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A Message from the Chancellor

Welcome to Bryan University! I am excited and pleased that you have decided to pursue your education with us. You are about to become part of a 70-year legacy in private, post-secondary education. I am confident you will find your educational experience here to be challenging and rewarding. I have high expectations of you, and all of our students, because I am confident Bryan University provides unsurpassable learning opportunities that lead to great career success.

I encourage you to explore the specifics of the online programs featured in this catalog. Bryan University’s competent and qualified faculty members lead these programs. Many instructors are working professionals in the career field you are pursuing, so I encourage you to get to know them well as you progress through your rigorous program of study.

I am proud of the faculty and staff members here at Bryan University and their commitment to student achievement. They will gladly assist you throughout your course of study, providing services offered by any of the university’s departments, including Admissions, Office of the Registrar, Business Office, Financial Aid, the Helpdesk, Education, and Student and Alumni Outreach. Each department plays an essential role in furthering your academic career. I encourage you to visit them and become acquainted with all they have to offer.

I look forward to having you as part of Bryan University’s diverse, creative, and talented family, and congratulate you for choosing your higher education institution wisely! Please do not hesitate to contact me with questions or concerns at any time. In the meantime, I am sure this catalog, which is true and correct to the best of my knowledge, will serve as a great resource for you, helping you design your own personal map to an exciting and rewarding future.

I wish you all the best on your academic adventure.

Sincerely,

Don Gull

Don Gull
Bryan University Chancellor
PH: 602.384.2555
TX: 877.484.8850
FX: 602.759.8742
Don.gull@bryanuniversity.edu
feedback@bryanuniversity.edu
A History of Bryan University  

Serving Students for More Than 70 Years

Bryan University was established in 1940 by Dr. Mildred T. Bryan, a visionary who dedicated her career to advancing the court reporting industry by training qualified stenographers to be the best they could be. Dr. Bryan welcomed her first three students into her living room, which served as the initial classroom for the institution, originally named Bryan Stenotype School. Over time, with a committed focus on student- and employer-driven principles of excellence, Dr. Bryan succeeded in creating a strong brand image in the legal industry, such that the institution became the number-one choice for students and employers alike, receiving the highest certification pass rates and generating the most notable success stories in the field.

In 2005, Bryan extended its reach by opening a campus in Sacramento, furthering its mission to challenge the boundaries of traditional education. With this new campus, Bryan University introduced additional degree programs to support its brand, maintain its legacy, and continue to support its core student- and employer-focused values. These new programs aligned well with Bryan’s mission to provide students with marketable skills that resulted in employment.

In recent years, Bryan has taken its unique approach to education to online learning, eliminating geographical barriers for individuals interested in pursuing higher-learning and career-related dreams. This prompted the opening of Bryan University Online headquarters in Tempe, Arizona, where state-of-the-art broadcast technologies are employed for enhancing and improving the educational experience for a growing student body. Despite the growth, the university continues its mission of providing a personalized education for all students, instilling in them the skills they need to succeed from day one on the job.

Bryan University will continue to push the boundaries of traditional learning farther, broadening its scope to reach more students as it explores emerging new technologies. Even more important, the university remains committed to designing degrees that match professions within high-growth industries, and training students to be the best that they can be within those select professions. In doing so, Bryan University continues its 70-year legacy of helping people achieve their career goals, and, firmly rooted by Dr. Bryan’s principles, the institution plans to remain a leader in higher education for years to come.
Mission and Purpose

We believe in challenging the boundaries of traditional education and in liberating the innate greatness in people.

We are tightly focused, selective and targeted having carefully researched fields of high-growth requiring specialized skills. We are not generalists with hundreds of programs to attract any and all. Bryan’s premier faculty and staff are viewed as pioneers dedicated to taming the new educational frontier.

Bryan graduates are prepared with the knowledge and practical, productive skills that lead directly to professional careers. They are preferred by employers because they are dedicated, intelligent and immediately productive in the workplace.

We strive to open the doors of knowledge and learning to those who are economically and educationally disadvantaged in developing countries and to engage in charitable and humanitarian efforts.

As we honor the innate greatness in people, Bryan enjoys a position within the higher education spectrum that is unique, respected, enviable and worthy of emulation.

Key Objectives

- Trust is at the center of Bryan’s core values reflected in the professional team and students, in programs and results.

- Bryan is dedicated to the evolution of education with superior results preferred by students whether facilitated in synchronous, asynchronous, residential or blended learning environments.

- Bryan’s student centric system focuses on learning styles, reinforcement loops and dashboard feedback enhancing the student experience.

- Bryan’s committed administrative focus provides students a pathway from admissions through classroom learning to productive employment.

- Bryan’s organization is dedicated to developing curricula that lead directly to fields with excellent growth requiring specialized skills.

- Bryan’s leading Phoenix education laboratory produces engaging multimedia, interactive, experiential coaching environments that accelerate and retain knowledge.

- Bryan’s dedicated outreach serves the needs of children and adults worldwide who do not have access to education and skills development.
General Information

Campus Administration

Chancellor ................................................................. Don Gull, MBA, Massachusetts Institute of Technology
President, COO ................................................................. Eric Evans, BS, Brigham Young University
CFO ............................................................................. David Rogers, BS, University of Utah
Vice Chancellor ............................................................. William Hamilton, JD, University of Florida
Vice President of Academic Affairs ............................ Jennifer McGrath, Ph.D., Capella University
Vice President of Enrollment Management ..................... John Ledesma, BS, University of Phoenix
Vice President of Employee Excellence ......................... Julie Phillips, MHRM, Rutgers University
Regional Director of Financial Aid ................................. Roxane Romero
Sr. Associate Registrar ................................................... Hope Bejarano, BS Brookline College
Exercise Science Program Director ......................... Nicholas Keeling, MS, California University of Pennsylvania
Paralegal and E-Discovery Program Director ........... Claudine Dulaney, J.D., University of Miami School of Law
Health Information Management Program Director .......... Judith Jones, RHIT, MBA Franklin University
Court Reporting/Stenography Program Director ........ John Kolacinski, MAED, University of Northern Colorado
General Education Program Director .......................... Brock Hancock, MA, Grand Canyon University
Healthcare Program Director ........................................ Brandi Beals, MA, University of Phoenix
Student and Alumni Outreach Director ....................... Betty Navarette, BS, University of Phoenix

Bryan University Tempe operates as a private postsecondary university under the ownership of Bryan University LLC, a Utah Limited Liability Company. The corporate directors and officers are Chad Evans, Chairman of the Board/CEO; John Kolacinski, Los Angeles President; Mark Evans, CMO; Dave Rogers, CFO; Eric Evans, COO; has never filed for bankruptcy petition, operated as a debtor in possession, or had a petition of bankruptcy filed against it under federal law.

Instructional Faculty

A complete list of the Instructional Faculty is listed in Appendix C of this catalog.

Campus Contact Info

Bryan University’s main campus is located in Tempe, Arizona, with an additional location in Los Angeles, California. Information regarding Bryan University can be found at www.bryanuniversity.edu, or by emailing info@bryanuniversity.edu. The Tempe location is conveniently located off the Loop 202 and Loop 101 freeways with excellent access from the Phoenix Sky Harbor Airport as well as all major freeways within the valley. Bryan University has a dedicated light rail stop as well as private student parking. Security is managed 24 hours a day, 7 days a week. The campus offers an on-site café and easy access to Mill Ave.

