members (at least 3 members). The exam can be administered only after the request is approved by the Graduate Program Director and Dean for Graduate Studies. If the exam includes an oral component, at least 3 members of the Examining Committee must be available for the examination, with exceptions made only by permission of the Dean for Graduate Studies. The Examining Committee must report (via Seguidor) the results within 7 days after completion of the exam.

Thesis Option students also must compete a Final Oral Exam (thesis defense), which cannot be scheduled until they have passed the

Requirements for Completion of the M.S. Degree in a Given Semester
Students who expect to complete degree requirements within a given semester must file an application for the diploma and pay the non-refundable $50 fee by the date specified in the current academic calendar (generally, October 1 for December graduation, February 1 for May graduation, and June 1 for August graduation).

• Thesis Option students: Students who have passed the Final Oral Exam must successfully upload their Master’s Thesis to the DigitalCommons@UNMC and submit the following documents to the Graduate Studies Office no later than 1 week prior to Commencement: Report on Master’s Degree form, and the Certificates of Completion for 2 online surveys (Convocation & Accomplishments Survey, and the Graduate Program Effectiveness & Student Satisfaction Survey).

• Non-Thesis Option students: The following graduation documentation must be submitted to the Graduate Studies Office no later than 1 week prior to Commencement: Report on Master’s Degree form, and the Certificates of Completion for 2 online surveys (Convocation & Accomplishments Survey, and Graduate Program Effectiveness & Student Satisfaction Survey).
A dissertation of publishable quality must be completed and successfully defended (see below). In addition, evidence must be presented that the dissertation material has been submitted for publication in a peer-reviewed journal, with the student listed as first author on the manuscript.

- Shared first-authorship with another individual (i.e. author X and author Y contributed equally to this work) is acceptable with the Supervisor's written verification of the student's major role in the study.
- Cochrane-style systematic reviews and meta-analyses are acceptable; however, narrative literature reviews do not satisfy this requirement.
- In extraordinary circumstances, the Supervisory Committee may request a waiver of the submitted publication requirement, or any aspect of the requirement. Such a waiver requires approval of the Dean of Graduate Studies.

**Qualifying Procedure**

Certain programs may require specific qualifying procedures and/or examinations that must be completed during the early phases of study. Qualifying requirements are indicated in the Programs and Curriculum Requirements section of this Bulletin, as appropriate for individual graduate programs. If a Qualifying Exam is required, the student must create the Examining Committee and request to schedule the Qualifying Exam (via Seguidor (https://net.unmc.edu/seguidor)) no later than 2 weeks prior to the examination. The student may complete the Qualifying Exam only upon approval by the program Graduate Committee and Dean for Graduate Studies. The majority vote of the Examining Committee is required to pass the examination. The Examining Committee must report the results (via Seguidor) within 7 days after completion of the exam.

**Supervisor and Supervisory Committee**

The Graduate Program Director (chair of the program’s Graduate Committee) shall serve as the student’s temporary supervisor until appointment of a permanent Supervisor (mentor). Within 12 months after matriculation (18 months for part-time students), each student must designate (via Seguidor) a member of the Graduate Faculty to serve as his/her Supervisor and at least 3 other members of the Graduate Faculty to serve as his/her Supervisory Committee. The student’s Supervisor serves as chair of the Supervisory Committee, and should advise the student with regard to the overall composition of the Supervisory Committee. It is urged that one or more members of the Supervisory Committee be from a field or fields of study different from the major area of interest, whenever such representation will contribute to the student’s program and/or the overall effectiveness of the graduate program. University of Nebraska faculty lacking Graduate Faculty status or faculty from outside the University of Nebraska may serve as members of the Supervisory Committee, serving in an advisory capacity (without a vote on exam outcomes). Individual degree programs may have additional requirements regarding the composition of the Supervisory Committee. Designation of the Supervisor and members of the Supervisory Committee is subject to approval by the program Graduate Committee and the Dean for Graduate Studies. In order to assure that the student receives routine guidance, the Supervisory Committee must meet with the student at least once every 6 months. The student is responsible for uploading into Seguidor (https://net.unmc.edu/seguidor).
shall identify general areas of weakness that require special attention, recommends failure, the student shall be considered to have failed the following the examination. Must be filed (via the Dean for Graduate Studies. The report of the outcome of the exam is considered to be a living document; however, any changes in the program or in the dissertation topic must be approved by the Supervisory Committee and the action reported to the Graduate Studies Office.

As a supplement to the academic and career guidance provided by his/her Supervisor and Supervisory Committee, each Ph.D. student must complete an IDP within 1 year after matriculation. The student should consult with the Graduate Program Director to identify the specific IDP tool that should be utilized. Documentation that the student has completed an IDP (e.g., Certificate of Completion, if using myIDP (http://myidp.sciencecareers.org)) must be submitted via Seguidor. Students are urged to discuss the IDP with their Supervisor so that their training can be optimized to meet specific career goals, and to revisit their IDP annually in order to best benefit from use of this tool.

Comprehensive Examination and Admission to Candidacy

When a student has substantially completed his/her didactic studies (i.e., no more than 1 graded course remaining to be completed), he/she must pass a Comprehensive Exam that may consist of several parts. At the discretion of the Supervisory Committee or as a program requirement, the Comprehensive Exam format may be oral, written, or both. The Comprehensive Exam is not a repetition of course examinations but is an investigation of the student’s breadth of understanding of the field of knowledge of which his/her special subject is a part.

The Supervisory Committee or program Graduate Committee arranges for the Comprehensive Exam. At least 2 weeks prior to the exam, the student must create the Examining Committee (which may be the Supervisory Committee) according to program requirements and request to schedule the Comprehensive Exam. This task is accomplished in Seguidor. The exam can be administered only upon approval by the program Graduate Committee and Dean for Graduate Studies. At least 3 Graduate Faculty members of the Examining Committee must be available for the examination, with exceptions made only by permission of the Dean for Graduate Studies. The report of the outcome of the exam must be filed (via Seguidor (https://net.unmc.edu/seguidor)) within 7 days following the examination.

If more than one graduate faculty member of the Examining Committee recommends failure, the student shall be considered to have failed the examination. In the event of failure, the Examining Committee shall recommend to the Dean for Graduate Studies whether the student should be given the option of retaking the examination and, if so, the Committee shall identify general areas of weakness that require special attention, and any specific remedial actions that the student should complete prior to re-examination. This information must be detailed in Seguidor when reporting the exam outcome, and will subsequently be transmitted in writing to the student. No student shall be permitted to take either the written or oral portion of the comprehensive examination more than twice, and the student must wait a minimum of 3 months before retaking the examination.

When the student has passed the Comprehensive Exam and satisfied the coursework and other requirements of his/her approved program, including those established by the Supervisory Committee, he/she will be admitted to Candidacy for the Ph.D. degree. The effective date of Candidacy shall be the date on which the student passed the Comprehensive Exam. The duration of Candidacy shall be 3 years, during which the Final Oral Exam must be completed. With permission from the Dean of Graduate Studies, the term of Candidacy may be extended beyond 3 years; without such permission, the Candidate must pass another Comprehensive Exam in order to extend the term of Candidacy.

Following admission to Candidacy, students are expected to focus the majority of their effort toward completion of the dissertation project. Candidates must be continuously registered in the Graduate College (a minimum of 1 cr. each fall and spring semester) until receipt of the Ph.D. degree. Candidates who hold graduate assistantships or graduate research assistantships must also be registered during the summer terms (a minimum of 1 cr. in both the 8-week session and the 2nd 5-week session) until receipt of the degree. Failure to maintain continuous registration will result in the termination of Candidacy. Any student whose Candidacy has been terminated, and who does not have a Supervisor under whose direction the dissertation project is being pursued, shall be considered to be terminated as a student.

Dissertation and Final Oral Exam (Dissertation Defense)

The dissertation is not of fixed length; rather, the dissertation should treat in depth a subject from the candidate's field as approved by the Supervisory Committee. It should show the student's technical mastery of the field and should advance or modify former knowledge; i.e., it should treat new material, or find new results, or draw new conclusions, or it should interpret old material with new insights. Requirements regarding the content and format of the dissertation are provided in the document “Dissertation & Graduation Instructions for Ph.D. Candidates (https://www.unmc.edu/gradstudies/current/degree-requirements/...documents-degree-forms/Dissertation-Graduation-Instructions-PhD-Candidates.pdf)”.

The dissertation and abstract are to be presented to the members of the Supervisory Committee at least 4 weeks before the Final Oral Exam (dissertation defense). It is the student's responsibility to ensure that, at that time, the dissertation has been properly formatted and has been thoroughly checked for errors in terminology, grammar and spelling. During the ensuing period of at least 2 weeks, the members of the Supervisory Committee will have the opportunity to review the dissertation to determine whether it is in a fit condition (based on formatting, writing quality and preliminary scientific criteria) for the dissertation defense. Upon receiving such approval, or if no serious objections are raised, the student must login to Seguidor to request official scheduling of the Final Oral Exam to occur at least 2 weeks after submission of the request. The student's Supervisory Committee should serve as the Examining Committee, although additional examiners may be included. The exam can be administered only upon approval by the student's Supervisor, Graduate Program Director and Dean for Graduate Studies. The Final Oral Exam cannot be held until at least 7 months, and no more than 3 years, after admission to Candidacy.
The final examination is oral and public. It is administered by the Supervisory Committee after all other requirements have been met. The Supervisory Committee also determines the character and length of the defense, while maintaining compliance with the guidelines and usual practices followed by the major program. The examination may be devoted to the special field of the dissertation or to related matters, or it may be designed to test the candidate’s judgment and critical powers. The Chair of the Supervisory Committee and at least 2 other Graduate Faculty members of the Supervisory Committee must be available for the examination. Exceptions may be made only by permission of the Dean for Graduate Studies.

The report of the outcome of the exam must be filed (via Seguidor) within 7 days following the examination. If more than one Graduate Faculty member of the Supervisory Committee recommends failure, the student shall be considered to have failed the examination. In the event of failure, the Supervisory Committee shall recommend to the Dean for Graduate Studies whether the student should be given the option of retaking the examination and, if so, the Committee shall identify general areas of weakness that require special attention, and any specific remedial actions that the student should complete prior to re-examination. This information must be detailed in Seguidor when reporting the exam outcome, and will subsequently be transmitted in writing to the student. No student shall be permitted to take the final oral examination more than twice and the student must wait a minimum of 3 months before retaking the examination.

When the Final Oral Exam has been completed successfully, the final version of the dissertation must be submitted electronically to the DigitalCommons@UNMC.

Requirements for Completion of the Ph.D. Degree in a Given Semester

Students who expect to complete degree requirements within a given semester must file an application for the diploma and pay the non-refundable $50 fee by the date specified in the current academic calendar (generally, October 1 for December graduation, February 1 for May graduation, and June 1 for August graduation).

To meet requirements for completion of the degree in a given semester, the dissertation must have been successfully uploaded to the DigitalCommons@UNMC and the following graduation documentation must be submitted to the Graduate Studies Office no later than 1 week prior to Commencement: Report on Doctoral Degree form, Certificates of Completion for 3 surveys (the UNMC Convocation & Accomplishments Survey, the UNMC Graduate Program Effectiveness & Student Satisfaction Survey, and the NSF Survey of Earned Doctorates), and proof of submission of at least a portion of the dissertation research to a peer-reviewed journal (see Research Requirements, above).

The timeline and procedures necessary to ensure student progress toward the Ph.D. degree can be found at https://www.unmc.edu/gradstudies/current/degree-requirements/index.html.
UNMC offers Master of Science (MS) and Doctor of Philosophy (PhD) degrees in a variety of fields that span the biomedical sciences, nursing and public health. Although UNMC Graduate Studies administers these programs and the degrees are conferred by the University of Nebraska Graduate College, MS and PhD students at UNMC are trained by nationally- and internationally-recognized faculty in the Colleges of Allied Health Professions, Medicine, Nursing, Pharmacy, Public Health, and Dentistry, as well as the Munroe-Meyer Institute for Genetics & Rehabilitation and the Eppley Institute for Research in Cancer & Allied Diseases.

Most of the graduate programs at UNMC entail face-to-face and hands-on learning, although online options exist for a few programs. Training includes core courses, research courses, and usually a culminating project resulting in a thesis or dissertation. In most cases, an MS degree is not required for enrollment in the PhD programs offered at UNMC.

Master of Science Degrees

UNMC offers the Master of Science (MS) degree in a broad spectrum of fields including the traditional basic biomedical sciences, biomedical informatics, emergency preparedness, translational research and clinical research. These programs provide the scientific and professional preparation for students aspiring to a career in the health professions or in a related field requiring graduate level expertise.

Biochemistry and Molecular Biology (MS)

Graduate Committee
Dr. Laurey Steinke & Dr. Melissa Teoh-Fitzgerald (co-directors), and Dr. Amar Singh

The Master of Science in Biochemistry and Molecular Biology (non-thesis track) is a one-year program providing an opportunity for individuals desiring careers in health sciences, industry, education or research to prepare themselves for either professional studies or positions demanding mastery of science beyond the baccalaureate level. Students will experience seminar and comprehensive exams that are tailored for their expected careers, as well as unique experiences in bench science with training in basic and advanced laboratory techniques used in Biochemistry and Molecular Biology.

MS Curriculum
Coursework (Non-Thesis Track)

Students pursuing the M.S. degree in Biochemistry & Molecular Biology must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMB 815</td>
<td>METABOLISM</td>
<td>2</td>
</tr>
<tr>
<td>BMB 840</td>
<td>SEMINAR WITH DISCUSSION</td>
<td>2</td>
</tr>
</tbody>
</table>

The number of other graduate-level courses required will vary with each student. Individual Programs of Study will be designed for each student by their Advisory Committee with the approval of the Biochemistry & Molecular Biology Graduate Committee. Students must achieve a grade of *B–* or better in each graduate-level course and maintain an overall 3.0 graduate GPA.

Biomedical Informatics (MS)

Overview

Graduate Committee
Dr. James McClay (Chair & Graduate Program Director), Dr. Babu Guda (Bioinformatics Track Director), Dr. James Campbell, Dr. Scott Campbell, Dr. Martina Clarke, Dr. Jane Meza (or designee), Dr. Cheryl Thompson, Dr. James Turpen, Dr. Ann Fruhling (University of Nebraska - Omaha representative), and Dr. Dele Davies (Senior Vice Chancellor for Academic Affairs).

The mission of the Biomedical Informatics Graduate Program is to develop the next generation of biomedical informaticians who will advance research and practice in contemporary information and knowledge management using innovative evidence-based approaches to improve human health. The Biomedical Informatics Graduate Program was formally approved by the Regents of the University and the State of Nebraska in the Spring of 2013. This program brings together experts and resources from multiple campuses including the University of Nebraska Medical Center (UNMC (http://unmc.edu)), the University of Nebraska - Omaha (UNO (http://www.unomaha.edu/college-of-information-science-and-technology/academics/bioinformatics.php)) and the University of Nebraska Lincoln (UNL).

This joint program involving UNMC & UNO leverages expertise across campuses to provide an educational and research program with strengths in biologic, health care and technological aspects of biomedical informatics. It is a multidisciplinary, interprofessional effort integrating the theory and practice of information technology management, computer science, decision support systems, and applied computing with clinical science, biological science, bio-imaging, and public health.

MS Curriculum

General Requirements

- Completion of coursework
- Completion of comprehensive examination
Scientists with Master of Science degrees can make many important contributions related to cancer, which is a very widespread and often deadly disease. Students have the option of obtaining a Cancer Research MS degree after writing a research thesis (Thesis Option) or without a research thesis (Non-Thesis Option). Graduates with the UNMC Cancer Research MS degree have taken positions in personalized medicine counseling, in management of research laboratories, and in directing community-based health projects.

**Coursework**

Students pursuing the MS degree in Biomedical Informatics must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCBA 823</td>
<td>FUNDAMENTALS IN GENETICS AND GENOMICS</td>
<td>2</td>
</tr>
<tr>
<td>HPRO 830</td>
<td>FOUNDATIONS OF PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 810</td>
<td>US HLTH CARE SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>PAMM 940</td>
<td>MOLECULAR BASIS OF DISEASE</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 8010</td>
<td>(FOUNDATIONS OF COMPUTER SCIENCE - This course is offered at the University of Nebraska - Omaha)</td>
<td>3</td>
</tr>
<tr>
<td>CIST 9080</td>
<td>(RESEARCH DIRECTIONS IN IT - This course is offered at the University of Nebraska - Omaha)</td>
<td>3</td>
</tr>
<tr>
<td>ISQA 8050</td>
<td>(DATA ORGANIZATION AND STORAGE - This course is offered at the University of Nebraska - Omaha)</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 8080</td>
<td>(DESIGN AND ANALYSIS OF ALGORITHMS - This course is offered at the University of Nebraska - Omaha)</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 8325</td>
<td>(DATA STRUCTURES - This course is offered at the University of Nebraska - Omaha)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMI 970</td>
<td>SEMINAR - HEALTH INFORMATICS (each semester)</td>
<td>1</td>
</tr>
<tr>
<td>GCBA 815</td>
<td>TOOLS AND ALGORITHMS IN BIOINFORMATICS</td>
<td>3</td>
</tr>
<tr>
<td>ISQA 8570</td>
<td>(INFORMATION SECURITY POLICY AND ETHICS - This course is offered at the University of Nebraska - Omaha)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRGP 970</td>
<td>SEMINAR (each Fall and Spring)</td>
<td>1-3</td>
</tr>
<tr>
<td>CRGP 896</td>
<td>RESEARCH OTHER THAN THESIS</td>
<td>1-9</td>
</tr>
<tr>
<td>CRGP 899</td>
<td>MASTERS THESIS (Thesis Option only)</td>
<td>1-12</td>
</tr>
</tbody>
</table>

**Electives (2 courses)**

Each student will work with his/her Advisory Committee to determine the appropriate graduate-level elective courses.

**Other Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMI 899</td>
<td>MASTERS THESIS (6 credits)</td>
<td>1-9</td>
</tr>
</tbody>
</table>

**Cancer Research (MS)**

**Graduate Committee**

Dr. Joyce Solheim (Chair & Program Director), Dr. Tadayoshi Bessho, Dr. Jennifer Black, Dr. Pi-Wan Cheng, Dr. Babu Guda, Dr. Keith Johnson, Dr. Xu Luo, Dr. Aaron Mohs, Dr. Youri Pavlov, Dr. Angie Rizzino, and Dr. Pankaj Singh

**Coursework**

Students pursuing the MS degree in Cancer Research must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>CRGP 880</td>
<td>PRINCIPLES AND METHODOLOGIES IN CANCER RESEARCH</td>
<td>2-3</td>
</tr>
<tr>
<td>CRGP 940</td>
<td>SHORT COURSE IN CANCER BIOLOGY (each Summer)</td>
<td>1</td>
</tr>
<tr>
<td>CRGP 970</td>
<td>SEMINAR (each Fall and Spring)</td>
<td>1-3</td>
</tr>
<tr>
<td>CRGP 896</td>
<td>RESEARCH OTHER THAN THESIS</td>
<td>1-9</td>
</tr>
<tr>
<td>CRGP 899</td>
<td>MASTERS THESIS (Thesis Option only)</td>
<td>1-12</td>
</tr>
</tbody>
</table>

**Electives (2 courses)**

Each student will work with his/her Advisory Committee to determine the appropriate graduate-level elective courses.

**Other Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMI 899</td>
<td>MASTERS THESIS (6 credits)</td>
<td>1-9</td>
</tr>
</tbody>
</table>

**Emergency Preparedness (MS)**

**Graduate Committee**

Dr. Sharon Medcalf (Chair & Graduate Program Director); Dr. Ted Cieslak

The Master of Science degree in Emergency Preparedness is designed to prepare professionals in a world where emergency preparedness and response skills are essential to the public health infrastructure. Events explored include naturally occurring disasters, intentional acts of terrorism, and new emerging infectious disease threats. The course curriculum is designed to be reflective and inclusive of current and nationally endorsed competencies in emergency preparedness leadership, communication, information management, practice improvement and planning and worker health and safety. The M.S. in Emergency Preparedness is designed as a 36 credit hour program (Thesis Option) that can be completed in two academic years as a full-time student or up to five years as a part-time student. Students must choose to enroll in either the Practice-based Track or the Academic-based Track.

**Coursework**

Students pursuing the MS degree in Cancer Research must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>CRGP 880</td>
<td>PRINCIPLES AND METHODOLOGIES IN CANCER RESEARCH</td>
<td>2-3</td>
</tr>
<tr>
<td>CRGP 940</td>
<td>SHORT COURSE IN CANCER BIOLOGY (each Summer)</td>
<td>1</td>
</tr>
<tr>
<td>CRGP 970</td>
<td>SEMINAR (each Fall and Spring)</td>
<td>1-3</td>
</tr>
<tr>
<td>CRGP 896</td>
<td>RESEARCH OTHER THAN THESIS</td>
<td>1-9</td>
</tr>
<tr>
<td>CRGP 899</td>
<td>MASTERS THESIS (Thesis Option only)</td>
<td>1-12</td>
</tr>
</tbody>
</table>

**Electives (2 courses)**

Each student will work with his/her Advisory Committee to determine the appropriate graduate-level elective courses.

**Other Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMI 899</td>
<td>MASTERS THESIS (6 credits)</td>
<td>1-9</td>
</tr>
</tbody>
</table>
Coursework: Practice Track
A total of 36 credit hours must be completed in the M.S. degree Practice Track.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 810</td>
<td>EMERGENCY PREPAREDNESS: PREVENTION</td>
<td>3</td>
</tr>
<tr>
<td>EPI 811</td>
<td>EMERGENCY PREPAREDNESS: PROTECTION</td>
<td>3</td>
</tr>
<tr>
<td>EPI 813</td>
<td>EMERGENCY PREPAREDNESS: RESPONSE</td>
<td>3</td>
</tr>
<tr>
<td>EPI 814</td>
<td>EMERGENCY PREPAREDNESS: RESPOND AND RECOVERY</td>
<td>3</td>
</tr>
<tr>
<td>EPI 820</td>
<td>EPIDEMIOLOGY IN PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 830</td>
<td>FOUNDATIONS OF PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>CRCJ 8230</td>
<td>(TERRORISM - This course is offered at the University of Nebraska - Omaha)</td>
<td>3</td>
</tr>
<tr>
<td>Electives (9 credits)</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Master's Thesis</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

Coursework: Academic Track
A total of 36 credit hours must be completed in the M.S. degree Academic Track.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPRO 805</td>
<td>APPLIED RESEARCH IN PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>EPI 810</td>
<td>EMERGENCY PREPAREDNESS: PREVENTION</td>
<td>3</td>
</tr>
<tr>
<td>EPI 811</td>
<td>EMERGENCY PREPAREDNESS: PROTECTION</td>
<td>3</td>
</tr>
<tr>
<td>EPI 813</td>
<td>EMERGENCY PREPAREDNESS: RESPONSE</td>
<td>3</td>
</tr>
<tr>
<td>EPI 814</td>
<td>EMERGENCY PREPAREDNESS: RESPOND AND RECOVERY</td>
<td>3</td>
</tr>
<tr>
<td>EPI 820</td>
<td>EPIDEMIOLOGY IN PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>CRCJ 8230</td>
<td>(TERRORISM - This course is offered at the University of Nebraska - Omaha)</td>
<td>3</td>
</tr>
<tr>
<td>Electives (select one course or 3 credits)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Masters Thesis</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

The Immunology, Pathology & Infectious Disease Master of Science program is designed to provide a strong background in pathobiology, microbiology and other basic sciences, thereby enhancing the student's preparation for further career advancement. There are also opportunities to obtain international training through the International Alliance on Staphylococcus aureus Research and Education.

**MS Curriculum**

**Thesis Track**
Students must complete at least 6 graduate courses that are graded (not pass/fail). No more than 3 of these courses may be "introductory" courses (800-level, with 600-level or lower counterparts). Students on the Thesis Track must also complete Responsible Conduct in Research (RCR) / Ethics Training.

**Clinical Laboratory Science Track (Non-Thesis)**
Students must complete 11 graduate courses, 4 of which may be "introductory" courses (800-level with 600-level or lower counterparts). Because the Non-Thesis Option is not a research degree, no more than 2 of the 11 courses may be Research Other Than Thesis.

**Medical Anatomy (MS)**

**Steering Committee**
Dr. Karen Gould (Chair and Program Director), Dr. Shantaram Joshi, Dr. Travis McCumber, and Dr. Samantha Simet.

The Master of Science in Medical Anatomy program is designed for individuals aspiring to health science careers to better prepare themselves for professional studies in medicine, physical therapy, education, or research. The program offers students:

- Comprehensive education in whole body anatomical dissection, system-based histology, and neuroanatomy,
- Opportunities to shadow clinicians and researchers, as well as interact with health professionals through a weekly seminar series, and
- Workshops and individualized mentoring to enhance professional skills with various topics such as writing personal statements, interviews and test-taking strategies.

This non-thesis MS degree consists of 24 credit hours of courses over the span of one year, although a thesis option degree is also available.

**MS Curriculum**

**Coursework: Non-Thesis Track (2 semesters)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCB 908</td>
<td>GROSS ANATOMY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>GCB 909</td>
<td>GROSS ANATOMY LABORATORY</td>
<td>5</td>
</tr>
<tr>
<td>GCB 894</td>
<td>CLINICAL AND RESEARCH EXPERIENCES</td>
<td>2</td>
</tr>
<tr>
<td>GCB 904</td>
<td>ANATOMICAL SCIENCES JOURNAL CLUB</td>
<td>1</td>
</tr>
<tr>
<td>GCB 971</td>
<td>PROFESSIONAL OPPORTUNITIES SEMINAR</td>
<td>1</td>
</tr>
</tbody>
</table>

**Fall Semester**

**Spring Semester**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCB 825</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>GCB 913</td>
<td>ADVANCED GROSS ANATOMY &amp; DISSECTION</td>
<td>3</td>
</tr>
</tbody>
</table>
Medical Sciences Interdepartmental Area (MS) - Spring 2018

Graduate Committee Co-chairs
Dr. Laura Bilek and Dr. David Shaw

The Medical Sciences Interdepartmental Area (MSIA) graduate program is structured to meet the needs of students seeking a Master of Science degree from UNMC with a focus on clinical, multi-disciplinary research and those pursuing clinically-relevant basic research training that may not be provided by other graduate or professional degree programs.

The program is intended for those who wish to pursue individually designed programs of an interdisciplinary nature within the medical sciences. Participating departments or research areas are called MSIA "sub-plans," with the MS degree offered by the following sub-plans:

- Oral Biology
- Clinical Translational Research Mentored Scholars Program,
- Clinically Relevant Basic Research,
- Patient-Oriented Research (with Thesis and Non-Thesis Options), and
- Health Practice and Medical Education Research.

MSIA - Clinically Relevant Basic Research (MS)

Program Director
Dr. Carol Casey

MS Curriculum

Students enrolled in MSIA - Clinically Relevant Basic Research MS program will engage in and learn processes and methodologies affiliated with basic science studies that have translational relevance to the health of patients. Types of research considered clinically relevant include, but are not limited to the use of animal and cell culture models to examine mechanisms of disease; bio-modeling of disease states by technological approaches; and development of technology to study biological processes and diagnose and treat human diseases and medical conditions.

Coursework

Students pursuing the MS degree (Thesis Option) in MSIA-Clinically Relevant Basic Research are required to complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Curriculum

One graduate-level course in Cell Biology or Molecular Medicine (selected with input from the Advisory Committee)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIA 899</td>
<td>MASTERS THESIS</td>
<td>1-9</td>
</tr>
</tbody>
</table>

Electives (4 courses)

Students will work with their Advisory Committee to determine the appropriate elective courses.

Medical Sciences Interdepartmental Area (MS) - Fall 2017

Graduate Committee Co-Chairs
Dr. Laura Bilek and Dr. David Shaw

Study in the Medical Sciences Interdepartmental Area (MSIA) is intended for those who wish to pursue individually designed programs of an interdisciplinary nature within the medical sciences leading to the Master of Science degree. Individual programs of study may be developed in immunology, drug metabolism, human genetics, neurological sciences, oral biology, health services research or other field. The research focus for MSIA students tends to be clinical or translational in nature.

MS Curriculum

Coursework

Students pursuing an MS degree in the Medical Sciences Interdepartmental Area must complete at least 6 graduate courses that are graded (not pass/fail). No more than 3 of these courses may be "introductory" courses (800-level, with 600-level or lower counterparts). The student’s Advisory Committee will be involved with selecting the Curriculum. Individually designed programs must be approved by the sub-plan representative, the student’s Advisory Committee, and the MSIA program chair, and must meet all degree requirements of the UNMC Graduate College.
MSIA - Clinical & Translational Research Mentored Scholars Program (MS)

Program Director
Dr. Chi Chi (Lani) Zimmerman

MS Curriculum

Students enrolled in this sub-plan will engage in and learn processes and methodologies affiliated with basic science studies that have translational relevance to the health of patients. Types of research considered clinically relevant include, but are not limited to: the use of animal and cell culture models to examine mechanisms of disease; bio-modeling of disease states by technological approaches; and development of technology to study biological processes and diagnose and treat human diseases and medical conditions.

Coursework

Students pursuing an MS degree in the MSIA - Clinical & Translational Research Mentored Scholars Program must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
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</tr>
<tr>
<td>BIOS 835</td>
<td>DESIGN OF MEDICAL STUDIES</td>
<td>3</td>
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</table>

Statistics Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 808</td>
<td>BIOSTATISTICS II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 835</td>
<td>DESIGN OF MEDICAL STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTR 901</td>
<td>SEMINAR IN CLINICAL TRANSLATION RESEARCH GRANTSMANSHIP I</td>
<td>2</td>
</tr>
<tr>
<td>CTR 903</td>
<td>MULTIDISCIPLINARY TEAM BUILDING AND CONCEPT BUILDING</td>
<td>2</td>
</tr>
<tr>
<td>EPI 820</td>
<td>EPIDEMIOLOGY IN PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>MSIA 899</td>
<td>MASTERS THESIS (minimum of 8 credits)</td>
<td>1-9</td>
</tr>
</tbody>
</table>

Electives (2 courses, chosen from the following in consultation with the student's Advisory Committee)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 808</td>
<td>BIOSTATISTICS II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 810</td>
<td>INTRO SAS PROGRAMMING</td>
<td>3</td>
</tr>
<tr>
<td>EPI 812</td>
<td>CHRONIC DISEASE PREVENTION AND CONTROL</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 910</td>
<td>HLTH RELATED INSTRUMNT</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 934</td>
<td>QUALITATIVE RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 935</td>
<td>QUANTITATIVE RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 937</td>
<td>PROPOSAL DEVELOPMENT IN HEALTH SCIENCES</td>
<td>3</td>
</tr>
<tr>
<td>CTR 914</td>
<td>MANAGEMENT OF CHRONIC ILLNESSES</td>
<td>3</td>
</tr>
<tr>
<td>CTR 923</td>
<td>RURAL HEALTH RESEARCH: CONSIDERATIONS AND IMPLICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>CTR 928</td>
<td>TRANSLATIONAL AND INTERDISCIPLINARY OUTCOMES RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 807</td>
<td>INTRODUCTION TO COMMUNITY-BASED PARTICIPATORY RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Responsible Conduct in Research (RCR) / Ethics Training

MSIA - Health Practice & Medical Education Research (MS)

Program Director
Dr. Sharon Medcalf

MS Curriculum

Students enrolled in this sub-plan will engage in research that explores health practice, health policy, population health, or health education. All of these specialty areas impact the overall health of our communities, and work toward achieving a healthier global population.

Coursework

Students pursuing the Master of Science degree (Thesis Option) in MSIA - Health Practice & Medical Education Research must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 808</td>
<td>BIOSTATISTICS II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 835</td>
<td>DESIGN OF MEDICAL STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSIA 970</td>
<td>SEMINAR</td>
<td>1</td>
</tr>
<tr>
<td>MSIA 899</td>
<td>MASTERS THESIS</td>
<td>1-9</td>
</tr>
</tbody>
</table>

A course in applied research is required
A course in grant writing is required

Electives (2 courses)

Students will work with their Advisory Committee to select electives

MSIA - Patient-Oriented Research (MS)

Program Director
Dr. Ka-Chun (Joseph) Siu

MS Curriculum

Students enrolled in this sub-plan engage in and learn the processes of patient-oriented clinical research. This is research that directly involves patients, either evaluating their tissue, behavior, physiology or responses to an intervention. Types of research considered patient-oriented include, but are not limited to: the use of human tissues to study diagnostic techniques, the mechanism of disease, effectiveness of treatment interventions, and clinical trials. Both Thesis and Non-Thesis degree options are offered.

Coursework: Thesis Option

Students pursuing the MS (Thesis Option) in MSIA - Patient-Oriented Research must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
</tbody>
</table>

Statistics Requirements (1 course; choose between the following)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
</tbody>
</table>
MSIA - Oral Biology (MS)

Program Director
Dr. David Shaw

MS Curriculum

Students enrolled in this sub-plan will engage in basic research on clinically important problems concerned with the biological, chemical and physical basis of issues related to oral health.

Coursework

Students pursuing the MS (Thesis Option) in MSIA - Oral Biology must complete the following courses:

- **Statistics Requirement (1 course; choose among the following)**
  - OBIO 803 BIOSTATISTICS 3
  - BIOS 806 BIOSTATISTICS I 3
  - BIOS 808 BIOSTATISTICS II 3

- **Core Curriculum**
  - OBIO 855 ADV ORAL BIOLOGY 3
  - OBIO 970 SEMINAR 1
  - MSIA 899 MASTERS THESIS 1-9

- **Electives (4 courses)**
  Students will work with their Advisory Committee to determine the appropriate elective courses.

Molecular Genetics and Cell Biology (MS)

Graduate Committee: Dr. Andrew Dudley (Chair & Program Director), Dr. Shanlaram Joshi, Dr. Kishor Bhakat, Dr. Gargi Ghosal, Dr. Shannon Buckley, Dr. Anna Dunavorshy, Dr. Kaustubh Datta, Dr. Jennifer Black, and Dr. Karen Gould (ex officio)

The Molecular Genetics and Cell Biology Master of Science program includes coursework and research, and is designed to enhance a career in biomedical research, medicine or dentistry.

MS Curriculum

Overview

Graduate Committee: Dr. Jered Garrison (Chair & Graduate Program Director); Dr. Aaron Mohs; Dr. Corey Hopkins, Dr. Rongshi Li; and Dr. Ram Mahato.

The Pharmaceutical Sciences Master of Science program takes generally takes two years to complete, whereas four to five years are usually required to complete the requirements of the Ph.D. degree. For each student, a course of study involving formal course work and original laboratory research is developed and approved by their Advisory Committee. Depending upon a student’s background and area of research interest, core courses are taken in subjects such as, medicinal chemistry, spectroscopy, biophysical chemistry, physical pharmacy, innovative drug delivery, polymer therapeutics, quantitative drug delivery, pharmacokinetics, molecular biology, immunology and statistics. All students are actively involved in weekly seminars and journal clubs. Students may also take courses offered at the University of Nebraska Omaha and Lincoln campuses.

Coursework

Students pursuing the MS degree in Pharmaceutical Sciences must complete the following courses:
The mission of the Biomedical Informatics Graduate Program is to develop the next generation of biomedical informaticians who will advance research and practice in contemporary information and knowledge management using innovative evidence-based approaches to improve human health. The Biomedical Informatics Graduate Program was formally approved by the Regents of the University and the State of Nebraska in the Spring of 2013. This program brings together experts and resources from multiple campuses including the University of Nebraska Medical Center (UNMC (http://unmc.edu)), the University of Nebraska - Omaha (UNO (http://www.unomaha.edu/college-of-information-science-and-technology/academics/bioinformatics.php)) and the University of Nebraska Lincoln (UNL).

This joint program involving UNMC & UNO leverages expertise across campuses to provide an educational and research program with strengths in biologic, health care and technological aspects of biomedical informatics. It is a multidisciplinary, interprofessional effort integrating the theory and practice of information technology management, computer science, decision support systems, and applied computing with clinical science, biological science, bio-imaging, and public health.

**PhD Curriculum**

**General Requirements**

- Completion of Coursework.
- Completion of the Comprehensive examination.
- Completion of a research project consistent with a PhD level of achievement.
- Completion and successful defense of a doctoral dissertation.
- Concurrence of the mentor and the student's Supervisory Committee.

**Coursework**

Students pursuing the PhD degree in Biomedical Informatics must complete the courses listed below. PhD students with prior education can place out of core courses.

### Doctor of Philosophy Degrees

UNMC offers the PhD degree in a variety of fields within the biomedical sciences, nursing and public health. Doctoral training in these fields can serve as a springboard to careers in the public and private sectors. The diverse range of career opportunities includes scientific research, drug discovery & design, policy & law, science/medical writing & communication, counseling, healthcare/biomedical informatics, and higher education.

All UNMC students pursuing the PhD degree must satisfy general requirements established by the University of Nebraska Graduate College and UNMC Graduate Studies (see Requirements for Graduate Degrees (p. 475)), as well as the specific requirements of each PhD program (detailed in this section).

### Biomedical Informatics (PhD and MD/PhD)

#### Overview

**Graduate Committee**

Dr. James McClay (Chair & Graduate Program Director), Dr. Babu Guda (Bioinformatics Track Director); Dr. James Campbell, Dr. Scott Campbell, Dr. Martina Clarke, Dr. Jane Meza (or designee), Dr. Cheryl Thompson, Dr. James Turpen, Dr. Ann Fruhling (University of Nebraska - Omaha representative), and Dr. Dele Davies (Senior Vice Chancellor for Academic Affairs).

The mission of the Biomedical Informatics Graduate Program is to develop the next generation of biomedical informaticians who will advance research and practice in contemporary information and knowledge management using innovative evidence-based approaches to improve human health. The Biomedical Informatics Graduate Program was formally approved by the Regents of the University and the State of Nebraska in the Spring of 2013. This program brings together experts and resources from multiple campuses including the University of Nebraska Medical Center (UNMC (http://unmc.edu)), the University of Nebraska - Omaha (UNO (http://www.unomaha.edu/college-of-
CSCI 8325  (DATA STRUCTURES - This course is offered at the University of Nebraska - Omaha)  

Informatics Core: Select two (2) courses from the following

BMI 810  INTRODUCTION TO BIOMEDICAL INFORMATICS  3
GCBA 815  TOOLS AND ALGORITHMS IN BIOINFORMATICS  3
ISQA 8570  (INFORMATION SECURITY POLICY AND ETHICS - This course is offered at the University of Nebraska - Omaha)  3

Research Tools Core: Select four (4) courses from the following

BIOS 835  DESIGN OF MEDICAL STUDIES  3
CTR 901  SEMINAR IN CLINICAL TRANSLATION RESEARCH GRANTSMANSHIP I  2
ISQA 8160  (APPLIED DISTRIBUTION FREE STATISTICS - This course is offered at the University of Nebraska - Omaha)  3
ISQA 8340  (APPLIED REGRESSION ANALYSIS - This course is offered at the University of Nebraska - Omaha)  3
ISQA 9010  (FOUNDATIONS OF INFORMATION SYSTEMS RESEARCH - This course is offered at the University of Nebraska - Omaha)  3
ISQA 9120  (APPLIED EXPERIMENTAL DESIGN & ANALYSIS - This course is offered at the University of Nebraska - Omaha)  3
ISQA 9130  (APPLIED MULTIVARIATE ANALYSIS - This course is offered at the University of Nebraska - Omaha)  3

Electives (30 credit hours)

Each student will work with his/her Supervisory Committee to determine the appropriate graduate-level elective courses

Other Requirements

BMI 970  SEMINAR - HEALTH INFORMATICS (each semester)  1
BMI 999  DOCTORAL DISSERTATION  1-9

Responsible Conduct in Research (RCR) / Ethics Training

Biostatistics (PhD)

Graduate Committee
Dr. Gleb Haynatzki (Chair & Graduate Program Director), Dr. Jiangtao Luo, Dr. Jane Meza, Dr. Kendra Schmid, Dr. Lynette Smith, Dr. Christopher Wichman, and Dr. Fang Yu

The Ph.D. in Biostatistics is intended to develop the next generation of biomedical informaticians who will advance research and practice in contemporary information and knowledge management using innovative evidence based approaches to improve human health. The program is designed to provide students with the instruction and research experience necessary to become high quality academic faculty members, researchers and leaders in biomedicine and public health throughout Nebraska, the country, and the world. They may also choose careers as scientists in government and private research agencies. The expected completion time for the Ph.D. in Biostatistics is 4-5 years.