Consumer Information
Up-to-date consumer information related to Bryan University’s programs such as graduation rates, median debt loads, graduate placement information, annual security report, and drug and alcohol prevention programs can be found online at [http://bryanuniversity.edu/about/consumer-info/home/](http://bryanuniversity.edu/about/consumer-info/home/). Should a paper copy be required, please contact Student and Alumni Outreach at the toll free number listed below.

Bryan University

350 W. Washington St., Suite 100
Tempe, AZ 85281
Phone: 602.384.2555
Toll-Free: 888.768.6861
Fax: 888.458.0447

Bryan University

3850 Wilshire Blvd., Suite 400,
Los Angeles, CA 90010
Phone: 213.484.8850
Toll-Free: 877.484.8850
Fax: 888.458.0447

All online facilities are managed from the Tempe location and include an integrated student virtual experience created through 1) a student portal (organizes all the online/on-campus resources and experiences into one place); 2) a learning management platform (class deployment); and 3) a virtual-class add-on to replicate a live, class environment and typical on-campus experience. Bryan University Online classes are not self-study; instead, the university strives to replicate the same experience and rigor provided to on-campus students, assuring a high level of student satisfaction and quality of programs.

**Hours of Operation and Class Times**

General hours of operation are Monday—Thursday, 8 a.m. to 10 p.m.; and Friday, 8 a.m. to 5 p.m.

All classes are conducted online except for classes in the residential hybrid offering of Advanced Personal Training and Exercise Science. Students are strongly encouraged to participate in all live class sessions. If a student is unable to attend a live class session, they can watch a recording and submit a class summary. Specified class times are designated by instructors and are subject to change. Current virtual classroom schedules are outlined in students’ program enrollment agreements or available at the Admissions Department or Office of the Registrar. In general, students are expected to open their schedules accordingly:

- Morning classes: Monday—Thursday, 6:00 a.m. to 9:00 a.m. PT
- Day classes: Monday—Thursday, 9:00 a.m. to 12:30 p.m. PT
- Afternoon classes: Monday—Thursday, 1:00 p.m. to 4:30 p.m. PT
- Evening classes: Monday—Thursday, 6:00 p.m. to 9:30 p.m. PT

**Bryan University Bookstore, Library, and Helpdesk**

**Bookstore:** Bryan University operates an online bookstore for students to purchase course materials, textbooks, and other supplies. Students may log on, access lists of supplies needed for all their courses, and review any previously placed orders. The Bryan University Bookstore is located at [www.bryanuniversitybookstore.com](http://www.bryanuniversitybookstore.com).

**Library:** The Bryan Library is accessible online and serves instructors and students. It is accessed through the learning management system, LearnBryan, as well as through the student portal. Bryan Library features subscription article databases, multimedia resources, supplemental eBooks, and customized web pages for each academic program that include links to recommended websites. Students may receive research help via phone, email, video chat, or instant messaging. Research help via Ask-a-Librarian instant messaging is available 24/7. More information about the library and its resources is included in the Welcome Kit, provided upon enrollment.
Help Desk (S.O.S. Department): For technology support and any technical difficulties, please contact the IT Help Desk via the website: http://support.bryanuniversity.edu; email: its@bryanuniversity.edu; or phone: 888.355.1546. Help Desk operating hours are available on the Help Desk website.

Campus Security

Bryan University strives to provide a safe online campus environment and is committed to crime prevention and safety for its on-campus community. A copy of the school’s campus crime statistics may be obtained in the Financial Aid Office. In addition, Bryan University posts a current copy of our Annual Security Report (ASR) at http://bryanuniversity.edu/about/consumer-info/home/. Bryan University cannot be held responsible for personal property that is lost, stolen, or damaged during campus visits. Any security incidents should be reported to security@bryanuniversity.edu

Housing

Although housing is not provided directly by the university, many affordable apartments are available within a reasonable distance of campus. Students and parents (if applicable) are ultimately responsible for housing arrangements.

Approvals and Accreditations

Bryan University is licensed by the Arizona State Board for Private Postsecondary Education, and is accredited by the Accrediting Council for Independent Colleges and Schools through the end of 2018 to award diplomas, academic associate degrees, occupational associate degrees, Bachelor degree, post-graduation certificates, and masters degrees. Approval and accreditation materials are available for review at the President’s Office at any time and are posted in our main lobby. Questions regarding accreditation may be addressed to the following:

Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241
202.336.6780

Undergraduate Admissions Requirements and Procedures

Prospective students are encouraged to review this catalog and program performance disclosures available at http://bryanuniversity.edu/about/consumer-info/home/ prior to signing an enrollment agreement.

Undergraduate Admissions

A high school diploma or its equivalent is required for acceptance to Bryan University. Applicants must be at least 17 years of age. If a student is under the age of 18, they will be required to have a parent or legal guardian sign the enrollment agreement. Once notified of acceptance, a tuition deposit will be required as outlined within the catalog addendum. Online students must meet the technology requirements set forth in this catalog (see below).

Each applicant must complete an interview with an admissions representative. In addition, all applicants must score as follows on the Wonderlic entrance exam:

- Stenography (court reporting or captioning) ≥ 20
- Health Information Technology ≥ 17*
- Advanced Personal Training and Exercise Science ≥ 17
- Paralegal Studies and Litigation Technologies ≥ 17
• Advanced Medical Billing, Coding and Electronic Health Records ≥ 17
• Bachelor of Science in Professional Fitness Training and Exercise Science ≥ 20
• Bachelor of Science in Paralegal Studies and Litigation Technologies ≥ 20
• Bachelor of Science in Healthcare Administration and Analytics ≥ 20

* Students applying for entrance in the Health Information Technology program must pass a required criminal background check as well as secure an internship site. The university has a list of approved internship sites. If a site is not accessible to the applicant, the applicant must complete the self-site identification process. Students who do not pass the background check or secure an internship site are not eligible to attend the program.

Accredited Undergraduate Programs

Bryan University offers the following undergraduate programs entirely online:

• Undergraduate—Occupational Associate’s Degrees
  o Stenography, emphasis in either Court Reporting or Captioning
  o Health Information Technology
  o Advanced Medical Billing, Coding and Electronic Health Records

• Undergraduate—Academic Associate’s Degrees
  o Advanced Personal Training and Exercise Science*
  o Paralegal Studies and Litigation Technologies

• Undergraduate—Bachelor’s Degrees
  o Professional Fitness Training and Exercise Science*
  o Paralegal Studies and Litigation Technologies
  o Healthcare Administration and Analytics

*Programs currently offered in a hybrid online/residential format.

Our hybrid programs are identical to our online programs but require students to attend the Tempe campus for portions of their lecture and lab work. Only the first half of the B.S. program in Professional Fitness and Exercise Science is offered with a hybrid residential format, with the second half occurring 100% online.

Online synchronous lectures for associate programs are scheduled Monday—Thursday, 8:00 a.m. to 2:00 p.m. (PT) for day enrollment, and 6:00 p.m. to 11:00 p.m. (PT) for evening enrollment. Online, live synchronous lectures for graduate programs are scheduled Monday—Thursday, 4:00 p.m. to 6:00 p.m. (PT). At times, an East Coast evening schedule may be available from 5:00 p.m. to 11:00 p.m. (ET). Students must check their enrollment agreements for exact lecture times. Additional outside-of-class homework, lab, coaching activities, and group activities are required as outlined within each class syllabus. Students are strongly encouraged to participate in all live class sessions. If a student is unable to attend a live class session, they can watch a recording and submit a class summary.

Undergraduate Technology Requirements

Students applying to Bryan University Tempe are required to have a laptop or desktop computer* that meets minimum requirements. High-speed Internet service with a minimum of 1 Mbps down and .5 Mbps is
required (2 Mbps down and 1 Mbps up is recommended). Students will be responsible for taking proper care of their school-issued VoIP headset and webcam.

All enrollees will be required to pass a computer assessment. To participate in an online class, the student should have knowledge of and be able to:

- Log on to an Internet Service Provider (ISP) and use the World Wide Web to locate information.
- Send and receive emails and attachments.
- Set up audio and video capability with a computer using a USB headset and Webcam.
- Use word-processing programs such as Microsoft Word®.
- Download, save, and browse files.

As an added precaution, the university recommends students have access to a spare computer and alternative Internet access in case of severe technical issues incurred by viruses, hardware failure, etc. It is also advisable to regularly back up computer systems to an external drive.

* Computers are the sole property and responsibility of students, and Bryan University cannot be held liable for damage to students’ computers or other hardware and software.

**Court Reporting/Stenography Technology Requirements**

Students entering the Court Reporting program must have a Stenograph 200 SRT, 400 SRT, Protégé steno machine or higher, as well as student Case CATalsyt software. The Case CATalsyt software only runs on Microsoft Windows®-based computers. Students in the Court Reporting program using a Macintosh computer must be able to install a Microsoft Windows partition.

**Exercise Science Program Requirements**

Online students studying Advanced Personal Training and Exercise Science must have access to fitness facilities with cardio equipment, free weights, machine weights, group X classes, and CPR certification. Hybrid residential students are required to attend class on the Tempe campus.

**Student and Alumni Services**

Bryan University offers a wide range of educational, motivational, and social programming to support students while in school and post-graduation.

**Student Outreach**

Student Outreach Advisors are assigned to all active students. These advisors contact students regularly to ensure everything is going as planned. Advisors are a great single point of contact, offering students assistance with resources needed from any department. Student Outreach also facilitates school activities and social events both on campus and online.

**Alumni Outreach**

Bryan University strives to stay in contact with all university graduates as well as those who may have attended the university for a brief period. Alumni Outreach ensures alumni receive the full array of services provided by the university, including employment assistance and financial aid counseling.

**Academic Assistance**

Students are encouraged to contact Student Outreach for assistance with any of the following topics:
• Memorization and retention
• Reading comprehension
• Math skills
• Writing skills
• Proofreading of specific assignments (24-hour turnaround time is required)
• Test-taking skills
• Grammar and vocabulary development
• Technology skills (Microsoft Office, Gmail, Google Docs, LearnBryan)
• Research help (e.g., getting started with a paper topic, finding resources)

Career Services

The Student and Alumni Office through its Career Services Department also provides career counseling services that include assisting students with resume-writing, interviewing, and job-search activities. All actively enrolled and former Bryan students (whether they graduated or discontinued coursework) are entitled to full use of the university’s Career Services Department at no charge.

The Career Services Department will make a reasonable effort to find part-time employment for students needing to earn money while attending classes. Career Services also collaborates with the Education Department to facilitate Court Reporting observation internships. Once the student has met the educational requirements to initiate an internship, the Career Services Department should be contacted for assistance.

As students draw near to graduation, Career Services will schedule an interview to start preparing students for entry into the job market. Students are first required to complete a resume-writing process and may participate in mock interviews.

Although all active and non-active students may access the Career Services Department at any time, Bryan University does not guarantee student or graduate employment under any circumstances. In addition, no employee of the university is authorized to guarantee a graduate will earn a specific amount in wages upon entering a career.

Refresher Courses

Graduates of Bryan University may return and audit any previously completed course (assuming the course is still scheduled and space is available) at the discretion of the Program Director. Interested graduates should contact Student and Alumni Outreach. Graduates will not be charged tuition for refresher courses; however, they will have to utilize previously issued courseware or pay for the cost of books, fees, and necessary supplies. Refresher privileges do not include training in software upgrades, or training in computer-based courses, course revisions, or curriculum changes. Graduates must be in good financial standing with the university and any other lending institution as it relates to the university to be eligible for refresher privileges.

Student Health Services

The university does not provide medical services for students. In the event of an emergency, students should dial 911 for medical attention. All costs incurred for medical services are the sole responsibility of the student.

Bryan University has partnered with WellConnect by Student Resource Services to provide confidential and professional guidance for students at no charge, 24/7/365. To access services, students must register at
www.studentlifetools.com and enter our school code. WellConnect by Student Resource Services coaches and counsels students on a wide range of personal issues:

- Stress from school, home, or a job.
- Worries related to finances.
- Relationship issues with a spouse, boyfriend or girlfriend, parents, or children.
- Drug or alcohol problems.
- Worries about children or finding quality childcare.
- Test anxiety.
- Housing or transportation problems.

**Veterans Services**

Bryan University has dedicated Military Benefit Liaisons in the Financial Aid Office to assist veterans with identifying and applying for their benefits. For assistance, veterans are encouraged to contact Financial Aid directly or speak to an admissions representative.

**Academic Information**

**Academic Calendar**

Calendars are available at the Registrar’s Department and via the Student Portal. Current academic calendars have also been included in Appendix B of this catalog.

**Holidays Observed**

Bryan University observes New Year’s Day, Presidents’ Day, Spring Recess, Memorial Day, Independence Day, Labor Day, Thanksgiving Recess, and Christmas Vacation. Additional holidays may be observed for Veterans Day, Columbus Day, or Martin Luther King, Jr. Day. Actual observance depends upon which day of the week these holidays fall.

**Definition of an Academic Year**

Bryan University offers programs on either a quarter or semester academic calendar. As such, our quarter academic year consists of a minimum of 30 weeks of instruction (three, 10 week quarters) while our semester academic year consists of 32 weeks of instruction (two, 16 week semesters). The maximum enrollment period (maximum time frame) is 1.5 times the program length, identified by the individual undergraduate and graduate programs offered by the university.

**Unit of Credit**

Bryan University offers programs in both quarter-credit hour and semester-credit hour models. To determine how much credit a class is worth, the following approach is taken. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

**Quarter-Credit Hour Programs:**

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for 10 weeks for one quarter credit; or
2. At least an equivalent amount of work as required in number 1 above, for other academic activities as established by the institution including:

   a. One quarter credit hour for at least twenty (20) hours of supervised laboratory/shop instruction; or

   b. One-quarter credit hour for not fewer than thirty (30) hours of externship/internship or work-related experience; or

   c. One quarter credit hour for at least twenty (20) hours of other academic activities such as but not limited activities outlined below in section “Online/Hybrid Courses” “Book of Delivery Methods”.