PhD Curriculum

General Requirements

• successful completion of 60 semester hours of courses beyond the master's level (including core, required, elective, cognate, and dissertation hours),
• successful passing of the qualifying exam at the PhD level, based on core courses,
• passing a comprehensive exam at the Ph.D. level,
• writing a doctoral dissertation, and
• oral defense of the dissertation

Coursework

Students pursuing the PhD in Biostatistics must complete the required courses listed below. No more than one-third of the credit hours for the Ph.D. may be master’s level or introductory courses (800-level with 600-level or lower counterparts). Examples of master’s level courses that may be taken by Ph.D. students include those in a cognate field, as well as the 800-level courses from the Biostatistics M.P.H. program, the latter being prerequisites for some of the Ph.D.-level courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS</td>
<td>BIOSTATISTICAL LINEAR MODELS: THEORY AND APPLICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>BIOS</td>
<td>BIOSTATISTICAL THEORY AND MODELS SURVIVAL DATA</td>
<td>3</td>
</tr>
<tr>
<td>BIOS</td>
<td>THEORY OF GENERAL LINEAR AND MIXED MODELS IN BIOSTATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>STAT</td>
<td>(ADVANCED PROBABILITY THEORY - This course is offered at the University of Nebraska - Lincoln)</td>
<td>3</td>
</tr>
<tr>
<td>STAT</td>
<td>(STATISTICS THEORY I - This course is offered at the University of Nebraska - Lincoln)</td>
<td>3</td>
</tr>
<tr>
<td>STAT</td>
<td>(STATISTICS THEORY II - This course is offered at the University of Nebraska - Lincoln)</td>
<td>3</td>
</tr>
<tr>
<td>EPI</td>
<td>EPIDEMIOLOGY IN PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>HPRO</td>
<td>FOUNDATIONS OF PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>BIOS</td>
<td>BIOSTATISTICAL METHODS II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS</td>
<td>CATEGORICAL DATA ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>BIOS</td>
<td>SURVIVAL DATA ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>BIOS</td>
<td>CORRELATED DATA ANALYSIS</td>
<td>3</td>
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<tr>
<td>BIOS</td>
<td>DESIGN OF MEDICAL STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>BIOS</td>
<td>ADVANCED PROGRAMMING SAS</td>
<td>3</td>
</tr>
<tr>
<td>BIOS</td>
<td>SEMIPARAMETRIC METHODS FOR BIOSTATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>BIOS</td>
<td>BIOSTATISTICAL CONSULTANT APPLICATION AND PRACTICE</td>
<td>2</td>
</tr>
<tr>
<td>EPI</td>
<td>CHRONIC DISEASE PREVENTION AND CONTROL</td>
<td>3</td>
</tr>
<tr>
<td>EPI</td>
<td>INFECTIOUS DISEASE EPIDEMIOLOGY: THEORY AND METHODS</td>
<td>3</td>
</tr>
<tr>
<td>EPI</td>
<td>ANALYTICAL EPIDEMIOLOGIC METHODS II</td>
<td>4</td>
</tr>
<tr>
<td>IPBS</td>
<td>FUNDAMENTALS OF BIOMOLECULES</td>
<td>3</td>
</tr>
<tr>
<td>STAT</td>
<td>(COMPUTATION STATISTICS I - This course is offered at the University of Nebraska - Lincoln)</td>
<td>3</td>
</tr>
</tbody>
</table>

Environmental Health, Occupational Health & Toxicology (PhD)

Overview

Graduate Committee
Dr. Chandran Achutan (Chair & Graduate Program Director), Dr. JoEllyn McMillan, Dr. Pat Shea (UNL), Dr. Terry Stentz (UNL), and Dr. Aaron Yoder

The PhD program in Environmental Health, Occupational Health and Toxicology provides students with the knowledge base, field and laboratory skills, and problem-solving abilities to become independent, innovative professionals using state-of-the-art approaches to address scientific problems in the fields of environmental health, ecological health, occupational health and safety, and toxicology. The PhD program offers two educational tracks to meet the research interests of our students:

• Environmental and Occupational Health
• Toxicology

PhD Curriculum

PhD students in Environmental Health, Occupational Health & Toxicology must choose to pursue the Environmental & Occupational Health Track or the Toxicology Track. The coursework requirements for each track are detailed below.
**PhD Curriculum**

**Coursework**

Students enrolled in the Ph.D. program in Epidemiology are required to complete a minimum of **48 credit hours** in courses (36 credits) and dissertation (12 credits) in order to graduate.

- Students may request a transfer of up to 12 credits of epidemiology and biostatistics courses from their degree from an accredited graduate program. The transfer request will be reviewed by the Epidemiology Graduate Committee after the student has enrolled in the Ph.D. program. Students who receive approval for credit transfer will need to take additional courses as recommended by their Supervisory Committee to satisfy the 48-credit hour requirement.

Students are expected to complete the courses listed below. These courses are subject to change and other courses can be substituted at the discretion of the Supervisory Committee.

### Toxicology Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 905</td>
<td>CRITICAL EVALUATION OF EPIDEMIOLOGIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>EPI 932</td>
<td>EPIDEMIOLOGY AND PATHOPHYSIOLOGY OF DISEASE</td>
<td>3</td>
</tr>
<tr>
<td>EPI 801</td>
<td>INTRODUCTION TO CANCER EPIDEMIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>EPI 802</td>
<td>CANCER EPIDEMIOLOGY IN SPECIAL POPULATIONS</td>
<td>1</td>
</tr>
<tr>
<td>EPI 812</td>
<td>CHRONIC DISEASE PREVENTION AND CONTROL</td>
<td>3</td>
</tr>
<tr>
<td>EPI 846</td>
<td>MENTAL HEALTH EPIDEMIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>EPI 825</td>
<td>INFECTIOUS DISEASE EPIDEMIOLOGY: THEORY AND METHODS</td>
<td>3</td>
</tr>
<tr>
<td>EPI 936</td>
<td>INFECTIOUS DISEASE AND CANCER</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 810</td>
<td>INTRO SAS PROGRAMMING</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 811</td>
<td>BIOSTATISTICAL METHODS II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Epidemiology Methods & Pathophysiology (6 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 905</td>
<td>CRITICAL EVALUATION OF EPIDEMIOLOGIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>EPI 932</td>
<td>EPIDEMIOLOGY AND PATHOPHYSIOLOGY OF DISEASE</td>
<td>3</td>
</tr>
<tr>
<td>EPI 801</td>
<td>INTRODUCTION TO CANCER EPIDEMIOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>EPI 802</td>
<td>CANCER EPIDEMIOLOGY IN SPECIAL POPULATIONS</td>
<td>1</td>
</tr>
<tr>
<td>EPI 812</td>
<td>CHRONIC DISEASE PREVENTION AND CONTROL</td>
<td>3</td>
</tr>
<tr>
<td>EPI 846</td>
<td>MENTAL HEALTH EPIDEMIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>EPI 825</td>
<td>INFECTIOUS DISEASE EPIDEMIOLOGY: THEORY AND METHODS</td>
<td>3</td>
</tr>
<tr>
<td>EPI 936</td>
<td>INFECTIOUS DISEASE AND CANCER</td>
<td>3</td>
</tr>
</tbody>
</table>

### Infectious Disease (3 credits, selected from the following)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 810</td>
<td>INTRO SAS PROGRAMMING</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 811</td>
<td>BIOSTATISTICAL METHODS II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Epidemiology Methods (9 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 821</td>
<td>APPLIED EPIDEMIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>EPI 945</td>
<td>ANALYTICAL EPIDEMIOLOGIC METHODS II</td>
<td>4</td>
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<tr>
<td>EPI 970</td>
<td>SEMINAR (enroll in 2 different semesters for a total of 2 credits)</td>
<td>1</td>
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</tbody>
</table>

### Public Health Core (3 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPI 999</td>
<td>DOCTORAL DISSERTATION (12-15 credits)</td>
<td>1-15</td>
</tr>
</tbody>
</table>

### Responsible Conduct in Research (RCR) / Ethics Training

**Epidemiology (PhD)**

**Overview**

**Graduate Program Director**

Dr. Shinobu Watanabe-Galloway (Chair & Graduate Program Director), Dr. Venu Minhas, Dr. Evi Farazi, Dr. Lorena Baccaglini, and Dr. Sharon Medcalf

The PhD program in Epidemiology prepares practitioners and researchers for positions in government agencies, the private sector, and academia. Students learn to design, conduct, and analyze epidemiologic research studies, interpret research findings, and apply findings to solve public health problems or discover causes of diseases.

Students who enter the PhD program typically hold the MPH degree or have equivalent training/experience in epidemiology.
Health Promotion & Disease Prevention Research (PhD)

Overview

Graduate Committee
Rebecca Anderson, J.D. (Chair & Graduate Program Director), Dr. Fabio Almeida, Dr. Asia Sikora Kessler, Dr. Dejun Su, Dr. Melissa Tibbits, Dr. Amy Yaroch, and Aja Knelp Pelster (student representative)

The PhD in Health Promotion & Disease Prevention Research provides students with the training necessary to become skilled research scientists who will have a significant impact on the health of the population by thinking critically and integratively about complex public health problems and applying scientific rigor to the design and evaluation of health promotion and disease prevention research and programs. The program is housed in the College of Public Health Department of Health Promotion, Social & Behavioral Health, where students have the opportunity to pursue research involving epidemiological, intervention, evaluation, and dissemination studies, using qualitative, quantitative, and/or systems tools. Graduates of the program will be prepared for careers as scientists in government and private research agencies, as faculty in colleges and universities, and as leaders in public health.

Admission

In addition to the standard admission requirements established by UNMC Graduate Studies, potential PhD students in Health Promotion & Disease Prevention Research must hold a master’s or other advanced degree, although exceptional students with a bachelor’s degree background will be considered. Most successful applicants will have verbal and quantitative GRE scores at or above the 60th percentile. At least one of the required letters of recommendation must be from a faculty member in the applicant’s previous program who can attest to the applicant’s ability to pursue successfully the PhD degree. The other two letters may be academic or professional references.

PhD Curriculum

Coursework

Students pursuing the PhD degree in Health Promotion & Disease Prevention Research are required to complete the following courses (except HPRO 999) prior to starting the dissertation. A minimum of 90 credit hours is required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HPRO 860</td>
<td>HEALTH BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 827</td>
<td>INTERVENTIONS IN HEALTH PROMOTION</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 901</td>
<td>ADVANCED THEORIES IN HEALTH PROMOTION &amp; DISEASE PREVENTION</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 840</td>
<td>HLTH PROMTN PROGRAM PL</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 902</td>
<td>COMPLEX SYSTEMS THINKING</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 830</td>
<td>FOUNDATIONS OF PUBLIC HEALTH</td>
<td>3</td>
</tr>
</tbody>
</table>

Research (24 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 808</td>
<td>BIOSTATISTICS II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 810</td>
<td>INTRO SAS PROGRAMMING</td>
<td>3</td>
</tr>
<tr>
<td>EPI 820</td>
<td>EPIDEMIOLOGY IN PUBLIC HEALTH</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (23 credits)

The student should consult with his/her Supervisory Committee to select appropriate electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A course in grant writing</td>
<td></td>
</tr>
<tr>
<td>A course in Scientific Writing or Publication Writing</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPRO 996</td>
<td>DIRECTED READINGS AND RESEARCH</td>
<td>1-9</td>
</tr>
<tr>
<td>HPRO 999</td>
<td>DOCTORAL DISSERTATION (12 credits)</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Health Services Research & Administration (PhD)

Overview

Graduate Committee
Dr. Fernando Wilson (Chair & Graduate Program Director), Dr. Li-Wu Chen, Dr. Hongmei Wang, Dr. Jungyoon Kim, Dr. Nizar Wehbi, and Jamie Larson (student representative)

The PhD program in Health Services Research & Administration educates students to be scholars and health services researchers for careers in academia and also in large corporations, insurance companies, government agencies, health care organizations, and consulting firms. Incorporating the core competencies of health services research, the program focuses on methods and application of health services research, health administration, and health policy. Program graduates will be equipped to serve the public and private sectors in Nebraska, the Midwest region, the nation, and the world. Students will gain valuable experience by working closely with faculty whose research interests include health economics, health care finance, organizational behavior, medical geography, policy analysis, program & policy evaluation, health outcomes research, public health informatics, workforce, public health services research, and underserved populations. Program faculty conduct research and service activities through the Center for Rural Health Research (http://www.unmc.edu/publichealth/rural)and the Center for Health Policy (http://www.unmc.edu/publichealth/chp).

Admission

In addition to the standard admission requirements established by UNMC Graduate Studies, potential PhD students in Health Services Research & Administration should ensure that their application narrative describes their interest in and potential for contributing to the field, their career goals, a self-assessment of their fit into the program at UNMC, and a self-assessment of their qualifications, experiences and general preparation for success in the program. GRE scores are required, with many successful applicants having scores above the 40th percentile. At least one of the required letters of recommendation should be from a faculty member in the applicant’s previous academic program. It is strongly encouraged that one of the letters be from an individual who knows the applicant in a professional setting.
**PhD Curriculum**

The PhD program in Health Services Research & Administration offers two tracks: the **Traditional Track** and the **Family Medicine Track** (which requires a degree in medicine). Students must choose to pursue one of the two tracks.

Students enrolled in the Ph.D. program who do not hold a master’s degree are required to complete a total of 90 credit hours in course and dissertation work, including 39 credits of required Core Courses, 15 credits of Area of Emphasis Courses (Track-specific), 12-18 credits of Elective Courses, and 18-24 credits of Doctoral Dissertation. The required courses are designed to help students build a strong foundation of multidisciplinary knowledge and skills for scholarship in health services research. Students must complete all required Core Courses before taking Area of Emphasis (Track-specific) courses.

### Coursework: Traditional Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSRA 810</td>
<td>US HLTH CARE SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 874</td>
<td>HEALTH POLICY</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 873</td>
<td>HEALTH SVCS ADMIN</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 860</td>
<td>HLTH ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 830</td>
<td>HEALTH CARE ORGANIZATIONAL THEORY AND BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 808</td>
<td>BIOSTATISTICS II</td>
<td>3</td>
</tr>
<tr>
<td>EPI 820</td>
<td>EPIDEMIOLOGY IN PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 830</td>
<td>FOUNDATIONS OF PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 872</td>
<td>HLTH CARE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 920</td>
<td>QUANTITATIVE METHODS IN HEALTH SERVICES RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 930</td>
<td>DESIGN OF HEALTH SERVICES RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 910</td>
<td>HUMANISTIC TRADITIONS OF QUALITATIVE RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

**Traditional Track Area of Emphasis (15 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSRA 940</td>
<td>INTEGRATED SEMINAR IN ECONOMICS AND HEALTH SERVICES RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 950</td>
<td>MEDICAL GEOGRAPHY AND SPATIAL METHODS IN HEALTH SCIENCES</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 960</td>
<td>SEMINAR IN HEALTH CARE ADMINISTRATION</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 980</td>
<td>SEMINAR IN HEALTH POLICY</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 996</td>
<td>DIRECTED READINGS AND RESEARCH</td>
<td>1-9</td>
</tr>
</tbody>
</table>

**Electives (15 credits)**

Each student and his/her Supervisory Committee will determine the appropriate elective courses.

### Other Requirements

- HSRA 999  DOCTORAL DISSERTATION (21 credits)  1-15

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### Coursework: Family Medicine Track (a degree in medicine is required for admission)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSRA 810</td>
<td>US HLTH CARE SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 874</td>
<td>HEALTH POLICY</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 873</td>
<td>HEALTH SVCS ADMIN</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 860</td>
<td>HLTH ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 830</td>
<td>HEALTH CARE ORGANIZATIONAL THEORY AND BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 806</td>
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<td>BIOSTATISTICS II</td>
<td>3</td>
</tr>
<tr>
<td>EPI 820</td>
<td>EPIDEMIOLOGY IN PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 830</td>
<td>FOUNDATIONS OF PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 872</td>
<td>HLTH CARE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 920</td>
<td>QUANTITATIVE METHODS IN HEALTH SERVICES RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 930</td>
<td>DESIGN OF HEALTH SERVICES RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 910</td>
<td>HUMANISTIC TRADITIONS OF QUALITATIVE RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

**Family Medicine Area of Emphasis (15 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMED 850</td>
<td>ACADEMIC MEDICINE THEORY AND PRACTICE</td>
<td>2</td>
</tr>
<tr>
<td>GCBA 907</td>
<td>TEACHING AND RESEARCH PRESENTATION SKILLS</td>
<td>2</td>
</tr>
<tr>
<td>FMED 970</td>
<td>ACADEMIC MEDICINE SEMINAR (enroll 2 different semesters, total of 2 credits)</td>
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</tr>
<tr>
<td>FMED 990</td>
<td>FAMILY MEDICINE ACADEMIC PRACTICUM</td>
<td>3</td>
</tr>
<tr>
<td>HSRA 940</td>
<td>INTEGRATED SEMINAR IN ECONOMICS AND HEALTH SERVICES RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose ONE of the following:

- HSRA 960  SEMINAR IN HEALTH CARE ADMINISTRATION  3
- HSRA 980  SEMINAR IN HEALTH POLICY  3

**Electives (15 credits)**

Each student and his/her Supervisory Committee will determine the appropriate elective courses.

### Other Requirements

- HSRA 999  DOCTORAL DISSERTATION (21 credits)  1-15

---

**Responsible Conduct in Research (RCR) / Ethics Training**

**IGPBS Committee**

Dr. Karen Gould and Dr. Dan Monaghan (Co-Chairs & Graduate Program Co-Directors), Dr. Kaustubh Datta (BMB), Dr. Joyce Solheim (CR) Dr. Rakesh Singh (IPID), Dr. Matthew Zimmerman (IPMM), Dr. Andrew Dudley (MGCB), and Dr. Keshore Bidasee (NEURO)

The Interdisciplinary Graduate Program in Biomedical Sciences (IGPBS) consortium consists of six interdisciplinary doctoral programs with over 200 participating research faculty from 32 basic science and clinical departments. The six doctoral programs that comprise the IGPBS are:
IGPBS - Biochemistry & Molecular Biology (PhD and MD/PhD)

Overview

Graduate Committee

Dr. Kaustubh Datta (Chair & Program Director), Dr. Punita Dhawan, Dr. Terrance Donohue, Dr. Kate Hyde, Dr. Shantaram Joshi, and Dr. Ying Yan

The IGPBS - Biochemistry and Molecular Biology doctoral program is designed to provide a comprehensive knowledge of the biochemistry and molecular biology of living organisms and includes the research and training experience necessary for the development of independent investigators.

PhD Curriculum

Coursework

Each student's Supervisory Committee will determine the appropriate curriculum based on the student's academic background and interests. The following are required of all IGPBS - Biochemistry & Molecular Biology doctoral students, with a minimum grade of "B-" in each graded course:

### PhD Curriculum

#### Uncommitted Students

Uncommitted PhD students enrolled in IGPBS must complete the courses listed below during their first semester of study, after which they commit to one of the six doctoral programs and complete advanced interdisciplinary training in their field of interest.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>IPBS 801</td>
<td>FUNDAMENTALS OF BIOMOLECULES</td>
<td>3</td>
</tr>
<tr>
<td>IPBS 802</td>
<td>MOLECULAR CELL BIOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>IPBS 803</td>
<td>FUNDAMENTALS OF RECEPTORS &amp; CELL SIGNALING</td>
<td>2</td>
</tr>
<tr>
<td>IPBS 850</td>
<td>CRITICAL ANALYSIS OF THE SCIENTIFIC LITERATURE</td>
<td>1</td>
</tr>
<tr>
<td>IPBS 896</td>
<td>RSCH OTHER THAN THESIS</td>
<td>1-9</td>
</tr>
<tr>
<td>IPBS 970</td>
<td>SEMINAR</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Committed Students

IGPBS students who enroll committed to one of the six participating doctoral programs must follow the curriculum established for that specific program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMB 815</td>
<td>METABOLISM</td>
<td>2</td>
</tr>
<tr>
<td>BMB 915</td>
<td>PROTEINS &amp; NUCLEIC ACID</td>
<td>3</td>
</tr>
<tr>
<td>BMB 940</td>
<td>SPECIAL TOPICS</td>
<td>1-3</td>
</tr>
<tr>
<td>BMB 896</td>
<td>RSCH OTHER THAN THESIS (or IPBS 896)</td>
<td>1-8</td>
</tr>
<tr>
<td>BMB 970</td>
<td>SEMINAR (every semester)</td>
<td>1</td>
</tr>
<tr>
<td>BMB 999</td>
<td>DOCTORAL DISSERTATION</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Responsible Conduct in Research (RCR) / Ethics Training

MD/PhD Curriculum

Coursework

Upon successful completion of the first two years of the medical school curriculum, the IGPBS - Biochemistry & Molecular Biology Graduate Committee will waive the requirement for completing the IPBS curriculum (IPBS 801, 802, 803), BMB 815, and BMB 915. The following courses are required for the MD/PhD degree:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMB 896</td>
<td>RSCH OTHER THAN THESIS</td>
<td>1-8</td>
</tr>
<tr>
<td>BMB 970</td>
<td>SEMINAR (every semester)</td>
<td>1</td>
</tr>
<tr>
<td>BMB 999</td>
<td>DOCTORAL DISSERTATION</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Responsible Conduct in Research (RCR) / Ethics Training
IGPBS - Cancer Research (PhD and MD/PhD)

Overview
Graduate Committee
Dr. Joyce Solheim (Chair & Program Director), Dr. Tadayoshi Bessho, Dr. Jennifer Black, Dr. Pi-Wan Cheng, Dr. Babu Guda, Dr. Keith Johnson, Dr. Xu Luo, Dr. Aaron Mohs, Dr. Youri Pavlov, Dr. Angie Rizzino, and Dr. Pankaj Singh

The IGPBS - Cancer Research doctoral program provides broad-based training in all aspects of cancer biology, equipping students to use cutting-edge experimental approaches to address the molecular basis of cancer, as well as the means of enhancing the detection and treatment of cancer.

PhD Curriculum
General Requirements
- Completion of coursework.
- Completion of the comprehensive examination.
- Completion of a research project consistent with a PhD level of achievement.
- Completion and successful defense of a doctoral dissertation.
- Concurrence of the mentor and the student's Supervisory Committee.

Coursework
Upon successful completion of the first two years of the medical school curriculum, the IGPBS - Cancer Research Graduate Committee requires the following courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRGP 998</td>
<td>SPECIAL TOPICS</td>
<td>1-4</td>
</tr>
<tr>
<td>CRGP 940</td>
<td>SHORT COURSE IN CANCER BIOLOGY (every Summer)</td>
<td>1</td>
</tr>
<tr>
<td>CRGP 970</td>
<td>SEMINAR (every Fall and Spring)</td>
<td>1-3</td>
</tr>
<tr>
<td>CRGP 999</td>
<td>DOCTORAL DISSERTATION</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Elective (One course to be taken as credit or audit)

Responsible Conduct in Research (RCR) / Ethics Training

IGPBS - Immunology, Pathology & Infectious Disease (PhD and MD/PhD)

Overview
Graduate Committee
Dr. Rakesh Singh (Chair & Program Director), Dr. R. Lee Mosley (Co-Chair), Dr. Paul Fey, Dr. Kai Fu, Dr. Tammy Kielian, Dr. Kaihong Su, and Dr. Geoffrey Thiele

The IGPBS - Immunology, Pathology & Infectious Disease doctoral program provides training in the areas of microbiology, pathology, immunology, neuroimmunology, host-pathogen interaction, and related fields, utilizing an approach that actively combines clinical and applied research with basic research interests.

PhD Curriculum
Coursework
The coursework requirements for the IGPBS - Immunology, Pathology & Infectious Disease doctoral program are listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPBS 801</td>
<td>FUNDAMENTALS OF BIOMOLECULES</td>
<td>3</td>
</tr>
<tr>
<td>IPBS 802</td>
<td>MOLECULAR CELL BIOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>IPBS 803</td>
<td>FUNDAMENTALS OF RECEPTORS &amp; CELL SIGNALING</td>
<td>2</td>
</tr>
<tr>
<td>PAMM 896</td>
<td>NON-THESIS RESEARCH (or IPBS 896)</td>
<td>1-9</td>
</tr>
<tr>
<td>PAMM 970</td>
<td>SEMINAR (each semester)</td>
<td>1</td>
</tr>
<tr>
<td>PAMM 992</td>
<td>ADV TOPICS IN IMMUNOLOGY, PATHOLOGY AND INFECTIOUS DISEASES (each Fall and Spring )</td>
<td>1</td>
</tr>
<tr>
<td>PAMM 999</td>
<td>DOCTORAL DISSERTATION</td>
<td>1-15</td>
</tr>
</tbody>
</table>

MD/PhD Curriculum
General Requirements
- Completion of coursework.
- Completion of the comprehensive examination.
Each student will work with their Supervisory Committee to determine appropriate electives.

Responsible Conduct in Research (RCR) / Ethics Training

MD/PhD Curriculum

Coursework

Upon successful completion of the first two years of the medical school curriculum, the IGPBS - Immunology, Pathology & Infectious Disease Graduate Committee will waive the requirement of completing the IGPBS curriculum (IPBS 801, 802, and 803). The following courses are required of MD/PhD students:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAMM 970</td>
<td>SEMINAR (every semester)</td>
<td>1</td>
</tr>
<tr>
<td>PAMM 992</td>
<td>ADV TOPICS IN IMMUNOLOGY, PATHOLOGY AND INFECTIOUS DISEASE (each Fall and Spring)</td>
<td>1</td>
</tr>
<tr>
<td>PAMM 999</td>
<td>DOCTORAL DISSERTATION</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Electives (2 courses)

Each student will work with their Supervisory Committee to determine appropriate electives.

Responsible Conduct in Research (RCR) / Ethics Training

IGPBS - Integrative Physiology & Molecular Medicine (PhD and MD/PhD)

Overview

Graduate Committee

Dr. Matthew Zimmerman (Chair & Program Director), Dr. Joseph Vetro (Vice-Chair), Dr. Erika Boesen, Dr. Babu Padanilam, and Dr. Joe Sisson

The IGPBS - Integrative Physiology & Molecular Medicine doctoral program provides diverse research and learning experiences that emphasize cellular and molecular processes underscoring coordinated integration of organ systems within the body, typically with a view to unraveling disease mechanisms.

PhD Curriculum

Coursework

PhD students enrolled in IGPBS - Integrative Physiology & Molecular Medicine doctoral program must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPBS 801</td>
<td>FUNDAMENTALS OF BIOMOLECULES</td>
<td>3</td>
</tr>
<tr>
<td>IPBS 802</td>
<td>MOLECULAR CELL BIOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>IPBS 803</td>
<td>FUNDAMENTALS OF RECEPTORS &amp; CELL SIGNALING</td>
<td>2</td>
</tr>
<tr>
<td>IPMM 801</td>
<td>GRADUATE PHYSIOLOGY I</td>
<td>4</td>
</tr>
<tr>
<td>IPMM 802</td>
<td>GRADUATE PHYSIOLOGY II</td>
<td>3</td>
</tr>
</tbody>
</table>

Responsible Conduct in Research (RCR) / Ethics Training

MD/PhD Curriculum

Coursework

Upon successful completion of the first two years of the medical school curriculum, the IGPBS - Integrative Physiology & Molecular Medicine Graduate Committee will waive the requirements for completing the IGPBS curriculum (IPBS 801, IPBS 802, and IPBS 803), IPMM 801, IPMM 802, and IPMM 950. Hence, MD/PhD students in IGPBS - Integrative Physiology & Molecular Medicine must complete only the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPMM 970</td>
<td>SEMINAR (each semester)</td>
<td>1</td>
</tr>
<tr>
<td>IPMM 999</td>
<td>DOCTORAL DISSERTATION</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Elective (choose one of the following two courses)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPMM 916</td>
<td>CARDIOPULMONARY FUNCTION IN HEALTH &amp; DISEASE</td>
<td>2</td>
</tr>
<tr>
<td>IPMM 930</td>
<td>PHYSIOLOGY &amp; PATHOPHYSIOLOGY OF THE KIDNEY</td>
<td>2</td>
</tr>
</tbody>
</table>

Responsible Conduct in Research (RCR) / Ethics Training

IGPBS - Molecular Genetics and Cell Biology (PhD and MD/PhD)

Overview

Graduate Committee

Dr. Andrew Dudley (Chair & Program Director), Dr. Shantaram Joshi, Dr. Kishor Bhakat, Dr. Gargi Ghosal, Dr. Shannon Buckley, Dr. Anna Dunaevsky, Dr. Kaustubh Datta, Dr. Jennifer Black, and Dr. Karen Gould (ex officio)

The IGPBS - Molecular Genetics and Cell Biology doctoral program trains students to conduct rigorous and interdisciplinary research focused on understanding the cellular, molecular and genetic basis of normal development as well as disease pathogenesis. The program is designed to prepare students for careers as independent biomedical scientists and educators, offering two PhD degree tracks:

- Research Track
- Anatomy Teaching Track

Responsible Conduct in Research (RCR) / Ethics Training
PhD Curriculum (Research Track)

Coursework

All students enrolled in IGPBS - Molecular Genetics & Cell Biology doctoral program (Research Track) must complete the required courses listed below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPBS 801</td>
<td>FUNDAMENTALS OF BIOMOLECULES</td>
<td>3</td>
</tr>
<tr>
<td>IPBS 802</td>
<td>MOLECULAR CELL BIOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>IPBS 803</td>
<td>FUNDAMENTALS OF RECEPTORS &amp; CELL SIGNALING</td>
<td>2</td>
</tr>
<tr>
<td>MGCB 896</td>
<td>RSCH OTHER THAN THESIS (or IPBS 896)</td>
<td>1-9</td>
</tr>
<tr>
<td>MGCB 907</td>
<td>TEACHING AND RESEARCH PRESENTATION SKILLS</td>
<td>2</td>
</tr>
<tr>
<td>MGCB 903</td>
<td>JOURNAL CLUB (every semester)</td>
<td>1</td>
</tr>
<tr>
<td>MGCB 970</td>
<td>SEMINAR (every semester)</td>
<td>1</td>
</tr>
<tr>
<td>MGCB 999</td>
<td>DOCTORAL DISSERTATION (every semester after joining a lab)</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Electives (3 courses)

Electives will be selected by the student in consultation with his/her Supervisory Committee, but MUST include 1 of the 2 listed below:

- MGCB 815 TOOLS AND ALGORITHMS IN BIOINFORMATICS
- MGCB 912 MODERN APPROACHES IN CELL BIOLOGY & MOLECULAR GENETICS

Responsible Conduct in Research (RCR)/Ethics Training – to be completed by the end of year 2 in lab

MD/PhD Curriculum

Coursework

Upon successful completion of the first two years of the medical school curriculum, the IGPBS - Molecular Genetics & Cell Biology Graduate Committee will waive the requirement for completing the IPBS curriculum (IPBS 801, 802, 803) and MGCB 823. Each MD/PhD student enrolled in this program must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGCB 903</td>
<td>JOURNAL CLUB (every semester)</td>
<td>1</td>
</tr>
<tr>
<td>MGCB 907</td>
<td>TEACHING AND RESEARCH PRESENTATION SKILLS</td>
<td>2</td>
</tr>
<tr>
<td>MGCB 970</td>
<td>SEMINAR (every semester)</td>
<td>1</td>
</tr>
<tr>
<td>MGCB 999</td>
<td>DOCTORAL DISSERTATION (every semester)</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Elective (1 course)

This course will be selected by the student in consultation with his/her Supervisory Committee

Responsible Conduct in Research (RCR)/Ethics Training - to be completed by the end of year 2 in lab

PhD Curriculum (Teaching Track)

Coursework

All students enrolled in IGPBS - Molecular Genetics & Cell Biology doctoral program (Anatomy Teaching Track) must complete the courses listed below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCBA 813</td>
<td>NEUROANATOMY LECTURE</td>
<td>2</td>
</tr>
<tr>
<td>GCBA 814</td>
<td>NEUROANATOMY LAB</td>
<td>1</td>
</tr>
<tr>
<td>GCBA 825</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>GCBA 907</td>
<td>TEACHING AND RESEARCH PRESENTATION SKILLS</td>
<td>2</td>
</tr>
<tr>
<td>GCBA 908</td>
<td>GROSS ANATOMY LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>GCBA 909</td>
<td>GROSS ANATOMY LABARY</td>
<td>5</td>
</tr>
<tr>
<td>GCBA 940</td>
<td>TEACHING PRACTICUM: HUMAN GROSS ANATOMY</td>
<td>2</td>
</tr>
<tr>
<td>IPBS 802</td>
<td>MOLECULAR CELL BIOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>MGCB 823</td>
<td>FUNDAMENTALS IN GENETICS AND GENOMICS (or GCBA 823)</td>
<td>2</td>
</tr>
<tr>
<td>MGCB 896</td>
<td>RSCH OTHER THAN THESIS (or IPBS 896)</td>
<td>1-9</td>
</tr>
<tr>
<td>MGCB 903</td>
<td>JOURNAL CLUB (or GCBA 903 or 904; every semester)</td>
<td>1</td>
</tr>
<tr>
<td>MGCB 970</td>
<td>SEMINAR (every semester)</td>
<td>1</td>
</tr>
</tbody>
</table>

Responsible Conduct in Research (RCR)/Ethics Training – to be completed by the end of year 2 in lab

IGPBS - Neuroscience (PhD and MD/PhD)

Overview

Graduate Committee
Dr. Keshore Bidasee (Chair & Program Director), Dr. Daniel Monaghan, Dr Tony Wilson, Dr. Huangui Xiong, Dr. Jeffrey French, Dr. Stephen Bonasera, Dr. Woo-Yang Kim, and Dr. Kaushik Patel

Students enrolled in the IGPBS - Neuroscience doctoral program gain foundational knowledge in biochemical, cell biology, physiological, and immunological aspects of neuroscience, leading to research in diverse areas such as neurodevelopment and neurosignaling, behavioral and cognitive neuroscience, autonomic neuroscience, and the biology of neurological disorders.

PhD Curriculum

Coursework

Each PhD student enrolled in the IGPBS - Neuroscience doctoral program is required to complete the following courses:
Students admitted for Fall 2017 may pursue individual programs of study in immunology, drug metabolism, human genetics, neurological sciences, oral biology, health services research or other fields. Individually designed programs must be approved by the sub-plan representative, the student’s Supervisory Committee, and the MSIA program chair, as well as meeting all degree requirements of the UNMC Graduate College.

**PhD Curriculum**

**Coursework**

PhD students in the Medical Sciences Interdepartmental Area (all sub-plans) must complete at least 9 graduate-level courses that are graded (not pass/fail), only 3 of which may be "introductory" courses (800-level, with 600-level or lower counterparts).

- Although the student’s Supervisory Committee may require that the student perform non-dissertation research work for credit, or complete special topics or techniques courses, foreign language courses, etc., none of these courses may be used to meet the requirement for 9 graduate level courses.
- Whether a course is approved as a transfer course to count as 1 of the 9 required courses depends on whether it relates to study focus and must be approved by the Supervisory Committee.

**MD/PhD Curriculum**

**Coursework**

Upon successful completion of the first two years of the medical school curriculum, the IGPBS - Neuroscience Graduate Committee will waive the requirement for completing IPBS 803, NSC 820, and 3 electives. Hence, the following graduate-level courses are required for MD/PhD students enrolled in the IGPBS - Neuroscience doctoral program:

### Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPBS 803</td>
<td>FUNDAMENTALS OF RECEPTORS &amp; CELL SIGNALLING</td>
<td>2</td>
</tr>
<tr>
<td>NSC 820</td>
<td>METHODS IN NEUROSCIENCE</td>
<td>2</td>
</tr>
<tr>
<td>NSC 896</td>
<td>RSCH OTHER THAN THESIS (or IPBS 896)</td>
<td>1-9</td>
</tr>
<tr>
<td>NSC 922</td>
<td>MOLECULAR &amp; CELLULAR NEUROSCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>NSC 932</td>
<td>SYSTEMS NEUROSCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 9010</td>
<td>(PROSEMINAR: STATISTICAL METHODS I - This course is offered at the University of Nebraska - Omaha)</td>
<td>1-2</td>
</tr>
<tr>
<td>NSC 950A</td>
<td>SPECIAL TOPICS JOURNAL CLUB (each semester)</td>
<td>1-2</td>
</tr>
<tr>
<td>NSC 970</td>
<td>SEMINAR (each semester)</td>
<td>1</td>
</tr>
<tr>
<td>NSC 999</td>
<td>DOCTORAL DISSERTATION</td>
<td>1-15</td>
</tr>
</tbody>
</table>

### Electives (minimum of 3 courses)

Each student and his/her Supervisory Committee will determine the appropriate elective courses.

**Responsible Conduct in Research (RCR) / Ethics Training**

- DOCTORAL DISSERTATION SEMINAR (each semester)
- SYSTEMS NEUROSCIENCE
- MOLECULAR & CELLULAR NEUROSCIENCE
- SPECIAL TOPICS JOURNAL CLUB (each semester)
- SEMINAR (each semester)
- DOCTORAL DISSERTATION

**Medical Conduct in Research (RCR) / Ethics Training**

**Medical Sciences Interdepartmental Area (PhD and MD/PhD) - Fall 2017**

**Overview**

**Graduate Committee Co-Chairs**

Dr. Laura Bilek and Dr. David Shaw

Study in the Medical Sciences Interdepartmental Area (MSIA) is intended for those who wish to pursue individually designed programs of an interdisciplinary nature within the medical sciences leading to the PhD degree. The research focus for MSIA students tends to be clinical or translational in nature.
Participating departments or research areas are called MSIA "sub-plans," with the PhD degree offered by the following sub-plans:

- Applied Behavior Analysis
- Clinical & Translational Research Mentored Scholars Program
- Clinically Relevant Basic Research
- Health Practice & Medical Education Research
- Oral Biology
- Patient-Oriented Research

### MSIA - Applied Behavior Analysis (PhD)

**Advisory Committee**
Dr. Nicole Rodriguez (Chair and Program Director), Graduate Faculty members associated with Applied Behavior Analysis

**PhD Curriculum**
The PhD program in Applied Behavior Analysis is aimed at providing students with independent study, investigation, and research skills in applied behavior analysis that will prepare students for prominent leadership positions in academic, clinical, and research arenas.

**General Requirements**
- Completion of the comprehensive exam.
- Completion of a research project consistent with a PhD level of achievement.
- Completion and successful defense of a doctoral dissertation.
- Completion of a full-time, 1-year internship.
- Concurrence of the mentor and the student's Supervisory Committee.
- Meets all UNMC Graduate College degree requirements.

**Coursework**
All HPSY courses are advanced level courses with student prerequisites including: (a) a Master's degree in a related area. (b) graduate coursework in applied behavior analysis at the Master's level, and (c) preparation and classes leading to eventual certification as a behavior analyst (i.e., BCBA credential). Students not meeting these requirements may request special permission from the course instructor. Course schedules are subject to change.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPSY 835</td>
<td>EXPERIMENTAL AND QUANTITATIVE ANALYSIS OF BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>HPSY 911</td>
<td>BEHAVIORAL PSYCHOLOGY: DEVELOPMENT ACROSS THE LIFE SPAN</td>
<td>3</td>
</tr>
<tr>
<td>HPSY 940</td>
<td>ANALYSIS OF VERBAL BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>HPSY 950</td>
<td>ADVANCED METHODS IN SINGLE CASE RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>HPSY 980</td>
<td>PRACTICUM IN APPLIED BEHAVIOR ANALYSIS</td>
<td>1-15</td>
</tr>
<tr>
<td>HPSY 990</td>
<td>INTERNSHIP IN APPLIED BEHAVIORAL PSYCHOLOGY</td>
<td>1-15</td>
</tr>
<tr>
<td>MSIA 999</td>
<td>DOCTORAL DISSERTATION</td>
<td>1-9</td>
</tr>
</tbody>
</table>

**Electives (5 courses, selected from the following)**

HPSY 906 BEHAVIORAL PEDIATRIC PSYCHOLOGY APPLICATION IN SCHOOLS 3
HPSY 908 ASSESSMENT AND TREATMENT OF CHILD PSYCHOPATHOLOGY 3
HPSY 915 BEHAVIORAL PEDIATRIC PSYCHOLOGY 3
HPSY 916 BEHAVIORAL PSYCH IN AUTISM AND RELATED DISORDERS 3
HPSY 920 ASSESSMENT AND TREATMENT OF SEVERE BEHAVIOR DISORDERS 3

### MSIA - Clinically Relevant Basic Research (PhD)

**Advisory Committee**
Dr. Carol Casey (Chair and Program Director), Dr. Alexey Kamenskiy, Dr. Iqbal Ahmad

**PhD Curriculum**
Students enrolled in the MSIA - Clinically Relevant Basic Research PhD program will engage in and learn processes and methodologies affiliated with basic science studies that have translational relevance to the health of patients. Types of research considered clinically relevant include, but are not limited to the use of animal and cell culture models to examine mechanisms of disease, bio-modeling of disease states by technological approaches, and development of technology to study biological processes and diagnose and treat human diseases and medical conditions.

**Coursework**
The coursework requirements for the MSIA - Clinically Relevant Basic Research PhD program are listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 808</td>
<td>BIOSTATISTICS II</td>
<td>3</td>
</tr>
<tr>
<td>MSIA 970</td>
<td>SEMINAR</td>
<td>1</td>
</tr>
<tr>
<td>MSIA 999</td>
<td>DOCTORAL DISSERTATION</td>
<td>1-9</td>
</tr>
</tbody>
</table>

**Electives (5 courses)**
### MSIA - Clinical & Translational Research Mentored Scholars Program (PhD)

**Advisory Committee**
Dr. Lani Zimmerman (Chair and Program Director), Dr. Apar Ganti, Dr. Jennifer Larsen, Dr. Jane Meza, Dr. Ted Mikuls, and Dr. John Sparks

**PhD Curriculum**
Specifically for UNMC faculty, the intent of this program is to develop scientists and health professionals at the junior faculty stage into productive and independent clinical and translational researchers. The overall aim of the program is to provide multidisciplinary didactic education and practical research grant training for those who intend to develop a career in clinical and translational research, so they may acquire the skills to design, implement, and report ethically sound, extramurally funded clinical and translational research.

**Coursework**
The coursework requirements for the MSIA - Clinical & Translational Research Mentored Scholars PhD program are listed below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 808</td>
<td>BIOSTATISTICS II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 835</td>
<td>DESIGN OF MEDICAL STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Curriculum**
- One course in grant writing
- One course in applied research
- MSIA 970 SEMINAR 1
- MSIA 999 DOCTORAL DISSERTATION 1-9

**Electives (4 courses)**
Students will consult with their Supervisory Committee to select appropriate electives from the following courses:
- BIOS 810 INTRO SAS PROGRAMMING 3
- EPI 821 APPLIED EPIDEMIOLOGY 3
- NRSG 910 HLTH RELATED INSTRUMNT 3
- NRSG 934 QUALITATIVE RESEARCH METHODS 3
- NRSG 935 QUANTITATIVE RESEARCH METHODS 3
- NRSG 937 PROPOSAL DEVELOPMENT IN HEALTH SCIENCES 3
- CTR 914 MANAGEMENT OF CHRONIC ILLNESSES 3
- CTR 923 RURAL HEALTH RESEARCH: CONSIDERATIONS AND IMPLICATIONS 3
- CTR 928 TRANSLATIONAL AND INTERDISCIPLINARY OUTCOMES RESEARCH 3

### MSIA - Health Practice & Medical Education Research (PhD)

**Program Director**
Dr. Sharon Medcalf

**PhD Curriculum**
Students enrolled in this Medical Sciences Interdepartmental Area sub-plan will engage in research that explores health practice, health policy, population health, or health education. All of these specialty areas impact the overall health of our communities, and work toward achieving a healthier global population.

**Coursework**
The coursework requirements for the MSIA - Health Practice & Medical Education Research PhD program are listed below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 806</td>
<td>BIOSTATISTICS I</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 808</td>
<td>BIOSTATISTICS II</td>
<td>3</td>
</tr>
<tr>
<td>BIOS 835</td>
<td>DESIGN OF MEDICAL STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Curriculum**
- One course in grant writing
- One course in applied research
- MSIA 970 SEMINAR 1
- MSIA 999 DOCTORAL DISSERTATION 1-9

**Electives (5 courses)**
Students will work with their Advisory Committee to select appropriate electives

### MSIA - Oral Biology (PhD)

**Advisory Committee**
Dr. David Shaw (Chair and Program Director), Graduate Faculty members associated with MSIA - Oral Biology

**PhD Curriculum**
Students enrolled in this Medical Sciences Interdepartmental Area sub-plan will engage in basic research on clinically important problems concerned with the biological, chemical and physical basis of issues related to oral health. Main areas of research focus include molecular biology of cell signaling pathways, cell-cell adhesion, oral cancer, DNA damage and repair, craniofacial physiology including developmental anomalies, immunoregulation, dental outcomes, and dental biomaterials.

**Coursework**
The coursework requirements for the MSIA - Oral Biology PhD program are listed below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 810</td>
<td>INTRO SAS PROGRAMMING 3</td>
<td></td>
</tr>
<tr>
<td>EPI 821</td>
<td>APPLIED EPIDEMIOLOGY 3</td>
<td></td>
</tr>
<tr>
<td>NRSG 910</td>
<td>HLTH RELATED INSTRUMNT 3</td>
<td></td>
</tr>
<tr>
<td>NRSG 934</td>
<td>QUALITATIVE RESEARCH METHODS 3</td>
<td></td>
</tr>
<tr>
<td>NRSG 935</td>
<td>QUANTITATIVE RESEARCH METHODS 3</td>
<td></td>
</tr>
<tr>
<td>NRSG 937</td>
<td>PROPOSAL DEVELOPMENT IN HEALTH SCIENCES 3</td>
<td></td>
</tr>
<tr>
<td>CTR 914</td>
<td>MANAGEMENT OF CHRONIC ILLNESSES 3</td>
<td></td>
</tr>
<tr>
<td>CTR 923</td>
<td>RURAL HEALTH RESEARCH: CONSIDERATIONS AND IMPLICATIONS 3</td>
<td></td>
</tr>
<tr>
<td>CTR 928</td>
<td>TRANSLATIONAL AND INTERDISCIPLINARY OUTCOMES RESEARCH 3</td>
<td></td>
</tr>
</tbody>
</table>
Nursing (PhD)

Overview

Graduate Committee
Dr. Carol Pullen (Chair & Program Director), Dr. Kathleen Hanna, Dr. Robin Lally, Dr. Mary Cramer, Dr. Tiffany Moore, and Dr. Bunny Pozehl

The PhD program in Nursing prepares nurse scientists in promoting and managing health of at-risk populations or those with chronic conditions, health systems, and quality, or nursing education.

BSN-to-PhD

BSN to PhD
Created expressly for academically strong BSN graduates who want to be educators and researchers. Full-time students can complete their PhD degree in 4.5 to 5 years without all the clinical requirements of the MSN program. All features and benefits of the traditional PhD program apply, including faculty advisor support and mentoring.

Students first complete 12-15 hours of courses to obtain a MSN-level specialty (required by many state boards of nursing for faculty roles). Actual number of credits depends on the clinical specialty and your career goals.

First year study consists of specialty and statistics courses. Core PhD courses begin in the second year of full-time study.

Students are encouraged to take education courses and the teaching practicum and/or work as a graduate teaching assistant for at least one semester. Students can plan to take “full clinical” hours and be eligible to take a specialty certification exam near the end of their program.

Additional Information Resources
Additional information is available at the College of Nursing website – http://www.unmc.edu/nursing/programs/doctor-of-philosophy-phd/index.html

PhD Curriculum

Coursework
A minimum of 62 credit hours is required for the PhD in Nursing. Graduate-level cognates (courses from other disciplines and/or nursing in areas of concentration) are required to support a student’s area of research interest. Responsible Conduct of Research is integrated into existing core courses. In addition, students are required to participate in departmental research seminars. Although the Program of Study will vary based on previous education and specialty, the required coursework is detailed below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Nursing Core Courses (33 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>NRSG 909</td>
<td>HEALTH CARE POLICY</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 917</td>
<td>STATE OF THE SCIENCE (This course must be taken twice; total of 6 cr)</td>
<td>6</td>
</tr>
<tr>
<td>NRSG 930</td>
<td>SOCIALIZATION TO THE SCHOLARLY ROLE</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 931</td>
<td>TRANSFORMATIONAL LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 932</td>
<td>PHILOSOPHY OF NURSING SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 933</td>
<td>THEORY DEVELOPMENT IN HEALTH SCIENCES</td>
<td>3</td>
</tr>
</tbody>
</table>
NRSG 934 QUALITATIVE RESEARCH METHODS 3
NRSG 935 QUANTITATIVE RESEARCH METHODS 3
NRSG 936 RESEARCH PRACTICUM 3
NRSG 937 PROPOSAL DEVELOPMENT IN HEALTH SCIENCES 3

Statistics Courses (6 credits)
BIOS 806 BIOSTATISTICS I 3
BIOS 808 BIOSTATISTICS II 3

Cognates (9 credits)
Students will work with their Supervisory Committee to determine the appropriate cognate courses

Other Required Courses
NRSG 998 DOCTORAL SEMINAR (each semester - minimum of 2 credit hours) 1
NRSG 999 DOCTORAL DISSERTATION (minimum of 12 credit hours) 1-10

Responsible Conduct in Research (RCR) / Ethics Training - built into curriculum

Pharmaceutical Sciences (PhD and MD/PhD)

Graduate Committee
Dr. Jered Garrison (Chair & Graduate Program Director), Dr. Rongshi Li, Dr. Corey Hopkins, Dr. Aaron Mohs, and Dr. Ram Mahato

The Pharmaceutical Sciences PhD program provides instruction and training in drug discovery, drug delivery and targeting, biophysical chemistry, bio-materials nanotechnology, nanomedicine, biopharmaceutics, pharmacokinetics, and pharmacodynamics. Students are mentored by members of the faculty in the College of Pharmacy Department of Pharmaceutical Sciences, whose research interests reside in developing new drugs to treat malaria and diseases of the eye as well as delivering and/or targeting small and large molecular weight drugs or genes to treat cancer, ophthalmic, lung, bone, cardiovascular and other diseases.

PhD Curriculum

General Requirements
• Completion of coursework.
• Completion of the comprehensive examination.
• Completion of a research project consistent with a PhD level of achievement.
• Completion and successful defense of a doctoral dissertation.
• Concurrence of the mentor and the student’s Supervisory Committee.

Coursework

The coursework requirements for the Pharmaceutical Sciences PhD program are detailed provided below. The need for any additional courses beyond this curriculum will be determined by the student’s Supervisory Committee.

 MD/PhD Curriculum

General Requirements
• Completion of coursework.
• Completion of the comprehensive examination.
• Completion of a research project consistent with a PhD level of achievement.
• Completion and successful defense of a doctoral dissertation.
• Concurrence of the mentor and the student’s Supervisory Committee.

Coursework

MD/PhD students in Pharmaceutical Sciences must complete the following courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSC 845</td>
<td>QUANTITATIVE PHARMAEUCTICAL ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 852</td>
<td>PHARMACEUTICAL CHEMISTRY FOR DRUG DELIVERY AND NANOMEDICINE</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 885</td>
<td>PHYSICAL PHARMACY</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 960</td>
<td>CURRENT TOPICS IN THE PHARMACEUTICAL SCIENCES (each fall and spring semester)</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 970</td>
<td>SEMINAR (each fall and spring semester)</td>
<td>1</td>
</tr>
<tr>
<td>PHSC 999</td>
<td>DOCTORAL DISSERTATION</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Choose ONE of the following 2 courses:
IPBS 801 FUNDAMENTALS OF BIOMOLECULES 3
IPBS 802 MOLECULAR CELL BIOLOGY 2

Electives (minimum of 2 courses)
The student’s Supervisory Committee will assist in selecting appropriate electives

Responsible Conduct in Research (RCR) / Ethics Training

Pharmaceutical Sciences (PhD and MD/PhD)

Graduate Committee
Dr. Jered Garrison (Chair & Graduate Program Director), Dr. Rongshi Li, Dr. Corey Hopkins, Dr. Aaron Mohs, and Dr. Ram Mahato

The Pharmaceutical Sciences PhD program provides instruction and training in drug discovery, drug delivery and targeting, biophysical chemistry, bio-materials nanotechnology, nanomedicine, biopharmaceutics, pharmacokinetics, and pharmacodynamics. Students are mentored by members of the faculty in the College of Pharmacy Department of Pharmaceutical Sciences, whose research interests reside in developing new drugs to treat malaria and diseases of the eye as well as delivering and/or targeting small and large molecular weight drugs or genes to treat cancer, ophthalmic, lung, bone, cardiovascular and other diseases.

PhD Curriculum

General Requirements
• Completion of coursework.
• Completion of the comprehensive examination.
• Completion of a research project consistent with a PhD level of achievement.
• Completion and successful defense of a doctoral dissertation.
• Concurrence of the mentor and the student’s Supervisory Committee.

Coursework

The coursework requirements for the Pharmaceutical Sciences PhD program are detailed provided below. The need for any additional courses beyond this curriculum will be determined by the student’s Supervisory Committee.

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<tr>
<td>PHSC 999</td>
<td>DOCTORAL DISSERTATION</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Choose ONE of the following 2 courses:
IPBS 801 FUNDAMENTALS OF BIOMOLECULES 3
IPBS 802 MOLECULAR CELL BIOLOGY 2

Electives (minimum of 2 courses)
The student’s Supervisory Committee will assist in selecting appropriate electives

Responsible Conduct in Research (RCR) / Ethics Training
GUIDELINES FOR GRADUATE ASSISTANT WORK AND STUDY

These guidelines apply to UNMC graduate students appointed as Graduate Assistants or Graduate Research Assistants.

Ph.D. students serving as Graduate Research Assistants and Graduate Teaching Assistants are all engaged in academic programs where their primary role is that of a full-time graduate student. All Ph.D. students in these positions are required to maintain full-time status (9 credit hours in Fall and Spring semesters; 4 credit hours in the Summer session). In addition, students are not to hold other regular employment without the permission of their Supervisor, Supervisory Committee and the Graduate Dean. Serving as a tutor for other students or other “light-load” special teaching experiences are typical exceptions to this “no other work” policy.

Appointments are traditionally assigned an FTE of 0.49 with a stipend at, or above, the current NIH recommended level for predoctoral study. Some programs or mentors may supplement this level of stipend. These appointments are considered as “exempt” from the Fair Labor Standards Act (FLSA) due to the understanding that the positions are held by students and their education and training are their primary responsibilities. The exempt status has several implications, including no expectation of timecards and no overtime pay. In addition, students on Graduate Assistantships do not receive traditional benefits (retirement contribution, health insurance, vacation accrual, etc.). Nonetheless, in keeping with their emerging professional role, the University has established some expectations and benefits that apply to both the student and the program.

1. Graduate students are expected to devote an appropriate level of professional effort to work and study. The total time spent on the research project(s) at UNMC and in their enrolled curriculum will comprise full-time effort. [Note: The work of a professional in the sciences has noticeable variability in intensity. In all successful cases, the “work necessary to get the job done” describes how much time and effort is dedicated to a given project at a given time. Late nights, weekend projects and even occasional holiday work may be required, but are usually balanced by periods of less intense effort.]

2. Graduate students supported by a traditional 0.49 FTE stipend should average at least 20 hours of effort per week on the research project.

3. Graduate students will not be expected to work on traditional university holidays unless required by the unique schedule of an experiment design. (UNMC holidays: New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, the day after Thanksgiving, and Christmas Day)

4. Graduate students should expect, on average, to be allowed at least 14 days (regular workdays, M-F) of personal vacation in a given year. Students desiring longer break periods should expect to use the allowance accumulated over more than one year, as well as receive appropriate approval from their Advisor/Supervisor and program Graduate Committee.

5. Graduate students requesting maternity/paternity leave (including for adoption) are required to get appropriate approval from the Dean for Graduate Studies or their designee. Maternity/paternity leave and other forms of personal leave may require the suspension of the stipend and must be discussed with the mentor before meeting with the Graduate Dean’s Office. (A reasonable expectation for maternity leave, supported by the Graduate Council, would be to arrange 8 weeks of leave as is common at most universities and suggested at UNL. Continued stipend support is generally provided during this period with the expectation that the student will devote a portion of her time toward reading, writing, data analysis or other activities that can be accomplished without being present on campus.)

6. All students, faculty and staff are expected to adhere to the UNMC Code of Conduct as detailed in UNMC Policy 8006 (https://wiki.unmc.edu/index.php/Code_of_Conduct). The Code reflects the professional ethical conduct that should be shown in all relationships and fosters development and maintenance of a supportive climate emphasizing respect and dignity. The Code also points to the special role that teachers, mentors and supervisors play in demonstrating or modeling professional ethical behavior. Finally, it makes very clear that laws and regulations often complement or even comprise elements of the Code. If any member of the UNMC community has concerns about adherence to the Code of Conduct, they may contact the Human Resources Department, the Chief Student Affairs Officer, the Compliance Officer, the UNMC Ombudsman’s office, or the UNMC Compliance Hot Line at 1-866-568-5430. Reports to the Compliance Hotline may be made anonymously.

Approved by UNMC Graduate Council 8/2012; revised for clarification 11/2012 and 7/2017; corrected the standard FTE and summer credit hr requirement for full time status 07/2017.
SCHOLARSHIP REQUIREMENTS

Graduate College Scholarship Requirements

Grading System

Graduate students are graded by letter grades as follows: A+, A, A–, B+, B, B–, C+, C, C–, D+, D, D–, P (Pass), F (Fail), W (Withdrawn), and I (Incomplete; see below). Only a Pass/Fail grade is to be used for research projects, thesis or dissertation work. The following quality points are given for courses completed:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C–</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D–</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Grades of Incomplete

The grade of Incomplete is to be used by an instructor at the end of a term to designate incomplete work in a course. It is used when extenuating circumstances (such as illness, military service, hardship or death in the immediate family) prevent the student from completing the requirements of the course in the term in which the student is registered for credit. A grade of Incomplete is given only if a student has already substantially completed the major requirements of a course. The instructor must judge each situation on a case-by-case basis.

The instructor must a) indicate by a departmental record, with a copy to the student, how and by when the Incomplete is to be removed, and b) if he/she is at the University at the time of the removal, supervise the makeup work and report the permanent grade. In the event that the instructor is not available at the time of the student’s application for removal of an Incomplete, the department chairperson shall supervise removal of the Incomplete and report the permanent grade for the student.

Grades of Incomplete must be completed within one semester after they have been awarded or they will be automatically changed to a grade of F. Any extensions to the one-semester time frame must be arranged with the Dean for Graduate Studies prior to the Incomplete being changed to a grade of F. A student with two or more current grades of Incomplete will not be permitted to enroll in any new courses until the number of current Incomplete grades becomes less than two. All grades of Incomplete on courses that are part of the degree requirements must be removed at least one month before the final oral/written examination for the M.S. or Ph.D. degree.

Grade Point Averages

The grade point average (GPA) is determined by multiplying the quality points earned in each graduate-level course by the number of credit hours for that course, adding the products for all courses, and then dividing the sum by the total number of credit hours in which quality points were earned. Grades of Pass are not used in determining the GPA. The cumulative GPA is calculated based on grades earned in graduate-level courses specified in the student’s Program of Study and completed on any University of Nebraska campus.

A student may repeat a course in which he/she has previously received an unsatisfactory grade with the approval of the student’s Advisor/Supervisor, course instructor, and the Dean for Graduate Studies. A student registering for such a course must notify the Office of Academic Records of re-registration in the course. Both grades will appear on the transcript but only the last grade will be used in determining the GPA.

Transfer of Credit

All graduate credits to be counted toward the satisfaction of degree requirements — including all transfer credits — must be approved and recommended by the Graduate Committee of the student’s degree program. Not less than 50 percent of the course work required for any graduate degree must be completed at the University of Nebraska.

No graduate credit will be accepted for transfer unless earned at an institution fully accredited to offer graduate work, nor should the student expect any graduate credits to be transferred unless the program’s Graduate Committee evaluates the quality and suitability as equal or superior to offerings available at the University of Nebraska. Students should order official transcripts of graduate work taken elsewhere at least one semester before the student intends to graduate. Transcripts should be sent to the Graduate Studies Office, University of Nebraska Medical Center, 987810 Nebraska Medical Center, Omaha, Nebraska 68198-7810.

General Scholarship Requirements

To receive credit in didactic and seminar-type graduate level courses, it is expected that students will perform at the level of B or above in any course that is offered for graduate credit. A minimum grade of C may be acceptable for graduate level courses, but receipt of two grades of C may be cause for dismissal. Any grade below C is not acceptable for graduate credit and may be cause for dismissal.

A student failing to receive a minimum acceptable grade in a course for graduate credit may not continue his/her Program of Study without permission of the Advisory/Supervisory Committee or the program Graduate Committee. The committee’s decision, along with an appropriate explanation and justification, must be filed in the Graduate Studies Office.

A student who fails to maintain a cumulative GPA of at least 3.0 in any given semester will automatically be on academic probation and may not continue his/her Program of Study without special permission of the Dean for Graduate Studies acting on the recommendation of the appropriate Graduate Committee or Advisory/Supervisory Committee. The recommendation must include a review of the student’s status and a program of remediation. To continue in the Graduate Studies program, the student must remove the probationary status (i.e., return to an overall 3.0 GPA) within the next twelve (12) months.

Because research activities comprise a major part of the endeavors of graduate students, excellence in research is expected of all students. Therefore, a failing grade (F) in any research or non-research activity
or non-didactic course (non-thesis research, Master's Thesis, Doctoral Dissertation, or Practicum) may be grounds for dismissal.

The above minimum scholarship requirements apply to ALL students enrolled in ANY course for graduate credit. Additional requirements may exist for certain graduate programs and departments as set forth in the Programs and Courses section of this Bulletin, at websites maintained by each program, or in documents provided to students at the time of admission.
ACADEMIC AND GRADE APPEALS

I. Introduction

Under the provisions of the Bylaws of the Board of Regents, students may appeal grades or other evaluations of their academic progress which they believe to have been prejudiced or capricious. In those cases in which informal attempts fail to resolve the problem, appeals or complaints should henceforth be made in writing to the appropriate individual or group as described below. All participants should act as expeditiously as possible to resolve the matter.

In cases of appeals concerning matters other than grades, the campus Graduate Council will serve as the Appeals Committee. For purposes of considering appeal of grades and other course evaluations (see Section IV), the campus Graduate Council will reconstitute itself as a Graduate Faculty-Student Appeals Committee. It will be augmented by an additional student to be recommended by the Graduate Student Association. In the absence of a functioning Graduate Student Association, the additional student representative would be selected by the Dean for Graduate Studies.

In these deliberations, both students will be voting members of the Graduate Faculty-Student Appeals Committee. The Dean for Graduate Studies will not be present during deliberations of the Graduate Faculty-Student Appeals Committee; a member other than the Dean will act as chair. Any members of the Appeals Committee who has a conflict of interest in the case (e.g., same department or program as one of the parties, on the Advisory/Supervisory Committee, etc.) should be replaced through ad hoc appointment(s) made by the Dean for Graduate Studies.

II. Intercampus Student

When a student's graduate program consists of registrations essentially or entirely on one campus, the Appeals Committee of the campus administratively responsible for the program will constitute the appeal board.

When a student's graduate program includes substantial registrations on a campus other than the one administratively responsible for the program, three members of the Appeals Committee for the other campus will be designated by the Dean for Graduate Studies on that campus to augment the Appeals Committee on the campus administratively responsible for the program. In this case, the augmented Appeals Committee will constitute the appeal board.

The decision concerning augmentation of a campus Appeals Committee for a specific appeal involving registrations on a campus other than the one administratively responsible for the student's program will be made by the Deans for Graduate Studies on the campuses involved.

III. Appeal of Matters other than Grades

A. Graduate students holding admission with Unclassified Status in the Graduate College, admission with a M.S. objective, or admission with a doctoral objective (but prior to the appointment of a doctoral Supervisory Committee) should use the following procedure for appeals concerning general academic matters, other than grades or other course evaluations (e.g., constitution of programs, suspension or dismissal).

1. Initially, after official notification is received by the student, the appeal or complaint should be discussed with the student's Advisor/Supervisor in an attempt to resolve the conflict informally.

2. If the matter is not resolved satisfactorily, the appeal or concern may be submitted in writing to the (Program or Interdepartmental Area) Graduate Committee administratively responsible for the student's program. This written appeal must be presented within thirty days after official notification of an action is received by the student.

3. If the appeal to the Graduate Committee is denied, within thirty days of receipt of the denial notice a written appeal may be made to the Graduate Council for the campus administratively responsible for the student's program. At this point the student may be accompanied and advised by legal counsel. During these proceedings, legal counsel may not cross-examine or otherwise formally participate. The Graduate Council may also wish to have legal counsel present. Normally, the Graduate Council will be the final appeals body (for exceptions, see paragraph III C).

B. Graduate students holding admission with a doctoral objective in the Graduate College and for whom a doctoral Supervisory Committee has been appointed should use the following procedure for appeals concerning general academic matters or evaluations:

1. Initially, after notification is received by the student, the appeal or complaint should be discussed with the student's Supervisor in an attempt to resolve the conflict informally.

2. If resolution is not achieved, the appeal may be submitted to the student's Supervisory Committee within thirty days after the meeting which resulted in no resolution of the complaint.

3. If resolution is not achieved, the appeal may be submitted in writing to the (Program or Interdepartmental Area) Graduate Committee administratively responsible for the student's graduate program within thirty days of receipt of the denial notice by the student.

4. If the appeal to the Graduate Committee is denied, a written appeal may be made within thirty days of receipt of the denial notice to the Graduate Council for the campus administratively responsible for the student's graduate program. At this point the student may be accompanied and advised by legal counsel. During these proceedings, legal counsel may not cross-examine or otherwise formally participate. The Graduate Council may also wish to have legal counsel present. Normally, this will be the final appeals body (for exceptions, see paragraph III C).

C. Role of the Executive Graduate Council

1. In most cases, the decision of the campus Graduate Council will be final. Only under special circumstances will the Executive Graduate Council hear an appeal from the decision of the campus Graduate Council. These circumstances are limited to occasions where the Executive Graduate Council believes that:
   a. The campus Graduate Council has violated some element of due process or fair procedure (example: the concerned parties were not allowed to present their cases fully to the Graduate Council);
   b. The campus Graduate Council has failed to examine or give adequate weight to important evidence relevant to one party's position;
   c. The campus Graduate Council has given undue weight to evidence not pertinent to the case; or
Some gross miscarriage of justice would be perpetrated if the decision of the campus Graduate Council were allowed to stand.

It is up to the discretion of the Executive Graduate Council to decide if any of these conditions exist.

2. Appeals to the Executive Graduate Council must be made in writing and must specifically outline the grounds for the appeal. Such appeal must be made within 20 working days of the day the decision of the campus Graduate Council is received. (Working days will not include those days the University is not in session.)

3. The Executive Graduate Council must make a decision to hear the appeal or not to hear the appeal within 30 working days after receipt of the appeal. Acceptance or denial of jurisdiction over the appeal will be made in writing.

4. The decision of the Executive Graduate Council on the merits of the case will be made and transmitted to the concerned parties within 40 working days after the decision to hear the appeal.

5. No person who was a member of the department or campus Graduate Council involved in the case will be eligible to participate in the decisions of the Executive Graduate Council either to decide whether the case should be heard or to decide the merits of the case.

IV. Grade Appeals

Students who believe that evaluation of their academic progress in a course has been prejudiced or capricious, may appeal that grade or evaluation as follows:

A. Initially, an attempt should be made to resolve the matter through discussion with the instructor of the course for which the grade was received.

B. If the matter is not resolved satisfactorily, the appeal may be submitted in writing to the chair of the department in which the course was taken.

C. If the matter is not resolved satisfactorily, the appeal may be submitted in writing to the Graduate Faculty-Student Appeals Committee within two weeks following reporting or posting of the grade. This committee may change a student's evaluation if there is sufficient evidence that the evaluation of a student by a faculty member has been improper. When a student takes a course in a department that is administratively based on another campus, the student must follow the grade appeals procedure for that campus. In cases involving dual-listed courses, appeals should be made through procedures of the academic unit that granted admission to the course.

D. The Graduate Faculty-Student Appeals Committee will be the final authority in resolution of grade appeals, except that either the student or the faculty member issuing the grade may within ten days submit an appeal in writing to the Dean for Graduate Studies setting forth his or her reasons for believing he or she was not accorded a fair hearing. The Dean will review the record and facts of the case and may return the matter to the Committee for reconsideration. The decision of the Dean as to whether the case should be reopened will be final.

Process for Academic and Grade Appeals Approved by UNMC Graduate Council 2/22/79; amended 5/20/82 and 2/25/99
1. Purpose
To establish a simple and expeditious process for resolution of graduate student grievance issues.

2. Scope
Grievances brought forward under this policy are those based on a claimed violation of any university rule or established practice such as the UNMC Code of Conduct, and grievances related to conditions that adversely impact the student’s ability to successfully complete the graduate program. Examples of the types of grievances covered by this policy include, but are not limited to: inappropriate conduct in the workplace (e.g. verbal abuse, threatening behavior, harassment, or favoritism); unreasonable policy interpretation of time-off and excessive work hours; inappropriate delay of student progression toward degree attainment due to student’s career interests and choices, reductions in funding or awards, and laboratory personnel changes (e.g. departure of supervising faculty). This policy deals exclusively with graduate student grievances against UNMC faculty.

If you are unsure if a grievance falls within the scope of this policy you can receive additional information and guidance from any of the persons listed below:

- Director of Graduate Administrative Services (Terri Vadovski; terri.vadovski@unmc.edu, 402-559-6532)
- Chief Student Affairs Officer (Interim: Dr. Phil Covington; philip.covington@unmc.edu, 402-559-2792)
- Student Ombudsperson (Dr. David Carver; dcarver@unmc.edu, 402-559-7276)

If the student requests confidentiality or asks that the complaint not be pursued, UNMC will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a student insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the school should inform the student that its ability to respond may be limited.

Grievances by graduate students that may fall outside the scope of this policy can be handled through other avenues, some of which are listed below.

2.1. Academic decisions
Academic decisions such as awarding of grades, comprehensive exam results, dissertation defense results, suspension, or dismissal are to be managed through the processes found elsewhere in the UNMC Graduate Studies Bulletin. Students may contact the Director of Graduate Administrative Services (Terri Vadovski; terri.vadovski@unmc.edu, 402-559-6532) for more information and assistance.

2.2. Sexual harassment
All allegations of sexual harassment, including sexual violence, for which the student wishes the University to officially acknowledge and investigate should be reported to the Title IX Coordinator (Carmen Sirizzotti; csirizzotti@unmc.edu, 402-559-2710) or the Chief Student Affairs Officer (Interim: Dr. Phil Covington; philip.covington@unmc.edu, 402-559-2792).

2.3. Grievances against Staff
Grievances against UNMC or Nebraska Medicine staff are managed through the relevant policy/procedures by the UNMC Division Director, Employee Relations and Organizational Development (Linda Cunningham; lcunning@unmc.edu, 402-559-5108).

2.4. Research Integrity
Issues regarding research integrity and research misconduct are managed through the relevant policy/procedures by the Research Integrity Officer (Dr. Rowen Zetterman; rzetterm@unmc.edu, 402-559-5108).

2.5. Violations of Law
Violations of federal, state, or local laws may be managed through the relevant policies and procedures by the Office of Compliance and/or departments having oversight over the applicable law/regulation. Contact the UNMC Chief Compliance Officer (Sarah Golden Carlson; sarah.goldencarlson@unmc.edu, 402-559-9576). See: http://www.unmc.edu/academicaffairs/compliance

2.6. Campus Security and Safety
Campus security and safety issues are managed by the UNMC Campus Security (Director of Campus Security: Gary Svanda; 402-559-4432, gsmanda@unmc.edu) or the Omaha Police Department.

3. Policy
Students have the right to file a grievance against faculty for violations of the UNMC Code of Conduct or other relevant policies, and grievances related to conditions that adversely impact the student’s ability to successfully complete the graduate program. Examples of the types of grievances covered by this policy include, but are not limited to: inappropriate conduct in the workplace (e.g. verbal abuse, threatening behavior, or favoritism); policy interpretation of time-off and excessive work hours; inappropriate delay of student progression toward degree attainment due to student’s career interests and choices, or reductions in funding or awards, and laboratory personnel changes (e.g. departure of supervising faculty). Resolutions in situations where the grievance has been upheld may include student reinstatement, student reassignment to another class or lab, or other corrective action(s) for the benefit of the student.

Corrective action against graduate faculty is under the purview of the UNMC Dean of Graduate Studies in coordination with the department/division Chair or Dean of the faculty member’s primary unit. This policy does not supersede the policies contained in the UNMC Faculty Handbook, and any corrective action will be consistent with those policies. Appropriate corrective action will be taken where the grievance has been upheld by a preponderance of evidence. Graduate students have the right to file a written complaint to the UNMC Faculty Professional Conduct Committee chair if they are not satisfied with the grievance panel resolution.

Retaliation against student complainants or others involved in the grievance process is strictly prohibited. Incidents of retaliation by faculty members will be referred to the Faculty Professional Conduct Committee for further investigation and disciplinary action.
Any intentionally false accusations and/or misleading complaints against University faculty by graduate students will be subject to appropriate disciplinary action.

4. Procedure

Students may at any time contact the Student Counseling Center (402-559-7276) for confidential counseling by male/female licensed mental health care providers for any of the aforementioned cases.

At any stage in the informal process the Student Ombudsperson (Dr. David Carver; dcarver@unmc.edu, 402-559-7276) can be consulted as an independent, neutral, informal and confidential consultant. The Ombudsperson can provide additional information and clarification on University policies and proceedings, assistance in facilitating difficult conversations, and guidance in prioritizing options for dealing with the problem. The Ombudsperson will also report ongoing trends in graduate student grievances, while maintaining students’ confidentiality, to campus administrators including the Dean of Graduate Studies and the UNMC Chancellor.

In most cases an initial attempt should be made to address the issue through an informal resolution process. This may include talking to the advisor, Graduate Student Association (GSA) President or Vice President, Director of Graduate Studies, or another member of the student’s Supervisory Committee.

4.1. Informal Resolution

4.1.1. First Course of Action

It is recommended that the first course of action involve a discussion between the graduate student, the faculty member involved, and/or the Supervisory Committee to resolve the issue.

4.1.2. If Discussion with Faculty Member is Not Possible or Effective

If discussion with the involved faculty member is not possible or is not effective, the student should discuss the issue with the Graduate Program Director of their individual department or the Director of Graduate Administrative Services (Terri Vadovski; terri.vadovski@unmc.edu, 402-559-6532).

4.1.3. If Discussion with Departmental Graduate Program Director is Not Possible or Effective

If discussion with the Departmental Graduate Program Director is not possible or is not effective, the student should discuss the issue with their Department Chair.

4.1.4. Without Proceeding to Formal Complaint

If the issue cannot be resolved informally, and the graduate student wants to summarize the incident without proceeding to a formal complaint, this may be done through one of two mechanisms. However, the Student Ombudsperson and/or Director of Graduate Administrative Services will inform the student that the recourse will be limited without filing a formal complaint.

4.1.4.1. Unwritten Summary

Student Ombudsperson (Dr. David Carver; dcarver@unmc.edu, 402-559-7276)

OR

4.1.4.2. Written Documentation

Director of Graduate Administrative Services (Terri Vadovski; terri.vadovski@unmc.edu, 402-559-6532)

4.1.5. Proceeding to Formal Complaint

If the issue cannot be resolved informally, and the graduate student wants to proceed with an investigation of the incident(s), then the complaint may move to the formal level as outlined in Section 4.2 of this Policy.

4.2. Formal Resolution

4.2.1. Filing a Complaint

4.2.1.1. Complaint Submission Process

The complaint must be submitted electronically (http://app1.unmc.edu/forms/gradstudies/grievance.cfm) and will be automatically submitted to the Dean of Graduate Studies (Dr. Dele H. Davies) and Director of Graduate Studies (Terri Vadovski).

4.2.1.2. Content of the Complaint

The complaint should attempt to identify the following information: the student grievant; the respondent faculty member or administrator; any other person involved; the incident, including approximate date and time, and whether the incident is ongoing; the policy claimed to have been violated or the limitation imposed on the graduate student’s ability to complete their degree; and a brief statement of the remedy sought.

4.2.1.3. Timing of the Complaint Submission

Graduate students are encouraged to submit their complaint within 60 class days after the incident occurred or 60 class days after informal resolution procedures have failed. “Class days” are defined as days when the University is open for classes, examinations, or administrative office activities on the academic calendar from the College of Graduate Studies.

4.2.1.3.1. If the grievance is ongoing or involves a particularly sensitive matter, the grievant is encouraged to submit their complaint as soon as possible.

4.2.1.4. Acknowledgment of Complaint Submission

Every complaint will be acknowledged by email correspondence from the Office of the Dean of Graduate Studies within 5 class days.

4.2.2. Preliminary Resolution Procedure

4.2.2.1. Pursuit of a Preliminary Resolution

The Dean of Graduate Studies (or designee) will meet with the student and the faculty or administrator involved separately to determine first whether a preliminary resolution can be reached. If a preliminary resolution cannot be achieved, the Dean shall notify both parties that the grievance will be referred to the Graduate Student Grievance Committee under Section 4.2.3 below. The Dean will inform the faculty member that s/he may prepare a statement in response to the allegations for review by the Grievance Panel (see below) within 10 class days. “Class days” are defined as days when the University is open for classes, examinations, or administrative office activities on the academic calendar from the College of Graduate Studies. This timeline may be adjusted by the Dean of Graduate Studies if there are compelling reasons for delay.

4.2.3. Graduate Student Grievance Committee

The Graduate Student Grievance Committee consists of eight members (four faculty and four students) each elected for a term of two (2) years, in a rotating fashion. Half of the committee members (two faculty and two students) are elected in years ending in an odd number, the other half (two faculty and two students) are elected in years ending in an even number.
4.2.3.1. Faculty Serving on the Grievance Committee

4.2.3.1.1. The faculty members will include no more than one member from any one graduate department.

4.2.3.1.2. The Graduate Council will elect two faculty members each year, one male and one female. Members of the Grievance Committee need not be serving on the Graduate Council.

4.2.3.2. Students Serving on the Grievance Committee

4.2.3.2.1. The student members will include no more than one member from any one department, all in good academic standing as per college regulations.

4.2.3.2.2. The Graduate Student Association will elect two student members each year, one male and one female. Members of the Grievance Committee need not be serving on the Graduate Student Association Executive Board.

4.2.4. Grievance Panel

4.2.4.1. Composition

4.2.4.1.1. When a formal grievance is filed, the Chair of the Graduate Council will select from the Graduate Student Grievance Committee one male and one female faculty member and one female and one male student member to form an ad hoc Grievance Panel. The Chair of the Graduate Council will appoint a chair for the Grievance Panel from among the selected committee members.

4.2.4.1.1.1. The Graduate Council Chair will make every effort to avoid perceived or actual conflicts of interests in selecting the Grievance Panel members by avoiding members that are in the same department, laboratory, and/or have a close relationship with either the student or faculty member involved in the grievance complaint.

4.2.4.1.2. The Chair of the Faculty Professional Conduct Committee (or designee) will sit on the Grievance Panel as an observer without a vote, to prevent unnecessary duplication of investigation if the grievance results in the matter being referred to the Faculty Professional Conduct Committee. This person can also advise the Grievance Panel about recommended corrective action, if appropriate.

4.2.4.2. Responsibilities

4.2.4.2.1. The Grievance Panel members will review the statements of both parties. They will interview the involved parties and any named witnesses, as appropriate. They will review other provided evidence. Panel members may seek advice and evidence from other university officials as necessary to conduct the investigation.

4.2.4.2.2. The Grievance Panel may, at their discretion, convene a hearing to meet with the involved student and the faculty. Each individual will be given the opportunity to respond, to provide a statement and/or counter-statement, in order to provide additional information as warranted. The meeting will not be open to the public although the involved parties may bring another individual for support. This person may not speak or participate in the hearing. The Panel will provide a written report summarizing the obtained evidence, detailed proceedings, conclusions, and recommended actions to the Dean of Graduate Studies within 30 class days of when the Panel assembled.

4.2.4.2.3. The graduate student and faculty/administrator’s names, identifying information, statements, and comments as well as any deliberations, advice, or evidence given in the course of Grievance Panel deliberations are confidential. The members of the Grievance Panel are expected to abide by this duty to maintain confidentiality. Any unauthorized release or carelessness in the handling of this confidential information is considered a breach of this duty to maintain confidentiality and is strictly prohibited.

4.2.4.3. Deliberation

The Grievance Panel shall deliberate privately at the close of the hearing. If a majority of the Panel finds that the allegations are supported by a “preponderance of the evidence,” the Panel will make confidential recommendations to the Dean of Graduate Studies to resolve the matter.

4.2.5. Reports

4.2.5.1. Report Submission by the Grievance Panel

The Grievance Panel will submit a formal report to the Dean of Graduate Studies. If the Panel identifies misconduct, the Dean of Graduate Studies is responsible for immediate and timely corrective action in coordination with the department/division Chair or Dean of the faculty member’s primary unit, taking into consideration the recommendations of the panel.

4.2.5.2. Reporting by the Dean of Graduate Studies

Within 10 class days of receipt of the full report from the Grievance Panel, the Dean of Graduate Studies will report as follows:

4.2.5.2.1. The Dean of Graduate Studies will distribute the conclusion and recommended action(s) by the Grievance Panel to the faculty member and the department/division Chair or Dean of the faculty member’s primary unit.

4.2.5.2.2. The Dean of Graduate Studies will distribute the conclusion and non-confidential recommended action(s) by the Panel as well as the non-confidential corrective action(s) as determined by the Dean of Graduate Studies to the student.

4.2.6. Retaliation and False Accusations

Retaliation is strictly prohibited. Incidents of retaliation by faculty members or administrators will be referred to the Faculty Professional Conduct Committee for disciplinary action.

Any intentionally false accusations and/or misleading complaints against University faculty or administrators by graduate students will be subject to appropriate disciplinary action.

4.2.7. Timeline Summary (Formal Resolution)

4.2.7.1. Complaint Submission

The complaint must be submitted electronically (http://app1.unmc.edu/forms/gradstudies/grievance.cfm). Graduate students are encouraged to submit their complaint within 60 class days after the incident occurred or 60 class days after informal resolution procedures have failed. “Class days” are defined as days when the University is open for classes, examinations, or administrative office activities on the academic calendar from the College of Graduate Studies.

4.2.7.1.1. If the grievance is ongoing or involves a particularly sensitive matter, the grievant is encouraged to submit their complaint as soon as possible.
4.2.7.2. Acknowledgement of Complaint Submission
Receipt of the electronic complaint submission (http://app1.unmc.edu/forms/gradstudies/grievance.cfm) will be acknowledged by email correspondence from the Office of the Dean of Graduate Studies within 5 class days.

4.2.7.3. Report from the Grievance Panel
The Panel will provide a written report summarizing the obtained evidence, detailed proceedings, conclusions, and recommended corrective actions to the Dean of Graduate Studies within 30 class days of when the Panel assembled.

4.2.7.4. Reporting by the Dean of Graduate Studies
Within 10 class days of receiving the full report from the Grievance Panel, the Dean of Graduate Studies will distribute the Panel’s conclusion and recommended action(s) to the faculty member and the department/division Chair or Dean of the faculty member’s primary unit. The Dean of Graduate Studies will also distribute the conclusion and non-confidential recommended action(s) by the Panel as well as the non-confidential corrective action(s) as determined by the Dean of Graduate Studies to the student.

4.2.7.5. If the Panel Identifies Misconduct
The Dean of Graduate Studies, in coordination with the department/division Chair or Dean of the faculty member’s primary unit, is responsible for immediate and timely corrective action, taking into consideration the recommendations of the panel.

4.2.7.6. Graduate Student Rights after Grievance Panel Resolution
Graduate students have the right to file a written complaint to the UNMC Faculty Professional Conduct Committee chair if they are not satisfied with the grievance panel resolution.

4.2.7.7. Timeline Adjustment
The timelines may be adjusted by the Dean of Graduate Studies if there are compelling reasons for delay.

For additional information and guidance regarding this policy, contact the Graduate Student Association Chair of Issues Committee (GSA Officers (http://blog.unmc.edu/gsa/about/officers)) and/or any of the persons listed below:

• Director of Graduate Administrative Services (Terri Vadovski; terri.vadovski@unmc.edu, 402-559-6532)
• Chief Student Affairs Officer (Interim: Dr. Phil Covington; philip.covington@unmc.edu, 402-559-2792)
• Student Ombudsperson (Dr. David Carver; dcarver@unmc.edu (dcarver@unmc.edu), 402-559-7276)

Approved by the UNMC Graduate Council 1/6/2015, and revised 10/2/2015. (Format revised for clarity 7/17/2017)
GUIDELINES FOR TERMINATION OF GRADUATE STUDENTS

Graduate students at the University of Nebraska Medical Center are expected to maintain a high level of achievement in their graduate studies. Accordingly, students who do not maintain satisfactory progress may be subject to being placed on probation, being terminated from a degree program, or being denied permission to continue graduate studies in the University. This termination policy shall be applicable for students at any stage of an M.S. or Ph.D. program, regardless of whether or not they have advanced to candidacy. At the time of termination from a graduate degree program and/or dismissal from Graduate Studies, students may reapply for admission to another UNMC degree program or admission as a non-degree seeking (Unclassified) student only with the approval of the UNMC Dean for Graduate Studies, subject to review and investigation of the circumstances as needed. Probation or termination recommendations may be made by the student’s adviser (master's students or first year doctoral students), the student’s Advisory/Supervisory Committee (master’s/doctoral students), or their program Graduate Committee, and must be approved by the Graduate Committee overseeing the student’s program. The Graduate Committee overseeing the student’s program must communicate the probation or termination recommendation in writing to the UNMC Dean for Graduate Studies. A copy of the recommendation must be sent to the student. The final decision to terminate a student rests with the Dean for Graduate Studies. Students who appeal will be placed on probation until the conclusion of their appeal under the Graduate Student Grievance Resolution Procedure.