Semester-Credit Hour Programs:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for 16 weeks for one semester credit; or

2. At least an equivalent amount of work as required in number 1 above, for other academic activities as established by the institution including:

   a. One semester credit hour for at least thirty (30) hours of supervised laboratory/shop instruction; or

   b. One semester credit hour for not fewer than forty five (45) hours of externship/internship or work-related experience; or

   c. One semester credit hour for at least (30) hours of other academic activities such as but not limited activities outlined below in section “Online/Hybrid Courses” “Book of Delivery Methods”.

Note: A clock hour represents a minimum of 50 minutes of instruction within a 60-minute period.

**Changes in Programs or Policies**

The university reserves the right, at its discretion, to make changes in program content, materials, schedules, sequences of courses in programs, or locations because of industry changes, academic scheduling, professional requirements, or as required by federal, state, or accrediting agencies.

**Online and Hybrid Class Delivery**

Bryan University courses offer a blend of online classroom experiences, with an emphasis on live, face-to-face online instruction that permits faculty and students to interact directly, multiple times a week. Tests, exams, graded-work turnaround timelines, and expectations are class specific and outlined in each class syllabus. Online courses are not self-study; students are strongly encouraged to participate in all live class sessions. If a student is unable to attend a live class session, they can watch a recording and submit a class summary. Students access classes and course materials using a variety of technologies:

- **Student Portal:** Virtual campus that provides access to online library, technical support, school contacts, school departments, and online classes (see LearnBryan, below); students can also access information regarding financial aid, payment options, academic status, and unofficial transcripts.

- **LearnBryan:** Learning management system (LMS) that organizes curriculum deployment for the classes in which a student is enrolled, synchronizing the student with other class members, teachers, weekly outlines, grades, and information necessary for class success. Live, virtual classroom times are scheduled in the LMS and then presented via Zoom (see below).

- **Zoom:** Synchronous virtual classroom where students receive weekly lectures from the faculty as well as interact with faculty and other students. All students experience this live format during the admissions interview process and orientation.
- **Realtime Coach:** Court Reporting simulation lab for students to rapidly increase stenography speed levels. It provides instant feedback and adaptive learning, leading to higher outcomes of success. It is also utilized for court reporting testing and some live class scheduling.

The modes of class delivery vary, according to instructors and course content, and may include any of the following methods:

- **Live Lecture:** A synchronous, instructor-lead delivery of course material with student interaction. Calculated as lecture hours.

- **Threaded Discussion:** An asynchronous discussion derived from postings on course-related electronic forums or bulletin boards. Calculated as lecture hours when the instructor reviews and moderates the discussions, but as lab hours when there is no instructor participation.

- **Collaborative Learning:** The synchronous participation of enrolled students to complete assigned activities. The instructor may or may not be present during the collaborative-learning experience. Calculated as lab hours.

- **Multimedia Presentation:** A presentation that delivers the course content in a lecture format with pre-recorded voice, video, etc., but without synchronous interaction between students and instructor. May contain interactive elements to ensure student comprehension of material. Calculated as lecture hours.

- **Text Presentation:** Course content in a slide format without multimedia added. Involves no student interaction or engagement. Calculated as externship hours.

- **Online Drill:** Pre-planned set of activities that reinforce the students’ understanding of lecture materials, without instructional presence or synchronous input. Students receive feedback (guidance or suggestions for improvement) in real time from the online platform. Instructor reviews outcomes of the drill with students at a later date. Calculated as lab hours.

- **Research:** Dependent investigation of a concept covered in class, without instructional supervision or input. Calculated as independent study hours.

- **Case Study:** An exercise requiring a practical application of the course content, often featuring multi-day assignments in which the instructor provides input as students work toward completion. Calculated as lab hours.

- **Game:** A simulated situation approached in an engaging or creative way that leads to an educational outcome. Students work cooperatively within the game, with or without synchronous or asynchronous instructor input. Calculated as lab hours.

- **Observation:** The review of another individual performing a task or tasks, with the student providing feedback or reaction to the observed task. Calculated as independent study hours.

- **Simulation:** An assignment requiring students to perform a task similar to those in the proposed implementation environment. Involves instructor feedback, usually after the simulation has been observed by the instructor in both real time and through multimedia capture and playback. Calculated as lab hours.

- **Problem Solving:** Prompts students to think creatively about a scenario to resolve a complication or issue, with or without a specific time limit. Not observed by the instructor. Calculated as independent study hours.

**Request for Transcripts**

Requests for student transcripts must include student name, dates of attendance, and completion status (graduate, withdrawal, termination, etc.). Requests will not be given to any inquirer without student written consent. Request forms are available by emailing registrar@bryanuniversity.edu. Requests must be submitted via email or fax and will be processed within 10 working days of the written request at a cost of $5 per official transcript.
Requests for other information to be disclosed must also be submitted in writing, and they must specify the information to be disclosed, the reason for disclosure, and the person(s) to whom disclosure can be made.

**Family Educational Rights and Privacy Act**

All requests for records should be made in writing to: Bryan University Online; 350 W. Washington St., Suite 100; Tempe, AZ 85281.

Student records are maintained for a minimum of five years from the student’s last day of attendance; academic transcripts are maintained indefinitely. The Family Educational Rights and Privacy Act (FERPA) gives eligible students and their parents certain rights with respect to their education records, including:

1. The right to inspect and review the student’s educational records during normal business hours, by appointment, and no sooner than five days after the Education Department receives a written, dated request for access. The university does not permit students to review confidential student guidance notes maintained by the university or financial records of their parents or guardians.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate. Students must submit a written inquiry to the program director in which they are enrolled specifying what they want changed and why it is inaccurate. If the university decides not to amend the record, the university will notify the student in writing and/or verbally of the decision and the student’s right to a hearing, if desired.

3. The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without prior consent from the parents or the eligible student, as applicable. The university may neither release nor disclose personally identifiable information contained in the student’s records to outside employers, agencies, or individuals without first securing a written release from the parent or eligible student, unless permitted by the law.

**Exemptions**

Items not considered part of the student’s record under FERPA include, but are not limited to, the following:

- Certain confidential letters of recommendation received by the university.
- Records about students or incidents made by and accessible only to instructors or administrators.
- School security records or records maintained by certain professionals providing specific forms of treatment to the student.

**Access Without Student Consent**

The university will not permit access to, or release of, confidential information to any individual or agency without the written consent of the student, except to the following:

- Bryan University officials in the proper performance of their duties.
- Organizations conducting studies for educational and governmental agencies where personally identifiable information will not be disclosed.
- U.S. Government agencies as listed in Public Law 93-380.
- Accrediting agencies.
- Parents of dependent children as defined in the Internal Revenue Code of 1954.
Any organizations or persons who sponsor the student by paying any portion of the cost of training directly to the university.

Appropriate emergency personnel, as necessary to protect the health or safety of another student or person.

Other educational institutions upon request of transcripts for students seeking enrollment in that institution.

In connection with the award of financial aid.

To comply with judicial order or subpoena, provided that the university makes a reasonable effort to notify the student prior to such compliance.

Organizations conducting studies involving testing, student aid programs, or instructions.

To comply with conditions otherwise required by FERPA.

**Voter Registration**

As a participant in Title IV Federal Student Financial Aid programs, Bryan University would like to remind students who are U.S. citizens of the importance of registering to vote.