Termination decisions involving violations of criminal law, situations involving threats to persons or property, or an escalating process of improper behavior will be addressed in a case by case manner by the student’s department) will attend the Graduate Committee meeting at which termination of the student will be decided. The Graduate Committee and the Dean for Graduate Studies will consider any extenuating circumstances communicated by the student may ask to present her/his case verbally before the committee. The Graduate Faculty-Student Appeals Committee will be the final authority in resolution of grade appeals, except that either the student or the faculty member issuing the grade may within ten days submit an appeal in writing to the Dean for Graduate Studies setting forth his or her reasons for believing he or she was not accorded a fair hearing. The Dean will review the record and facts of the case and may return the matter to the Committee for reconsideration. The decision of the Dean as to whether the case should be reopened will be final.

Overview of Process for Failure to Satisfy Scholarship Requirements (p. 502)

Students who believe that evaluation of their academic progress in a course has been prejudiced or capricious may appeal that grade or evaluation as follows:

1. Initially, an attempt should be made to resolve the matter through discussion with the instructor of the course for which the grade was received.
2. If the matter is not resolved satisfactorily, the appeal may be submitted in writing to the chair of the department in which the course was taken.
3. If the matter is not resolved satisfactorily, the appeal may be submitted in writing to the Graduate Faculty-Student Appeals Committee within two weeks following the posting of the grade. This committee may change a student’s evaluation if there is sufficient evidence that the evaluation of a student by a faculty member has been improper. When a student takes a course in a department that is administratively based on another campus, the student must follow the grade appeals procedure for that campus.
4. The Graduate Faculty-Student Appeals Committee will be the final authority in resolution of grade appeals, except that either the student or the faculty member issuing the grade may within ten days submit an appeal in writing to the Dean for Graduate Studies setting forth his or her reasons for believing he or she was not accorded a fair hearing. The Dean will review the record and facts of the case and may return the matter to the Committee for reconsideration. The decision of the Dean as to whether the case should be reopened will be final.

Process for Termination due to any Condition except Failure to Satisfy Scholarship Requirements

The following guidelines apply to conditions 2 through 7 above. In such cases, the program Graduate Committee, either acting alone or upon the recommendation of the student’s advisor and/or Advisory/Supervisory Committee (if one has been established), will:

1. Where possible and as early as possible, warn the student, in writing, of the situation and deficiency. A detailed explanation of the reason for the warning should be provided.
2. Notify the student at least 1 week in advance of the Graduate Committee meeting at which termination of the student will be discussed. The student can provide a written statement which will be reviewed at each stage of the termination process. In addition, the student may ask to present her/his case verbally before the committee. The Graduate Committee and the Dean for Graduate Studies will consider any extenuating circumstances communicated by the student.
3. Decide the question of dismissal or probation by majority vote of the Graduate Committee with at least three faculty members participating in the committee’s deliberation, not including the student’s Advisor or Supervisor. The Student Ombudsperson (or his/her faculty designee — without a primary appointment within the student’s department will attend the Graduate Committee meeting as a non-voting observer who is responsible for ensuring the
adequate review and explanation of the reasons behind consideration of termination. The Graduate Committee will create a report of the proceedings, and the committee's decision — including any supporting documentation — will be given to both the Dean for Graduate Studies and the student involved within one week of the Graduate Committee's decision. The Student Ombudsperson (or designee) will report to the Graduate Dean within 48 hours if there are any concerns with the termination process.

4. The Dean for Graduate Studies will investigate the circumstances and make the final decision (based on the recommendation, supporting documentation of the program Graduate Committee, and the student's written statement) whether a student should be terminated from UNMC Graduate Studies or placed on probation, and the conditions of probation (if applicable). If the Dean's decision differs from the Graduate Committee's recommendation, a response must be sent to the program Graduate Committee within 1 week of the Dean's final decision.

5. The Dean for Graduate Studies will communicate, in writing, the final decision to the department chair, student's advisor, Graduate Committee chair and any relevant departments for inclusion in the student's files within 1 week of the final decision. A written summary of department discussions, votes, and decisions will also be recorded in the student's departmental and Graduate Studies files.

6. The Dean for Graduate Studies will communicate the decision to the student within 1 week of the final decision.

7. Within the communication of the final decision the Dean for Graduate Studies must inform the student of her/his ability to examine their department files, at their request. Also, students must be informed of their right to appeal the decision under the Graduate Student Grievance Resolution Procedure (http://www.unmc.edu/media/studentservices/docs/Graduate_Student_Grievance_Resolution_Procedure.pdf). Students who appeal will be placed on probation until the conclusion of their appeal under the Graduate Student Grievance Resolution Procedure.

Approved by UNMC Graduate Council 11/06/2014, and amended 03/05/2015.
COURSE DESCRIPTIONS

B
• Biochemistry & Molecular Biology (BIOC) (p. 512)
• Biochemistry & Molecular Biology (BMB) (p. 513)
• Biomedical Informatics (BMI) (p. 514)
• Biomedical Research Training Program (BRTP) (p. 514)
• Biostatistics (BIOS) (p. 515)

C
• Cancer Research (CRGP) (p. 517)
• Cellular & Integrative Physiology (CIP) (p. 517)
• Clinical & Translational Research (CTR) (p. 518)
• Cytotechnology (CYTO) (p. 519)

E
• Environmental, Agricultural & Occupational Health (ENV) (p. 520)
• Epidemiology (EPI) (p. 522)

F
• Family Medicine (FMED) (p. 526)

G
• Genetics, Cell Biology & Anatomy (GCBA) (p. 526)

H
• Health Promotion, Social & Behavioral Health (HPRO) (p. 527)
• Health Psychology (HPSY) (p. 530)
• Health Services Research & Administration (HSRA) (p. 531)

I
• Integrative Physiology & Molecular Medicine (IPMM) (p. 533)
• Interdisciplinary Graduate Program in Biomedical Sciences (IGPBS - courses are IPBS) (p. 534)
• Internal Medicine (IMED) (p. 534)

M
• Medical Nutrition Education (MNED) (p. 534)
• Medical Sciences Interdepartmental Area (MSIA) (p. 535)
• Molecular Genetics & Cell Biology (MGB) (p. 535)
• Munroe Meyer Institute (MMI) (p. 536)

N
• Neuroscience (NSC) (p. 537)
• Nursing (NRSG) (p. 538)

O
• Oral Biology (OBIO) (p. 546)

P
• Pathology & Microbiology (PAMM) (p. 547)
• Pediatrics (Peds) (p. 548)

R
• Radiology (RADI) (p. 551)

Biochemistry & Molecular Biology (BIOC)

BIOC 827 METABOLIC REGULATORY 2 Credit Hours
This course is intended to provide graduate students with basic knowledge of the various metabolic pathways, regulation, and their interrelationships. Current experimental approaches to understand mechanisms associated with the regulation of key metabolic reactions will be discussed from selected articles from recent and classic biochemistry literature.

BIOC 880 PRIN/METH CANCER RSCH 2-3 Credit Hours
A survey of the biology and biochemical mechanisms underlying cancer development, prevention and therapy.
Prerequisite: Permission of instructor. Biochem 880
Cross List: CRGP 880
Typically Offered: FALL/SP/SU

BIOC 896 RSCH OTHER THAN THESIS 1-8 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations performed prior to selecting a permanent advisor or supervisor.
Typically Offered: FALL/SP/SU

BIOC 899 MASTERS THESIS 1-9 Credit Hours
Independent student research related to the masters thesis.
Typically Offered: FALL/SP/SU

BIOC 921 BIOPHYSICAL CHEMISTRY 3 Credit Hours
The biophysical chemistry of nucleic acids and proteins, including the study of these molecules using NMR, calorimetry and fluorescence.
Prerequisite: Permission of instructor
Cross List: PHSC 921
Typically Offered: SPRING

BIOC 935 ADVANCED BIOCHEMISTRY AND MOLECULAR BIOLOGY 4 Credit Hours
The objective of BIOC 935 is to teach Advanced Biochemistry and Molecular Biology topics to second-year graduate students in order to help prepare them for their Comprehensive Exam. Secondary goals of this course are to critically review manuscripts and design experiments. This 4 credit course will provide in-depth material in the areas of metabolism, protein function, and nucleic acid function that are not provided in BRTP courses 821, 822, 823, and 824. BIOC 935 is required for all second-year BMB students.
Prerequisite: BRTP 821, 822, 823, and 824 or permission of instructor
Typically Offered: FALL

BIOC 940 SPECIAL TOPICS 1-3 Credit Hours
Presented at intervals depending upon the interest of the faculty or the request of students. A description of each course with its prerequisites is announced at the time the course is given.
Typically Offered: SUM/FALL

BIOC 970 SEMINAR 1 Credit Hour
Prerequisite: Permission of instructor
Typically Offered: FALL/SPR
BIOC 999 DOCTORAL DISSERTATION 1-15 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam.
Typically Offered: FALL/SP/SU

Biochemistry & Molecular Biology (BMB)

BMB 815 METABOLISM 2 Credit Hours
The objective of BIOC 815 is to teach the basics of metabolism including carbohydrate, amino acid, lipid, and integrated metabolism to first year graduate students in order to help prepare them for the comprehensive exam and their careers in biochemistry or other biomedical disciplines. The 2 credit hour course will build upon the concept of enzymes and equilibrium covered in the IPBs series to provide an understanding of metabolism important in modern biochemistry and other biomedical sciences.
Typically Offered: SPRING

BMB 840 SEMINAR WITH DISCUSSION 2 Credit Hours
The objective of this course is to provide students with an introduction to bench science in Biochemistry and molecular Biology. The 3 credit hour course will prepare students for a career or further graduate coursework. The student will be hosted in a research laboratory, and will participate in on-going projects in that laboratory. Since this is a laboratory course, and there are very limited outside expectations of study and/or homework, contact hours are 4 hours/credit hour.
Typically Offered: FALL/SPR

BMB 843 LABORATORY TRAINING IN BIOCHEMISTRY & MOLECULAR BIOLOGY: BASIC 1-3 Credit Hours
The objective of this course is to provide students with an introduction to bench science in Biochemistry and molecular Biology. The 3 credit hour course will prepare students for a career or further graduate coursework. The student will be hosted in a research laboratory, and will participate in on-going projects in that laboratory. Since this is a laboratory course, and there are very limited outside expectations of study and/or homework, contact hours are 4 hours/credit hour.
Typically Offered: FALL/SPR

BMB 844 LABORATORY TRAINING IN BIOCHEMISTRY & MOLECULAR BIOLOGY: ADVANCED 5-10 Credit Hours
The objective of this course is to provide students with an advanced experience of bench science in biochemistry and molecular biology. This will prepare them for a career or further graduate coursework in the subject. The student will be hosted in a research laboratory and will participate in ongoing projects in that laboratory. Since this is a laboratory course, and they are very limited outside expectations of study and/or homework, contact hours are 4 hours/credit hour.
Typically Offered: FALL/SPR

BMB 880 PRIN/METH CANCER RSCH 3 Credit Hours
A survey of the biology and biochemical mechanisms underlying cancer development, prevention, and therapy. Prerequisite: Permission of instructor. Cross List: BIOC 880, BMB 880, PAMM 880, PHAR 880, PHSC 880
Typically Offered: FALL

BMB 896 RSCH OTHER THAN THESIS 1-8 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations performed prior to selecting a permanent advisor or supervisor.
Typically Offered: FALL/SP/SU

BMB 899 MASTERS THESIS 1-9 Credit Hours
Independent student research related to the masters thesis.
Typically Offered: FALL/SP/SU

BMB 915 PROTEINS & NUCLEIC ACID 3 Credit Hours
The objective of this course is to teach advanced topics regarding nucleic acid/protein structure, function, and experimental methodologies to first-year graduate students. The other major goal of this course is to foster application of fundamental biochemistry concepts to understand papers from the relevant scientific literature and to promote active and critical scientific discussion. This 3 credit course will provide in-depth material in the areas of nucleic acid and protein function that are not provided in the IPBS curriculum.
Typically Offered: SPRING

BMB 919 MICROBIOME 1 Credit Hour
The objective of BMB 919 is to foster a literature-based appreciation of the impact of the microbiome upon health and homeostasis. This 1-credit course will be entirely based on articles from the scientific literature chosen on the basis of merit, interest of the participants, and coverage of the breadth of this rapidly-evolving topic. Analysis of scientific articles and critical thinking are skills that will be emphasized.
Prerequisite: IPBS 801, 802 and 803
Typically Offered: SPRING

BMB 921 BIOPHYSICAL CHEMISTRY 3 Credit Hours
The biophysical chemistry of nucleic acids and proteins, including the study of these molecules using NMR, calorimetry and fluorescence.
Prerequisite: Permission of instructor
Cross List: PHSC 921
Typically Offered: SPRING

BMB 940 SPECIAL TOPICS 1-3 Credit Hours
Presented at intervals depending upon the interest of the faculty or the request of students. A course description with its prerequisites is announced at the time the course is offered.
Prerequisite: BMB 815 and BMB 915
Typically Offered: SUM/FALL

BMB 970 SEMINAR 1 Credit Hour
The seminar program includes participation and presentations by graduate students, faculty and visiting biochemists. Topics presented are on the speakers own research or are reviews of current advances in the biochemistry and related areas.
Typically Offered: FALL/SPR

BMB 975 CRITICAL THINKING AND APPLICATIONS IN BIOCHEMISTRY AND MOLECULAR BIOLOGY 3 Credit Hours
The goal of BIOC 975 is to teach advanced topics in biochemistry and molecular biology second-year graduate students. The main purpose of this course is to provide coverage of important topics in biochemistry and molecular biology, while fostering discussion and critical thinking of conceptual and technological issues. Students are expected to significantly enhance their familiarity with the scientific literature in a broad range of topics and receive instruction and direction in developing critical thinking. This 3 credit course will provide in-depth material related to focus topics such as vesicular transport, advanced techniques in microscopy, protein structure-function, mechanisms of autophagy, various types of cell-cell junctions, cancer Immunology and stem cells, Signaling, and cancer and exosomes. Pre-requisites: IPBS 801, IPBS 802, IPBS 803 or permission to take the course.
Typically Offered: FALL
Biomedical Informatics (BMI)

BMI 810 INTRODUCTION TO BIOMEDICAL INFORMATICS 3 Credit Hours
An introduction to the field of biomedical informatics. The historical development of the field and the current state of the art will be discussed. Issues related to bioinformatics, clinical informatics, and public health/population informatics will be discussed.
Prerequisite: Admitted to BMI program or permission of the instructor.
Typically Offered: FALL

BMI 815 TOOLS AND ALGORITHMS IN BIOINFORMATICS 3 Credit Hours
This course covers most of the commonly used tools for bioinformatics data analysis. The main objectives of this course are to briefly explain the underlying algorithms (methods) of various data analysis tools and to provide hands-on practice opportunities to students using real datasets. Typically, each bioinformatic tool will be covered in a 3 hours session that includes a lecture and a lab session. This course will introduce the field of bioinformatics and cover the major bioinformatic tools that are used for analyzing a broad spectrum of bioinformatic datasets.
Cross List: MGCB 815
Typically Offered: FALL

BMI 825 INTRODUCTION TO R PROGRAMMING FOR BIOMEDICINE 3 Credit Hours
The main objective of this course is to introduce data manipulation methods for health professionals by using R programming language. Major topics include basic concepts of R, data manipulation and processing, statistical analysis, graphical presentation and simulation, genomic databases retrieval, and commonly used R packages.
Cross List: PAMM 825
Typically Offered: FALL/SPR

BMI 840 CLIN SYSTEMS ARCHITECTURE 3 Credit Hours
This course will explore and integrate multiple topics in health care information systems history, architecture, function and design in order to create an understanding of the complexities of clinical care systems and prepare the student to create and manage the next generation of clinical information systems. The needs of multiple clinical disciplines will be explored to understand how they can share, communicate and manage patient information using clinical information standards and principles of clinical informatics.
Prerequisite: UNO Information Systems/Quantitative Analysis students will be required to have completed foundation requirements for the M.S. in Management Information Systems; PSM 810 or comparable healthcare experience; clinical applicants from the Colleges of Medicine or Nursing must have completed UNO-ISQA 8050 and CIST 2050 or equivalents; Waiver of these requirements is contingent upon review and permission of instructor.
Typically Offered: FALL

BMI 850 SPECIAL TOPICS IN CLINICAL INFORMATICS 3 Credit Hours
An in-depth discussion of implementation science and clinical decision support sciences in health informatics. The focus is on the integrative knowledge of theory and applications in clinical informatics. Grading is based on reflections and course project.
Typically Offered: SPRING

Biomedical Research Training Program (BRTP)

BRTP 801 BIOSCIENCE ENTREPRENEURSHIP 2 Credit Hours
To move from discovery to commercialized clinical applications, the entrepreneur must have a wide variety of skills to address a variety of economic, legal and scientific requirements. The purpose of this course is to define these essential skills and provide a background of the requirements that are necessary to commercialize new inventions.
Typically Offered: FALL

BRTP 821 MACROMOLECULAR STRUCT 4 Credit Hours
Introduction to fundamental concepts in the biochemistry of macromolecules, including structure, characterization, purification, and functional analysis of proteins and nucleic acids.
Prerequisite: Permission of instructor.
Typically Offered: FALL

BRTP 822 MOLECULAR CELL BIOLOGY 3 Credit Hours
Introduction to fundamental concepts of cell structure, cell division, the experimental study of cells, and the mechanisms of cellular transport/trafficking, communication, and adhesion.
Prerequisite: Permission of Instruction.
Typically Offered: FALL

BRTP 823 GENETICS & GENE REGULATION 2 Credit Hours
Fundamental concepts for understanding genetic analysis, gene expression, and mechanisms by which genes are regulated.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

BRTP 824 CELL SIGNALING 3 Credit Hours
Fundamental concepts for understanding genetic analysis, gene expression, and mechanisms by which genes are regulated.
Prerequisite: Permission of instructor.
BRTP 896 RSCH OTHER THAN THESIS 1-9 Credit Hours
Research other than for Thesis
Typically Offered: FALL/SP/SU

BRTP 970 SEMINAR 1 Credit Hour
Attendance at weekly seminars offered by the department/program, or other activities specific to the degree program (contact the program director for more information).
Typically Offered: FALL/SP/SU

Biostatistics (BIOS)

BIOS 806 BIOSTATISTICS I 3 Credit Hours
This course is designed to prepare the graduate student to understand and apply biostatistical methods needed in the design and analysis of biomedical and public health investigations. The major topics to be covered include types of data, descriptive statistics and plots, theoretical distributions, probability, estimation, hypothesis testing, and one-way analysis of variance. A brief introduction to correlation and univariate linear regression will also be given. The course is intended for graduate students and health professionals interested in the design and analysis of biomedical or public health studies; not intended for Ph.D. students enrolled in the Biostatistics Graduate Program.
Cross List: CPH 506
Typically Offered: FALL

BIOS 808 BIOSTATISTICS II 3 Credit Hours
This course is designed to prepare the graduate student to understand and apply advanced biostatistical methods needed in the design and analysis of biomedical and public health investigations. The major topics to be covered include multiple linear regression, analysis of covariance, logistic regression, and survival analysis. The course is intended for graduate students and health professionals interested in the design and analysis of biomedical or public health studies; not intended for Ph.D. students enrolled in the Biostatistics Graduate Program.
Prerequisite: BIOS 806 or an equivalent statistics course.
Cross List: CPH 650
Typically Offered: SPRING

BIOS 810 INTRO SAS PROGRAMMING 3 Credit Hours
An introduction to programming for statistical and epidemiologic analysis using the SAS Software System. Students will learn to access data from a variety of sources (e.g. the web, Excel, SPSS, data entry) and create SAS datasets. Data management and data processing skills, including concatenation, merging, and sub-setting data, as well as data restructuring and new variable construction using arrays and SAS functions will be taught. Descriptive analysis and graphical presentation will be covered. Concepts and programming skills needed for the analysis of case-control studies, cohort studies, surveys, and experimental trials will be stressed. Simple procedures for data verification, data encryption, and quality control of data will be discussed. Accessing data and summary statistics on the web will be explored. Through in-class exercises and homework assignments, students will apply basic informatics techniques to vital statistics and public health databases to describe public health characteristics and to evaluate public health programs or policies. Laboratory exercises, homework assignments, and a final project will be used to reinforce the topics covered in class. The course is intended for graduate students and health professionals interested in learning SAS programming and accessing and analyzing public use datasets from the web.
Prerequisite: BIOS 806/CPH 506 or an equivalent introductory statistics course; EPI 821/CPH 621; and permission of instructor.
Cross List: CPH 651
Typically Offered: FALL

BIOS 818 BIOSTATISTICAL METHODS II 3 Credit Hours
Analysis of continuous data and the interpretation of results. Major topics include simple and multiple linear regression, and analysis of variance (ANOVA). SAS statistical software will be used.
Prerequisite: Permission of instructor; calculus (including differential and integral calculus); BIOS 806/CPH 506 Biostatistics I or BIOS 816/CPH 516 Biostatistical Methods I or an equivalent statistics course; BIOS 810/CPH 651 Introduction to SAS Programming, or equivalent experience with SAS programming.
Cross List: CPH 652
Typically Offered: SPRING

BIOS 823 CATEGORICAL DATA ANALYSIS 3 Credit Hours
Survey of the theory and methods for the analysis of categorical response and count data. The major topics to be covered include proportions and odd ratios, multi-way contingency tables, generalized linear models, logistic regression for binary response, models for multiple response categories, and log-linear models. Interpretation of subsequent analysis results will be stressed.
Prerequisite: Permission of instructor; BIOS 816/CPH 516 or equivalent course work (for example, calculus, BIOS 806/CPH 506 and BIOS 810/CPH 651 or equivalent experience with SAS programming)
Cross List: CPH 653A
Typically Offered: FALL
BIOS 824 SURVIVAL DATA ANALYSIS 3 Credit Hours
The course teaches the basic methods of statistical survival analysis used in clinical and public health research. The major topics to be covered include the Kaplan-Meier product-limit estimation, log-rank and related tests, and the Cox proportional hazards regression model. Interpretation of subsequent analysis results will be stressed. Prerequisite: Permission of instructor; calculus (including differential and integral calculus); BIOS 806/CPH 506 Biostatistics I or BIOS 816/CPH 516 Biostatistical Methods I or an equivalent statistics course; BIOS 810/ CPH 651 Introduction to SAS Programming, or equivalent experience with SAS programming. Cross List: CPH 654
Typically Offered: FALL

BIOS 825 CORRELATED DATA ANALYSIS 3 Credit Hours
A survey of the theory and methods for analysis of correlated continuous, binary, and count data. Major topics to be covered include linear models for longitudinal continuous data, generalized estimating equations, generalized linear mixed models, impact of missing data, and design of longitudinal and clustered studies. Interpretation of subsequent analysis results will be stressed. Concepts will be explored through critical review of the biomedical and public health literature, class exercises, two exams, and a data analysis project. Computations will be illustrated using SAS statistical software (SAS Institute Inc., Cary, NC, USA.). The course is intended for graduate students and health professionals who will be actively involved in the analysis and interpretation of biomedical research or public health studies. Prerequisite: Permission of instructor and BIOS 823/CPH 653. Cross List: CPH 655
Typically Offered: SPRING

BIOS 835 DESIGN OF MEDICAL STUDIES 3 Credit Hours
This course is designed to prepare the graduate student to understand and apply principles and methods in the design of biomedical and public health studies, with a particular emphasis on randomized, controlled clinical trials. The major design topics to be covered include sample selection, selecting a comparison group, eliminating bias, need for and processes of randomization, reducing variability, choosing endpoints, intent-to-treat analyses, sample size justification, adherence issues, longitudinal follow-up, interim monitoring, research ethics, and non-inferiority and equivalence hypotheses. Data collection and measurement issues also will be discussed. Communication of design approaches and interpretation of subsequent analysis results also will be stressed. Concepts will be explored through critical review of the biomedical and public health literature, class exercises, and a research proposal. The course is intended for graduate students and health professionals interested in the design of biomedical or public health studies. Prerequisite: Permission of Instructor; BIOS 806/CPH 506 or an equivalent introductory statistics course. Cross List: CPH 517
Typically Offered: SPRING

BIOS 896 R&SCH OTHER THAN THESIS 1-6 Credit Hours
This course is for more advanced student research that is clearly distinct from ongoing or planned dissertation work. Cross-listed as CPH 677
Typically Offered: FALL/SP/SU

BIOS 898 SPECIAL TOPICS 1-4 Credit Hours
A course designed for Masters students that focuses on selected topics or problems in Biostatistics. Cross List: CPH 679
Typically Offered: FALL/SP/SU

BIOS 918 BIOSTATISTICAL LINEAR MODELS: THEORY AND APPLICATIONS 3 Credit Hours
This course on linear models theory includes topics on linear algebra, distribution theory of quadratic forms, full rank linear models, less than full rank models, ANOVA, balanced random mixed models, unbalanced models and estimation of variance components. Prerequisite: Linear algebra, BIOS 818, one year of mathematical statistics, and permission of instructor. Typically Offered: FALL

BIOS 921 ADVANCED PROGRAMMING SAS 3 Credit Hours
The objective of this course is to prepare students in advanced SAS programming. The main topics comprise advanced SAS programming techniques, SAS macro programming, using SQL with SAS, and optimizing SAS programs, which are similar to those covered on the SAS Advanced Programmer Exam offered through the SAS Institute, Inc. Prerequisite: BIOS 810 or a similar course, and permission of instructor. Typically Offered: SPRING

BIOS 924 BIOSTATISTICAL THEORY AND MODELS SURVIVAL DATA 3 Credit Hours
The course teaches the statistical theory and models for survival data analysis used in biochemical and public health research. Major topics include parametric, nonparametric, and semiparametric theory and models. The statistical software SAS and R will be used. Prerequisite: STAT 980 and STAT 982-983 (provided by UNL) or equivalent, BIOS 824 or equivalent, and permission of instructor. Typically Offered: FALL

BIOS 925 THEORY OF GENERAL LINEAR AND MIXED MODELS IN BIOSTATISTICS 3 Credit Hours
This course focuses on the theory of generalized linear models for both continuous and categorical data. Major topics include generalized linear models, linear mixed models and generalized linear mixed models. Prerequisite: BIOS 918 or equivalent. Typically Offered: SPRING

BIOS 935 SEMIPARAMETRIC METHODS FOR BIOSTATISTICS 3 Credit Hours
The fundamental theory and application of semi parametric methods in biomedical and public health studies. The major topics include additive semiparametric models, semiparametric mixed models, generalized semiparametric regression models, bivariate smoothing, variance function estimation, Bayesian semiparametric regression and spatially adaptive smoothing. Prerequisite: BIOS 925, familiarity with the software R and SAS, and permission of instructor. Typically Offered: SPRING

BIOS 941 BIOSTATISTICAL CONSULTANT APPLICATION AND PRACTICE 3 Credit Hours
This course is designed to provide the graduate student with a fundamental understanding and insight into the practice of biostatistical consulting and give students practice in the skills required to become an effective consultant. Major topics include an overview of biostatistical consulting, communication skills, methodological aspects including design and analysis considerations, documentation and preparing reports. Prerequisite: Minimum of 3 graduate-level statistics of biostatistics courses and permission of instructor. Typically Offered: FALL/SPR
BIOS 970 SEMINAR 1 Credit Hour
Attendance at weekly seminars offered by the department/program, or other activities specific to the degree program (contact the program director for more information).
Typically Offered: FALL/SPR

BIOS 996 DIRECTED READINGS AND RESEARCH 1-9 Credit Hours
This course is specific to doctoral level work in the College of Public Health. Content of this independent study may include research other than dissertation, directed readings, and other study of a doctoral level. All under the supervision of a graduate faculty member.
Prerequisite: Doctoral student status and program permission.
Typically Offered: FALL/SP/SU

BIOS 998 DOCTORAL SPECIAL TOPICS 1-4 Credit Hours
This course is for more advanced students who wish to pursue their research interests in selected areas of Medical Humanities.
Prerequisite: Permission of instructor Crosslist CPH 677
Typically Offered: FALL/SP/SU

BIOS 999 DOCTORAL DISSERTATION 1-15 Credit Hours
The dissertation represents original research on a defined problem in biostatistics. The PhD dissertation must be a significant, original piece of biostatistical research that makes a contribution to knowledge in the field.
Prerequisite: Permission of instructor.
Typically Offered: FALL/SP/SU

**Cancer Research (CRGP)**

CRGP 880 PRINCIPLES AND METHODOLOGIES IN CANCER RESEARCH 2-3 Credit Hours
A survey of the biology and biochemical mechanisms underlying cancer development, prevention, and therapy.
Prerequisite: Permission of instructor.
Cross List: BIOC 880, BMB 880, PAMM 880, PHAR 880, PHSC 880
Typically Offered: FALL/SPR

CRGP 896 RESEARCH OTHER THAN THESIS 1-9 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations preformed prior to selecting a permanent advisor or supervisor.
Typically Offered: FALL/SP/SU

CRGP 899 MASTERS THESIS 1-12 Credit Hours
Independent student research related to the masters thesis.
Typically Offered: FALL/SP/SU

CRGP 910 INTENSIVE TRAINING IN TRANSLATIONAL CANCER RESEARCH 3 Credit Hours
This course provides graduate students with training opportunities in "bench-to-bedside" approaches that integrate basic and patient-oriented research for the improvement of cancer detection and treatment.
Prerequisite: Collaborative Institutional Training Initiative (CITI) Human Subject Research Course.
Typically Offered: FALL

CRGP 940 SHORT COURSE IN CANCER BIOLOGY 1 Credit Hour
Overviews, in-depth seminars, and discussion sessions led by visiting experts in a specific sub-field of cancer research.
Typically Offered: SUMMER

CRGP 970 SEMINAR 1-3 Credit Hours
In this course, the student will attend (and in some cases deliver) presentations related to cancer research.
Typically Offered: FALL/SP/SU

CRGP 998 SPECIAL TOPICS 1-4 Credit Hours
An advanced course related to cancer research that will be presented at intervals as necessary. A description of each course will be announced at the time that the course is submitted for student registration in an upcoming semester.
Typically Offered: FALL/SP/SU

CRGP 999 DOCTORAL DISSERTATION 1-15 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam.
Typically Offered: FALL/SP/SU

**Cellular & Integrative Physiology (CIP)**

CIP 806 GRADUATE PHYSIOLOGY 6 Credit Hours
An introduction to the processes that regulate the activity of individual cells and organ systems. Lectures cover cell, neural, musculoskeletal system, cardiovascular, renal, respiratory, gastrointestinal, endocrine and reproductive physiology.
Typically Offered: FALL

CIP 807 GRADUATE PHYSIOLOGY RECITATION 1 Credit Hour
Guided study in significant issues related to the content of CIP 806.
Corequisite: CIP 806
Typically Offered: FALL

CIP 814 SCIENTIFIC WRITING 1 Credit Hour
A lecture/discussion-based course focusing on the writing skills needed to prepare each section of a manuscript for submission to scientific journals, as well as figure design, use of reference software and responding to reviewer critiques.
Prerequisite: Second or higher year of graduate study.
Cross List: PHAR 814
Typically Offered: FALL/SPR

CIP 817 APPLIED SCIENTIFIC WRITING 1 Credit Hour
A lecture/discussion-based course focusing on the writing skills needed to prepare each section of a manuscript for submission to scientific journals, as well as figure design, use of reference software and responding to reviewer critiques. Students must have sufficient research data to support a preliminary manuscript, which will be constructed through completion of individualized assignments throughout the course.
Prerequisite: concurrent enrollment in CIP 814, and permission of instructor.
Cross List: PHAR 817
Typically Offered: FALL/SPR

CIP 896 RSCH OTHER THAN THESIS 1-9 Credit Hours
Research other than for Thesis. Research rotations in one laboratory (for Ph.D. students) or two laboratories (for M.S. students) within the Department of Cellular Integrative Physiology.
Typically Offered: FALL/SP/SU

CIP 899 MASTERS THESIS 1-9 Credit Hours
Independent student research related to the masters thesis.
Typically Offered: FALL/SP/SU

CIP 902 SPECIAL TOPICS 1-4 Credit Hours
Presented at intervals depending upon the interest of the faculty or the request of students. A course description with its prerequisites is announced at the time the course is offered.
Typically Offered: FALL/SP/SU

University of Nebraska Medical Center 517
CIP 916 CARDIOPULMONARY FUNCTION IN HEALTH & DISEASE 2 Credit Hours
A lecture/discussion-based course concerned with current advances in the pathophysiology of cardiovascular and pulmonary diseases such as heart failure and hypertension.
Prerequisite: CIP 806 (or equivalent; see instructor).
Typically Offered: FALL

CIP 922 REDOX BIOLOGY IN HUMAN DISEASE 2 Credit Hours
Biochemical sources and regulation of reactive oxygen species and reactive nitrogen species, and their role in diseases such as diabetes, hypertension, cancer, and neurodegeneration.
Prerequisite: CIP 806 (or equivalent; see instructor).
Typically Offered: SPRING

CIP 930 PHYSIOLOGY & PATHOPHYS 2 Credit Hours
Integrative, cellular and molecular mechanisms of renal function, with emphasis on the alterations accompanying renal disease.
Prerequisite: PHYS 806 (or equivalent; see instructor).
Typically Offered: FALL

CIP 970 SEMINAR 1 Credit Hour
This course provides students with experience in presenting their own research in the form of abstract-based 10 min oral presentations, as well critical analysis of recent publications in the biomedical sciences.
Typically Offered: FALL/SP/SU

CIP 999 DOCTORAL DISSERTATION 1-15 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam.
Typically Offered: FALL/SP/SU

Clinical & Translational Rsch (CTR)

CTR 901 SEMINAR IN CLINICAL TRANSLATION RESEARCH GRANTSMANSHIP I 2 Credit Hours
This course is designed to understand the concepts and guidelines involved in the writing of clinical and translation research grant applications. Emphasis will be given to learning the art and science of grant writing using the NIH format. Detailed discussions of sample funded K, R21, and R01 grants will be performed. Elements of NIH grant applications will be discussed from research strategy, subject recruitment, IRB regulations, and budget.
Prerequisite: Bachelor's degree in health sciences, basic statistics knowledge, and permission of instructor.
Typically Offered: FALL

CTR 903 MULTIDISCIPLINARY TEAM BUILDING AND CONCEPT BUILDING 2 Credit Hours
This seminar introduces the scholars to the need for multidisciplinary team building and various multidisciplinary conceptual models used in behavioral science, information and communication theories, and assessment of the quality of health care. The Scholars are asked to build an investigative team that fits their planned studies, while critically understanding the roles, skills, and contributions of each member of the team to complete a study.
Prerequisite: BIOS 806, CTR 901 or permission of instructor.
Typically Offered: SPRING

CTR 910 HEALTH-RELATED INSTRUMENT CONSTRUCTION & EVALUATION 3 Credit Hours
This course provides a knowledge base and experience in the inductive and deductive process for constructing and evaluating instruments to measure psychosocial, behavioral, biophysiological and clinical phenomena.
Prerequisite: Two statistics courses (BIOS 806 or BIOS 808 or two courses that meet requirements of the doctoral program), or permission of instructor.
Cross List: NRSG 910
Typically Offered: SUMMER

CTR 914 MANAGEMENT OF CHRONIC ILLNESSES 3 Credit Hours
Chronic illness is the major health problem today, and requires interdisciplinary teams to prevent and manage such illnesses. This course will focus on chronic disease frameworks and models and research methods to prepare for a program of research that addresses the management of chronic illnesses. Concepts such as healthy lifestyle behaviors, adherence to medical regimen, patient activation to adhere to therapeutic regimen, patient and family resilience, care giving, risk, vulnerability and disability, symptom management, economic considerations, and planning for the future.
Prerequisite: Multivariate statistics or permission of instructor.
Typically Offered: FALL

CTR 923 RURAL HEALTH RESEARCH: CONSIDERATIONS AND IMPLICATIONS 3 Credit Hours
This course focuses on understanding the issues to conducting research in rural and disparate populations. Emphasis is placed on content related to challenges and disparities in rural health, health care access and health care policy, and strategies for conducting research such as the use of technology, considerations of the environment and community needs. Legal, ethical, political and economic indications for research in rural areas will be discussed.
Prerequisite: multivariate statistics or permission of instructor.
Typically Offered: FALL

CTR 928 TRANSLATIONAL AND INTERDISCIPLINARY OUTCOMES RESEARCH 3 Credit Hours
This course focuses on outcomes: measurement, management, and evaluation of health care outcomes and translational research as a process that drives the clinical research engine. The Medical Outcomes Study conceptual framework (Structure of Care, Process of Care, and Outcomes) with an emphasis on the broad categories of outcome types: clinical end points, functional status, general well-being, satisfaction with care, and economic evaluations will be employed. Different translation approaches will be discussed T1-T4 (with an emphasis on T2-T4) along with common and unique research methods used. Legal, ethical, political and economic implications for practice and research will be discussed.
Prerequisite: multivariate statistics or permission of instructor.
Typically Offered: FALL

CTR 998 SPECIAL TOPICS 1-2 Credit Hours
Typically Offered: FALL/SP/SU
Cytotechnology (CYTO)

**CYTO 801 INTRO TO CYTOTECHNOLOGY & CYTOPREPARATION** 1 Credit Hour
This two week course presents the goals of cytotechnology and the science of cytology. Students will learn the principles of microscopy and cytopreparation.
Prerequisite: Enrollment in the Cytotechnology Program or permission of the instructor.
Cross List: CYTO 701.
Typically Offered: FALL

**CYTO 802 CYTOLOGY OF THE FEMALE GENITAL TRACT** 4 Credit Hours
This eight-week course provides training necessary for the microscopic interpretation of Pap smears. This includes basic cell structure, cellular biology, and the mechanism of pathologic change. Students will learn to distinguish normal from abnormal cells and grade the severity of the abnormality present. The student will obtain skills to identify infectious agents and non-neoplastic conditions of the female genital tract.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 702.
Typically Offered: FALL

**CYTO 803 CYTOLOGY OF THE RESPIRATORY TRACT** 2 Credit Hours
This three-week course includes the study of respiratory epithelial and inflammatory cells from sputum, bronchial washing, bronchial brushing, bronchoalveolar lavage and fine needle aspiration specimens of the lung. The student will obtain skills to identify normal, infectious, non-neoplastic non-infectious, and malignant conditions of the lung.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 703.
Typically Offered: FALL

**CYTO 804 CYTOLOGY OF THE URINARY TRACT** 1 Credit Hour
This two week course will present the cytology of benign conditions, inflammatory disorders, infections, malignancies and therapeutic effects as seen in the urinary tract. An overview of the cytology of combined kidney/pancreas transplantation will be provided and students will learn to identify graft rejection in this patient population by the cytologic study of recipient's urine.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 704.
Typically Offered: FALL

**CYTO 805 CYTOLOGY OF BODY FLUIDS AND CEREBROSPINAL FLUID** 1 Credit Hour
This two week course presents the morphologic evaluation of cerebrospinal fluid and pleural, peritoneal, pericardial, and pelvic washing fluids. Students will learn to identify normal cells, infectious diseases, benign conditions, primary malignancies, and metastatic malignancies found in these sites.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 705.
Typically Offered: FALL

**CYTO 810 CYTOLOGY AND THE GASTROINTESTINAL TRACT** 1 Credit Hour
During this two-week course the cytologic morphology of scrapings, brushing and washings from the oral cavity, esophagus, stomach, duodenum, colon, and rectum will be studied. The students will obtain skills to identify normal cells, non-cellular material, infections, benign conditions, and malignancies of the gastrointestinal tract.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 710.
Typically Offered: SPRING

**CYTO 811 FINE NEEDLE ASPIRATION CYTOLOGY** 3 Credit Hours
Fine Needle Aspiration (FNA) is a method of collection for obtaining a cellular specimen. Any anatomic body site can be examined by FNA. During this six week course, the student will obtain skills to interpret samples obtained from the breast, thyroid, salivary gland, lymph nodes, soft tissue, bone, mediastinum, liver, pancreas, kidney, adrenal gland, and brain. Students will have the opportunity to assist physicians in obtaining FNAs in the outpatient clinic setting.
Prerequisite: Enrollment in the Cytotechnology Program or instructor permission.
Cross List: CYTO 711.
Typically Offered: SPRING

**CYTO 812 IMMUNOCYTOCHEMISTRY** 3 Credit Hours
Immunocytochemistry is a staining technique used to demonstrate cellular antigens. It is used as an adjunctive test to the standard morphology of cells. During this one week course, students will learn the principle of the staining process as well as its utility and appropriateness. The staining procedure will be observed, performed, and the students will learn to interpret the staining results. Students will learn about other companion techniques, such as flow cytometry, molecular testing, image analysis and digital cytology.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 712.
Typically Offered: SPRING

**CYTO 813 CYTOLOGY LABORATORY MANAGEMENT** 1 Credit Hour
This one week course will introduce students to the activities required for the management of a cytopathology laboratory. Of particular emphasis will be the compliance with federal and accrediting agency mandates. This includes quality control, quality assurance, proficiency testing, procedure manuals, statistics, workload, and accreditation. Other topics discussed will be personnel issues, financial management, inventory, and basic principles of clinical investigation.
Prerequisite: Enrollment in Cytotechnology Program or instructor permission.
Cross List: CYTO 713.
ENV 800 ELEMENTS OF INDUSTRIAL SAFETY FOR HEALTH SCIENCES 3 Credit Hours
An introduction to safety in the general work environment with emphasis on selected OSHA safety regulations, human costs of injuries, safety programs and management, field trip work observations, risk assessment, hazard/risk communications. No previous experience or coursework in safety is required.
Prerequisite: ENV 892 or equivalent introductory environmental health sciences course; permission of instructor.
Cross List: CPH 590
Typically Offered: SPRING

ENV 804 HUMAN FACTORS & ERGONOMICS 3 Credit Hours
An introduction to fundamental concepts of physical work, human abilities and capabilities (ergonomics) including psychological and cognitive aspects of human work performance (human factors) for the reduction of occupational injuries and illnesses, reduced costs, productivity improvement, worker well-being and longevity, quality of work life, and job satisfaction.
Prerequisite: Graduate student status in health sciences or related discipline and permission of instructor.
Typically Offered: FALL