If you are interested in participating in local, state, or national elections, please visit the Election Assistance Commission website at [www.eac.gov/voter_resources/register_to_vote.aspx](http://www.eac.gov/voter_resources/register_to_vote.aspx) to learn how you may register to vote.

To register to vote in Arizona, please go to [https://servicearizona.com/webapp/evoter](https://servicearizona.com/webapp/evoter).

To register to vote in California, please go to [http://www.sos.ca.gov/elections/elections_vr.htm](http://www.sos.ca.gov/elections/elections_vr.htm).

**Transferring From One Program to Another / Continuing with Bryan for Additional Certifications or Degrees**

Students who wish to transfer to a different program of study must first contact the Student Services Department. Tuition fees will be calculated and students will be credited or charged the difference in course costs; no re-registration fees are required. Courses that are substantially the same in terms of credit and competencies are generally applied towards completion of the program. Approved transfer credits do affect satisfactory academic progress (SAP) and will be included in the SAP calculation.

If an existing or prior student is enrolled in a program that is substantially changed for newly enrolled students, and the student would like to transfer to the new version, he or she may do so with approval. Historical grades may be transferred for classes substantially the same, instead of receiving a transfer credit designation, if classes are categorized as equivalents. SAP is assessed per the schedules provided within the program the student pursues. All transfer credits that count towards the new program will count towards satisfactory academic progress.

**Transfer of Credits**

Bryan University offers generous transfer credit policies. An official credit evaluation is completed for students as part of the application process as soon as students submit unofficial or official transcripts, along with the transcript evaluation request form, to their admissions representative. Please note that a final list of approved transfer credits cannot be completed until official transcripts have been received by the university. Courses with a grade of “C” or higher are generally transferable if the cumulative GPA of course work is a 2.0 or higher and if the course objective and rigor align with those set by Bryan University. All accepted transfer credit counts towards satisfactory academic progress.

Credits can only be approved for college-level courses from an accredited institution and must meet requirements of the degree program in which the student is pursuing. Once transcripts are submitted, preliminary results are communicated within five business days. Official transcripts should be submitted to an admissions representative or to the Office of the Registrar. The university accepts up to 33% of required program credits toward
an associate degree. For a bachelor degree, the university accepts up to 60% of required program credits. Exceptions to this rule may be approved by the Program Director and V.P. of Academic Affairs.

Requests for transfer credit must be submitted during the enrollment process and may not be considered if submitted after the first 5 weeks of attendance. Transferable credits must have been earned prior to the date of enrollment, with the exception of CLEP, and may not be considered if more than seven (7) years old.

Additional details such as a course catalog or official syllabus may be needed to finalize the evaluation process. All accepted transfer credits are applied toward satisfactory academic progress.

For Court Reporting, only academic and machine courses earned at a school approved by the National Court Reporting Association (NCRA) or from an accredited institution recognized by the Department of Education will be considered. Court Reporting machine classes may be considered based on speed examination of the applicant by Bryan University.

International students should contact an Admissions Representative for information about transferring credits from an institution outside of the United States.

**Veteran/Military Transfer Credit**

Transfer credits from regionally or nationally accredited post-secondary institutions, as recognized by the Council for Higher Education Accreditation (CHEA), may be accepted as courses for transfer into undergraduate, graduate degree, and certification programs. The approval of transfer credits is at the sole discretion of Bryan University.

Official transcripts must be submitted for evaluation as part of the enrollment process. For Bryan University’s 100 percent online programs, active-duty service members may be required to complete up to 30 percent of the program online to satisfy academic residency requirements (up to 25 percent requirement for residential programs). In addition, Bryan transfer credits may be approved for completion of formal military courses as recommended through official transcripts (Army/ACE Registry Transcript System, Community College of Air Force, Sailor/Marine/ACE Registry Transcript, Registry of Credit Recommendations, or National Registry for Training Programs). Credits will be applied as approved by the Office of the Registrar. Credit may also be given for completion of approved examinations, including CLEP, DSST, and ECE as outlined in the ACE guide to Educational Credit by Examination. All transfer credit is applied towards satisfactory academic progress.

**Transferability of Bryan University Credits and Degrees**

The transferability of credits and degrees earned at Bryan University is at the sole discretion of the institution to which a student plans to transfer. Students are advised to contact the admissions department at consecutive institutions for information on transferring credits or degrees. A degree, diploma, or certification from Bryan University does not serve as a basis for a higher-level degree at another university.

**Articulation Agreements**

Bryan University is not a participant in any articulation agreements.

**Financial Aid**

As both an approved and accredited institution, Bryan University participates in various federal and state financial aid programs to make postsecondary education affordable for all students. Because every individual’s financial situation is unique, the university assigns a Financial Aid Advisor to each student. The advisor will provide a financial aid review, discuss the financial aid application, and inform the student of all necessary deadlines. Depending on financial status, students may qualify for federal and state grants, federal loans, and private financing. Whereas grants are considered gift aid and no repayment is necessary, students receiving financial aid in the form of loans are solely responsible for repaying the loan amount plus interest.
All Title IV HEA loans will be reported to the National Student Loan Data System for Students (NSLDS) and will be accessible by authorized agencies, lenders, and institutions. This includes both parent and student loans.

Satisfactory academic progress (SAP) is mandatory to ensure continued financial aid (grants and federal loans made available through Title IV funding) throughout the completion of the curriculum at Bryan University.

Students and applicants may also obtain required Truth in Lending disclosures and Title IV disclosures from the Financial Aid Office.

Financial Aid Assistance Contact Information

For more details about the financial aid process, visit the Bryan University website at http://bryanuniversity.edu/tuition-financial-aid/, or contact a Bryan University Financial Aid Officer at 800.878.5515, or email financialaid@bryanuniversity.edu. Financial Aid Representatives are available Monday through Thursday, 8:00am PST to 7:00pm PST and Friday 8:00am PST to 5:00pm PST. In addition, the receptionist can also book personal online or face-to-face appointments.

Entrance and Exit Loan Counseling

Mandatory Entrance Loan Counseling

First-time borrowers of Federal Direct Stafford and Federal Direct Graduate PLUS Loans at Bryan University are required to complete entrance loan counseling before loan funds can be disbursed. This is required per federal regulation and university policy, even if you previously borrowed loans at another college or university.

To complete the entrance loan counseling online, visit www.studentloans.gov. Sign in to Manage My Direct Loan using your FAFSA PIN, then select Complete Counseling. The process should take about 30 minutes. Once your session is successfully completed, your information will be transmitted to Bryan University within 2-3 business days.

Timely completion of entrance counseling ensures you receive your funds in time to pay tuition and fees by the settlement deadline.

Mandatory Exit Loan Counseling

If you have borrowed from the Federal Stafford and/or Federal Graduate PLUS Loan programs and you are graduating, on a leave of absence, or enrolled less than half-time, federal regulations and university policy require you to complete two (2) exit loan counseling sessions.

To complete the exit loan counseling online, visit www.studentloans.gov. Sign in to Manage My Direct Loan using your FAFSA PIN, then select Complete Counseling. The Exit Loan Counseling session should take about 30 minutes to complete. Bryan University will be notified electronically when you complete the process.

To complete the university requirement, borrowers will need to meet with a Financial Aid Advisor for an exit meeting.