ENV 810 PRINCIPLES OF OCCUPATIONAL AND ENVIRONMENTAL HEALTH 3 Credit Hours
This course is designed to allow students to develop an understanding of human health outcomes associated from environmental and occupational exposures. Students will learn how key issues in environmental health and environmental and occupational medicine are approached from a public health perspective.
Prerequisite: ENV 892 or equivalent introductory environmental health sciences course; permission of instructor.
Cross List: CPH 593
Typically Offered: FALL

ENV 811 AGRICULTURAL HEALTH AND SAFETY 3 Credit Hours
This course is designed to provide basic information and skills to enable health care and safety professional to function in the anticipation, diagnosis, treatment and prevention of occupational illnesses and injuries in the farm community. Crosslist CPH 511.
Typically Offered: SUMMER

ENV 816 ENVIRONMENTAL EXPOSURE ASSESSMENT 3 Credit Hours
The course will allow students to develop their understanding and knowledge of exposure assessment methods and their application to substantive issues in occupational and environmental health. The course emphasizes methodological principles and good practice, and highlights the many similarities and some interesting differences between occupational and environmental health.
Prerequisite: ENV 892 or equivalent introductory environmental health sciences course; BIOS 806 or equivalent introductory biostatistics course; permission of instructor. Cross-listed as CPH 594
Typically Offered: FALL

ENV 888 PRINCIPLES TOXICOLOGY 3 Credit Hours
An introduction to the principles and methods that are used to determine whether an adverse effect is a result of exposure to a specific agent. A primary purpose of toxicology is to predict human toxicity and human health risk assessment relies heavily on toxicological data obtained from animal studies. This course covers basic mechanisms of toxicity as they pertain to whole organisms, organ systems, and specific toxic agents.
Cross List: CPH 597
Typically Offered: SPRING

ENV 892 PUB HLTH ENVIRONMNT/SA 3 Credit Hours
An introduction to environmental factors (including biological, physical and chemical factors) that affect the health of a community. The main focus will be the effects of exposures that have been associated with human health and environmental problems in the Midwest, specifically water and air pollutants related to animal feeding operations, arsenic in ground water, pesticides, herbicides, lead and radiation. The effects of global warmings, ergonomic problems in the meat packing industry and occupational and environmental problems in health care will also be discussed.
Cross List: CPH 503
Typically Offered: FALL

ENV 896 RSCH OTHER THAN THESIS 1-9 Credit Hours
This course is for more advanced student research that is clearly distinct from ongoing or planned dissertation work.
Typically Offered: FALL/SP/SU

ENV 898 SPECIAL TOPICS 1-4 Credit Hours
A course designed for Masters students that focuses on selected topics or problems in Environmental, Agricultural, and Occupational Health. Crosslist CPH 619
Typically Offered: FALL/SP/SU

ENV 902 DOCTORAL SPECIAL TOPICS 1-4 Credit Hours
A course designed for PhD students in Environmental, Agricultural, and Occupational Health and other graduate students that focuses on selected topics or problems in Environmental, Agricultural, and Occupational Health.
Typically Offered: FALL/SP/SU

ENV 903 INJURY EPIDEMIOLOGY 3 Credit Hours
In this course, students will learn about the incidence, characteristics, risk Factors, populations at risk, control measures, and research methods related to traumatic injuries. The course includes lectures and presentations by faculty and students. Students will apply this knowledge throughout the course by completing assignments and analyzing injury data. The primary target audience for this course is doctoral students interested in injury epidemiology with a focus on environmental, agricultural and occupational health and safety. Pre-req: ENV 892, EPI 845, BIOS 810
Typically Offered: FALL
ENV 904 ENVIRONMENTAL POLICY 3 Credit Hours
Environmental policy is made and carried out by a diverse set of individuals, groups, and interests. Policy formation and implementation becomes a process of bargaining and negotiation. controlled partly by the character of the participants and partly by the nature of the arenas in which action takes place. In this course graduate students with an interest In environmental health and policy will apply several conceptual frameworks through case studies of federal, state and local action to environmental health Issues such as air pollution, wildlife, toxic substances. and provide an important view of the historical development of key environmental policies, including the Clean Water Act and the Clean Air Act. Pre-reqs: ENV 892
Typically Offered: SPRING

ENV 905 CLIMATE CHANGE AND HUMAN HEALTH 3 Credit Hours
This course is designed for doctoral students in environmental health who have an interest in climate change. Any graduate student with an interest in climate change may take this course. This course explores the science or climate change. Students will learn how the climate system works, the use or models, observations and theory to make predictions about future climate, and the connection between human activity and the current warming trend. The course also explores strategies to communicate the science of climate change to diverse stakeholders.
Pre-requisite: ENV 892, EPI 845, BIOS 808
Typically Offered: FALL

ENV 906 THERMAL STRESS IN THE WORK ENVIRONMENT 3 Credit Hours
In this course, students will learn about the health effects, measurement, and control of heat on an cold stress in the work environment, and emerging technology related to smart clothes and wearable technology. Students will also learn how to develop a thermal stress program. The targeted audience will include doctoral students interested in occupational health, and professional students.
Pre-requisite: ENV 892; ENV 816
Typically Offered: SUMMER

ENV 907 OCCUPATIONAL NOISE EXPOSURE AND HEARING LOSS 3 Credit Hours
In this course, students will learn about the health effects, measurement, and control of occupational noise exposure, and emerging technology related to smart phones and wearable technology. Students will also learn how to provide hearing tests, read audiograms, and perform fit testing of ear plugs. The targeted audience include doctoral students interested in occupational health, profession students, and nursing students. Upon completion of this course, students may take an external examination administered by the Council for the Accreditation of Occupational Hearing Conversationists (CAOHC) to earn the credential of Certified Occupational Hearing Conservationist (COHC.)
Prerequisite: ENV 892; BIOS 806
Typically Offered: SPRING

ENV 908 ENVIRONMENTAL POLICY 3 Credit Hours
This course will enable students to understand the impact of environmental exposures on the organ and tissue injury responsible for human disease. The environmental exposures covered in the course will consist of the subject areas of air pollution, pneumoconiosis, chemical and drug exposures, and Pre-req: ENV 892, ENV 888
Typically Offered: SPRING

ENV 909 ENVIRONMENTAL PATHOLOGY 3 Credit Hours
This course is designed to prepare the graduate student, professional student, or fellow to evaluate the effects of chemical carcinogens, and conduct cancer-related research. Major topics to be covered include chemical carcinogens, multistep carcinogenesis, biomonitoring of human exposure, and chemoprevention of cancer. In this course students will learn about the characteristics of chemical carcinogens, how they cause cancer, the role of oxidative stress and other biological factors in carcinogenesis, various model systems for investigating carcinogens. Strategies to prevent cancer by chemoprevention will also be discussed. This course will provide students with tools to evaluate environmental carcinogens, conduct research to understand their action and/or explore chemoprevention of various types of cancer.
Pre-requisite: ENV 888 or equivalent
Typically Offered: SPRING

ENV 910 ADVANCED TOXICOLOGY 3 Credit Hours
This course deals with the adverse effects of chemicals on biological systems. Physiological and biochemical mechanisms of toxicity at the cellular and subcellular levels will be emphasized.
Prerequisite: Permission of instructor and ENV 888 or equivalent.
Cross List: PHSC 950
Typically Offered: FALL

ENV 911 EPIDEMIOLOGIC ANALYSIS OF HEALTHCARE DATA 3 Credit Hours
This course is designed for graduate and health professions students interested in analyzing healthcare data for epidemiologic and clinical research. Students will learn the unique challenges and opportunities of working with insurance claims data, electronic health records, national surveys and national registries. Students will also learn to use Geographic Information System (GIS) approaches to link social determinants of health and clinical outcomes. Students will practice their skills by performing hands-on analyses of simulated and actual research data. Upon completion of this course, students should be equipped with the tools necessary to analyze healthcare data and apply the results to address health care and public health challenges.
Prerequisite: BIOSTATISTICS I-BIOS 806, INTRO SAS PROGRAMMING-BIOS 810, Crosslisted: CPH 758
Typically Offered: FALL

ENV 970 SEMINAR 1 Credit Hour
Attendance at weekly seminars offered by the department/program, or other activities specific to the degree program (contact the program director for more information).
Typically Offered: FALL/SPR

ENV 996 DIRECTED READINGS AND RESEARCH 1-9 Credit Hours
This course is specific to doctoral level work in the College of Public Health. Content of this independent study may include research other than dissertation, directed readings, and other study of a doctoral level all under the supervision of a graduate faculty member.
Prerequisite: Doctoral student status and program permission.
Typically Offered: FALL/SP/SU
ENV 999 DOCTORAL DISSERTATION 1-9 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam.
Typically Offered: FALL/SP/SU

Epidemiology (EPI)

EPI 801 INTRODUCTION TO CANCER EPIDEMIOLOGY 2 Credit Hours
This course will review the basic concepts of cancer etiology and carcinogenesis. It will provide the background on sociodemographic magnitude of cancer, basic concepts of cancer biology and the causes of cancer. Methods for designing and implementing research studies and evaluating genetic, environmental and lifestyle factors, such as tobacco, alcohol, radiation, chemicals, pharmaceuticals, viruses and nutrition will be reviewed.
Prerequisite: EPI 820 or permission of instructor.
Cross List: CPH 641
Typically Offered: SPRING

EPI 802 CANCER EPIDEMIOLOGY IN SPECIAL POPULATIONS 1 Credit Hour
The focus of this course will be on epidemiologic, genetic, environmental, and lifestyle risk factors of cancer in international and ethnically-diverse populations. Topics will include in-depth discussion of incidence, mortality, and survival of cancer in special populations, distinct aspects of environmental, genetic, and lifestyle factors, and research methods for conducting epidemiologic studies on cancer in special populations.
Prerequisite: EPI 820 or permission of instructor. Crosslist CPH 642
Typically Offered: SPRING

EPI 803 TOPICS IN CANCER PREVENTION I 1 Credit Hour
This seminar provides an overview of the current scientific basis for cancer prevention and control in humans, introduces current methods of determining risk factors along with their subsequent alteration, and suggest future opportunities through integration of basic science with classic etiologic research to define and quantify risk factors. Current opportunities for early detection of preclinical cancer will also be presented.
Typically Offered: SPRING

EPI 804 TOPICS IN CANCER PREVENTION II 1 Credit Hour
This seminar provides an overview of the current scientific basis for cancer prevention and control in humans, introduces current methods of determining risk factors along with their subsequent alteration, and suggest future opportunities through integration of basic science with etiologic and prevention research to define and quantify risk factors. Current opportunities for early detection of pre-clinical cancer will also be presented.
Typically Offered: FALL

EPI 810 EMERGENCY PREPAREDNESS: PREVENTION 3 Credit Hours
An introduction to emergency preparedness concepts such as the Incident Command System, The National Response Framework, agencies, infrastructures, and assets in place to plan for, and respond to emergencies.
Cross List: CPH 550
Typically Offered: FALL

EPI 811 EMERGENCY PREPAREDNESS: PROTECTION 3 Credit Hours
An introduction to emergency preparedness concepts, in preparation for naturally occurring disasters, intentional acts of terrorism, and new emerging infectious disease threats. Students will explore Critical Infrastructure protection, agriculture, and food safety, surveillance and detection of biological agents among other topics.
Cross List: CPH 631
Typically Offered: FALL/SP/SU

EPI 812 CHRONIC DISEASE PREVENTION AND CONTROL 3 Credit Hours
The target audience for this course includes, but is not limited to, students, researchers, and practitioners in the field of public health. The course will cover risk factors for major chronic diseases such as cancer, diabetes, musculoskeletal disease, and chronic lung disease. Through the course, students will learn advanced concepts and methodology in chronic disease epidemiology research, including disease surveillance and etiologic and outcomes research. Students will also gain experience developing a proposal to conduct an etiological study of a selected chronic disease.
Prerequisite: EPI 820 or EPI 821; BIOS 806 or BIOS 816. Also recommended: BIOS 808 or BIOS 818.
Cross List: CPH 620
Typically Offered: FALL

EPI 813 EMERGENCY PREPAREDNESS: RESPONSE 3 Credit Hours
An introduction to disaster response-related concepts such as Responder Safety and Health, Citizen Evacuation, Weapons of Mass Destruction, and Medical Surge among other topics.
Cross List: CPH 553
Typically Offered: SPRING

EPI 814 EMERGENCY PREPAREDNESS: RESPOND AND RECOVERY 3 Credit Hours
An introduction to emergency preparedness concepts, focusing on disaster response-related concepts such as Medical Surge, Behavioral Health, and Mass Fatalities, in addition to short and long term disaster recovery topics.
Cross List: CPH 554
Typically Offered: SPRING

EPI 820 EPIDEMIOLOGY IN PUBLIC HEALTH 3 Credit Hours
This course provides an opportunity for graduate and professional students, researchers, and practitioners in the field of public health. The course will cover risk factors for major chronic diseases such as cancer, diabetes, musculoskeletal disease, and chronic lung disease. Through the course, students will learn advanced concepts and methodology in chronic disease epidemiology research, including disease surveillance and etiologic and outcomes research. Students will also gain experience developing a proposal to conduct an etiological study of a selected chronic disease.
Typically Offered: FAL

EPI 821 APPLIED EPIDEMIOLOGY 3 Credit Hours
This course is designed to provide advanced-level graduate students with epidemiologic data analysis, interpretation and presentation skills. The course presents advanced principles and methods of Epidemiology through the use of simulated and actual research data. The course is suitable for both advanced-level master's students and doctoral students in epidemiology and related fields. The primary goal is to provide working knowledge of the fundamentals of epidemiology to graduate students who wish to further their careers in public health research.
Prerequisite: EPI 820; BIOS 806; BIOS 810.
Cross List: CPH 621
Typically Offered: FALL

EPI 822 EPIDEMIOLOGY II 3 Credit Hours
This course will review the basic concepts of cancer etiology and carcinogenesis. It will provide the background on sociodemographic magnitude of cancer, basic concepts of cancer biology and the causes of cancer. Methods for designing and implementing research studies and evaluating genetic, environmental and lifestyle factors, such as tobacco, alcohol, radiation, chemicals, pharmaceuticals, viruses and nutrition will be reviewed.
Prerequisite: EPI 820 or permission of instructor. Crosslist CPH 642
Typically Offered: SPRING

EPI 828 TOPICS IN CANCER PREVENTION II 3 Credit Hours
This seminar provides an overview of the current scientific basis for cancer prevention and control in humans, introduces current methods of determining risk factors along with their subsequent alteration, and suggest future opportunities through integration of basic science with classic etiologic research to define and quantify risk factors. Current opportunities for early detection of preclinical cancer will also be presented.
Typically Offered: SPRING

EPI 829 TOPICS IN CANCER PREVENTION III 3 Credit Hours
This seminar provides an overview of the current scientific basis for cancer prevention and control in humans, introduces current methods of determining risk factors along with their subsequent alteration, and suggest future opportunities through integration of basic science with etiologic and prevention research to define and quantify risk factors. Current opportunities for early detection of pre-clinical cancer will also be presented.
Typically Offered: SPRING

EPI 830 TOPICS IN CANCER EPIDEMIOLOGY II 3 Credit Hours
This seminar provides an overview of the current scientific basis for cancer prevention and control in humans, introduces current methods of determining risk factors along with their subsequent alteration, and suggest future opportunities through integration of basic science with etiologic and prevention research to define and quantify risk factors. Current opportunities for early detection of pre-clinical cancer will also be presented.
Typically Offered: SPRING

EPI 831 TOPICS IN CANCER EPIDEMIOLOGY III 3 Credit Hours
This seminar provides an overview of the current scientific basis for cancer prevention and control in humans, introduces current methods of determining risk factors along with their subsequent alteration, and suggest future opportunities through integration of basic science with etiologic and prevention research to define and quantify risk factors. Current opportunities for early detection of pre-clinical cancer will also be presented.
Typically Offered: SPRING

EPI 832 TOPICS IN CANCER EPIDEMIOLOGY IV 3 Credit Hours
This seminar provides an overview of the current scientific basis for cancer prevention and control in humans, introduces current methods of determining risk factors along with their subsequent alteration, and suggest future opportunities through integration of basic science with etiologic and prevention research to define and quantify risk factors. Current opportunities for early detection of pre-clinical cancer will also be presented.
Typically Offered: SPRING

EPI 833 TOPICS IN CANCER EPIDEMIOLOGY V 3 Credit Hours
This seminar provides an overview of the current scientific basis for cancer prevention and control in humans, introduces current methods of determining risk factors along with their subsequent alteration, and suggest future opportunities through integration of basic science with etiologic and prevention research to define and quantify risk factors. Current opportunities for early detection of pre-clinical cancer will also be presented.
Typically Offered: SPRING
EPI 825 INFECTIOUS DISEASE EPIDEMIOLOGY: THEORY AND METHODS 3 Credit Hours
This course is designed to provide graduate students and health professionals with an understanding of the principles and methods of infectious disease epidemiology. Students will conceptualize, critically evaluate, and apply theories or epidemiology to infections affecting human populations. Students will demonstrate knowledge and critical thinking of infectious diseases, diagnostic techniques, immune responses, and microbial adaptations. Students are expected to actively engage in class discussions as they learn about specific infectious diseases. Students will conceptualize disease transmission dynamics and apply the concepts of disease transmission to understand disease burden and transmission patterns in population. Students will be able to evaluate compartmental models and apply these models to infectious diseases. Students will also learn how to formulate research questions, develop study aims, build research designs, and measure outcomes in Infectious diseases.
Prerequisite: CPH 504/EPI 820; an equivalent epidemiology methods course of permission of instructor.
Cross List: CPH 623
Typically Offered: SPRING

EPI 830 ADV INFECTIOUS DISEASE 3 Credit Hours
An advanced course that presents in-depth infectious diseases epidemiology of major global infections including tuberculosis, malaria, STIs, and HIV/AIDS. The purpose of the course is to introduce infectious disease research methodology in international settings and the use of mathematical models. These models are tools to predict epidemics and to identify factors responsible for epidemics. This course will generate graduates from UNMC who will be better prepared to meet the challenges of global infectious diseases.
Prerequisite: EPI 820; EPI 825; permission of instructor.
Typically Offered: SPRING

EPI 835 HEALTH INFORMATION AND SURVEILLANCE FOR PUBLIC HEALTH PRACTICE 3 Credit Hours
This course covers the role of health information and health information systems for the practice of national, state- and community-level public health.
Prerequisite: BIOS 806 or BIOS 816 or a similar graduate-level public health research methodology course; EPI 820 or EPI 821.
Cross List: CPH 626
Typically Offered: SPRING

EPI 840 EPIDEMIOLOGICAL MEASUREMENTS AND RSCH IN MATERNAL & CHILD HEALTH 2 Credit Hours
This course focuses on methodological tools for Maternal and Child Health (MCH) research and practice. It introduces key theoretical frameworks for understanding health problems, then addresses indicators and measurements of health and disease, types of studies needed or used in this field, then applies these to topical issues from fertility through quality of care.
Prerequisite: EPI 820 or EPI 821; BIOS 806 or BIOS 816; HPRO 880.
Cross List: CPH 627
Typically Offered: SPRING

EPI 845 EPIDEMIOLOGIC METHODS 3 Credit Hours
This course is primarily designed for graduate students and health professionals interested in learning in-depth epidemiologic concept and methods. Methods covered in this course include approaches to minimize random and systematic error, advanced screening methods, systematic reviews and meta-analyses, nested case-control and case-cohort studies, matched case-control and cohort studies, clinical trials, longitudinal epidemiologic studies, and analyses of national surveys with multistage complex sampling. Students will practice their skills using SAS and RevMan on simulated and actual research data.PREREQ: Biostatistics I (BIOS 806); Epidemiology in Public Health (EPI 820); Introduction to SAS Programming (BIOS 810) course is strongly recommended. Students should consult their academic advisor to determine if other coursework or experience qualifies as a prerequisite.
Typically Offered: FALL

EPI 846 MENTAL HEALTH EPIDEMIOLOGY 3 Credit Hours
The course will give an overview of epidemiology of mental disorders and discuss epidemiologic research methods used to study mental disorders. Students will gain experience in conceptualizing and preparing a research proposal in psychiatric epidemiology. The target audience for this course includes students, researchers, and practitioners in the fields of public health, medicine, nursing and other health science disciplines.
Prerequisite: EPI 820/CPH 504 or equivalent.
Typically Offered: FALL

EPI 896 RSCH OTHER THAN THESIS 1-9 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work.
Typically Offered: FALL/SP/SU

EPI 898 SPECIAL TOPICS 1-4 Credit Hours
A course designed for Masters students that focuses on selected topics or problems in Epidemiology.
Cross List: CPH 649
Typically Offered: FALL/SP/SU

EPI 899 MASTERS THESIS 1-9 Credit Hours
Independent student research related to the masters thesis.
Typically Offered: FALL/SP/SU

EPI 900 EPIDEMIOLOGIC ANALYSIS OF BINARY AND INCIDENCE-RATE DATA 3 Credit Hours
Analysis of data from common epidemiological study designs using logistic, proportional hazards, and Poisson regression models. Covers model building, estimation, assessment of confounding and modification and threats to validity.
Prerequisite: EPI 845, BIOS 818; BIOS 810 or equivalent experience in statistical programming.
Typically Offered: FALL

EPI 905 CRITICAL EVALUATION OF EPIDEMIOLOGIC RESEARCH 3 Credit Hours
This course is designed to prepare doctoral students to better understand the advanced issues in the analysis and interpretation of epidemiologic data. This course will focus on selected theoretical and methodological issues related to the analysis of epidemiological data with the purpose of drawing casual inference. The topics covered will include long-standing fundamental issues as well as new techniques or novel epidemiologic applications of methods used in other disciplines.
Prerequisite: EPI 821; EPI 845; BIOS 806 or BIOS 816.
Typically Offered: SPRING
**EPI 910 RESEARCH GRANT PROPOSAL DEVELOPMENT 3 Credit Hours**
This course offers graduate students and professional students a practical experience writing a research grant proposal for submission to the National Institutes of Health (NIH). Students will learn how to formulate research questions, develop study aims, and build research designs closely tied to analysis plans and research outcomes. Students will learn how to find and respond to various federal and non-federal funding mechanism opportunities. Students will participate in mock NIH study section, during which they will learn the NIH peer review process and they will critique research grant proposals. Throughout the course, students will work interactively with faculty members who have successfully served as principal investigators and co-investigators of multiple federally-funded research proposals or contracts in different disciplines. PREREQ: EPI 820 or equivalent introductory epidemiology course; and BIOS 806 or equivalent introductory biostatistics course. Crosslisted: CPH 710
Typically Offered: SPRING

**EPI 923 EPIDEMIOLOGIC METHODS IN INFECTIOUS DISEASE OUTBREAK INVESTIGATIONS 3 Credit Hours**
What happens when a public health professional receives the first phone call about a potential outbreak? It triggers a chain of events and activities focused on identifying and containing the outbreak in a timely manner. In this course, students will learn about the different components of an outbreak investigation. Each outbreak is a unique event that requires the expertise in field epidemiology methods. This course is designed for graduate students and health professionals to learn these skills through in-class lectures, readings, class discussions and simulations. Faculty from the Department of Epidemiology will teach this course in cooperation with professionals from State and County Health Departments to offer an authentic learning experience. Real world examples will help in translating the theoretical principles into field procedures and protocols followed during outbreak investigations. Prerequisite: EPI 820 Epidemiology in Public Health. Crosslisted: CPH 723
Typically Offered: FALL

**EPI 925 THE PRACTICE OF INFECTIOUS DISEASE EPIDEMIOLOGY 3 Credit Hours**
This course is designed to provide practical experience to students obtaining a PhD degree in Epidemiology with a concentration in Infectious Diseases (It may, however, be taken as an elective by doctoral-level students in other areas of concentration within the College of Public Health) As such, it covers practical problems which might arise in the practice of infectious disease epidemiology and is designed to prepare students about to embark on "real-world" careers with local and state health departments, clinical institutions, NGOs, and industry. These problems include (but are not limited to): bioterrorism preparation and response; planning for and managing patients with highly hazardous communicable diseases; implementing immunization programs; instituting and managing infection control and antibiotic stewardship programs; implementing isolation and quarantine orders; crafting patient safety initiatives; and overseeing quality assurance and laboratory management programs. Pre-requisites: CPH 504/ EPI 820 (Epidemiology in Public Health), (Microbiology and Immunology) or instructor permission. Crosslisted: CPH 725
Typically Offered: FALL

**EPI 932 EPIDEMIOLOGY AND PATHOPHYSIOLOGY OF DISEASE 3 Credit Hours**
This course will emphasize the in depth pathophysiology of diseases and its application to epidemiologic research. This will enable students to better understand the individual disease presentations, disease biology, natural history, and disease progression in individual as well as in populations. Ultimately, course will prepare students to conduct research or practice epidemiology and public health.
Prerequisite: Physiology course in undergraduate or permission of instructor.
Typically Offered: SPRING

**EPI 936 INFECTIOUS DISEASE AND CANCER 3 Credit Hours**
The objective of this course is to adapt infectious diseases epidemiology theories and methods to current relevant problems in infectious disease and cancer. The course has a focus on emerging infectious agents and health problems and also applies them to the study of infectious agents that are related to cancers. The course is designed to prepare participants to conduct research and practice infectious disease epidemiology.
Prerequisite: EPI 820.
Typically Offered: FALL

**EPI 941 EPIDEMIOLOGIC METHODS IN APPLIED CLINICAL GENETICS I 3 Credit Hours**
This course is designed to prepare the graduate student on the theory and methods of genetic epidemiology of complex diseases using association studies. Major topics including: Mendelian inheritance, design strategies for genetic association studies, bias in genetic studies and population stratification, SNP selection, genotype diplotyp and haplotype analyses, linkage disequilibrium, Hardy-Weinberg equilibrium (HWE), gene by environment interactions, power analysis, clinical review of genetic association manuscripts, and hands-on analysis using statistical and specialized genetics software.
Prerequisite: EPI 820, BIOS 806 and knowledge of a statistical package (SAS or SPSS) or instructor permission.
Typically Offered: SUMMER

**EPI 945 ANALYTICAL EPIDEMIOLOGIC METHODS II 3 Credit Hours**
This course is designed primarily for graduate and professional students interested in performing analyses of epidemiologic data. Topics include analyses of multinomial and longitudinal data, multiple imputation, Poisson regression, Geographic Information System (GIS) and genetic analyses. Students will practice their skills by performing SAS analyses of simulated and actual research data.
Prerequisite: Analytic Epidemiologic Methods I (EPI 821); Biostatistics I (BIOS 806), and Introduction to SAS Programming (BIOS 810). Students should consult their academic advisor if other coursework or experience qualifies as a prerequisite.
Typically Offered: FALL

**EPI 946 EPIDEMIOLOGY IN PUBLIC HEALTH PRACTICE 3 Credit Hours**
This course provides students the opportunity to explore public health problems and issues - such as infectious diseases, chronic diseases and preparedness - through the lens of epidemiology. By applying the concepts learned throughout their program coursework to current public health problems and issues, students will understand the practice of epidemiology as it relates to real life and informs public health programs and policies. This course is intended primarily for doctoral students in epidemiology and public health to apply their training to public health practice and research.
Prerequisite: EPI 845 (Epidemiologic Methods) or equivalent epidemiologic methods courses
Typically Offered: SPRING
EPI 952 MENTAL HEALTH EPIDEMIOLOGY 3 Credit Hours
In this on-campus course, students will learn about epidemiology of major mental and substance use disorders, critically review the published epidemiology studies on mental and substance use disorders, and develop a proposal to evaluate a population-based intervention program to prevent and control a mental or substance use disorder. The course will promote active learning and prepare students for real-world experience. This is an advanced-level epidemiology class for students, researchers, and practitioners in public health, medicine, nursing and other health science disciplines who completed EPI 810 (or equivalent) and EPI 845 (or equivalent).
Prerequisite: EPI 820 and EPI 845.
Typically Offered: SPRING

EPI 953 CANCER EPIDEMIOLOGY 3 Credit Hours
The course covers the main concepts in cancer epidemiology, such as cancer incidence and mortality trends, cancer etiological factors, cancer prevention and control. Students will apply epidemiology research methods to the field of cancer and will learn how to identify research gaps and address them using epidemiology methods. In addition, the students will understand how cancer epidemiology contributes to policies that ultimately contribute to cancer prevention.
Prerequisite: EPI 820 or equivalent course or instructor permission.
Typically Offered: SPRING

EPI 955 ENVIRONMENTAL EPIDEMIOLOGY 3 Credit Hours
The course is designed to provide an advanced discussion of the epidemiology of environmentally-related disease and the application of epidemiologic concepts and methods to protecting public health from environmental hazards. Substantive topics include important environmental exposures; these are used to illustrate exposure assessment methodology, the dynamic nature of environments, the strengths and limitations of epidemiologic designs and the impact of regulation of environmental hazards in public health.
Prerequisite: EPI 821, BIOS 806 and ENV 816, or instructor permission.
Typically Offered: SUMMER

EPI 957 SURVEY RESEARCH METHODS 3 Credit Hours
This course is designed to prepare the graduate students and working professionals with a strong foundation in survey research methodology. This is a comprehensive course covering the design, implementation, analysis, interpretation, and reporting of epidemiologic survey results. The course includes hands-on experience with data analysis using SAS. Int his course, students will also learn to search, access and analyze data from national surveys to conduct epidemiologic studies. Upon completion of the course, students are expected to be able to design and analyze surveys to address particular research questions or evaluate public health policy.
Prerequisite: Epidemiologic Methods (EPI 845), Biostatistics (CPH 506/BIOS 806) and Introduction to SAS Programming CPH 651/BIOS 810). students should consult with their advisor if other coursework or experience qualifies as prerequisite. Crosslisted: CPH 757
Typically Offered: FALL

EPI 958 EPIDEMIOLOGIC ANALYSIS OF HEALTHCARE DATA 3 Credit Hours
This course is designed for graduate and health professions students interested in analyzing healthcare data for epidemiologic and clinical research. Students will learn the unique challenges and opportunities of working with insurance claims data, electronic health records, national surveys and national registries. Students will also learn to use Geographic Information System (GIS) approaches to link social determinants of health and clinical outcomes. Students will practice their skills by performing hands-on analyses of simulated and actual research data. Upon completion of this course, students should be equipped with the tools necessary to analyze healthcare data and apply the results to address health care and public health challenges.
Prerequisite: CPH 621, CPH 506, CPH 651. Crosslisted: CPH 758
Typically Offered: FALL

EPI 960 TEACHING PRACTICUM 3 Credit Hours
The teaching practicum is designed to give doctoral students an opportunity to apply teaching theory, best practices and learning methods covered through epidemiology seminar series into teaching experience in a traditional classroom. Students will work with an epidemiology faculty member to design, develop and implement presentation plans, assessment to teach in a live classroom environment.
Prerequisite: CPH 504 or instructor permission. Crosslisted: CPH 760
Typically Offered: FALL

EPI 970 SEMINAR 1 Credit Hour
A series of scientific sessions on current topics exploring advanced concepts and methods in epidemiology. The course will promote the development of knowledge of epidemiologic methods, analytic approaches, disease etiology, natural history, and current issues related to the application of these concepts for conducting epidemiologic research and practice.
Prerequisite: Standing as a doctoral student in epidemiology.
Typically Offered: FALL/SPR

EPI 996 DIRECTED READINGS AND RESEARCH 1-9 Credit Hours
This course is specific to doctoral level work in the College of Public Health. Content of this independent study may include research other than dissertation, directed readings, and other study of a doctoral level all under the supervision of a graduate faculty member.
Prerequisite: Doctoral student status and program permission.
Typically Offered: FALL/SPR

EPI 998 DOCTORAL SPECIAL TOPICS 1-4 Credit Hours
A course designed for Epidemiology PhD students and other graduate students that focuses on selected topics or problems in Epidemiology.
Prerequisite: Permission of instructor.
Typically Offered: FALL/SPR

EPI 999 DOCTORAL DISSERTATION 1-15 Credit Hours
The dissertation represents original and significant research on a defined epidemiological problem. This research is the culmination of a training process designed to ready the student to do independent research including development of a research question, data collection, analysis and interpretation.
Prerequisite: Permission of instructor.
Typically Offered: FALL/SPR
Family Medicine (FMED)

FMED 850 ACADEMIC MEDICINE THEORY AND PRACTICE 2 Credit Hours
This course will prepare students for successful careers as teachers in academic medicine regardless of specialty by providing learning opportunities in medical education theory and practice. Topics include curriculum development, educational strategies in various learning situations, concepts in assessment, professional development, and education-based scholarly activity. This course complements topics covered in GCBA/MGCB 806. Prerequisite: Permission of instructor. Typically Offered: FALL

FMED 970 ACADEMIC MEDICINE SEMINAR 1 Credit Hour
Using a journal club format and evidence-based principles, students will critically analyze and discuss with peers and faculty recent articles from the academic medicine education literature. Topics selected will vary depending upon the needs and interests of students and will consist each week of a combination of articles chosen by students and faculty.

FMED 990 FAMILY MEDICINE ACADEMIC PRACTICUM 1-8 Credit Hours
This practicum experience provides learning opportunities for application of educational principles in an academic setting. While supervised by faculty, students will have hands on experiences in medical student and family medicine resident education in the following settings: one-on-one outpatient care, inpatient rounds, small group discussions, and large group lectures. Administrative experiences will also be provided. Prerequisite: Previous completion or concurrent enrollment in FMED 850 and instructor permission.

Genetics, Cell Biology & Anatomy (GCBA)

GCBA 813 NEUROANATOMY LECTURE 2 Credit Hours
Prerequisite: GCBA 908 and GCBA 909. Typically Offered: SUMMER

GCBA 814 NEUROANATOMY LAB 1 Credit Hour
NEUROANATOMY LAB
Typically Offered: SPRING

GCBA 815 TOOLS AND ALGORITHMS IN BIOINFORMATICS 3 Credit Hours
This course covers most of the commonly used tools for bioinformatics data analysis. The main objectives of this course are to briefly explain the underlying algorithms (methods) of various data analysis tools and to provide hands-on practice opportunities to students using real datasets. Typically, each bioinformatics tool will be covered in a 3 hours session that includes a lecture and a lab session. This course will introduce the field of bioinformatics and cover the major bioinformatic tools that are used for analyzing a broad spectrum of bioinformatic datasets. Typically Offered: FALL

GCBA 823 FUNDAMENTALS IN GENETICS AND GENOMICS 2 Credit Hours
This course will introduce basic concepts in classical and modern molecular genetics as well as state of the art genomic analysis. Crosslisted: MGCB 823
Typically Offered: SPRING

GCBA 826 HUMAN HISTOLOGY 3 Credit Hours
A study of cells, fundamental tissues, organ systems at both the light and ultramicroscopic level. Include section on tissue cell fixational and processing for light and advanced microscopy. Typically Offered: SPRING

GCBA 830 FUND OF ELECTRON MICRO 2 Credit Hours
The general theory and techniques of electron microscopy, including special methods involved in the fixation, embedding, sectioning, and staining of specimens. Prerequisite: CBA 826 and permission of instructor. Typically Offered: SPRING

GCBA 845 CLINICALLY ORIENTED HUMAN ANATOMY I 3 Credit Hours
This is the first semester of a 2 semester clinically-oriented human anatomy course. The content of the two courses includes human anatomy presented in a systems approach that utilizes a wide variety of imaging modalities and clinical correlations to understand gross anatomy with cell biology, histology, embryology and neuroanatomy followed by a review applying the information to anatomic regions of the human body. The sequence of the units correlates with CAHP 445. Typically Offered: FALL

GCBA 846 CLINICALLY ORIENTED HUMAN ANATOMY II 2 Credit Hours
This is the second semester of a 2 semester clinically-oriented human anatomy course. The content of the two courses includes human anatomy presented in a systems approach that utilizes a wide variety of imaging modalities and clinical correlations to understand gross anatomy with cell biology, histology, embryology and neuroanatomy followed by a review applying the information to anatomic regions of the human body. The sequence of the units correlates with CAHP 446. Typically Offered: FALL

GCBA 853 HUMAN EMBRYOLOGY 1 Credit Hour
Cross List: GCBA 513
Typically Offered: SUMMER

GCBA 894 CLINICAL AND RESEARCH EXPERIENCES 2 Credit Hours
In this course students are required to spend a minimum of 48 hours of 1) shadowing a series of physicians or other healthcare professionals from participating units and/or 2) conducting research rotations in participating laboratories. Through the course of the experiences, students will have the opportunity to see first-hand how knowledge of human anatomy is utilized on a day to day basis in clinical practice, to explore various healthcare professions as potential career paths, and to explore research as a potential career path. Typically Offered: FALL

GCBA 896 RSCH OTHER THAN THESIS 1-9 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations preformed prior to selecting a permanent advisor or supervisor. Typically Offered: FALL/SP/SU

GCBA 899 MASTERS THESIS 1-9 Credit Hours
Independent student research related to the masters thesis. Typically Offered: FALL/SP/SU

GCBA 902 SPECIAL TOPICS 1-3 Credit Hours
Current problems, techniques, and literature pertaining to the major subdivisions of the field of anatomy. The student may participate in selected research topics, under the supervision of a selected instructor. Prerequisite: Permission of instructor. Typically Offered: FALL/SP/SU

GCBA 903 JOURNAL CLUB 1 Credit Hour
Typically Offered: FALL/SPR

GCBA 904 ANATOMICAL SCIENCES JOURNAL CLUB 1 Credit Hour
Typically Offered: FALL
GCBA 906 TEACHING THEORY & APPLICATION 2 Credit Hours
This course is targeted to graduate/professional students or anyone interested in expanding their knowledge of teaching theory. This course blends research on learning principles, effective classroom teaching and the skill of application to improve their foundation of teaching.
Typically Offered: SUM/FALL

GCBA 907 TEACHING AND RESEARCH PRESENTATION SKILLS 2 Credit Hours
This is a required course for PhD seeking students. This course focuses on the development of the fundamental skills required for making effective presentations in both a classroom and research context.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

GCBA 908 GROSS ANATOMY LECTURE 3 Credit Hours
This course allows hands-on application of anatomical concepts and relationships through whole body dissection in small groups.
Prerequisite: GCBA 908 (or concurrent enrollment).
Typically Offered: FALL

GCBA 909 GROSS ANATOMY LABORATORY 5 Credit Hours
This course allows hands-on application of anatomical concepts and relationships through whole body dissection in small groups.
Prerequisite: GCBA 908 (or concurrent enrollment).
Typically Offered: FALL

GCBA 912 MODERN APPROACHES IN CELL BIOLOGY & MOLECULAR GENETICS 3 Credit Hours
This advanced-level course will focus on current techniques and concepts in cell biology and genetics. This course includes a didactic component as well as discussion where the students will be asked to present their interpretations and ideas on cutting edge research. Hands on workshops and demonstrations are also conducted weekly.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

GCBA 913 ADVANCED GROSS ANATOMY & DISSECTION 4 Credit Hours
This course provides foundational knowledge about structures and processes in the nervous system. Consequences of use, disuse, age, pathology, and injury will be addressed as they relate to sensorimotor impairment, disability, and/or handicap.
Prerequisite: GCBA 908 and GCBA 909
Typically Offered: SUMMER

GCBA 940 TEACHING PRACTICUM: HUMAN GROSS ANATOMY 2 Credit Hours
A series of courses designed to provide an opportunity for students to develop and apply the skills requisite for effective teaching in the anatomical sciences.
Prerequisite: Appropriate GCBA course(s) or equivalent, GCBA 806, GCBA 910, GCBA 920 and permission of instructor.
Typically Offered: SUM/FALL

GCBA 941 TEACHING PRACTICUM: HUMAN GROSS ANATOMY 2 Credit Hours
A series of courses designed to provide an opportunity for students to develop and apply the skills requisite for effective teaching in the anatomical sciences.
Prerequisite: Appropriate GCBA course(s) or equivalent, GCBA 806, GCBA 910, GCBA 920 and permission of instructor.
Typically Offered: SPRING

GCBA 945 STEM CELL AND DEVELOPMENTAL BIOLOGY 2 Credit Hours
An in depth study of the basic science of stem cell biology and the application of tissue engineering principles to generate stem cell-based solutions to significant clinical problems. Special emphasis is placed on embryonic stem cells, adult stem cells, and stem cell plasticity and the interaction between stem cells and the microenvironment.
Prerequisite: IPBS 801-803
Typically Offered: SUMMER

HCBA 949 TEACHING PRACTICUM: HUMAN HISTOLOGY 2 Credit Hours
A series of courses designed to provide an opportunity for students to develop and apply the skills requisite for effective teaching in the anatomical sciences.
Prerequisite: Appropriate GCBA course(s) or equivalent, GCBA 806, GCBA 910, GCBA 920 and permission of instructor.
Typically Offered: FALL/SPR

GCBA 970 SEMINAR 1 Credit Hour
Attendance at weekly seminars offered by the department/program, or other activities specific to the degree program (contact the program director for more information).
Typically Offered: FALL/SPR

GCBA 971 PROFESSIONAL OPPORTUNITIES SEMINAR 1 Credit Hour
This graduate level course designed to assist public health professionals from participating units. Through the course of these shadowing experiences, student will have the opportunity to see first hand how knowledge of human anatomy is utilized on a day to day basis in clinical practice.
Typically Offered: FALL

GCBA 999 DOCTORAL DISSERTATION 1-15 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam.
Typically Offered: FALL/SP/SU

Health Promotion, Social & Behavioral Health (HPRO)

HPRO 802 CULT COMPETENCE & PROFES 3 Credit Hours
This graduate level course designed to assist public health professionals and health care providers in understanding the impact and professional implications of interactions between diverse cultures, including language and belief systems in relation to health, health care delivery, health outcomes, and health disparities.
Prerequisite: graduate standing in CPH or permission of the instructor
Typically Offered: FALL/SPR