FAFSA Verification

Verification is a process to confirm the information provided on the FAFSA. A Financial Aid Advisor may ask the applicant to supply copies of documentation, such as income tax returns, W-2 statements and 1099 forms, to verify the data that was submitted on the Free Application for Federal Student Aid (FAFSA).

Some students are selected for verification by the U.S. Department of Education, others are selected by Bryan University. Verification selection can be random or may be required if your FAFSA data was incomplete, estimated, conflicting, or inconsistent.
In accordance with C.F.R 668.53 Policies and procedures, Bryan University has established and uses a standard policy and procedure for completing verification of a student’s FAFSA information. The policy includes:

1. The required documentation for completing verification of the selected verification group. Students may be required to submit documents for verification including but not limited to:
   a. Proof of Citizenship
   b. Proof of selective service registration
   c. Verification documents independent/dependent
   d. Statement of non-tax filer
   e. Admission status
   f. Any and all student self-certifications.
2. As a financial aid recipient, students have right and responsibilities that are listed here in the catalog, a hard copy of the rights and responsibilities can also be obtained from the financial aid office.
3. A 90 day time-frame in which a student must submit all verification documents.
4. Failure to complete verification by the 90th day, results in a written communication to the student informing them that financial aid funds will not disburse to their account. A student can appeal this decision by speaking with the financial aid director and establish an adequate mutual plan to complete the necessary documentation to regain financial aid eligibility.
5. If any changes are made to student’s award based on verification findings, students are notified by a phone conversation and is followed up with an email.
6. If any modification is required to a student’s FAFSA, students are directed to the FAFSA on the web.

In accordance to C.F.R 668.16 referrals to office of the inspector general of the Department of Education are submitted by the Regional Director of Financial Aid. Staff members that feel fraudulent activity is happening, report their findings to the regional director; an additional investigation is completed, and if needed reported to the office of the inspector general of the department of education.

**Student Rights and Responsibilities**

As a student you have the right to:

4. Know what financial assistance is available to you, including all federal, state, and institutional financial aid programs.
5. Know the deadlines for submitting applications for applicable financial aid programs and the process required.
6. Know how your financial need is determined, including how cost of attendance budgets are developed.
7. Know what resources are considered in the calculation of your financial need, and how much of your need as determined by Bryan University has been met.
8. Know if you are selected for verification in a written communication. If verification changes your student aid eligibility a written notice will be sent to you with such changes.
9. An explanation of the types of aid contained in your financial aid award as well as how to retain eligibility for those funds (if applicable).
10. Request a review of your current financial situation if you meet certain criteria based on changes since filing the current aid year FAFSA application.
11. Know what portion of your aid package is grant or gift aid, and what portion must be repaid. In addition, you have the right to know interest rates, total amount to be repaid, procedures for repayment, when repayment begins, and how long you have to repay the loan.
12. Know the criteria for continued financial aid eligibility, including guidelines for the determination of Satisfactory Academic Progress as defined by the Department of Education.

13. Know the method and frequency of financial aid disbursements.

14. To receive a copy of all documents and explanations thereof by contacting our financial aid office at financialaid@bryanuniversity.edu or walking into the office.

As a student you have the responsibility to:

15. Be aware of your ability to pay any institutional charges based on your available financial aid and personal resources.

16. Review and understand the terms and conditions of your financial aid award.

17. Complete all requirements accurately, in a timely manner, and by the appropriate deadlines.

18. Inform us if you intend to enroll less than full time for any given term so that your aid can be properly adjusted and disbursed.

19. Inform us of any outside scholarships, assistantships, or additional resources that you receive.

20. Fill out the FAFSA application completely and accurately. If selected for verification you will provide all requested documents in a timely manner, and ensure that all submitted materials are complete and accurate. Falsification of information on application forms for federal financial assistance is considered a criminal offense, and you may be subject to penalties under the U.S. Criminal Code. Failure to complete the verification process within a timely manner may result in your federal aid application to be denied. You will be notified in writing for such event.

21. Read and understand all forms that you are asked to submit or sign, realizing that you are legally responsible for all agreements that you sign.

22. Know and comply with all policies and procedures of the Bryan University.

23. Manage your financial aid experience.

Scholarships, Grants, and Discounts

Bryan University does not offer any scholarships or grants at this time beyond the veteran grant noted below.

Bryan University is proud to offer veterans a discount of $1500 on any associate or master degree program and $3000 on any bachelor degree program.

Refund Policy

An enrollee may cancel the enrollment agreement without penalty or obligation within three business days (excluding Saturday, Sunday, and state and federal holidays) of signing the agreement. Refunds will be processed within 30 calendar days and include all tuition and fees paid. After three days, if the enrollee cancels prior to or on the first day of instruction, the university will refund all paid fees except the registration fee. Students who cancel during the first seven days of the academic module will not be assessed a tuition charge.

Cancellation requests must be in writing; letters or emails must be received by the Registrar’s Office within the first seven days of the module. Upon termination, the student is charged for actual books and other supplies received. If the student fails to return class materials in their original condition (open kits, courseware, and books that have been written in will not be acceptable for return) within 10 days from the last day of attendance, the university will deduct the costs from the refund, calculated according to the federal, state, and institutional policies. The university does not charge for textbooks or materials the student did not receive. Examples of refund calculations are available in the Financial Aid Office.
A student may withdraw from the school any time after the cancellation period and receive a pro rata refund if they have completed 60 percent or less of the scheduled hours in the current payment period in their program of study through the last day of attendance. The refund will be less a registration or administration fee, not to exceed $250, and less any deduction for equipment not returned in good condition, within 30 days of withdrawal.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the withdrawal or as of the date of the student’s withdrawal, whichever is later.
- The institution terminates the student’s enrollment due to the student’s failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the university.
- The student has failed to attend class for 14 days.
- The student fails to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student’s withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program during the billing period (total institutional charge, minus non-refundable fees, divided by the number of days in the billing period), multiplied by the number of days scheduled to attend, prior to withdrawal. For the purpose of determining when the refund must be paid, the student shall be deemed to have withdrawn at the end of 14 days.

For programs beyond the current “payment period,” if a student withdraws prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

Tests and supplies not used are not charged to the student. Any refund amount will be adjusted for the cost of testing and supplies not returned in good condition within 10 calendar days of withdrawal or termination.

Return of Title IV Funds

All unearned Student Financial Aid (SFA) funds must be returned if a student participating in the SFA program withdraws or is terminated. Bryan University will calculate the percentage of the payment period or period of enrollment completed. For a credit hour program, the percentage of the period completed is determined by dividing the number of calendar days completed in the payment period (or period of enrollment as of the day the student withdrew) by the total number of calendar days in the same period. The total number of calendar days in a payment period or period of enrollment includes all days within the period, except for institutionally scheduled breaks of five or more consecutive days. Days in which the student was on an approved leave of absence will also be excluded. The day the student withdrew is counted as a completed day. Bryan University will calculate the percentage of financial aid earned by the student and return the remaining amount, to be distributed in the following order as required by federal law:

24. Unsubsidized Stafford Loan
25. Subsidized Stafford Loan
26. PLUS Loans
27. Pell Grant
28. Supplemental Education Opportunity Grant (SEOG)
29. Other Federal, State, and Private Funding

30. Student or Sponsor

Refund Dates

Refunds are made within 45 days following the date upon which the student’s withdrawal has been determined or, for a student who fails to return from an authorized Leave of Absence (LOA), within 45 days of the date the student was scheduled to return. Refunds are distributed to the Title IV Programs in accordance with the distribution order defined by Federal Regulation. All tuition refunds will be calculated in compliance with criteria established at the state, federal, and accrediting-body levels. The largest refund amount will be determined by those guidelines and disbursed accordingly.