HPRO 803 RSCH METHODS IN HPER 3 Credit Hours

HPRO 805 APPLIED RESEARCH IN PUBLIC HEALTH 3 Credit Hours
The purpose of this course is to provide an introduction to research methods in public health. Students will learn about the steps of scientific research. The course will cover the following topics: formulation of research problem, purpose, objectives, hypotheses, and types of variables; the process of literature review; conceptual frameworks; ethical issues in research; sampling; instrumentation; experimental, non-experimental, and qualitative designs; dissemination of research findings; and grant proposals. These topics will be discussed in detail in the context of critically reviewing several peer-reviewed articles.
Cross List: CPH 505
Typically Offered: FALL/SPR
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>HPRO 807</td>
<td>INTRODUCTION TO COMMUNITY-BASED PARTICIPATORY RESEARCH</td>
<td>3</td>
<td>This course is designed to prepare the student to utilize Community-Based Participatory Research (CBPR) principles in research, evaluation, and practice. A philosophical and practical approach will guide the examination of CBPR and its use. The course assumes students will come already grounded in multiple research methods, both qualitative and quantitative. Prerequisite: HPRO 805/HED 8050 (or equivalent course) or permission of the instructor; permission will require a demonstrable knowledge of research methods. Cross List: CPH 540</td>
</tr>
<tr>
<td>HPRO 808</td>
<td>PUBLIC HEALTH LAW 3 Credit Hours</td>
<td>3</td>
<td>Conceptual foundations of public health law, including constitutional considerations, federal and state statutes and regulations, tort (civil) law, balancing competing interests (e.g. civil liberties v. monitoring, reporting, persuading, regulating at various levels), current issues emerging trends.Crosslist CPH 540</td>
</tr>
<tr>
<td>HPRO 809</td>
<td>INTRODUCTION TO HEALTH DISPARITIES AND HEALTH EQUITY</td>
<td>3</td>
<td>The course provides a critical understanding of health disparities in the U.S. and examines the underlying social, cultural, biological, behavioral, economic, and political factors that contribute to such disparities in society. Prerequisite: Permission of instructor. Cross List: CPH 545</td>
</tr>
<tr>
<td>HPRO 815</td>
<td>ISSUES PUB HLTH:PAST/P 3 Credit Hours</td>
<td>3</td>
<td>The course will explore the application of health promotion program planning process utilizing a comprehensive model called PRECEDE-PROCEED. Students submit six papers applying each phase of this model: social diagnosis, epidemiological diagnosis, behavioral/environmental diagnosis, educational/organizational diagnosis, administrative/policy diagnosis, and evaluation at the process, impact and outcome levels. Prerequisite: HPRO 860, EPI 820 or HPRO 805. Cross List: CPH 536</td>
</tr>
<tr>
<td>HPRO 817</td>
<td>COMMUNITY ORIENTATED PRIMARY CARE (COPC) PRINCIPLES AND PRACTICE</td>
<td>3</td>
<td>Principals and methods needed to plan the application of community orientation of health services by integrating clinical care and public health through the COPC approach. Cross List: CPH 551</td>
</tr>
<tr>
<td>HPRO 818</td>
<td>OPPORTUNITY AND CHALLENGES IN THE APPLICABILITY OF COMMUNITY ORIENTATED PRIMARY CARE (COPC) 3 Credit Hours</td>
<td>3</td>
<td>The course is designed to prepare public health students on the critical analysis of the organization (levels of care, public/private partnership, insurance, coverage, access) and functions (curative/preventive, general practice, family medicine, specialties) of primary care services to be able to identify the opportunities and the challenges in the applicability of COPC. Prerequisite: HPRO 817 and permission of instructor. Cross List: CPH 552</td>
</tr>
<tr>
<td>HPRO 825</td>
<td>HEALTH CARE ETHICS 3 Credit Hours</td>
<td>3</td>
<td>After reviewing the origins and under-girding theories of contemporary health care ethics, students will evaluate current ethical dilemmas from a variety of perspectives. Topics will reflect clinical and policy health administration, and bioethics.</td>
</tr>
<tr>
<td>HPRO 827</td>
<td>INTERVENTIONS IN HEALTH PROMOTION 3 Credit Hours</td>
<td>3</td>
<td>This course will provide health promotion students with an opportunity to investigate, contrast, develop, implement, and evaluate a variety of intervention activities, to be applied in different settings. Theories regarding methods to enhance behavior change and teaching strategies to meet the health needs of a diverse population will be explored. Cross List: 534</td>
</tr>
<tr>
<td>HPRO 830</td>
<td>FOUNDATIONS OF PUBLIC HEALTH 3 Credit Hours</td>
<td>3</td>
<td>An introductory survey of the fundamental concepts and theories that provide the basis for the body of knowledge in the field of public health. This course will prepare students to work in public health with a sound theoretical, conceptual, and historical basis for their work. Cross List: CPH 500</td>
</tr>
<tr>
<td>HPRO 831</td>
<td>PHYSICAL ACTIVITY EPIDEMIOLOGY 3 Credit Hours</td>
<td>3</td>
<td>An introduction to the basic concepts of social marketing and health communication principles including the application to health behaviors and public health issues. Cross List: CPH 541</td>
</tr>
<tr>
<td>HPRO 840</td>
<td>HLTH PROMTN PROGRAM PL 3 Credit Hours</td>
<td>3</td>
<td>This course will explore the application of social marketing at the population, community, business, and government levels. Students will examine the concepts of social marketing from perspectives of collaboration and co-creation, value and service driven design, and an ethical framework of dignity and honor. Prerequisite: HPRO 841/CPH 541. Cross List: CPH 542</td>
</tr>
<tr>
<td>HPRO 843</td>
<td>HEALTH LITERACY AND COMMUNICATION FOR HEALTH PROFESSIONALS 3 Credit Hours</td>
<td>3</td>
<td>This course is an in-depth study of health literacy and communication. Students will build competencies in health communication (from theory and practice) to promote individual and community health and well-being. Cross List: CPH 543</td>
</tr>
<tr>
<td>HPRO 844</td>
<td>NUTRITION ACROSS THE LIFESPAN 3 Credit Hours</td>
<td>3</td>
<td>This course is designed to prepare graduate students to apply basic concepts in nutrition and metabolism to healthy lifestyle during each stage of the life cycle. The following topics will be covered: nutrition and health promotion; undernutrition and overnutrition; dietary guidelines; healthy diet for individuals and populations; public food and nutrition programs, and nutrition assessment, within the framework of the life course perspective. Typically Offered: SPRING</td>
</tr>
</tbody>
</table>
HPRO 860 HEALTH BEHAVIOR 3 Credit Hours
The purpose of this course is to study the theoretical foundations of health behavior. Candidates will develop an understanding of the determinants of health behavior, the models, and theories that provide a framework for predicting health behavior, and the strategies employed to bring about behavioral changes for health and disease prevention in individuals and groups.
Cross List: CPH 501
Typically Offered: FALL/SP/SU

HPRO 875 PUBLIC HEALTH PROGRAM EVALUATION 3 Credit Hours
This course is designed to provide an overview of methods for evaluating public health programs. Students will learn methods for choosing appropriate evaluation designs and procedures for data collection, choosing and developing survey items, and interpreting and describing evaluation results.
Cross List: CPH 538
Typically Offered: FALL

HPRO 880 INTRODUCTION TO MATERNAL AND CHILD HEALTH 3 Credit Hours
(Cross-listed as CPH 546). This course will introduce the life course approach in Maternal and Child Health (MCH), and address specific MCH topics (i.e. immunizations, nutrition, pre-term births) from the local, regional, and global perspectives, and organization and policy issues in MCH care in the U.S.
Prerequisite: EPI 820/CPH 504, HPRO 860/CPH 501.
Cross List: CPH 546
Typically Offered: FALL

HPRO 881 ADVANCED MATERNAL AND CHILD HEALTH 3 Credit Hours
Critical analysis of current and emerging priority areas in Mother and Child Health (MCH), including biological, behavioral, and health care issues, based on defining the problem, identifying gaps in population health or health care and discussing alternative approaches towards gap reduction.
Prerequisite: Graduate standing.
Cross List: 547
Typically Offered: SPRING

HPRO 882 CHILD AND ADOLESCENT GROWTH AND DEVELOPMENT 2 Credit Hours
An introduction to the study and assessment of child and adolescent growth and development from a public health perspective. Physical, neurological, psychological, and social development will be discussed.
Prerequisite: HPRO 880/CPH 546.
Cross List: CPH 548
Typically Offered: SPRING

HPRO 883 WOMEN'S HEALTH 2 Credit Hours
An overview of women's health issues across the lifespan from a multidisciplinary perspective.
Typically Offered: SPRING

HPRO 895 PUB HLTTH LEADERSHIP & ADVOCACY 3 Credit Hours
This course incorporates public health leadership theory and practices that are grounded in biomedical and social science and sanctioned by public law. Also included is the politics of communities and organizations. Advocacy is emphasized as a key tool to secure funding and to help assure that local, state, and federal policy-makers will adopt, implement, and maintain important public health regulations, policies and programs.
Cross List: CPH 539
Typically Offered: SPRING

HPRO 896 RSCH OTHER THAN THESIS 1-6 Credit Hours
This course is for more advanced student research that is clearly distinct from ongoing or planned dissertation work.
Typically Offered: FALL/SP/SU

HPRO 897 SERVICE LEARNING FOR MPH STUDENTS 3 Credit Hours
SERVICE LEARNING FOR MPH STUDENTS

HPRO 898 SPECIAL TOPICS 1-4 Credit Hours
A course designed for Masters students that focuses on selected topics or problems in Health Promotion, Social and Behavioral Health.
Cross List: CPH 559
Typically Offered: FALL/SP/SU

HPRO 901 ADVANCED THEORIES IN HEALTH PROMOTION & DISEASE PREVENTION 3 Credit Hours
This doctoral level seminar is designed to prepare the graduate or professional student for a research career in public health and/or related disciplines. The class will provide students with the opportunity to engage in an in-depth analysis of the role of the paradigms, conceptual frameworks, and theories that influence and have utility for health-related research.
Prerequisite: CPH 501 Health Behavior or equivalent
Typically Offered: FALL

HPRO 902 COMPLEX SYSTEMS THINKING 3 Credit Hours
This course covers the major topics of systems thinking, including key terminology, general systems theory, systems analysis, systems mapping and dynamics, structural thinking, systems design, modeling, and applications of simulation models for policy decision-making.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

HPRO 905 BEHAVIORAL ECONOMICS AND PUBLIC HEALTH 3 Credit Hours
This course will cover how human behavior systematically departs from the standard assumptions of economics and how those departures can help shed light on individual decisions about their health (consumption and investment). The course will focus on the empirical applications of behavioral economics in understanding human health and decision making.
Prerequisite: HPRO 805 or equivalent, or permission of instructor.
Typically Offered: SPRING

HPRO 906 BEHAVIORAL ECONOMICS AND PUBLIC HEALTH 3 Credit Hours
This course will cover how human behavior systematically departs from the standard assumptions of economics and how those departures can help shed light on individual decisions about their health (consumption and investment). The course will focus on the empirical applications of behavioral economics in understanding human health and decision making.
Prerequisite: HPRO 805 or equivalent, or permission of instructor.
Typically Offered: SPRING

HPRO 907 SERVICE LEARNING FOR MPH STUDENTS 3 Credit Hours
SERVICE LEARNING FOR MPH STUDENTS

HPRO 908 SPECIAL TOPICS 1-4 Credit Hours
A course designed for Masters students that focuses on selected topics or problems in Health Promotion, Social and Behavioral Health.
Cross List: CPH 559
Typically Offered: FALL/SP/SU

HPRO 910 HUMANISTIC TRADITIONS OF QUALITATIVE RESEARCH 3 Credit Hours
This doctoral level seminar is designed to prepare the graduate or professional student for a research career in public health and/or related disciplines. The class will provide students with the opportunity to engage in an in-depth analysis of the role of the paradigms, conceptual frameworks, and theories that influence and have utility for health-related research.
Prerequisite: CPH 501 Health Behavior or equivalent
Typically Offered: FALL

HPRO 916 IMPLEMENTATION SCIENCE MODELS AND METHODS 3 Credit Hours
This course will provide doctoral students an opportunity to engage in a team-based learning environment and collaboratively apply epistemological and methodological advances in implementation science to facilitate, and speed, the translation of evidence into sustained public health practice. Pre-requisites: HPRO 901; HPRO 910; BIOS 806
Typically Offered: SPRING
Health Psychology (HPSY)

HPSY 835 EXPERIMENTAL AND QUANTITATIVE ANALYSIS OF BEHAVIOR 3 Credit Hours
A graduate-level introduction to basic behavioral research. This course covers seminal and current research in the experimental and quantitative analysis of behavior and relates this work to research and practice in applied behavior analysis. Typically Offered: SPRING

HPSY 896 DOCTORAL RESEARCH OTHER THAN DISSERTATION 1-15 Credit Hours
Each doctoral student participates in ongoing research project(s) other than dissertation under the direction of MMI Applied Behavior Analysis faculty. Doctoral students must take at least two semesters and a minimum of 6 credits. Typically Offered: FALL/SP/SU

HPSY 904 BEHAVIORAL PSYCHOLOGY OF PARENT-CHILD INTERACTION AND TRAINING 3 Credit Hours
This course addresses research and conceptual models of behavioral parent training. This course is designed to provide a foundation for trainees interested in the integration of applied behavior analysis and clinical intervention with families using a structured parent training treatment model. Typically Offered: FALL

HPSY 905 BEHAVIORAL PEDIATRIC PSYCHOLOGY APPLICATION IN SCHOOLS 3 Credit Hours
This course provides knowledge of how applied behavior analysis principles and research methods can be employed in academic school settings form pre-school to elementary to secondary educations settings. Emphasis will be upon applying Applied Behavior Analysis to address academic and behavior problems in the schools. Typically Offered: SPRING

HPSY 906 BEHAVIORAL PEDIATRIC PSYCHOLOGY 3 Credit Hours
A graduate level course that provides the student with an understanding of the interdisciplinary area of behavioral pediatrics, defined as the integration of behavioral science and pediatric medicine to understand and treat behavior associated with medical disorders and problems in pediatric health care. Prerequisite: Doctoral student status and program permission. Typically Offered: FALL/SP/SU

HPSY 907 COMMUNITY APPLICATIONS OF BEHAVIORAL PEDIATRIC PSYCHOLOGY 3 Credit Hours
This course identifies models of community Applied Behavior Analysis interventions with an emphasis on using the website The Community Tool Box (CTB) to involve individuals and agencies in participatory research into community and public health problems. Prerequisite: Permission of the instructor. Typically Offered: FALL

HPSY 908 ASSESSMENT AND TREATMENT OF CHILD PSYCHOPATHOLOGY 3 Credit Hours
The purpose of this course is to teach students in the Applied Behavior Analysis Program about behaviorally based assessment and therapeutic approaches and techniques that have been empirically supported with children. Course content will focus on the theoretical conceptualization and assessment of clinical problems and the conceptual rationale for selecting and implementing behavior therapy techniques. Students will also have the opportunity to observe and practice specific techniques in clinical settings. Typically Offered: FALL

HPSY 911 BEHAVIORAL PSYCHOLOGY: DEVELOPMENT ACROSS THE LIFE SPAN 3 Credit Hours
This course identifies models of development across the life span and provides a basis for understanding use of applied behavior analysis principles. Emphasis is upon exploring various developmental approaches and theories from a behavioral assessment perspective. Typically Offered: SUM/SPRING

HPSY 915 BEHAVIORAL PEDIATRIC PSYCHOLOGY 3 Credit Hours
A graduate level course that provides the student with an understanding of the interdisciplinary area of behavioral pediatrics, defined as the integration of behavioral science and pediatric medicine to understand and treat behavior associated with medical disorders and problems in pediatric health care. Prerequisite: This course is at the advanced (900) level with student prerequisites including: a) a Masters degree in a related area, b) graduate coursework in applied behavior analysis at the Masters level, and c) preparation and classes leading to eventual certification as a behavior analyst (i.e., BCBA credential). With special permission of the instructor, students from the joint Masters degree program between UNO and MMI may also take this course. Typically Offered: FALL
HPSY 916 BEHAVIORAL PSYCH IN AUTISM AND RELATED DISORDERS 3 Credit Hours
The goals for this course are to: (a) provide a summary of characteristics related to the diagnosis of an autism spectrum disorder (ASD), (b) evaluate etiological theories related to an ASD diagnosis, (c) familiarize students with a variety of behaviorally-based treatments that are utilized in the treatment of children with an ASD, (d) evaluate the treatment outcome research, and (e) allow students to demonstrate their ability to write behavioral-acquisition programs for individuals with ASD.
Typically Offered: SPRING

HPSY 920 ASSESSMENT AND TREATMENT OF SEVERE BEHAVIOR DISORDERS 3 Credit Hours
The goals for this course are: (a) to grasp a basic understanding of the etiology of severe behavior disorders, (b) to develop an in-depth evaluation of the primary types of assessment methods used to evaluate the occurrence of severe behavior disorders, and (c) to develop an in-depth understanding of how one identifies empirically derived treatments for severe behavior disorders given the outcome of a behavioral assessment.
Prerequisite: Masters degree (basic coursework in behavior analysis).
Typically Offered: FALL

HPSY 940 ANALYSIS OF VERBAL BEHAVIOR 3 Credit Hours
Verbal behavior is one of the most distinctive features of a human repertoire. This course is designed to provide opportunities for students to follow Skinner's model of interpreting instances of complex verbal behavior that are difficult to understand with experimentation alone or have received little attention from behavior analysts. As a result, this course will not cover, in detail, the operations of verbal behavior as applied to designing educational programs for young children of typical and atypical development. Instead, the course will largely be an exercise in behavioral interpretation. Strengthening this type of skill set will undoubtedly contribute to your effectiveness as a practitioner because interpretation and application in behavior analysis are closely linked.
Typically Offered: FALL

HPSY 950 ADVANCED METHODS IN SINGLE CASE RESEARCH 3 Credit Hours
The purpose of this course is to provide (1) readings/discussion of tactics of scientific research (e.g., experimental design), (2) readings/discussion of the analysis of behavior within a scientific context, (3) readings/discussion of various discussion and data-based articles and (4) readings/discussion of empirical applications. The course is designed to provide students with an advanced understanding of the application of single-subject research design.
Typically Offered: SPRING

HPSY 980 PRACTICUM IN APPLIED BEHAVIOR ANALYSIS 1-15 Credit Hours
This course consists of in-depth practical, hands-on learning experiences in applied behavior analysis with children, adolescents and families. Practicum in Applied Behavior Analysis is taken every semester and involves clinical supervision from an ABA faculty member.
Prerequisite: Masters in related area (graduate coursework in behavior analysis).
Typically Offered: FALL/SP/SU

HPSY 990 INTERNSHIP IN APPLIED BEHAVIORAL PSYCHOLOGY 1-15 Credit Hours
This course is designed to provide training in, and supervised application of, evidence-based behavioral intervention practice, including data-driven decision making and the implementation of empirically-derived behavioral treatment technology. This course is repeated over three (3) semesters and provides supervised application of functional diagnostic and behavioral treatment procedures in Applied Behavioral Psychology at MMI. Students also participate in applied research during their year-long internship sequence. Each student will have two (2) rotations that are supervised by program faculty and will involve either or both program tracks of the ABA program.
Typically Offered: FALL/SP/SU

HPSY 999 DOCTORAL DISSERTATION 1-15 Credit Hours
Students must register for this course during the 3rd year and as needed during the 1st and 2nd year.
Typically Offered: FALL/SP/SU

Health Services Research & Administration (HSRA)

HSRA 810 US HLTH CARE SYSTEMS 3 Credit Hours
This course will offer the student an overview of the health and medical care delivery system in the U.S. Topics covered include: historical, economic, sociological, and policy perspective include the following: social values in health care; need, use, and demand for services; providers of health services (people and places); public and private payment systems; alternative delivery systems; and models from other countries. Current health care reform proposals will also be addressed.
Typically Offered: FALL

HSRA 820 GLOBAL APPLICATIONS IN PUBLIC HEALTH 3 Credit Hours
The course provides a survey of the field of global health including the health conditions, resources and programs, and deals with the application of the principles of public health to health problems of countries around the world, and global forces that affect health.
Prerequisite: Permission of instructor.
Cross List: as CPH 507.
Typically Offered: FALL

HSRA 830 HEALTH CARE ORGANIZATIONAL THEORY AND BEHAVIOR 3 Credit Hours
This course focuses on introductory level of organizational theory (OT) and organizational behavior (OB) in health services research. Organizational theory is a macro examination of the organizations, focusing on the organization as a unit, and inter-organizational and environmental relationships. Organizational behavior is a micro approach to studying organizations, focusing on individuals in organizations as the unit of analysis.
Cross List: as CPH 580.
Typically Offered: FALL
HSRA 840 PUBLIC BUDGETING 3 Credit Hours

HSRA 841 HUMAN RESOURCES MANAGEMENT IN HEALTH ORGANIZATIONS 3 Credit Hours
This course explores human resources management and workforce planning in healthcare organizations. Students will gain in depth knowledge of the legal environment and major rules and regulations governing recruitment, selection and retention processes, as well as methods and techniques used in job analysis and interviews and organizational development. Another major focus area will be given to health professions workforce planning, succession planning, health safety preparedness, global issues facing healthcare workforce and future trends affecting human resources in healthcare organizations. The course is intended for students who are enrolled in MPH program and students from other graduate degree programs that have an interest in managing human resources in health organizations. Not open to Unclassified Students. Cross List: as CPH 562. Typically Offered: SPRING

HSRA 853 STRATEGIC PLANNING AND MANAGEMENT IN PUBLIC HEALTH ADMINISTRATION 3 Credit Hours
This course examines the theory and practice of strategic planning and management in public health, health services, and voluntary health and welfare organizations. Application of specific principles, concepts, and techniques of strategic planning and management for these organizations will be addressed. The roles and responsibilities of public health and health services administrators in developing, implementing, monitoring and revising strategy will also be examined. Prerequisite: Permission of instructor. Cross List: as CPH 563. Typically Offered: SPRING

HSRA 860 HLTH ECONOMICS 3 Credit Hours
This course is designed to help students understand how the theories and models of economics can be applied to the study of health and health care. The examination of the markets (demand and supply) for health, health care and health insurance is stressed. In addition, the economic analytic tools such as microeconomic theories and economic evaluation methods will also be reviewed and introduced. The objective of this course is to equip students with the knowledge/tools to examine and analyze the problems/issues of health care from the perspective of economics. Prerequisite: UNO-ECON 2200 or equivalent. Cross List: as CPH 564. Typically Offered: FALL

HSRA 867 HEALTH POLICY ANALYSIS AND EVALUATION 3 Credit Hours
This course will provide a framework for understanding how to analyze and evaluate the impact of health policies in public health and health care settings. Topics include structuring policy problems, gathering data for policy analysis, monitoring and evaluating policy performance, and communicating the results of policy analysis. Prerequisite: HSRA 874 and HPRO 830. Cross List: as CPH 567. Typically Offered: SPRING

HSRA 870 PRINCIPLES OF PUBLIC HEALTH INFORMATICS 3 Credit Hours
Students will be oriented to the field of public health informatics and will learn how to design, develop and evaluate informatics-enabled interventions to improve population health outcomes in diverse settings. Cross List: as CPH 575; BMI 870. Typically Offered: SUMMER

HSRA 872 HLTH CARE FINANCE 3 Credit Hours
Health care finance represents an analysis of health care concepts, issues and trends from a health care and an organizational perspective. Application of specific principles, concepts, and techniques of financial management to health care systems will be addressed. Examination of the role and responsibilities of health care administrators in relation to financial management will also be explored. Cross List: as CPH 565. Typically Offered: FALL

HSRA 873 HEALTH SVCS ADMIN 3 Credit Hours
An introduction to the management of health services organizations and systems in the United States. Specifically, this course will introduce students to the types of health services organizations and health systems in the United States, the context surrounding the administration of these organizations and delivery of health care services, and the skills needed to manage a health services organization within this setting. This is a core course in the Master of Public Health Program. Cross List: as CPH 502. Typically Offered: FALL/SPR

HSRA 896 RSCH OTHER THAN THESIS 1-9 Credit Hours
This course is for more advanced student research that is clearly distinct from ongoing or planned dissertation work. Typically Offered: FALL/SP/SU

HSRA 898 SPECIAL TOPICS 1-4 Credit Hours
A course designed for Masters students that focuses on selected topics or problems in Health Services Research and Administration. Cross List: as CPH 589. Typically Offered: FALL/SP/SU

HSRA 920 QUANTITATIVE METHODS IN HEALTH SERVICES RESEARCH 3 Credit Hours
This course is designed to equip students with in-depth understanding of theories and applications of some more advanced quantitative methods to conduct independent health services research. The course emphasizes the application of quantitative methods to answer causal questions using observational data. Prerequisite: BIOS 806 or equivalent; BIOS 808 or equivalent. Typically Offered: SPRING

HSRA 930 DESIGN OF HEALTH SERVICES RESEARCH 3 Credit Hours
An overview of health services research design and methods. The course focuses on the logic of causal inference, the formulation of testable hypotheses and the design of methods and measures to facilitate the study of questions in health services research. Prerequisite: BIOS 808; permission of instructor. Typically Offered: SPRING
HSRA 940 INTEGRATED SEMINAR IN ECONOMICS AND HEALTH SERVICES RESEARCH 3 Credit Hours
This doctoral seminar course emphasizes the application of economics to the study of health services and health policy. This course is a doctoral seminar course for the PhD program in Health Services Research, Administration, and Policy. This course is also expected to be useful for health professionals or students of other PhD programs on campus who seek an in-depth understanding of the application of economics to health services research and policy analysis.
Prerequisite: HSRA 860; permission of instructor.
Typically Offered: SPRING

HSRA 950 MEDICAL GEOGRAPHY AND SPATIAL METHODS IN HEALTH SCIENCES 3 Credit Hours
The course provides theoretical and analytical aspects of medical geography, spatial analysis, and geographic information systems (GIS) in health services. It examines the role of geographic contexts in shaping health outcomes and how location contexts shape the health of residents.
Prerequisite: BIOS 808 or equivalent; an introductory course in GIS or 1 cr. short course on GIS for public health to be approved by the instructor; permission of instructor.
Typically Offered: FALL

HSRA 960 SEMINAR IN HEALTH CARE ADMINISTRATION 3 Credit Hours
This course will provide graduate students with in-depth study of organizational theory and behavior in health care organizations. It will prepare students to articulate, analyze and interpret health care organizations and the theories that underlie their structure and development. It focuses on historical, current and future perspectives of organizational theory and behavior and their role in the successful delivery of health care.
Prerequisite: PA 8090; permission of instructor.
Typically Offered: FALL

HSRA 980 SEMINAR IN HEALTH POLICY 3 Credit Hours
An in-depth examination of the formation and implementation of health policy in the United States, including comparisons to policy formation and implementation in other developed nations. The course includes both seminar sessions and independent research activities. Graduate students will complete research projects analyzing a particular policy or implementation question.
Prerequisite: HSRA 874 or equivalent; permission of instructor.
Typically Offered: SPRING

HSRA 996 DIRECTED READINGS AND RESEARCH 1-9 Credit Hours
This course is specific to doctoral level work in the College of Public Health. Content of this independent study may include research other than dissertation, directed readings, and other study of a doctoral level all under the supervision of a graduate faculty member.
Prerequisite: Doctoral student status and program permission.
Typically Offered: FALL/SP/SU

HSRA 998 DOCTORAL SPECIAL TOPICS 1-4 Credit Hours
A course designed for PhD students in Health Services Research, Administration Policy and other graduate students that focuses on selected topics or problems in Health Services Research, Administration Policy.
Prerequisite: Permission of instructor.
Typically Offered: FALL/SP/SU

HSRA 999 DOCTORAL DISSERTATION 1-15 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam.
Typically Offered: FALL/SP/SU

Integrative Physiology & Molecular Medicine (IPMM)

IPMM 801 GRADUATE PHYSIOLOGY I 4 Credit Hours
Part 1 of a two part graduate physiology course drawn in part from the UNMC medical school curriculum. Lectures will cover circulatory, respiratory, renal, neurological and muscle physiology. This course can be taken alone or with Graduate Physiology II to provide a comprehensive understanding of human physiology.
Typically Offered: SPRING

IPMM 802 GRADUATE PHYSIOLOGY II 3 Credit Hours
Part 2 of a two part graduate physiology course drawn in part from UNMC medical school curriculum. Lectures cover gastrointestinal, endocrine, reproductive and sensory physiology. This course can be taken alone or with Graduate Physiology 1 to provide a comprehensive understanding of human physiology.
Typically Offered: FALL

IPMM 814 SCIENTIFIC WRITING 1 Credit Hour
A lecture/discussion-based course focusing on the writing skills needed to prepare each section of a manuscript for submission to scientific journals, as well as figure design, use of reference software and responding to reviewer critiques.
Prerequisite: Second or higher year of graduate study.
Cross List: PHAR 814
Typically Offered: FALL

IPMM 817 APPLIED SCIENTIFIC WRITING 1 Credit Hour
This practicum develops the writing skills needed to prepare each section of a manuscript for submission to a scientific journal, as well as figure design, use of reference software and responding to reviewer critiques. Students must have sufficient research data to support a preliminary manuscript, which will be constructed through completion of individualized assignments throughout the course.
Prerequisite: concurrent enrollment in CIP 814, and permission of instructor.
Cross List: PHAR 817
Typically Offered: FALL

IPMM 896 RESEARCH OTHER THAN THESIS 1-9 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations performed prior to selecting a permanent Advisor or Supervisor.
Typically Offered: FALL/SP/SU

IPMM 916 CARDIOPULMONARY FUNCTION IN HEALTH & DISEASE 2 Credit Hours
A lecture/discussion-based course concerned with current advances in the pathophysiology of cardiovascular and pulmonary diseases such as heart failure and hypertension.
Prerequisite: CIP 806 (or equivalent; see instructor).
Typically Offered: FALL
IPMM 922 REDOX BIOLOGY IN HUMAN DISEASE 2 Credit Hours
Biochemical sources and regulation of reactive oxygen species and reactive nitrogen species, and their role in diseases such as diabetes, hypertension, cancer, and neurodegeneration.
Prerequisite: CIP 806 or equivalent; see instructor
Typically Offered: FALL

IPMM 930 PHYSIOLOGY & PATHOPHYSIOLOGY OF THE KIDNEY 2 Credit Hours
Integrative, cellular and molecular mechanisms of renal function, with emphasis on the alterations accompanying renal disease.
Prerequisite: PHYS 806 or equivalent; see instructor
Typically Offered: SPRING

IPMM 950 SPECIAL TOPICS IN PHARMACOLOGY 2 Credit Hours
To provide students with critical information needed for his/her dissertation research in situations where either no course exist or existing didactic courses are too extensive and deemed unnecessary.
Typically Offered: SPRING

IPMM 970 SEMINAR 1 Credit Hour
This course provides students with experience in presenting their own research in the form of abstract-based 10 min oral presentations, as well critical analysis of recent publications in the biomedical sciences.
Typically Offered: FALL/SPR

IPMM 999 DOCTORAL DISSERTATION 1-15 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam.
Typically Offered: FALL/SPR

IPMM 937 DIABETES MELLITUS 1 Credit Hour
Selected topics of interest in diabetes mellitus. The emphasis is investigational. The laboratory emphasis must relate to studies underway in the Division of Diabetes, Endocrinology Metabolism.
Credit Hour Breakdown: **Contact Hours (weekly): Lecture/Meetings-1 Hours; Out of Class/Hmwk: 2 Hours
Prerequisite: Permission of instructor.
Typically Offered: FALL/SPR

IPBS 804 BIOSCIENCE ENTREPRENEURSHIP 2 Credit Hours
To move from discovery to commercialized applications, the entrepreneur must have a wide variety of skills to address a variety of economic, legal and scientific requirements. The purpose of this course is to define these essential skills and provide a background of the requirements that are necessary to commercialize new inventions.
Typically Offered: FALL

IPBS 850 CRITICAL ANALYSIS OF THE SCIENTIFIC LITERATURE 1 Credit Hour
To provide a course that will help incoming IPBS students who have not yet committed to a doctoral program to develop a strong foundation in how to read and critically analyze the primary literature.
Typically Offered: FALL

IPBS 896 RSCH OTHER THAN THESIS 1-9 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations preformed prior to selecting a permanent advisor or supervisor.
Typically Offered: FALL/SP/SU

IPBS 970 SEMINAR 1 Credit Hour
SEMINAR
Typically Offered: FALL/SP/SU

Internal Medicine (IMED)

IMED 937 DIABETES MELLITUS 1 Credit Hour
Selected topics of interest in diabetes mellitus. The emphasis is investigational. The laboratory emphasis must relate to studies underway in the Division of Diabetes, Endocrinology Metabolism.
Credit Hour Breakdown: **Contact Hours (weekly): Lecture/Meetings-1 Hours; Out of Class/Hmwk: 2 Hours
Prerequisite: Permission of instructor.
Typically Offered: FALL/SPR

Medical Nutrition Education (MNED)

MNED 875 RESEARCH METHODS IN MEDICAL NUTRITION I 3 Credit Hours
An introduction to the basic components of the medical nutrition research process including formulation of a valid research hypothesis and appropriate research methodology in a clinical practice setting. Students will be introduced to the fundamental concepts of research methods, enabling them to critically evaluate published research in medical nutrition. Course content includes appropriate procedures for conducting a comprehensive literature review, hypothesis development, study design, and statistical analysis. Students will develop a research proposal and will complete CITI training.
Prerequisite: Permission of instructor.

MNED 877 MEDICAL NUTRITION AND DIAGNOSIS RELATED CARE 3 Credit Hours
This course focuses on nutrition care for patients with varied medical diagnoses. Format includes lectures by practicing clinicians and case studies from clinical settings to apply knowledge of nutrition assessment, diagnosis and intervention.
Prerequisite: Permission of instructor.
Molecular Genetics & Cell Biology (MGCB)

MGCB 815 TOOLS AND ALGORITHMS IN BIOINFORMATICS 3 Credit Hours
This course covers most of the commonly used tools for bioinformatics data analysis. The main objectives of this course are to briefly explain the underlying algorithms (methods) of various data analysis tools and to provide hands-on practice opportunities to students using real datasets. Typically, each bioinformatic tool will be covered in a 3 hours session that includes a lecture and a lab session. This course will introduce the field of bioinformatics and cover the major bioinformatic tools that are used for analyzing a broad spectrum of bioinformatic datasets.
Cross List: BMI 815
Typically Offered: FALL

MGCB 823 FUNDAMENTALS IN GENETICS AND GENOMICS 2 Credit Hours
This course will introduce basic concepts in classical and modern molecular genetics as well as state of the art genomic analysis.
Crosslisted: GCBA 823
Typically Offered: SPRING

MGCB 825 HUMAN HISTOLOGY 5 Credit Hours
A study of cells, fundamental tissues, organ systems at both the light and ultramicroscopic level. Include section on tissue cell fixational and processing for light and advanced microscopy.
Typically Offered: SPRING

MGCB 826 HUMAN HISTOLOGY 3 Credit Hours
A study of cells, fundamental tissues and organ systems at both the light and ultramicroscopic level.
Prerequisite: Permission of instructor.
Typically Offered: SUMMER

MGCB 896 RSCH OTHER THAN THESIS 1-9 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations preformed prior to selecting a permanent advisor or supervisor.
Typically Offered: FALL/SP/SU

MGCB 899 MASTERS THESIS 1-9 Credit Hours
Independent student research related to the masters thesis.
Typically Offered: FALL/SP/SU

MGCB 907 TEACHING AND RESEARCH PRESENTATION SKILLS 2 Credit Hours
This is a required course for PhD seeking students. This course focuses on the development of the fundamental skills required for making effective presentations in both a classroom and research context.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

MGCB 903 JOURNAL CLUB 1 Credit Hour
Typically Offered: FALL/SP

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Cross List: BMI 815
Typically Offered: FALL

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This course will introduce basic concepts in classical and modern molecular genetics as well as state of the art genomic analysis.
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A study of cells, fundamental tissues and organ systems at both the light and ultramicroscopic level.
Prerequisite: Permission of instructor.
Typically Offered: SUMMER

MGCB 969 RSCH OTHER THAN THESIS 1-9 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations preformed prior to selecting a permanent advisor or supervisor.
Typically Offered: FALL/SP/SU

MGCB 999 MASTERS THESIS 1-9 Credit Hours
Independent student research related to the masters thesis.
Typically Offered: FALL/SP/SU

MGCB 997 TEACHING AND RESEARCH PRESENTATION SKILLS 2 Credit Hours
This is a required course for PhD seeking students. This course focuses on the development of the fundamental skills required for making effective presentations in both a classroom and research context.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

MGCB 999A DOCTORAL DISSERTATION 0 Credit Hours

Medical Sciences Interdepartmental Area (MSIA)

MSIA 896 RESEARCH OTHER THAN THESIS 1-9 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations preformed prior to selecting a permanent advisor or supervisor.
Typically Offered: FALL/SP/SU

MSIA 899 MASTERS THESIS 1-9 Credit Hours
Independent student research related to the masters thesis.
Typically Offered: FALL/SP/SU

MSIA 903 JOURNAL CLUB 1 Credit Hour
Typically Offered: FALL/SP

MSIA 907 TEACHING AND RESEARCH PRESENTATION SKILLS 2 Credit Hours
This is a required course for PhD seeking students. This course focuses on the development of the fundamental skills required for making effective presentations in both a classroom and research context.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

MSIA 970 SEMINAR 1 Credit Hour
This seminar allows a unique seminar plan to be generated for each student regarding attendance and presentation. The plan will include attendance and presentation at research seminars in your home department and across campus and participation in journal clubs.
Prerequisite: enrolled in MSIA graduate program or by permission.
Typically Offered: FALL/SPR

MSIA 975 APPLIED MEDICAL NUTRITION RESEARCH II 3 Credit Hours
This course is designed to familiarize students with evidence based research and libraries, provide experiences designed to develop oral presentation and professional writing skills, and provide the experience of conducting medical nutrition research in the clinical setting. Students will obtain IRB approval for their research proposal developed in MSIA 875, and execute the research project using appropriate methods, ethical procedures, and statistical analysis. Students will present their findings orally in class and in poster format at the CAHP Forum on Evidence-Based Medicine. Students will be assigned published papers and specific sections of books to read, and websites to visit prior to classes five through seven. The papers will be used as examples of study design. The website provides current information on dietary supplements and their regulation.
Prerequisite: MSIA 875 and permission of instructor

MSIA 977 MEDICAL NUTRITION AND THE NUTRITION CARE PROCESS 3 Credit Hours
A didactic course designed to analyze nutrition care practice using the American Dietetic Association Nutrition Care Process. Students will engage in application of strategies associated with evidence based practice and outcome measures in the medical nutrition therapy.
Prerequisite: MSIA 877 and permission of instructor

MSIA 978 SPECIAL TOPICS IN MEDICAL NUTRITION 1-3 Credit Hours
An independent study course that allows students to explore in depth a specific topic not offered in existing curriculum. Topics may include an evidence for specific nutrition therapy or other medical nutrition issues.
Prerequisite: Permission of instructor.