Academic Standards

Curriculum

Stenography/Court Reporting

Each subject taught in the Bryan University Court Reporting program is relevant to the field of court reporting. The subject matter of each course is specifically designed to meet the standards of the National Court Reporters Association. Because vocabulary development never ceases for the court reporter, general vocabulary enrichment is presented as part of all machine shorthand classes to ensure students have the practical experience of writing and transcribing material that incorporates their expanding vocabularies.

Advanced Personal Training and Exercise Science

The Advanced Personal Training and Exercise Science program curriculum was developed under the guidance of the National Academy of Sports Medicine (NASM).

Health Information Technology

Currently, the Health Information Technology program is in candidacy status through CAHIIM, but has not yet received approval. As such, students cannot sit for the Registered Health Information Technician (RHIT) exam until final approval is received. Bryan University is making all efforts to obtain approval, but students are not guaranteed this will occur. To mitigate, students may elect to sit for an American Health Information Management Association (AHIMA) or American Academy of Professional Coders (AAPC) coding certification.

Course Numbering

Bryan University uses a course-numbering system to differentiate between undergraduate and graduate work. Remedial coursework cannot be counted toward degree completion, but may be eligible for financial aid. Only students who have met the requirements of graduate study may take graduate level classes.

<table>
<thead>
<tr>
<th>Course Numbering System</th>
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<tbody>
<tr>
<td>000-099</td>
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<tr>
<td>100-199</td>
</tr>
<tr>
<td>200-299</td>
</tr>
<tr>
<td>300-399</td>
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<tr>
<td>400-499</td>
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</tbody>
</table>
Academic Advising

Academic advisors assist students with difficulties arising from scheduling courses and tutorials, attendance problems, work-conflicts, program changes, or other difficulties that may impede their studies. Students experiencing other difficulties, personal or otherwise, are encouraged to contact WellConnect by Student Resource Services (see “Student Health Services”).

Student Collaborative Learning

Students are granted opportunities for class collaborative study groups to foster communication, sharing, and dynamic learning. Thus, in addition to individual assignments, students will actively participate in multi-student lab sessions designed to strengthen their team-building and professional communication skills.

Grading

Students are graded on a 4.0 scale. Classes taken on a pass/fail basis are not counted in the CGPA, indicated by the grade “P.” Only the highest grade will be factored in the CGPA in the event a class is attempted more than once; however, each attempt will be noted on the transcript as an R. Grading reflects the student’s progress and proficiency in their particular course of study. Each student’s progress is monitored from points earned in class performance, attendance, assigned work, and tests. Total points are then calculated and a final grade is given according to the following scale.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Range</th>
<th>CGPA Sale</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>95% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>90%-94%</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>87%-89%</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>84%-86%</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>80%-83%</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>77%-79%</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>74% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>Average</td>
<td>70%-73%</td>
</tr>
<tr>
<td>D+</td>
<td>Below Average</td>
<td>67%-69%</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>60%-66%</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>Under 59%</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Students withdrawing from a class before 25% into the module receives a “W” with no impact on their CGPA or rate of progression.</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Students withdrawing from a class beyond 25% into the module with a passing grade receive a “WP” with no impact on CGPA, but does count towards rate of progression.</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Students withdrawing from a class beyond 25% into the module with a failing grade receive a “WF,” which affects</td>
<td>0.0</td>
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</tbody>
</table>
Leaves of Absence

Leaves of absence are granted at the sole discretion of the university. Acceptable criteria for a leave of absence (LOA) include: jury duty, military reasons, and Family Medical Leave Act of 1993 (Public Law 103-3). Requests must be accompanied by verification and submitted in writing. Official LOA request forms are available from the Program Director’s office and must be signed by the student.

Students granted an LOA will be classified as being on an “approved LOA” as defined by the Department of Education. An approved LOA must meet the following guidelines:

- Each student will be granted only one LOA in a 12-month period.
- The total length of a student’s LOA may not exceed 180 days in a 12-month period, beginning with the first day of the first LOA.
- A student may be granted one additional LOA, with previous approval from the Campus President, not to exceed 30 days, in limited, well-documented cases due to unforeseen circumstances, such as jury duty, military reasons, family and medical emergencies, and other circumstances deemed acceptable by the university under the Family and Medical Leave Act of 1993 (Public Law 103-3).
- It is imperative for the student to return to school when the approved LOA is over. Any student not returning on the scheduled return date will be withdrawn from the program.
- The university may, at its discretion, extend or shorten the LOA to coincide with the nearest class start date, not to exceed 180 days total.
- An unapproved LOA is defined by the Department of Education as a leave that does not meet the conditions for an approved LOA. An unapproved LOA is considered a withdrawal for purposes of Title IV Student Financial Aid.

Withdrawal from School

Students who are not eligible for a leave of absence for a personal hardship or who cannot continue in their program of study may withdraw from school using the following process:

- The student notifies his/her Student Success Coach or Student Outreach Advisor in writing of the need to withdraw from school and the desired withdrawal date.
- The student meets with the Program Director for his/her program of study.
- The student works with the Student Success Coach or Student Outreach Advisor to put together a plan for returning to school, if applicable.

After these steps have been completed, the student will be withdrawn from school. Students can withdraw during the first seven days of the academic module without penalty. After that time, if a student withdraws while failing, a “WF” will be received for the courses in which the student is enrolled, which will count in the calculation

<table>
<thead>
<tr>
<th>Letter Grade</th>
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<th>CGPA Sale</th>
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<tbody>
<tr>
<td>T</td>
<td>Test Out</td>
<td></td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Repeat</td>
<td></td>
</tr>
</tbody>
</table>
of the CGPA. If a student is passing at the point of withdrawal, a "WP" will be received, which does not count in the CGPA.

If applicable, Student Alumni Outreach will contact the student per the student's plan to follow up and prepare the student to re-enter. Additionally, if personal circumstances change and afford the student the opportunity to continue with school, the student may petition to re-enter the program of study by contacting Student Alumni Outreach.

**Incompletes**

Students experiencing extenuating circumstances may receive an Incomplete. Students receiving an Incomplete in a course must complete the course requirements within 10 days of receiving approval by the Program Director to obtain a final grade and credit for the course. If outstanding assignments are not received, the Incomplete will change to the applicable grade in the class based on assignments submitted up to a Fail, which will impact CGPA and credits attempted.

**Unauthorized Distribution of Copyrighted Materials**

Bryan University strives to provide access to varied materials, services and equipment for students, faculty, and staff and does not knowingly condone policies or practices that constitute an infringement of Federal copyright law.

Transmitting (including peer-to-peer) or downloading any material that you do not have the right to make available and that infringes any patent, trademark, trade secret, copyright, or other proprietary rights of any party is prohibited. Installing or distributing pirated or unlicensed software is also forbidden. Violation of these requirements may subject students, faculty, and staff to civil and criminal liabilities as well as possible dismissal from the institution. Users should assume that all writings and images are copyrighted.