MSIA 998 SPECIAL TOPICS 1-9 Credit Hours
Presented at intervals depending upon the interest of the faculty or the request of students. A course description with its prerequisites is announced at the time the course is offered.
Typically Offered: FALL/SP/SU

MSIA 999A DOCTORAL DISSERTATION 0 Credit Hours

Medical Sciences Interdepartmental Area (MSIA)
MGCB 912 MODERN APPROACHES IN CELL BIOLOGY & MOLECULAR GENETICS 3 Credit Hours
This advanced-level course will focus on current techniques and concepts in cell biology and genetics. This course includes a didactic component as well as discussion section where the students will be asked to present their interpretations and ideas on cutting edge research. Hands on workshops and demonstrations are also conducted weekly.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

MGCB 945 STEM CELL AND DEVELOPMENT BIOLOGY 2 Credit Hours
An in-depth study of the basic science of stem cell biology and the application of tissue engineering principles to generate stem cell-based solutions to significant clinical problems. Special emphasis is placed on embryonic stem cells, adult stem cells, and stem cell plasticity and the interaction between stem cells and the microenvironment.
Prerequisite: IPBS 801-803
Typically Offered: SUMMER

MGCB 970 SEMINAR 1 Credit Hour
Attendance at weekly seminars offered by the department/program, or other activities specific to the degree program (contact the program director for more information).
Typically Offered: FALL/SPR

MGCB 999 DOCTORAL DISSERTATION 1-15 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam.
Typically Offered: FALL/SP/SU

Munroe Meyer Institute (MMI)

MMI 855 PSYCHOTHERAPEUTIC INTERVENTIONS 3 Credit Hours
This course provides graduate students knowledge in the application of evidence-based therapeutic interventions that can be utilized with children and adolescents in school, home, and family settings. Various approaches and techniques are presented along with supporting research. Observation and participation in clinical cases may be arranged.
Prerequisite: PSYC 8576 @ UNO or PSYC 9040 @ UNO
Typically Offered: SPRING

MMI 857 BEHAVIOR ANALYSIS AND INTERVENTION 3 Credit Hours
An examination of the methodological, empirical, and conceptual issues involved in the extension of behavior analytic principles to applied settings. Topics include a review of the basic principles in behavior analysis, issue of behavioral measurement, functional analysis of behavior, design and implementation of contingency management programs, and evaluation of behavior programs.
Typically Offered: FALL

MMI 870 ETHICS AND LAW FOR PSYCHOLOGY AND APPLIED BEHAVIOR ANALYSIS 3 Credit Hours
This course is intended to provide graduate students with advanced knowledge of ethical codes, legal statutes, and case law that guide the profession of psychology and related applied fields with particular attention to the practice of applied behavior analysis. The primary emphasis of the class is on clinical, community, and school-based practice with children and adolescents. Topics include: ethics related to professional competency, professional practice; confidentiality and informed consent; education statutes and related case law; and juvenile and family law.
Typically Offered: FALL

MMI 901 DEVELOPMENTAL NEUROBIOLOGY 3 Credit Hours
An introduction to the fundamental mechanisms underlying neural development with an understanding that the brain continues to develop throughout life. The course is also designed to promote the abilities of students to critique research in the area of developmental neurobiology.
Prerequisite: Permission of instructor.
Typically Offered: FALL

MMI 902 INFANT DEVELOPMENT 3 Credit Hours
This course focuses on the developmental time period of infancy, with a critical review of research examining selected aspects of motor behavior, perception, cognition, language, emotion and social relationships. Theoretical issues considered will be the interaction of all of the above, embodied cognition, continuity and discontinuity in development, systems theory, and individual differences affecting the developmental trajectory. Conditions that put infants at risk for poor development will also be considered including prematurity, early medical complications, early experience and sensitive periods for development of different systems. Research design methods will be discussed in the context of examining change over time and intra- and inter-individual differences.
Prerequisite: Permission of instructor.
Typically Offered: FALL/SP/SU

MMI 903 CLINICAL BIOMECHANICS AND GAIT 1-4 Credit Hours
This course is designed to teach clinical gait analysis to health care providers and graduate students interested in research related to clinical gait disorders. The mechanics of gait including kinematics, kinetics and use of electromyography are covered along with clinical biomechanics to gait analysis.
Prerequisite: CBA 571, PHYS 606, PE 4630 or equivalent permission of instructor.
Typically Offered: FALL/SP/SU

MMI 904 PROSEMINAR: LEARNING 3 Credit Hours
The purpose of this course is to introduce you to the principles of behavioral learning. In this course, you will (1) learn about "facts" about basic principles of behavioral learning (2) learn to recognize the application of those basic principles, and (3) be introduced to some of the historical foundations of behavioral learning. This will be accomplished through readings, discussion, in-class activities, and individual projects.
Typically Offered: FALL

MMI 910 SMALL-N RESEARCH METHODOLOGIES 3 Credit Hours
An investigation of the strategies and tactics of small-n (single-subject) experimental design and research methodologies in behavioral analysis. Topics include conceptual basis and logic of the design, experimental control and internal validity (e.g., treatment of behavioral variability), data analysis, and interpretation of results.
Prerequisite: PSYC 8576 @ UNO or PSYC 9040 @ UNO
Typically Offered: SPRING

MMI 911 HUMAN GENETICS AND CYTOGENETICS PRINCIPLES 2 Credit Hours
Human genetics principles, etiologies of disease, genetic syndromes, counseling issues, population genetics and ethical considerations in genetics.
Prerequisite: Bachelors or Masters degree in a biological or related field, and permission of instructor. Five student enrollment required for the course to be taught.
Cross List: PEDS 911
Typically Offered: FALL
MMI 912 HUMAN GENETICS LABORATORY 2 Credit Hours
Development of research tools in human genetics. Includes culture of peripheral blood and human chromosome methodology, analysis and identification.
Prerequisite: Peds 911 (or concurrent), a Bachelors or Masters degree in a biological or related field, and permission of instructor. Five student enrollment required for the course to be taught.
Cross List: Peds 912
Typically Offered: FALL

MMI 917 HUMAN MOVEMENT VARIABILITY 3 Credit Hours
Variability measures are rapidly becoming a valuable research tool for understanding neuromuscular control and health of the neuromuscular system. In this course, the student will develop the necessary scientific background to understand the current theoretical perspectives on the variations the are present in human movement and how to properly measure.
Prerequisite: MMI 903 or permission of instructor.
Typically Offered: FALL/SP/SU

MMI 921 CLINICAL APPLICATIONS OF MOLECULAR DIAGNOSTICS 2 Credit Hours
Clinical Application or Molecular Diagnostics is a graduate course that emphasizes the clinical utility of modern molecular diagnostics. This course is designed as a human genetics course that prepares graduate students with the knowledge required to apply molecular techniques to modern medicine, including clinical testing and diagnosis.
Prerequisite: Admission to a biological sciences graduate program or permission of instructor.
Typically Offered: SPRING

MMI 922 MOLECULAR DIAGNOSTIC LABORATORY TECHNIQUES 2 Credit Hours
Molecular Diagnostic Laboratory Techniques is a graduate course that emphasizes the clinical utility of modern diagnostics. This course is designed to provide students with an opportunity to learn about and perform common molecular techniques, including, but not limited to, DNA extraction, electrophoresis, PCR, sequencing, and genomic microarray. In addition, this course will promote the development of analysis and troubleshooting skills for the aforementioned techniques, as well as educate students about quality control and regulations required in the clinical diagnostic laboratory setting.
Prerequisite: Admission to a biological sciences graduate program or permission of instructor.
Typically Offered: SPRING

MMI 947 PRACTICUM IN APPLIED BEHAVIOR ANALYSIS 3 Credit Hours
This is a year-long practicum designed to provide students with intensive supervised experience providing behavior analytic services to improve the well-being of children and their families. There are three “rotations” corresponding to academic year semesters (Fall, Spring, Summer). Students will typically complete 300 hours respectively in both the Fall and Spring semesters and 150 hours in the Summer. Students will participate in at least two (preferably three) different practicum rotations.
Prereg: PSYC 940 @ UNO or PSYC 8576 @ UNO
Typically Offered: FALL/SP/SU

MMI 957 APPLIED BEHAVIOR ANALYSIS 3 Credit Hours
This course is intended to provide graduate students more in-depth exposure to the exposure to the philosophy and science of applied behavior analysis. Emphasis throughout the class will be on the intersection of the philosophy of behaviorism, the science of behavior analysis and the application of behavior analysis. It is assumed that students will have adequate understanding of basic principles of applied behavior analysis.
Prerequisite: PSYC 8576 @ UNO or PSYC 9040 @ UNO
Typically Offered: SPRING

Neuroscience (NSC)

NSC 820 METHODS IN NEUROSCIENCE 2 Credit Hours
The primary goal of this course is to provide graduate students, through lectures and practical laboratory exposure, with current techniques and methodologies in neurosciences that are most likely used in their thesis research.
Prerequisite: Permission of instructor.
Typically Offered: FALL

NSC 896 RSCH OTHER THAN THESIS 1-9 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations preformed prior to selecting a permanent advisor or supervisor.
Typically Offered: FALL/SP/SU

NSC 907 NEURAL SYSTEMS & THE PHYSIOLOGY OF NEURONAL CELL POPULATIONS 2 Credit Hours
This course aims to establish an understanding of population-level neurophysiology in human and non-human primates. Fundamental concepts to be covered will include biophysics of neural populations, dendritic potentials, cortical mini- and macro-columns, neural oscillatory dynamics, distributed processing, neural systems of the human brain, and supra-thalamic functional neuroanatomy.
Prerequisite: BRT 824, PHAR 820 and permission of instructor.
Typically Offered: SPRING

NSC 922 MOLECULAR & CELLULAR NEUROSCIENCE 3 Credit Hours
A lecture based course that will provide an in depth understanding on the development and function of neuronal cells. Emphasis is placed on cell types (neurons, astrocytes, microglia), their molecular mechanisms of activation (ligands, receptors, ion channels, environment) and how dysregulation of the function of these cells lead to neuronal and neurodegenerative diseases.
Prerequisite: IPBS 803 and/or permission of instructor.
Typically Offered: SPRING

NSC 930 NEUROIMMUNOLOGY 3 Credit Hours
The objective NSC 930 (cross-listed PAMM 930) Neuroimmunology (3CR) is to provide essential knowledge towards a better understanding of the principles of Neuroimmunology and Pharmacology as they apply to the pathogenesis and pharmacotherapeutics of neurodegenerative disorders and disorders in which the immune system is implicated. The course is designed for in depth study of neurobiology, neuroimmunology, neuropharmacology, immunotherapy, and neurodegenerative disorders. The course is based on the textbook Neuroimmune Pharmacology, second edition, edited by Ikezu and Gendelman (Springer ISBN 978-3-3-319-44020-0). This is an essential course for pursuing a path exploring interdisciplinary studies of neurology, immunology and/or pharmacology in the IGBP Neuroscience program.
Typically Offered: SPRING
**NSC 932 SYSTEMS NEUROSCIENCE 3 Credit Hours**
A lecture based course that will provide an in depth understanding of how the neural networks in the human brain co-ordinate to provide visual, auditory, somatosensory, motor, limbic and higher order (memory, learning) to form/create perceptions of the external world, make decisions, and execute movements. Prereq: IPBS 803 and/or permission of instructor. Typically Offered: SPRING

**NSC 950 SPECIAL TOPICS IN PHARMACOLOGY 2 Credit Hours**
To provide students with critical information needed for his/her dissertation research in situations where either no course exist or existing didactic courses are too extensive and deemed unnecessary. Typically Offered: SPRING

**NSC 950A SPECIAL TOPICS JOURNAL CLUB 1-2 Credit Hours**
To train students in critical analysis of the literature and in presenting the work of others and leading discussion of all aspects of scientific inquiry, experimentation, data analysis and presentation, appropriate conclusions, and the elements of good (and bad) scientific writing. Typically Offered: FALL/SPR

**NSC 970 SEMINAR 1 Credit Hour**
Attendance at weekly seminars offered by the department/program, or other activities specific to the degree program (contact the program director for more information). Typically Offered: FALL/SPR

**NSC 999 DOCTORAL DISSERTATION 1-15 Credit Hours**
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam. Typically Offered: FALL/SP/SU

**Nursing (NRSG)**

**NRSG 800 INTRO GLOBAL HLTH CARE 1-4 Credit Hours**
This introductory course to global health care is designed to help prepare nursing students for opportunities in international health. Students will explore the interplay of culture, public health, ethics, social justice, policy, and models of health care delivery from a global perspective. Crosslist NRSG 600

**NRSG 802 NURSING SCHOLARSHIP 1-4 Credit Hours**
This course is designed to engage the learner in critically examining the scholarship of nursing. Emphasis is on the description and appraisal of nursing theories, research and other forms of literature as the foundation of evidenced-based advanced nursing practice. Prerequisite: Graduate Statistics, or permission of instructor. Cross List: NRSG 602. Typically Offered: FALL/SP/SU

**NRSG 803 LEADERSHIP IN NURSING 3 Credit Hours**
This course enhances the development of future nurse leaders capable of improving delivery of care to individuals, families, communities, organizations and health care systems. Students will develop an understanding of professional leadership theories and how these theories can shape the advanced practice leader in the roles of a nurse practitioner, administrator, educator and/or researcher. Special attention will be given to developing skills for effective leadership, for example collaboration, conflict resolution, decision-making, and negotiation. Students explore their personal and professional leadership style and skills and analyze strategies to advance programs and policy to meet the needs of populations. Typically Offered: FALL/SP/SU

**NRSG 804 HEALTH SYSTEMS INNOVATION AND IMPROVEMENT 3 Credit Hours**
This course is designed to understand the US health care system and to analyze changes within the evolving health care system. Students apply principles of quality improvement as a basis for shaping innovation in healthcare. Group functioning to change healthcare is the major focus. Cross List: NRSG 604

Typically Offered: FALL/SP/SU

**NRSG 805 PATHOPHYSIOLOGY FOR ADVANCED PRACTICE NURSES I 3 Credit Hours**
An integrated study of the pathophysiology of disorders seen in primary care settings. Prerequisite: Course in undergraduate pathophysiology or permission of instructor. Cross List: NRSG 605

Typically Offered: FALL/SP/SU

**NRSG 806 APPLIED PHARMACOLOGY FOR ADVANCED PRACTICE NURSES 3 Credit Hours**
The Applied Pharmacology for Advanced Practice Nurses course provides the graduate nursing student advanced clinical pharmacological management skills in delivering health care to consumers. The course addresses selected pharmacodynamic and pharmacokinetic properties of medications recommended or prescribed in primary and other health care settings, principles of appropriate medication selection and consumer monitoring, and prescriptive authority responsibilities. Case studies to incorporate theoretical knowledge with clinical situations are used to stimulate critical thinking skills. The course provides students with information specific to all age groups, encompassing a life span approach. Emphasis is consistently placed on protection of life from the unborn to the aged. Prereq: Undergraduate pharmacology course or permission of instructor. Cross List: NRSG 606

Typically Offered: FALL/SP/SU

**NRSG 807 ADVANCED ASSESSMENT ACROSS THE LIFESPAN 3 Credit Hours**
The purpose of this course is to increase knowledge and expertise for the acquisition of advanced clinical skills in assessing and maintaining the health of individuals across the life span. Independent modules, clinical lab and simulation will provide opportunities for students to develop advanced practice skills in history taking and physical examinations, including diagnostic and therapeutic procedures. Prerequisite: Undergraduate health assessment course or permission of instructor. (Cross-listed as NRSG 607)

Typically Offered: FALL/SP/SU

**NRSG 809 HEALTH PROMOTION FOR POPULATION 3 Credit Hours**
This course is designed to examine health promotion and disease prevention interventions. The course provides a foundation for population-based health promotion intervention with an emphasis on theoretical models, intervention strategies and culturally sensitive practice. Cross List: NRSG 609

Typically Offered: FALL/SP/SU
NRSG 814 RESEARCH IN CLINICAL NURSING 1-2 Credit Hours
Upon completion of this course, students will be prepared to apply new or existing knowledge to improve health care interventions and/or system processes, initiate change, improve clinical practice and/or monitor and evaluate outcomes. Under supervision of graduate faculty, the student engages in an evidence-based application project, and communicates the project in writing and in a scientific forum.
Prerequisite: NRSG 802 and graduate statistics.
Cross List: NRSG 614
Typically Offered: FALL/SP/SU

NRSG 815 ADULT-GERONTOLOGY ACROSS THE LIFESPAN III: TRANSITIONAL CARE OF ADULTS WITH CHRONIC HEALTH PROBLEMS 2 Credit Hours
This is the fourth or five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan. This course focuses on the role of the APRN in managing adults with chronic, complex health problems and facilitating care transitions across settings. Care transitions span multiple care settings (e.g. hospital to home, hospital to skilled care, and home to long-term care) which necessitate interdisciplinary team interventions and coordination of services to achieve optimal patient/client outcomes. The focus is on empowering the adult to maintain or regain health through the framework of evidence-based care and use of best practices.
Prerequisite: NRSG 818
Corequisite: NRSG 823, 824 825.
Cross List: NRSG 615
Typically Offered: FALL/SP/SU

NRSG 816 ADULT-GERONTOLOGY COMPREHENSIVE ASSESSMENT, RISK MANAGEMENT AND HEALTH PROMOTION 1 Credit Hour
This is the first of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan in multiple care settings. The focus of this course is to apply adult-gerontology, comprehensive assessment, risk management and health promotion concepts from late adolescence to senescence. In addition, the student will learn to assess risk factors that lead to chronic disease illness, disability and injury. The risk assessment will include functional status, independence, physical and mental status, social roles and relationships, sexual function and wellbeing and economic or financial status.
Prerequisite: NRSG 807
Corequisite: NRSG 830, 831, or 832.
Cross List: NRSG 616
Typically Offered: FALL/SP/SU

NRSG 817 ADULT-GERONTOLOGY ACROSS THE LIFESPAN I: COMMON ADULT HEALTH PROBLEMS 1 Credit Hour
This is the second of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the lifespan in multiple care settings. This course will address the theoretical and clinical foundation for evidence based management strategies of adult-gerontology health problems and illnesses. Emphasis is on comprehensive assessment, clinical decision-making and the implementation of scientifically based clinical management plans in collaboration with the healthcare team. The focus is on empowering the adult to maintain or regain health through the framework of evidence-based care and use of best practices.
Prerequisite: NRSG 816
Corequisite: NRSG 830, 831 or 832.
Cross List: NRSG 617
Typically Offered: FALL/SP/SU

NRSG 818 ADULT-GERONTOLOGY ACROSS THE LIFESPAN II: ACUTE AND EPISODIC ADULT HEALTH PROBLEMS 2 Credit Hours
This is the third of five sequential theoretical courses to develop the knowledge and skills in multiple care settings. This course will address the theoretical and evidence based management strategies of adult-geriatric health problems that include complex, chronic, and episodic health problems often occurring with other co-morbid conditions. Emphasis is on comprehensive assessment, clinical decision-making, and the implementation of scientifically based clinical management plans in collaboration with the healthcare team. The focus also includes empowering the adult to maintain or regain health through the framework of evidence based care and use of best practices.
Prerequisite: NRSG 817.
Cross List: NRSG 618
Typically Offered: FALL/SP/SU

NRSG 819 ADULT GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (NP) I 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 818: Adult-Gerontology Health Problems Across the Life Span II. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting.
Corequisite: NRSG 818.
Cross List: NRSG 620
Typically Offered: FALL/SP/SU

NRSG 820 ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (NP) I 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 818: Adult-Gerontology Across the Life Span II. This course will provide the students with clinical experiences to apply the course objectives in the clinical setting.
Corequisite: NRSG 818.
Cross List: NRSG 621
Typically Offered: FALL/SP/SU

NRSG 821 ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST (CNS) PRACTITIONER (NP) II 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 818: Adult-Gerontology Across the Life Span II. This course will provide the students with clinical experiences to apply the course objective in the clinical setting.
Corequisite: NRSG 818. Crosslist NRSG 621
Typically Offered: FALL/SP/SU

NRSG 823 ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (NP) II 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 815: Adult Gerontology Across the Lifespan III: Translational Care of Adults with Chronic Health Problems. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting.
Corequisite: NRSG 815.
Cross List: 623
Typically Offered: FALL/SP/SU
NRSG 824 ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (NP) II 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 815: Adult Gerontology Across the Lifespan III: Translational Care of Adults with Chronic Health Problems. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting.
Corequisite: NRSG 815.
Cross List: NRSG 624
Typically Offered: FALL/SP/SU

NRSG 825 ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST (CNS) II 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 815: Adult Gerontology Across the Lifespan III: Translational Care of Adults with Chronic Health Problems. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting.
Corequisite: NRSG 815.
Cross List: NRSG 625
Typically Offered: FALL/SP/SU

NRSG 827 ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (NP) III 5 Credit Hours
This course is the clinical component to be taken concurrently with the final didactic course in the adult-gerontology curriculum (NRSG 833: Adult-Gerontology Across the Life Span IV: Adult-Geriatric Syndromes). This course will provide an opportunity for a final clinical practicum to implement advanced practice nursing roles to meet the objectives of the adult-gerontology program. This final clinical practicum provides an opportunity for students to demonstrate a synthesis of their adult-gerontology clinical competencies in preparation for their future practice as adult-gerontology primary care (NP).
Corequisite: NRSG 833.
Cross List: NRSG 627
Typically Offered: FALL/SP/SU

NRSG 828 ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (NP) III 5 Credit Hours
This course is the clinical component intended to be taken concurrently with the final didactic course in the adult-gerontology curriculum (NRSG 833: Adult-Gerontology Across the Life Span IV: Adult-Geriatric Syndromes). This course will provide an opportunity for a final clinical practicum to implement advanced practice nursing roles to meet the objectives of the adult-gerontology program. This final clinical practicum provides an opportunity for students to demonstrate a synthesis of their adult-gerontology clinical competencies in preparation for their future practice as adult-gerontology primary care (NP).
Corequisite: NRSG 833.
Cross List: NRSG 628
Typically Offered: FALL/SP/SU

NRSG 829 ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST (CNS) III 5 Credit Hours
This course is the clinical component intended to be taken concurrently with the final didactic course in the adult-gerontology curriculum (NRSG 833: Adult-Gerontology Across the Life Span IV: Adult-Geriatric Syndromes). This course will provide an opportunity for a final clinical practicum to implement advanced practice nursing roles to meet the objectives of the adult-gerontology program. This final clinical practicum provides an opportunity for students to demonstrate a synthesis of their adult-gerontology clinical competencies in preparation for their future practice as adult-gerontology clinical nurse specialist (CNS).
Corequisite: NRSG 833.
Cross List: NRSG 629
Typically Offered: FALL/SP/SU

NRSG 830 ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (NP) COMPREHENSIVE ASSESSMENT PRACTICUM 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 816 and NRSG 817. This course will provide the primary care NP student with clinical experiences to apply the course objectives for NRSG 816 and NRSG 817 in the outpatient clinical setting.
Corequisite: NRSG 816 and NRSG 817.
Cross List: NRSG 630
Typically Offered: FALL/SP/SU

NRSG 831 ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (NP) COMPREHENSIVE ASSESSMENT PRACTICUM 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 816 and NRSG 817. This course will provide the acute care NP student with clinical experiences to apply the course objectives for NRSG 816 and NRSG 817 in the inpatient and specialty care clinical setting.
Corequisite: NRSG 816 and NRSG 817.
Cross List: NRSG 631
Typically Offered: FALL/SP/SU

NRSG 832 ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST (CNS) COMPREHENSIVE ASSESSMENT PRACTICUM 3 Credit Hours
This course is the clinical component intended to be taken concurrently with NRSG 816 and NRSG 817. This course will provide the adult-gerontology CNS student with clinical experiences to apply the course objectives for NRSG 816 and NRSG 817 to adult-gerontology patients and groups of patients in inpatient and outpatient settings.
Corequisite: NRSG 816 and NRSG 817.
Cross List: NRSG 631
Typically Offered: FALL/SP/SU
NRSG 833 ADULT-GERONTOLOGY ACROSS THE LIFESPAN IV: ADULT-GERIATRIC SYNDROMES 2 Credit Hours
This is the final course of five sequential theoretical courses to develop the knowledge and skills necessary to care for adults (adolescent through geriatric) across the life span in multiple care settings. This course focuses on the role of the APRN in addressing the theoretical and clinical foundation for evidence-based management strategies of adult-geriatric syndromes and in facilitating care transitions across the adult life span particularly for adults with chronic, complex health problems, and geriatric syndromes including negotiated multiple system problems to meet patient-centered goals. Emphasis is placed on managing the patient’s/client’s multiple complex problems in the context of one or more adult-geriatric syndromes. This management is based on comprehensive adult/geriatric assessment, astute clinical decision-making, and the implementation of scientifically based clinical management plans in collaboration with the health care team. The focus is on empowering the adult to maintain or regain their health status, functional ability, and quality of life through the framework of evidence-based care and use of best practices. This course will also provide case management of medically complex adults transitioning between institutional setting across the continuum of care. 
Prerequisite: NRSG 815/818; Corequisite: NRSG 827, NRSG 828, or NRSG 829. 
Cross List: NRSG 633 
Typically Offered: FALL/SP/SU

NRSG 834 SPECIAL TOPICS IN ADULT-GERONTOLOGY NURSING 1-6 Credit Hours
Independent study of selected clinical problems in the area of Adult-Gerontology Nursing. 
Cross List: NRSG 634 
Typically Offered: FALL/SP/SU

NRSG 837 HEALTH PROMOTION IN PRIMARY CARE FOR INDIVIDUALS AND FAMILIES 5 Credit Hours
Assessment and interventions for risk management, disease prevention and case findings for individuals and families across the lifespan. 
Prerequisite: Admission to the Professional Graduate Nursing Program or permission of the instructor. Twelve (12) months of recent full-time clinical experience per CON policy.
Cross List: NRSG 637 
Typically Offered: FALL/SP/SU

NRSG 838 PRIMARY HEALTH CARE OF YOUNG FAMILIES 3-6 Credit Hours
Knowledge and skills for providing primary health care to children and child-rearing families. 
Prerequisite: NRSG 837 or permission of instructor.
Cross List: NRSG 638 
Typically Offered: FALL/SP/SU

NRSG 839 PRIMARY HEALTH CARE OF OLDER FAMILIES 3-6 Credit Hours
Knowledge and skills for providing primary health care to middle-aged and older families. Focus is on the risk management and care of acute and chronic illnesses. 
Prerequisite: NRSG 837 or permission of instructor.
Cross List: NRSG 639 
Typically Offered: FALL/SP/SU

NRSG 840 ADVANCED PRIMARY HEALTH CARE OF FAMILIES 1-6 Credit Hours
Comprehensive primary health care is provided to individuals and families across the life span. Didactic content addresses advanced nursing practice issues and policies affecting delivery of primary health care. 
Prerequisite: NRSG 839 or permission of instructor.
Cross List: NRSG 640 
Typically Offered: FALL/SP/SU

NRSG 841 ADVANCED RURAL HOSPITAL CARE (ARHC) I 1 Credit Hour
This course provides FNP’s with advanced experiences in rural hospital care. It focuses on recognition of urgent and emergent clinical presentations and management strategies of acute or chronic illness or injuries in the emergency department (ED) and inpatient rural hospital settings for patients across the life span. This course includes 45 clinical hours in direct inpatient and ED management experience with a preceptor.
Cross List: NRSG 641 
Typically Offered: FALL/SP/SU

NRSG 842 ADVANCED RURAL HOSPITAL CARE (ARHC) II 1 Credit Hour
The content in this course will build upon NRSG 841 and focus on additional emergency care and hospital management of acute conditions and exacerbations of chronic conditions. Content is centered on access to care, delivery of evidence based care and coordination of care for the critically injured or ill patient, as well as use of quality indicators in evaluating patient care outcomes. 
Prerequisite: NRSG 841. 
Cross List: NRSG 642 
Typically Offered: FALL/SP/SU

NRSG 843 ADVANCED RURAL HOSPITAL CARE (ARHC) III 1-6 Credit Hours
This capstone course is in the advanced clinical practice in the rural hospital setting. The emphasis is on evidence-based holistic care in which physical, cultural, economic and legal/ethical focuses and resources of the individual/family/community are applied in case management in the rural hospital setting. 
Prerequisite: NRSG 841 and NRSG 842. 
Cross List: NRSG 643 
Typically Offered: FALL/SP/SU

NRSG 844 SPECIAL TOPICS IN PRIMARY HEALTH CARE NURSING 1-6 Credit Hours
Provides opportunity to explore selected topics or clinical problems related to advanced practice in primary health care nursing in depth. Either independent study involving readings developed in consultation with instructor, or seminar for which topics will vary depending upon the objectives identified by student and faculty. 
Prerequisite: Permission of instructor. 
Typically Offered: FALL/SP/SU

NRSG 851 HEALTH CARE SYSTEMS AND POLICY 3 Credit Hours
Evaluation of health care systems and their effect on the health of populations. Emphasis will be on systems theory/thinking, health policy and strategies and the coalition building process to influence systems.
Cross List: NRSG 651 
Typically Offered: FALL/SP/SU
NRSG 852 ORGANIZATIONAL IMPROVEMENTS 4 Credit Hours
This course is designed to analyze change within organizational units and to apply knowledge of evidence-based leadership and management practice to improve outcomes at the microsystem level. The course provides a foundation in facilitating change through the measurement, evaluation and improvement of care delivery.
Prerequisite: NRSG 803, NRSG 804 or permission of instructor.
Cross List: NRSG 652
Typically Offered: FALL/SP/SU

NRSG 853 ANALYZING ISSUES IN NURSING ADMINISTRATION 2 Credit Hours
This course is designed to provide practicum experience with an emphasis on analyzing personal, professional and organizational leadership philosophies/practices. Key issues explored include legal and ethical considerations, regulatory issues, risk management concerns, and integrating leadership, management, human resources, and administrative skills into the professional nursing administration practice role. 2 lab credits
Cross List: NRSG 653
Typically Offered: FALL/SP/SU

NRSG 854 INTRODUCTION TO HEALTH INFORMATICS 3 Credit Hours
An introduction to the analysis and evaluation of information needs and information systems in communities and health care organizations. Informatics knowledge, skills, and abilities necessary for clinical, administrative, and technical decision making will be emphasized. Clinical, financial, policy, legal, technical and ethical issues concerning healthcare informatics will be discussed.
Prerequisite: NRSG 804 or permission of instructor.
Cross List: NRSG 654
Typically Offered: FALL/SP/SU

NRSG 855 HEALTH CARE ECONOMICS AND FINANCIAL MANAGEMENT 3 Credit Hours
Examination of health care economics, financial planning, analysis, and management with a focus on the role of the nurse leader and/or the DNP practitioner. Key issues explored include health care financing, relationship between finance, economics and quality, accounting principles, and ethics. Central to the course is the clinical application of key principles and methods of financial analysis, cost analysis, budgeting, and business planning. 2 didactic credits 1 clinical hour.
Cross List: NRSG 655 and 755
Typically Offered: FALL/SP/SU

NRSG 856 DEVELOPING SYSTEMS AND INFRASTRUCTURES IN HEALTH CARE ORGANIZATIONS 5 Credit Hours
Application of leadership and administrative knowledge as they relate to supporting and maintaining the mission of health care organizations, especially at the microsystem and mesosystem levels. Emphasis is on developing leadership skills, analyzing student systems to promote transition and managing units, departments or programs strategically.
Prerequisite: NRSG 802, NRSG 803, NRSG 804, NRSG 851, NRSG 852, NRSG 854, NRSG 855, or permission of instructor.
Cross List: NRSG 656
Typically Offered: FALL/SP/SU

NRSG 857 PRACTICUM IN MANAGING AND EVALUATING IN HEALTH CARE 5 Credit Hours
Seminar and clinical management and evaluation experiences in a health care organization. Emphasis is on developing leadership, management and evaluation skills, enhancing personal effectiveness and integrating knowledge in the practice role of a nursing administration specialists.
Prerequisite: NRSG 851, NRSG 852, NRSG 854, NRSG 855 and NRSG 856 or permission of instructor.
Cross List: NRSG 657
Typically Offered: FALL/SP/SU

NRSG 858 NURSE LEADER/EXECUTIVE CLINICAL PRACTICUM 1-11 Credit Hours
This course is a variable credit practicum course intended to be taken to address identified gaps in meeting clinical requirements of the Nurse Leader/Executive MSN, PMC, DNP and or PhD. Emphasis is on providing clinical practicum experiences for the student to develop leadership and systems management skills which enhance human and systems resources and outcomes. 1-11 clinical credits
Prerequisite: None
Cross List: NRSG 658
Typically Offered: FALL/SP/SU

NRSG 859 SPECIAL TOPICS IN NURSING ADMINISTRATION 1-6 Credit Hours
Independent study course exploring selected topics or clinical problems related to Nursing Administration advanced practice. Seminar or clinical practicum format. Topics will vary.
Prerequisite: Permission of instructor.
Cross List: NRSG 659
Typically Offered: FALL/SP/SU

NRSG 862 COUNSELING MODELS IN ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING 2-3 Credit Hours
Application of counseling frameworks in the care of individuals, families, groups and communities representing diversity in culture, lifestyle and values. Emphasizes the counseling role of psychiatric mental health advanced practice nurse (PMHAPN) as well as the concepts underlying nursing’s practice of the counseling role, including ethical and legal considerations. Lab focus on the development of individual and group counseling skills for advanced nursing practice.
Cross List: NRSG 662
Typically Offered: FALL/SP/SU

NRSG 863 ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING WITH ADULTS 2-4 Credit Hours
The advanced nursing role in assessment, diagnosis, treatment, and management of psychiatric mental health problems in adulthood at the individual, family, and community levels.
Prerequisite: NRSG 862;
Corequisite: NRSG 806, NRSG 865 or permission of instructor
Typically Offered: FALL/SP/SU

NRSG 864 ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING WITH CHILDREN AND ADOLESCENTS 2-4 Credit Hours
The advanced nursing role in assessment, diagnosis, treatment, and management of psychiatric mental health problems in childhood and adolescence at the individual, family and community levels.
Prerequisite: NRSG 862
Corequisite: NRSG 806, NRSG 865 or permission of instructor.
Cross List: NRSG 664
Typically Offered: FALL/SP/SU
NRSG 865 NEUROSCIENCE PSYCHOPHARMACOLOGY FOR ADVANCED PRACTICE NURSING 2 Credit Hours
Emphasis on knowledge of neuroanatomy, neuroregulation, psychopharmacological management of psychiatric problems and promotion of well-being across the lifespan.
Prerequisite: NRSG 862 or permission of instructor.
Typically Offered: FALL/SP/SU

NRSG 867 ADVANCED INTEGRATED PRIMARY HEALTH CARE AND PSYCHIATRIC MENTAL HEALTH NURSING 5 Credit Hours
Didactic content addresses nursing practice issues and health care policies affecting delivery of primary and mental health care. Practicum component integrates the knowledge and skills from primary care and psychiatric mental health care while managing patients with both primary care and mental health problems.
Prerequisite: NRSG 838, NRSG 864 or permission of instructor.
Typically Offered: FALL/SP/SU

NRSG 868 PRACTICUM IN ADVANCED PSYCHIATRIC MENTAL HEALTH NURSING 1-8 Credit Hours
Development of additional clinical skills, including advanced nursing judgment, decision-making skills and leadership. Specific learning objectives and setting(s) determined in consultation with faculty.
Prerequisite: NRSG 806, NRSG 862, NRSG 863, NRSG 864, NRSG 865 or permission of instructor.
Typically Offered: FALL/SP/SU

NRSG 869 SPECIAL TOPICS IN PSYCHIATRIC MENTAL HEALTH NURSING 1-6 Credit Hours
Opportunity to explore selected topics or clinical problems related to advanced practice in psychiatric mental health nursing in depth. Either independent study involving readings developed in consultation with instructor, or seminar for which topics will vary depending upon the interests of student and faculty.
Prerequisite: Permission of instructor.
Typically Offered: FALL/SP/SU

NRSG 871 PRIMARY CARE AND HEALTH PROMOTION IN CHILDREN'S HEALTH 3-5 Credit Hours
Knowledge and skill in the diagnostic reasoning process for assessing, promoting and maintaining the health of children and the management of common health problems. Clinical-based experiences will provide opportunities for students to develop advanced nurse practice interventions in management, promotion and maintenance of common health problems in children within the family context.
Prerequisite: NRSG 863 or permission of instructor.
Typically Offered: FALL/SP/SU

NRSG 872 PRIMARY CARE OF CHILDREN II: ACUTE HEALTH PROBLEMS 2-5 Credit Hours
The focus of this course is the advanced practice nursing management of selected acute health care problems as these affect children within the context of their families. The managed care includes monitoring the status of the acute condition, the presence of episodes of common pediatric problems and normal developmental issues and concerns. The clinical experiences will be in selected acute care and community based child health care settings. Research will be evaluated for utilization to monitor and ensure quality child health management.
Prerequisite: NRSG 805 or permission of instructor.
Typically Offered: FALL/SP/SU

NRSG 873 PRIMARY CARE OF CHILDREN III: CHRONIC HEALTH PROBLEMS 2-6 Credit Hours
The focus of this course is the advanced practice nursing management of selected chronic health care problems as these affect children within the context of their families. The managed care includes monitoring the status of the chronic condition, the presence of acute episodes of common child health problems and normal developmental issues and concerns. Content and clinical experiences will emphasize assessment, diagnosis, prescribed therapies, and management of children over time with stable chronic health care problems. The clinical experiences will be in selected chronic care and primary care child health settings. Research will be evaluated for utilization to monitor and ensure quality child health management.
Prerequisite: NRSG 872 or permission of instructor.
Typically Offered: FALL/SP/SU

NRSG 874 PRIMARY CARE AND HEALTH PROMOTION IN WOMEN'S HEALTH 2-4 Credit Hours
The purpose of this course is to increase knowledge and skill in the diagnostic reasoning process for assessing, promoting and maintaining the health of women and the management of common health problems. Clinical-based experiences will provide opportunities to develop advanced practice interventions in management, promotion and maintenance of common health problems and low risk pregnancy in women.
Prerequisite: NRSG 807 or permission of instructor.
Typically Offered: FALL/SP/SU

NRSG 875 ACUTE CARE AND HEALTH PROMOTION IN WOMEN 3-6 Credit Hours
The focus of this course is on the role of the advanced practice nurse in the management of selected health care problems related to pregnancy, reproductive and sexuality issues, including gynecological and breast conditions, as they affect women’s primary care in acute and community-based settings. Collaboration with and referral to health care team members in the management of selected problems will be emphasized.
Prerequisite: or
Corequisite: NRSG 805, NRSG 806, and NRSG 876 or permission of instructor.
Typically Offered: FALL/SP/SU

NRSG 876 PRIMARY CARE AND HEALTH PROMOTION IN WOMEN'S HEALTH 2-6 Credit Hours
The focus of this course is on the role of the advanced practice nurse in the management of selected stable chronic health care problems and needs as these affect women's primary care in acute and community-based settings. Content and clinical experience will emphasize assessment, diagnosis, prescribed therapies, and management of women's health status over time with stable chronic health care problems. Opportunities for collaboration with and referral to health care team members in the management of selected problems will be provided.
Prerequisite: NRSG 877 or permission of instructor.
Typically Offered: FALL/SP/SU
NRSG 884 ADVANCED WOMEN'S AND CHILDREN'S HEALTH PRACTICUM 1-6 Credit Hours
Synthesis of advanced theoretical knowledge as a basis for advanced nursing practice with women and/or children, including neonates, within the context of their families.
Prerequisite: NRSG 873 and NRSG 878.
Cross List: NRSG 684
Typically Offered: FALL/SP/SU

NRSG 885 SPECIAL TOPICS IN WOMEN'S AND PEDIATRIC NURSING 1-3 Credit Hours
Independent study course in which readings focus on selected concepts or clinical problems that underlie advanced practice in women's and children's health.
Prerequisite: Permission of instructor.
Cross List: NRSG 685
Typically Offered: FALL/SP/SU

NRSG 888 SPECIAL TOPICS (CLINICAL) IN ACUTE CARE NURSING 1-6 Credit Hours
Provides opportunities for acute care nurse practitioner students to obtain advanced clinical practice to augment basic skills or to explore a specific clinical area in depth. All clinical experiences are under the supervision of masters clinicians.
Prerequisite: Permission of instructor.
Cross List: NRSG 688
Typically Offered: FALL/SP/SU

NRSG 889 SPECIAL TOPICS (CLINICAL) IN PRIMARY HEALTH CARE NURSING 1-6 Credit Hours
Provides opportunities for primary care nurse practitioner students to obtain advanced clinical practice to augment basic skills or to explore a specific clinical area in depth. All clinical experiences are under supervision of master clinicians.
Typically Offered: FALL/SP/SU

NRSG 891 DESIGNING AND EVALUATING LEARNER-CENTERED CURRICULA 3 Credit Hours
An analysis and understanding of pedagogical philosophies and assumptions associated with adult learning and nursing education from the basis for curricular and course development, implementation and evaluation. Attention will be given to the impact of current and future external and internal forces on the development of curriculum, course content, and teaching/learning strategies. Students will explore best practices and research based strategies to create an active learning environment and support various learning styles that enhance student retention and learning success for a diverse multicultural student population.
Prerequisite: Admission to the Professional Nursing Graduate Nursing Program or permission of the instructor.
Cross List: NRSG 691
Typically Offered: FALL/SP/SU

NRSG 892 TEACHING AND LEARNING STRATEGIES 3 Credit Hours
Effective classroom and clinical teaching/learning strategies foster sound clinical judgment, safe clinical practice and professional role development. In this course, students will develop theoretically based teaching/earning strategies focused on individual learner needs with the context of the traditional classroom and clinical learning environment. Special attention will be given to the interplay between different learning environments, learner needs and learner evaluation. Through reflective strategies, students will examine nursing behaviors that promote professional role development.
Prerequisite: NRSG 891.
Cross List: NRSG 692
Typically Offered: FALL/SP/SU

NRSG 893 USING TECHNOLOGY TO ENHANCE TEACHING AND LEARNING STRATEGIES 3 Credit Hours
Technology offers numerous opportunities to enhance diverse teaching/learning strategies. Using theories of education, students will discuss and evaluate how the use of technology influences teaching, learning, and evaluation strategies. Students will explore a variety of technologies and their applicability to learning goals, active learning strategies, and different learning environments such as clinical sites and learning resource centers. Students will evaluate how teacher and learner roles are influenced with the use of technology. 3 didactic credits
Prerequisite: NRSG 691/891 and NRSG 692/892 or permission of instructor
Cross List: NRSG 893
Typically Offered: FALL/SP/SU

NRSG 894 IMPLEMENTATION OF THE EDUCATOR ROLE: PRACTICUM 3 Credit Hours
Various components of the educator role are implemented under the guidance of a preceptor in an educational setting. Opportunities are provided to utilize teaching and learning strategies, educational research findings, and evaluation methods with diverse students. Professional issues such as continuous quality improvement, health care quality and safety, scholarship of teaching, and multicultural workforce needs will be incorporated into accompanying modules. 3 didactic credits
Prerequisite: NRSG 691/891, NRSG 692/892, and NRSG 693/893 or permission of instructor
Cross List: NRSG 894
Typically Offered: FALL/SP/SU

NRSG 905 ADVANCED SEMINAR 2-3 Credit Hours
Students focus on selected research problems, methods and/or other specific topic areas. Topics will vary depending upon the needs and interests of students.
Prerequisite: Admission to Ph.D. program in nursing or permission of instructor.

NRSG 909 ADVANCED SEMINAR 2-3 Credit Hours
This course provides an in depth look at health policy in the US government system and to the role of research in shaping health policy. Students will critically appraise a policy relevant to an area of research or practice and plan implementation strategies for policy change at the appropriate level of government. Students will develop verbal and written communication skills for effective translation of research and policy implication to lay and professional audiences.
Prerequisite: NRSG 930, NRSG 931, or permission of instructor.
Typically Offered: SPRING
NRSG 910 HLTH RELATED INSTRUMNT 3 Credit Hours

This course provides a knowledge base and experience in the inductive and deductive process for constructing and evaluating instruments to measure psychosocial, behavioral, biophysiological and clinical phenomena.

Prerequisite: Two statistics courses (BIOS 806 or BIOS 808 or two courses that meet requirements of the doctoral program), or permission of instructor.

Cross List: CTR 910

NRSG 914 MANAGEMENT OF CHRONIC ILLNESSES 3 Credit Hours

Chronic Illness is the major health problem today, and requires interdisciplinary teams to prevent and manage such illnesses. The course will focus on chronic disease theories and models and research strategies in order to be prepared for a program of studies that addresses the management of chronic illnesses. Concepts such as adoption of healthy lifestyle behaviors, adherence to medical regimens, patient activation to adhere to therapeutic regimen, patient and family resilience; caregiving, risk, vulnerability and disability; symptom management; economic considerations, and planning for the future are examined. Creative and innovative ways to promote patients’ self-manage of chronic illnesses will be explored.

Prerequisite: Multivariate statistics or permission of instructor.

Typically Offered: FALL/SPR

NRSG 916 INDEPENDENT STUDY IN NURSING SCIENCE 1-6 Credit Hours

Prerequisite: Admission to Ph.D. program or permission of instructor.

NRSG 917 STATE OF THE SCIENCE 3 Credit Hours

This is a two semester sequence of courses. In semester 1, the content of the course will focus on a systematic search and synthesis of the literature pertaining to a major concept of students’ dissertation research. The content of semester 2 will focus on the student preparing a draft of manuscript (intended for submission at a later date) that synthesizes the State of the Science knowledge regarding a specific topic. This course will include key components of scientific writing for publication.

Prerequisite: NRSG 930, NRSG 934. Co-red: NRSG 935.

Typically Offered: FALL/SPR

NRSG 918 SPECIAL TOPICS IN HLTH 1-3 Credit Hours

The content of this course will be communicated through a contract signed by the student and faculty member that lists specific objectives of the course, timeline for the semester, and detailed expected outcomes. Each time this course is offered it will focus, in detail and in depth, on some aspect of health research.

Prerequisite: Admission to the Ph.D. program.

Typically Offered: FALL/SP/ SU

NRSG 923 RURAL HEALTH: PRACTICE, POLICY AND RESEARCH 3 Credit Hours

This course focuses on understanding the issues related to conducting research in rural and disparate populations. Specifically, this course will emphasize content related to challenges and disparities in rural health, health care access, health care policy, and strategies for conducting research in rural areas such as the use of technology, considerations of the environment and community needs. Legal, ethical, political and economic indications for research in rural areas will be discussed.

Prerequisite: Admission to PhD program or permission of instructor.

Typically Offered: SUMMER

NRSG 928 TRANSLATIONAL AND INTERDISCIPLINARY OUTCOMES RESEARCH 3 Credit Hours

This course focuses on outcomes: measurement, management, and evaluation of health care outcomes and translational research as a process that drives the clinical research engine. The Medical Outcomes Study conceptual framework (Structure of Care, Process of Care, and Outcomes) with an emphasis on the broad categories of outcome types: clinical end points, functional status, general well-being, satisfaction with care, and economic evaluations will be employed. Different translational approaches will be discussed T1-T4 (with an emphasis on T2-T4) along with common and unique research methods used. Legal, ethical, political and economic implications for practice and research will be discussed.

Prerequisite: Multivariate statistics or permission of the instructor.

NRSG 930 SOCIALIZATION TO THE SCHOLARLY ROLE 3 Credit Hours

Doctoral graduates are poised to assume critical leadership roles in academia, the health care system, and/or other entities. Future roles of nurse educators, scholars, and scientists are explored. Strategies for promoting the student’s own professional development and success as a doctoral student are examined. Students develop an understanding of scholarship including discovery, application, integration, and teaching. Students engage in processes to explore and develop their research focus.

Prerequisite: Admission to the Ph.D. program or permission of instructor.

Typically Offered: FALL

NRSG 931 TRANSFORMATIONAL LEADERSHIP 3 Credit Hours

This doctoral course introduces the PhD and DNP students to the concepts and principles of transformational leadership within the healthcare context, and focuses on developing bold ideas, new behaviors, and new vulnerabilities with increasing interconnectedness and complexity in order to achieve new results. Leaders are challenged to implement and sustain organizational and information change to support the healing and caring that lead to lasting change. The three major constructs of transformational leadership include: Self transformation, Patient centered transformation, Health systems transformation.

Prerequisite: Admission to the Ph.D. program or permission of instructor.

Cross List: NRSG 731

Typically Offered: SUMMER

NRSG 932 PHILOSOPHY OF NURSING SCIENCE 3 Credit Hours

This course explores nursing science in the context of classic and contemporary ideas in philosophy of science. Perspectives on scientific progress and the growth of nursing as a scientific discipline are analyzed and applied to the students’ research interests. Integrative and translational frameworks for the future are analyzed.

Prerequisite: Admission to the Ph.D. program or permission of instructor.

Typically Offered: FALL

NRSG 933 THEORY DEVELOPMENT IN HEALTH SCIENCES 3 Credit Hours

This course provides students with opportunities to critically review theory development in health sciences and examine how theories are adapted from other sciences. Students learn how to critically analyze and substruct selected theories related to their research focus. Students learn to synthesize the literature related to the selected theories to identify relationships between concepts and gaps in knowledge. The course culminates in students creating a beginning conceptual framework or adaptation of an established conceptual framework.

Prerequisite: Admission to the Ph.D. program; NRSG 930; NRSG 932 or permission of instructor.

Typically Offered: SUMMER
NRSG 934 QUALITATIVE RESEARCH METHODS 3 Credit Hours
This course introduces students to philosophic foundations of qualitative research and principals of research designs and methods. Students will critically appraise qualitative studies in their own area of research and apply course content by analyzing a small data set.
Prerequisite: Admission to the Ph.D. program or permission of instructor.
Typically Offered: SPRING

NRSG 935 QUANTITATIVE RESEARCH METHODS 3 Credit Hours
This course introduces students to quantitative complex experimental and non-experimental designs applicable to the investigation of nursing research questions. Consideration will be given to aims/hypothesis development, sampling, methods of data collection, reliability and validity of measurement, data analysis, and issues related to the participation of human subjects. Published research serves as a focus for critical discussion of various designs and methods. Experiences will focus on selected analytic skills (i.e., using SPSS, calculating sample size estimates), and quantitative research techniques. Students will develop a beginning of quantitative research proposal.
Prerequisite: Doctoral students must enroll in this course each semester
Typically Offered: SPRING

NRSG 936 RESEARCH PRACTICUM 3 Credit Hours
This course extends the content and experience of the previous research courses. The student will work closely with a faculty member to use the student’s science-based model to prepare and/or pilot one or more aspects of the methods for the proposed dissertation research. The practice experience includes the conduct of pilot research with the population and environment of interest.
Prerequisite: NRSG 930, 931, 932, 933, 934, 935; or permission of instructor.
Typically Offered: FALL

NRSG 937 PROPOSAL DEVELOPMENT IN HEALTH SCIENCES 3 Credit Hours
This course focuses on essential aspects of the development of a grant proposal, including analyzing appropriate funding sources, proposal writing and critiquing, and administering funded proposals.
Prerequisite: NRSG 930, 931, 932, 933, 934, 935; Co-req: 917 or permission of the instructor.
Typically Offered: SPRING

NRSG 998 DOCTORAL SEMINAR 1 Credit Hour
Students actively participate in seminar discussion in the area of their dissertation research, including but not limited to application of research conceptualization and methods, synthesis of work from prior course.
Prerequisite: Doctoral students must enroll in this course each semester between completion of all core courses and successful dissertation defense.
Typically Offered: FALL/SPR

NRSG 999 DOCTORAL DISSERTATION 1-10 Credit Hours
Independent student research directly related to dissertation. This course may be utilized before or after successful completion of the comprehensive exam.
Prerequisite: Doctoral students must enroll in this course each semester between completion of all core courses and successful dissertation defense. A minimum 12 credits of this course required for graduation.
TEST
Typically Offered: FALL/SP/SU

Oral Biology (OBIO)

OBIO 803 BIOSTATISTICS 3 Credit Hours
Fundamental concepts of statistical inference for application to the planning and executing of scientific studies in biomedical, translational, and clinic research.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

OBIO 818 HUMAN PHYSIOLOGY 5 Credit Hours
An in-depth survey of the physiology of cells and organ systems, including cell membrane, neural, respiratory, cardiovascular, renal, gastrointestinal, and endocrine physiology. Topics are presented to provide a basis for understanding normal function in the human, with an emphasis on the oral cavity.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

OBIO 840 CRANIOFACIAL GROWTH&DEV 1 Credit Hour
An advanced lecture and seminar study of prenatal and postnatal growth and development of the head with special emphasis on osteology, prenatal and postnatal factors influencing growth, and clinical management of craniofacial growth disorders.
Prerequisite: Permission of instructor.
Typically Offered: FALL

OBIO 849 BIOPHYSICAL PRINCIP I 1 Credit Hour
An advanced study of the construction, application, and operations of orthodontic appliances with special consideration given to the physiological reaction of oral and dental tissues to the forces involved.
Prerequisite: Permission of instructor.
Typically Offered: FALL

OBIO 850 BIOPHYSICAL PRINCIP II 1 Credit Hour
An advanced study of the construction, application, and operations of orthodontic appliances with special consideration given to the physiological reaction of oral and dental tissues to the forces involved.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

OBIO 851 ADV DENTAL BIOMATERIAL 3 Credit Hours
Advanced topics in biomaterials science and their application to clinical dentistry and dental specialty practice. Topics include Hooke’s Law, viscoelasticity, structure-property relationships of biological materials, failure and strengthening mechanisms of metals, ceramics, polymers, composites and elastomers.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

OBIO 855 ADV ORAL BIOLOGY 3 Credit Hours
A didactic study of the development, molecular and cell biology, histology and physiology of orofacial structures. Oral microbial ecology and resultant diseases, dental asepsis and OSHA are also discussed.
Prerequisite: Permission of instructor.
Typically Offered: FALL
OBIO 860 ADVANCED ANATOMY 2 Credit Hours
Studies of general and special gross anatomy, embryology and neuroanatomy of the human body with emphasis on the head and neck. Lect/Lab, as arranged.
Credit Hour Breakdown: **Contact Hours (weekly): Lecture-2 Hours; Out of Class/Hmwk-2-4 Hours
Prerequisite: Permission of instructor.

OBIO 862 ADV DENTAL PHARM 1 Credit Hour
A didactic study of the pharmacological principles of drug action at the cellular and organ levels. Emphasis is placed on drugs utilized in dentistry.
Prerequisite: Permission of instructor.

OBIO 866 IMM/MICROBIO ORAL INFE 3 Credit Hours
A study of the immune system, secretary immunology, immunopathology, and resistance mechanisms of the human body. Pathogenic microbes related to oral diseases and dental asepsis, their pathogenesis and epidemiology are discussed.
Prerequisite: Permission of instructor.
Typically Offered: FALL

OBIO 870 ADV PERIODONTOLOGY I 2 Credit Hours
An advanced study of etiology, diagnosis, and treatment of periodontal diseases.
Prerequisite: Permission of instructor.
Typically Offered: FALL

OBIO 871 ADV PERIODONTOLOGY II 2 Credit Hours
An advanced study of etiology, diagnosis, and treatment of periodontal diseases.
Prerequisite: Permission of instructor.
Typically Offered: SPRING

OBIO 895 ADV ORAL PATHOLOGY 2 Credit Hours
An advanced study of oral lesions resulting from developmental, inflammatory, metabolic and neoplastic changes.
Prerequisite: DDS, DMD, or permission of instructor.
Typically Offered: FALL

OBIO 896 RSCH OTHER THAN THESIS 0 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations preformed prior to selecting a permanent advisor or supervisor. prerequisite: Permission of instructor
Typically Offered: FALL/SP/SU

OBIO 970 SEMINAR 1 Credit Hour
Graduate student-led discussions of their own research and/or analysis of recent publications in the biomedical sciences. prerequisite: Permission of Instructor
Typically Offered: SPRING

OBIO 992 SPECIAL TOPICS 1-3 Credit Hours
Presented at intervals depending upon the interest of the faculty or the request of students. A course description with its prerequisites is announced at the time the course is offered.
Prerequisite: Permission of instructor
Typically Offered: FALL/SP/SU

Pathology & Microbiology (PAMM)

PAMM 825 INTRODUCTION TO R PROGRAMMING FOR BIOMEDICINE 3 Credit Hours
The main objective of this course is to introduce data manipulation methods for health professionals by using R programming language. Major topics include basic concepts of R, data manipulation and processing, statistical analysis, graphical presentation and simulation, genomic databases retrieval, and commonly used R packages.
Cross List: BMI 825
Typically Offered: FALL/SPR

PAMM 830 CLINICAL LABORATORY MANAGEMENT 3 Credit Hours
An introduction to the theory, practical application and evaluation of laboratory management principles in health care and laboratory information systems, research, educational methodology, quality control, ethics, laboratory operations, and laboratory accreditation standards. Opportunities for building critical thinking, problem-solving, teamwork, communication, professionalism, research, management, and leadership skills are provided.
Prerequisite: Enrolled in MS in PAMM Program focused on CLS training, and permission of instructor.
Typically Offered: FALL

PAMM 857 INTRODUCTORY IMMUNOLOGY 2 Credit Hours
A study of the basic concepts and mechanisms of modern immunology with discussion of the applications of these principles to the study of diseases.
Typically Offered: SPRING

PAMM 871 ANTIBIOTICS: MECHANISMS OF ACTION AND RESISTANCE 3 Credit Hours
This course is designed to give students an in-depth understanding of how antibiotics inhibit growth in bacterial cells. Genetics of the mechanisms of resistance to multiple classes of antibiotics within both gram-negative and gram-positive bacteria will be covered extensively. In addition, pros and cons of various antimicrobial-resistance testing methodologies will be assessed and discussed.
Prerequisite: Permission of instructor. Prior completion of PAMM 898 is suggested.
Typically Offered: SPRING

PAMM 873 INTRO GENETIC SEQUENCE 2 Credit Hours
Fundamentals of using online search techniques for the analysis of genetic sequence databases. The course will be taught in UNMC computer clusters by lecture and by the completion of assignments using computer programs available on campus. Programming experience is not required.
Prerequisite: Introduction to Computational Molecular Biology, undergraduate course in biochemistry or molecular biology, or permission of instructor.
Typically Offered: SPRING

PAMM 880 PRINCIPLES AND METHODOLOGIES IN CANCER RESEARCH 2-3 Credit Hours
A survey of the biology and biochemical mechanisms underlying cancer development, prevention, and therapy.
Prerequisite: Permission of instructor.
Cross List: CRGP 880
Typically Offered: FALL/SPR
PAMM 890 MOLECULAR BIOL VIRUSES 3 Credit Hours
The principles of molecular biology and their application to the study of virology will be presented. The contributions of virology to the understanding of general mechanisms of pathogenesis will be discussed. Typically Offered: FALL

PAMM 896 NON-THESIS RESEARCH 1-9 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations preformed prior to selecting a permanent advisor or supervisor. Typically Offered: FALL/SP/SU

PAMM 898 BACTERIAL GENETICS 3 Credit Hours
The principles of bacterial genetics including genome structure, DNA replication and recombination, transcription and translation, as well as quorum sensing and environmental sensing. Typically Offered: SPRING

PAMM 899 MASTERS THESIS 1-9 Credit Hours
Independent student research related to the masters thesis. Typically Offered: FALL/SP/SU

PAMM 902 PROTEIN MASS SPECTROMETRY AND PROTEOMICS 3 Credit Hours
The concept and history of proteomics, basic components of mass spectrometry, protein identification and quantification techniques, proteomic analysis of post-translational modifications, protein-protein interactions and cellular organelles, as well as proteomics in medical applications. Includes laboratory work of identifying cheese proteins using mass spectrometry. Prerequisite: BRTP 821 and permission of instructor. Typically Offered: FALL

PAMM 910 BACTERIAL PATHOGENESIS 3 Credit Hours
The genetic mechanisms of bacterial pathogenesis in both Gram-positive and Gram-negative bacteria, as well as the immunological response of the host to these pathogens. Particular importance will be placed on major pathogens including Staphylococcus aureus, Salmonella enterica, pathogenic Escherichia coli, and Mycobacterium tuberculosis; however, lesser studied pathogens will also be discussed. Prerequisite: BRTP 821-824, and permission of instructor. Typically Offered: FALL

PAMM 912 HUMAN SPECIFIC DISEASE MODELING IN MICE 2 Credit Hours
This course introduces the novel mouse models engrafted with human cells, to study human-specific diseases. The course covers research methodologies: 1. For the creation of specific mouse backgrounds that are compatible for the engrafment of human cell, tissue and tumors. 2. To study (a). human-specific infections and immune responses, (b). developmental biology and regeneration of human cells and tissues, and (c). therapeutics development. Prerequisite: BRTP 822, BRTP 823, and permission of instructor. Cross List: PHAR 902. Typically Offered: SPRING

PAMM 930 NEUROIMMUNOLOGY 3 Credit Hours
The objective of this course is to provide essential knowledge towards a better understanding of the principles of neuroimmunology and pharmacology as they apply to the pathogenesis and pharmacotherapeutics of neurodegenerative disorders and disorders in which the immune system is implicated. Prerequisite: BRTP 821, BRTP 822, BRTP 824. Cross List: PHAR 930. Typically Offered: SPRING

PAMM 935A SPECIAL TOPICS/CLINICAL LABORATORY MANAGEMENT 1-3 Credit Hours
Special Topics/CLINICAL LABORATORY MANAGEMENT
Typically Offered: FALL/SP/SU

PAMM 935B SPECIAL TOPICS/CLINICAL LABORATORY MANAGEMENT 1-3 Credit Hours
Special Topics/CLINICAL LABORATORY MANAGEMENT
Typically Offered: FALL/SP/SU

PAMM 940 MOLECULAR BASIS OF DISEASE 3 Credit Hours
Beginning with an overview of human genetics, including classical and contemporary methods of genetic analysis, the course explores the relationship between genetic diversity and disease. Human biochemical genetics and inborn errors of metabolism illustrate how specific phenotypes result from specific gene changes. Genetic polymorphism, selection and fitness are also explored with regard to the interactions among human populations and with the environment. Prerequisite: 800-level biochemistry, or BRTP 821 and BRTP 822 (may be in progress). Typically Offered: SPRING

PAMM 990 MOLECULAR BASIS OF DISEASE 3 Credit Hours
Beginning with an overview of human genetics, including classical and contemporary methods of genetic analysis, the course explores the relationship between genetic diversity and disease. Human biochemical genetics and inborn errors of metabolism illustrate how specific phenotypes result from specific gene changes. Genetic polymorphism, selection and fitness are also explored with regard to the interactions among human populations and with the environment. Prerequisite: 800-level biochemistry, or BRTP 821 and BRTP 822 (may be in progress). Typically Offered: SPRING

PAMM 950 SPECIAL TOPICS 1-3 Credit Hours
Advanced study of current concepts and findings in selected areas of pathobiology, microbiology, and immunology. Includes a review of current literature, research and clinical problems. Prerequisite: Permission of instructor.

PAMM 950A SPECIAL TOPICS/PRINCIPLES OF IMMUNOLOGY 1-3 Credit Hours
Special Topics/Principles of Immunology
Typically Offered: FALL/SP/SU

PAMM 950B SPECIAL TOPICS/CLINICAL LABORATORY MANAGEMENT 1-3 Credit Hours
Special Topics/CLINICAL LABORATORY MANAGEMENT
Typically Offered: FALL/SP/SU

PAMM 955 ADVANCED IMMUNOBIOLOGY 3 Credit Hours
Conceptual study of cellular and biomolecular immunology. Includes mechanisms of immune recognition, regulatory and effector functions, interleukins and clinical immunology, with discussion of current literature. Prerequisite: PAMM 857, BRTP 824, or permission of instructor. PAMM 857
Typically Offered: FALL

PAMM 970 SEMINAR 1 Credit Hour
Attendance at weekly seminars offered by the department/program, or other activities specific to the degree program (contact the program director for more information). Typically Offered: FALL/SP/SU

PAMM 979 SEMINAR 1-15 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam. Typically Offered: FALL/SP/SU

PAMM 999 DOCTORAL DISSERTATION 1-15 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam. Typically Offered: FALL/SP/SU

Pediatrics (PEDS)

PEDS 896 RESEARCH IN PEDIATRICS 1-9 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations preformed prior to selecting a permanent advisor or supervisor.
PHSC 820 SELECTED TOPICS 1-2 Credit Hours
A detailed study of specific subject areas related to the pharmaceutical sciences. Evaluation and discussion of the scientific literature is an integral part of the course.
Prerequisite: Permission of instructor.

PHSC 821 ORGANIC CHEMISTRY AND APPLICATIONS TO BIOMOLECULES 2 Credit Hours
This course deals with the basic principles to understand the structure, reactivity, and synthesis of bioactive organic molecules. The focus is on the types of key organic reactions used in drug synthesis, mechanism of reactions, scope and limitations of reactions, design of a synthetic route for a bioactive target compound, and application of biocompatible reactions to biomedical systems.
Prerequisite: Permission of instructor.
Typically Offered: FALL

PHSC 825 OPHTHALMIC DRUG DISCOV 3 Credit Hours
A survey of ocular diseases, their pathogenesis, current drug treatment, and approaches to the development of drug treatment. Special methods for the evaluation of ocular drugs as well as use of animal models will be included.
Typically Offered: FALL/SP/SU

PHSC 830 ADV MEDICINAL CHEM 3 Credit Hours
This course will apply essential concepts of medicinal chemistry at an advanced level. Receptor theory, stereochemistry, chemical bonding, and bioisosterism will be discussed as they relate to drug design.
Prerequisite: PHSC 626 (or equivalent).
Typically Offered: FALL/SP/SU

PHSC 832 POLYMER THERAPEUTICS 3 Credit Hours
This course deals with the basic principles to understand the structure, reactivity, and synthesis of bioactive organic molecules. The focus is on the types of key organic reactions used in drug synthesis, mechanism of reactions, scope and limitations of reactions, design of a synthetic route for a bioactive target compound, and application of biocompatible reactions to biomedical systems.
Prerequisite: Permission of instructor.
Typically Offered: FALL

PHSC 843 SPECTRO METHODS ANALYS 3 Credit Hours
This course deals with a theoretical and practical understanding of UV, IR, NMR and MS applied to organic structural elucidation. The advantages, disadvantages, limitations, and appropriate use of each spectroscopic technique will be described.
Prerequisite: First year organic chemistry.
Typically Offered: FALL/SP/SU

PHSC 845 QUANTITATIVE PHARMAEUTICAL ANALYSIS 3 Credit Hours
A lecture and laboratory course covering the theory and applications of current analytical methods for the quantitative determination of drugs, metabolites, and other biologically active agents.
Prerequisite: First year organic chemistry and permission of instructor.
Typically Offered: FALL/SP/SU

PHSC 848 NANOIMAGING/BIOIMAGING 3 Credit Hours
This course will review various nanotechnology approaches to imaging, probing and manipulation at the nanoscale and discuss significance and impact of these technological advances on pharmaceutical and biomedical industries.
Typically Offered: FALL/SP/SU

PHSC 851 INNOVATIVE DRUG DLVRY 3 Credit Hours
This course will examine the innovations in the design, preparation, and evaluation of modern drug delivery systems.
Prerequisite: permission of instructor.
Typically Offered: SPRING

PHSC 852 PHARMACEUTICAL CHEMISTRY FOR DRUG DELIVERY AND NANOMEDICINE 3 Credit Hours
This course will review various chemical reactions and their applications in pharmaceutics, drug delivery and nanomedicine. Practical/laboratory experiments will be included.

PHSC 855 ADV PHARMACOKINETICS 3 Credit Hours
The mathematical description of the rate and extent of drug absorption, distribution, elimination and action.
Prerequisite: PHSC 674 or permission of instructor.
Typically Offered: FALL

PHSC 861 ADV PHARMACOKINETICS 3 Credit Hours
A survey of the biology and biochemical mechanisms underlying cancer development, prevention and therapy.
Prerequisite: Permission of instructor.
Cross List: CRGP 880
Typically Offered: FALL/SPR

PHSC 880 PRIN/METH CANCER RSCH 2-3 Credit Hours
A survey of the biology and biochemical mechanisms underlying cancer development, prevention and therapy.
Prerequisite: Permission of instructor.
Typically Offered: FALL/SPR

PHSC 885 PHYSICAL PHARMACY 3 Credit Hours
A study of physicochemical principles applicable to drug delivery systems, with emphasis on solubility, diffusion, dispersed systems, and stability testing.
Prerequisite: Permission of instructor.
Typically Offered: FALL

PHSC 890 POLYMER THERAPEUTICS 3 Credit Hours
A study of the physicochemical and biomedical properties of synthetic polymers with an emphasis on their application as modern therapeutics.
Prerequisite: Permission of instructor.
Typically Offered: FALL

PHSC 896 RSCH OTHER THAN THESIS 1-8 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations performed prior to selecting a permanent advisor or supervisor.
Typically Offered: FALL/SP/SU
PHSC 899 MASTERS THESIS 1-9 Credit Hours
Independent student research related to the masters thesis. Typically Offered: FALL/SP/SU

PHSC 902 DRUG DELIVERY AND NANOMEDICINE RESEARCH 3 Credit Hours
This is a webcast seminar course based on the lectures presented by outside and internal faculty speakers in the seminar program of the Center of Drug Delivery and Nanomedicine (CDDN). Videos of these seminars are posted online. Typically Offered: FALL

PHSC 904 DELIVERY AND BIOCOMPATABILITY OF PROTEIN AND NUCLEIC ACID DRUGS 3 Credit Hours
This course is designed to teach students about the delivery and biocompatibility of proteins, peptides and nucleic acid drugs and dosage form design. Topics will include: biocompatibility, protein and peptide drug delivery, nucleic acid drug delivery, and oligonucleotide, siRNA, shRNA, miRNA, and gene therapy. Prerequisite: One year of graduate level Medicinal, Physical Chemistry, Bioengineering, Biotechnology. Typically Offered: FALL/SP/SU

PHSC 905 APPLIED PHARMACOGENOMICS 3 Credit Hours
A 3 credit hour course that integrates physiology, pharmacology, clinical applications, clinical trials, and ethics all in the context of applied pharmacogenomics. Pre-reqs: Completion of a previous pharmacokinetic course or permission from instructor. Typically Offered: FALL

PHSC 910 PHARMACOKINETICS AND BIOPHARMACEUTICS 3 Credit Hours
This course will address in depth the drug- and body- biopharmaceutical factors that control the absorption, distribution, metabolism, and excretion (ADME) of therapeutic molecules and how they affect the overall pharmacokinetic (PK) profile of these molecules. It will also address the theory and applications of pharmacokinetics in drug discovery and development and its relationship to pharmacodynamics (PD) and toxicity (Tox). Typically Offered: SPRING

PHSC 920 APPLIED PHARMACOKINETICS IN TRANSLATIONAL RESEARCH AND DRUG DEVELOPMENT 3 Credit Hours
This course introduces and extends key principles and methods for application of pharmacokinetic studies in experimental therapeutics and the drug development process. The format of the course is designed to challenge students to critically think about selected topics in drug disposition, efficacy and toxicity. The course consists of various presentations, lectures, assigned readings and class discussion. Prereq: Completion of a basic pharmacokinetics course or PHSC 910. Typically Offered: SPRING

PHSC 921 BIOPHYSICAL CHEMISTRY 3 Credit Hours
The biophysical chemistry of nucleic acids and proteins, including the study of these molecules using NMR, calorimetry and fluorescence. Prerequisite: Permission of instructor. Cross List: BIOC 921. Typically Offered: SPRING

PHSC 950 ADVANCED TOXICOLOGY 3 Credit Hours
This course deals with the adverse effects of chemicals on biological systems. Physiological and biochemical mechanisms of toxicity at the cellular and subcellular levels will be emphasized. Prerequisite: Permission of instructor. Cross List: ENV 950. Typically Offered: SPRING

PHSC 960 CURRENT TOPICS IN THE PHARMACEUTICAL SCIENCES 1 Credit Hour
This course is mandatory for all students enrolled in the Pharmaceutical Sciences Graduate Program. Typically Offered: FALL/SPR

PHSC 970 SEMINAR 1 Credit Hour
Attendance at weekly seminars offered by the department/program, or other activities specific to the degree program (contact the program director for more information). This course is mandatory for all pharmaceutical sciences students. Typically Offered: FALL/SPR

PHSC 999 DOCTORAL DISSERTATION 1-15 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam. Typically Offered: FALL/SP/SU

Pharmacology (PHAR)

PHAR 814 SCIENTIFIC WRITING 1 Credit Hour
A lecture/discussion-based course focusing on the writing skills needed to prepare each section of a manuscript for submission to scientific journals, as well as figure design, use of reference software and responding to reviewer critiques. Prerequisite: Second or higher year of graduate study. Cross List: PHAR 814. Typically Offered: FALL/SPR

PHAR 815 MEDICAL PHARMACOLOGY I 5 Credit Hours
General principles governing drug absorption, distribution, and excretion, the molecular mechanisms of drug action, and the basic and clinical pharmacology of the autonomic, endocrine and cardiovascular systems. Prerequisite: Permission of instructor. Typically Offered: FALL

PHAR 816 MED PHARMACOLOGY II 4 Credit Hours
Basic and clinical pharmacology of agents affecting the central nervous system, pulmonary and musculoskeletal systems, the kidney and gastrointestinal tract, and infectious and malignant processes. Prerequisite: PHAR 815 and permission. Typically Offered: SPRING

PHAR 817 APPLIED SCIENTIFIC WRITING 1 Credit Hour
This practicum develops the writing skills needed to prepare each section of a manuscript for submission to a scientific journal, as well as figure design, use of reference software and responding to reviewer critiques. Students must have sufficient research data to support a preliminary manuscript, which will be constructed through completion of individualized assignments throughout the course. Prerequisite: concurrent enrollment in PHAR 814, and permission of instructor. Cross List: CIP 817. Typically Offered: FALL/SPR

PHAR 820 CURR METHODS NEUROSCI 2-3 Credit Hours
The primary goal of this course is to provide graduate students, through lectures and practical laboratory exposure, with current techniques and methodologies in neurosciences that are most likely used in their thesis research. Prerequisite: Permission of instructor. Typically Offered: SPRING
PHAR 896 RSCH OTHER THAN THESIS 1-9 Credit Hours
Student research that is clearly distinct from ongoing or planned thesis/dissertation work, or research/lab rotations performed prior to selecting a permanent advisor or supervisor.
Typically Offered: FALL/SP/SU

PHAR 901 RECEPTOR & CELL SIGNAL 3 Credit Hours
A detailed description of receptors in terms of their roles in the recognition of neurotransmitters, drugs and hormones, and their regulation of signal transduction pathways in the cell. Discussion of the methods for in vitro and in vivo analysis of receptors is included.
Prerequisite: PHAR 815 or permission.
Typically Offered: FALL

PHAR 902 HUMAN SPECIFIC DISEASE MODELING IN MICE 2 Credit Hours
This course introduces the novel mouse models engrafted with human cells, to study human-specific diseases. The course covers research methodologies: 1. For the creation of specific mouse backgrounds that are compatible for the engraftment of human cell, tissue and tumors. 2. To study (a). human-specific infections and immune responses, (b). developmental biology and regeneration of human cells and tissues, and (c). therapeutics development.
Prerequisite: BRTP 822, BRTP 823, and permission of instructor.
Cross List: PAMM 912
Typically Offered: SPRING

PHAR 907 NEURAL SYSTEMS & THE PHYSIOLOGY OF NEURONAL CELL POPULATIONS 2 Credit Hours
This course aims to establish an understanding of population-level neurophysiology in human and non-human primates. Fundamental concepts to be covered will include biophysics of neural populations, dendritic potentials, cortical mini- and macro-columns, neural oscillatory dynamics, distributed processing, neural systems of the human brain, and supra-thalamic functional neuroanatomy.
Prerequisite: BRTP 824, PHAR 820 and permission of instructor.
Pre req is NSC 932
Typically Offered: FALL

PHAR 930 NEUROIMMUNOLOGY 3 Credit Hours
The objective of this course is to provide essential knowledge towards a better understanding of the principles of neuroimmunology and pharmacology as they apply to the pathogenesis and pharmacotherapeutics of neurodegenerative disorders and disorders in which the immune system is implicated.
Prerequisite: BRTP 821, BRTP 822, BRTP 824.
Typically Offered: SPRING

PHAR 950 SPECIAL TOPICS IN PHARMACOLOGY 2 Credit Hours
To provide students with critical information needed for his/her dissertation research in situations where either no course exist or existing didactic courses are too extensive and deemed unnecessary.
Typically Offered: SPRING

PHAR 950A SPECIAL TOPICS JOURNAL CLUB 1-2 Credit Hours
To train students in critical analysis of the literature and in presenting the work of others and leading discussion of all aspects of scientific inquiry, experimentation, data analysis and presentation, appropriate conclusions, and the elements of good (and bad) scientific writing.
Typically Offered: FALL/SPR

PHAR 970 SEMINAR 1 Credit Hour
Attendance at weekly seminars offered by the department/program, or other activities specific to the degree program (contact the program director for more information).
Typically Offered: FALL/SP/SU

PHAR 999 DOCTORAL DISSERTATION 1-15 Credit Hours
Independent student research related to the PhD dissertation. This course may be utilized before or after successful completion of the comprehensive exam.
Typically Offered: FALL/SP/SU

Physical Therapy (PHYT)

PHYT 942 SPECIAL TOPICS 1-6 Credit Hours
A directed independent study graduate course designed to address a specific and limited area of content in depth. The course is not intended for students who desire an overview or global content course.
Prerequisite: Permission of instructor.
Typically Offered: FALL/SP/SU

Radiology (RADI)

RADI 850 INTRODUCTION TO BIOMEDICAL IMAGING AND IMAGE ANALYSIS 3 Credit Hours
The principles and applications of biomedical imaging and image analysis technologies employed in current biomedical research. The first part of the course will provide the students the underlying principles of biomedical imaging including the basic physics and mathematics associated with each modality including X-ray CT, SPECT, PET, and MRI. The second part of the course provides the descriptions of the methods currently being used for biomedical image processing and analysis. Concepts of digital images and image enhancement are first introduced. Advanced image analysis technologies such as image segmentation, registration and morphological analysis will then be described.
Prerequisite: An undergraduate or graduate level course in physics or mathematics, an undergraduate or graduate level course in mammal anatomy or physiology, and permission of instructor.
Typically Offered: FALL
## UNMC GRADUATE FACULTY

### A

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Department</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdalla, Maher Y</td>
<td>Assistant Professor, Pathology/Microbiology</td>
<td>PhD (2003)</td>
</tr>
<tr>
<td>Achutan, Chandran</td>
<td>Associate Professor, COPH Environ, Agri &amp; Occ Health</td>
<td>PhD (2001)</td>
</tr>
<tr>
<td>Aguirre, Trina M</td>
<td>Assistant Professor, CON-West Nebraska Division</td>
<td>PhD (2010)</td>
</tr>
<tr>
<td>Ahmad, Iqbal</td>
<td>Professor, Ophthalmology and Visual Sciences</td>
<td>PhD (1990)</td>
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<tr>
<td>Allen, Keith D</td>
<td>Professor, MMI Psychology</td>
<td>PhD (1987)</td>
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<td>Almeida, Fabio</td>
<td>Associate Professor, COPH Hlth Pr, Soc &amp; Behv Health</td>
<td>PhD (2008)</td>
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<td>Alnouti, Yazen</td>
<td>Associate Professor, COPH Pharmaceutical Science</td>
<td>PhD (2008)</td>
</tr>
<tr>
<td>Anderson, Joseph C</td>
<td>Professor, Radiology</td>
<td>MD (1968)</td>
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<td>Anderson, Rebecca</td>
<td>Associate Professor, COPH Hlth Prm, Soc, &amp; Behv Hlth Sci</td>
<td>MS (1986)</td>
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<td>Anderson Berry, Ann L</td>
<td>Associate Professor, Pediatrics Newborn Medicine</td>
<td>MD (1998)</td>
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<tr>
<td>Anthony, Renaisa S</td>
<td>Assistant Professor, COPH Hlth Pr, Soc &amp; Behv Health</td>
<td>MD (2006)</td>
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<tr>
<td>Are, Chandrakanth</td>
<td>Professor, Surgical Oncology</td>
<td>MBBS (1990)</td>
</tr>
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<td>Arikkath, Jyothi</td>
<td>Assistant Professor, MMI Developmental Neuroscience</td>
<td>PhD (2003)</td>
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<td>Armas, Laura AG</td>
<td>Associate Professor, Int Med DEM</td>
<td>MD (2001)</td>
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<td>Armitage, James O</td>
<td>Professor, Int Med Oncology/Hematology</td>
<td>MD (1973)</td>
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<td>Attanasio, Ronald</td>
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<tr>
<td>Baccaglini, Lorena</td>
<td>Associate Professor, COPH Epidemiology</td>
<td>PhD (2004)</td>
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<tr>
<td>Bagenda, Danstan S</td>
<td>Assistant Professor, COPH Epidemiology</td>
<td>PhD (2007)</td>
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<tr>
<td>Band, Vimla</td>
<td>Professor, Genetics Cell Biology &amp; Anatomy</td>
<td>PhD (1984)</td>
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<td>Band, Hamid</td>
<td>Professor, Eppeley Inst Faculty</td>
<td>PhD (1986)</td>
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<tr>
<td>Baranowska-Kortylewicz, Janina</td>
<td>Professor, Radiation Oncology</td>
<td>PhD (1985)</td>
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<tr>
<td>Barnason, Susan A</td>
<td>Professor, CON-Lincoln Division</td>
<td>PhD (1992)</td>
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<tr>
<td>Barnes, Caren M</td>
<td>Professor, COD-Dental Hygiene</td>
<td>MS (1974)</td>
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<td>Barnes-Josiah, Debora</td>
<td>Assistant Professor, COPH Epidemiology</td>
<td>PhD (1989)</td>
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<tr>
<td>Batra, Surinder K</td>
<td>Professor, Biochem and Molecular Biology</td>
<td>PhD (1983)</td>
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<td>Bavitz, J Bruce</td>
<td>Professor, COD-Surgical Specialties</td>
<td>DMD (1984)</td>
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<td>Baxter, B Timothy</td>
<td>Professor, Surgery-General Surgery</td>
<td>MD (1982)</td>
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<tr>
<td>Bayles, Kenneth W</td>
<td>Professor, Pathology/Microbiology</td>
<td>PhD (1989)</td>
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<tr>
<td>Beam, Elizabeth L</td>
<td>Assistant Professor, CON-Omaha Division</td>
<td>PhD (2014)</td>
</tr>
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<td>Beatty, Mark W</td>
<td>Professor, COD-Adult Restorative</td>
<td>MS (1991)</td>
</tr>
<tr>
<td>Beck, Jill C</td>
<td>Assistant Professor, Pediatrics Hematology/Oncology</td>
<td>MD (2004)</td>
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<td>Bennett, Robert G</td>
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Berger, Ann Malone  
Professor, CON-Omaha Division  
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Bessho, Tadayoshi  
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Bhakat, Kishor K  
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Farazi, Paraskevi A
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Foster, Kirk W
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Fox, Howard S
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Fu, Kai
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G

Ganti, Apar Kishor P
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Gao, Lie
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Garrison, Jered C
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Garvin, Kevin L
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Gebhart, Catherine L
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Gendelman, Howard E
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Geske, Jenenne A
Associate Professor, Family Medicine
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Ghosal, Gargi
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Giannini, Peter J
Associate Professor, COD-Oral Biology
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Godfrey, Maurice
Professor, MMI Administration
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Goedert, Martha H
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Goldner, Whitney S
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Gonzales, Kelly J
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PhD (2011)

Gorantla, Santhi
Associate Professor, Pharmacology/Exp Neuroscience
PhD (1994)

Gould, Karen A
Associate Professor, Genetics Cell Biology & Anatomy
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Green, Michael R
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Greer, Brian D
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Greiner, Timothy C
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Grimm, Brandon L
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PhD (2013)

Guda, Babu
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Gurumurthy, C B
Assistant Professor, MMI Developmental Neuroscience
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H

Hageman, Patricia A
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Haider, Hani
Professor, Orthopaedic Surgery
PhD (1990)

Hamel, Frederick G
Professor, Int Med DEM
PhD (1983)

Hanna, Kathleen M
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Hanson, Corrine K
Associate Professor, Medical Nutrition Education Div
PhD (2010)

Harr, Stanton D
Professor, COD-Oral Biology
PhD (1972)

Harrison, Jeffrey D
Professor, Family Medicine
MD (1988)

Hartman, Curtis W
Associate Professor, Orthopaedic Surgery
MD (2003)

Haynatzki, Gleb
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Healey, Kathleen
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MSN (1991)

Higgins, William J
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Hill, Jennie L
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Hinrichs, Steven H
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Hlava, Gwen L
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Hollingsworth, Michael A
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Honeycutt, Karen J
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MEd (2001)

Houfek, Julia Fisco
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Housh, Dona J
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Hudson, Diane Brage
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Huh, Sung-Ho
Assistant Professor, MMI Developmental Neuroscience
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Hultquist, Teresa L
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Hwang, Soonjo
Assistant Professor, Psychiatry
MD (1999)

Hyde, Ricia K
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PhD (2004)

I

Iqbal, Javeed
Associate Professor, Pathology/Microbiology
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Islam, KM M
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PhD (2005)

Iwen, Peter C

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PhD (2001)

J

Jackson, Barbara J
Professor, MMI Education and Child Development
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Jain, Maneesh
Associate Professor, Biochem and Molecular Biology
PhD (2002)

Jana, Laura A
Associate Professor, COPH Epidemiology
MD (1994)

Jarzynka, Kimberly J
Associate Professor, Family Medicine
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Jiang, Peng
Assistant Professor, MMI Developmental Neuroscience
PhD (2007)

Johanning, Jason M
Professor, Surgery-General Surgery
MD (1994)

Johansson, Patrik L
Associate Professor, COPH Hlth Pr, Soc & Behv Health
MPH (2001)

Johnson, Donald R
Associate Professor, Pathology/Microbiology
PhD (1977)

Johnson, William W
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MS (1989)

Johnson, Keith R
Professor, COD-Oral Biology
PhD (1983)

Jones, Katherine J
Associate Professor, Physical Therapy Education
PhD (2004)

Joshi, Shantaram S
Professor, Genetics Cell Biology & Anatomy
PhD (1979)

K

Kador, Peter F
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Kaiser, Margaret M
Associate Professor, CON-Omaha Division
PhD (2002)

Kaiser, Katherine
Professor, CON-Omaha Division
PhD (1993)
Kaldahl, Wayne B  
Professor, COD-Surgical Specialties  
Certif (1973)

Kalil, Andre C  
Professor, Int Med Infectious Diseases  
MD (1988)

Kamenskiy, Alexey  
Assistant Professor, Surgery-General Surgery  
PhD (2009)

Kanmogne, Georgette D  
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MPH (2002)

Karpf, Adam R  
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Karbaj, Gregory M  
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PhD (1989)

Kaur, Sukhwinder  
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Keating-Lefler, Rebecca L  
Assistant Professor, CON-Instructional Support  
PhD (2001)

Kessinger, Margaret A  
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MD (1967)

Kharbanda, Kusum  
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PhD (1988)

Kielen, Tammy L  
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Kileen, Amy C  
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MS (2010)

Kim, Woo-Yang  
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Kim, Jungyoon  
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Klassen, Lynell W  
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Klepser, Donald G  
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Klinkebiel, David L  
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Koepsell, Scott A  
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MD (2001)

Korade, Zeljka  
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PhD (2005)

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Professor, MMI Psychology  
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PhD (2001)

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PhD (2012)

Kupzyk, Kevin A  
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