Title 17 of the United States Code (17 USC §501 et seq.) outlines remedies for copyright infringement that may include some or all of the following: obtaining an injunction to stop the infringing activity; impounding and disposing of the infringing articles; an award to the copyright owner of actual damages and the profits of the infringer, or in the alternative, an award of statutory damages which may be increased if the infringement is found to be willful; an award of two times the amount of the license fee a copyright owner could have gotten; an award of the full costs incurred in bringing an infringement action; and for criminal copyright infringement, fines, and imprisonment. Please see the website of the U.S. Copyright Office at www.copyright.gov.

Bryan University maintains a campus network to support and enhance the academic and administrative needs of our students, faculty, and staff. Bryan University is required by Federal Law – H.R. 4137 to make an annual disclosure informing students that illegal distribution of copyrighted materials may lead to civil and/or criminal penalties. Bryan University takes steps to detect and punish users who illegally distribute copyrighted materials.

Bryan University reserves the right to suspend or terminate network access to any campus user that violates this policy and Network access may be suspended if any use is impacting the operations of the network. Violations may be reported to appropriate authorities for criminal or civil prosecution. The existence and imposition of sanctions do not protect members of the campus community from any legal action by external entities.

**Code of Conduct**

Bryan University is committed to maintaining high standards for student conduct. Students will be held accountable for, or should report, the following violations occurring online, on campus, or at internship/externship facilities:

- All forms of dishonesty, including cheating, plagiarism, forgery, or misuse of university documents.
• Theft, deliberate destruction, or damage of university property or property owned by employees and students.

• Inappropriate or profane behavior that disrupts teaching, research, administration, disciplinary proceedings, or other university activities.

• Consumption, possession, manufacturing, or distribution of alcoholic beverages or controlled substances.

• Failure to comply with the instructions of university officials acting within the scope of their employment responsibilities.

• Violence or threats of violence toward persons or property of students, faculty, staff, or the university.

• Improper use of email and Internet access for purposes unrelated to the educational mission of the university, such as, university email to solicit private business.

• Inappropriate use of cell phones or other electronic devices, all of which must be turned off while in the classroom.

• Physical abuse, verbal abuse, bullying, intimidation, harassment, coercion, stalking, or any conduct that threatens or endangers the physical or psychological safety of another person.

A student involved in any of the violations listed above will be sanctioned accordingly. Possible sanctions range from receiving a written letter of reprimand to immediate dismissal from the university. When determining what sanction to impose, factors such as prior disciplinary actions, the nature of the offense, the severity of harm, or other factors deemed appropriate, will be considered. Written reprimands will include a plan of action including future sanctions if the student repeats the initial violation or if a new violation occurs under a different area of the Code of Conduct.

Any member of the University community may file charges against a student for violations of the Code of Conduct. The charge shall be in writing and directed first to the Program Director who may conduct an impartial investigation to determine if the charge has merit and if it can be resolved by mutual consent of the parties involved. If the issue persists or cannot be resolved at the Program Director level, the charge will be escalated to the Vice President of Academic Affairs, who will determine and enforce the appropriate sanction.

A student may appeal disciplinary sanctions to the University in writing by submitting to appeals@bryanuniversity.edu. All appeals need to include the basis for which an appeal should be granted and must confirm that the student has taken the prerequisite steps listed above. All student appeals must be initiated within 5 days after the student receives notice of the disciplinary action. The University shall respond to the appeal within 10 business days. The decision of the review board is final.

**Children on Campus and in Online Live Class Sessions**

Faculty, staff, and students are encouraged not to bring children on campus for extended periods. Children are not permitted in the classroom and Bryan University does not provide childcare services and cannot assume responsibility for the health and safety of minors. When attending class online, students are encouraged to provide a class environment that will not be disrupted by childcare or children activities so as to allow the student to fully participate in class and to prevent online classroom disruption.

**Personal Appearance and Hygiene**

The university adheres to a student personal appearance policy as a way to encourage professional behavior and conduct, as well as to prepare students for their future career. Safety and comfort are also a consideration in the adopted personal appearance policy. Adherence to the personal appearance policy discussed below is required for all students on the campus and those attending or participating in university events or activities off campus.
Students in violation of the personal appearance policy will be given an opportunity to conform to the policy. Students who do not or cannot conform to policy when asked will be dismissed from campus or the activity until they can appear in proper personal appearance.

**Personal Training Exercise Science Students**

Students in the Advanced Personal Training and Exercise Science associate’s degree program and Professional Training and Exercise Science bachelor’s degree program participate in physical activities. Students must be in gym attire while participating in physical activities in the classroom or gym.

**Tops:**
- Bryan University tee shirt during live class sessions or other classes or activities involving physical movement on or off campus

**Bottoms:**
- For classroom days without physical activities: Khaki shorts or pants that do not restrict movement. Shorts must come to a point slightly above or below the knee.
- For classroom days with physical activities: Athletic shorts or pants in good repair. Shorts must come to a point slightly above or below the knee. Sweat pants are not acceptable attire.
- All pants and shorts must be worn above the hips

**Shoes:**
- Sneakers or other closed-toe, non-cleated athletic shoes in good repair

**Headgear:**
- No hats or other head coverings may be worn by the student at any time while on-campus or at a Bryan University event or activity off-campus

**Personal Hygiene**

Students attending on campus are expected to meet the following standards or guidelines with respect to personal grooming and hygiene upkeep:
- Consistent bathing and oral hygiene
- No heavily-scented perfumes, colognes or lotions
- Fingernails neatly manicured and of a length that does not compromise physical activities

**Jewelry, Piercings, and Body Art**

Students will be asked to remove all visible jewelry and piercings prior to participate in hands-on bodywork and fitness activities. Students may continue to wear stud earrings unless it interferes with the techniques being taught or practiced.

Some body piercings, such as belly button rings, may become entangled or damage school property. Students with these piercings take personal responsibility for their health and safety, and may be held responsible for damage to school property.
Students with body art that may be considered personally, professionally, and morally offensive in nature to Bryan University employees and students and inconsistent with the professional standards Bryan University seeks to impart as part of its educational mission (either through words, images, or a combination of both) will be asked to cover it while at Bryan College or engaging in off-campus events and activities. When requested, students must cover their body art in a way that allows them to continue to maintain their program appropriate dress code.

**On-Campus Interviews**

Bryan University brings local employers on site for on-campus interviews. Students will be required to wear appropriate business attire if they participate in an on-campus interview. Business attire conforms to the following guidelines:

**Men:**
- Slacks (solid color - navy or dark grey) and belt
- Long sleeve shirt and tie
- Conservative leather shoes and dark socks
- Little or no jewelry
- Neat, professional hairstyle
- Limit the aftershave
- Neatly trimmed nails

**Women:**
- Suit pants or skirt (navy, black, or dark grey), suit skirt should be long enough so you can sit down comfortably
- Coordinated blouse
- Conservative shoes
- Little or no jewelry
- Neat, professional hairstyle
- Light make-up and perfume
- Neatly manicured nails

**Satisfactory Academic Progress**

All Bryan University students must achieve satisfactory academic progress (SAP) to successfully complete their programs of study. Approved transfer credit is considered when evaluating SAP. The university evaluates students’ academic progress once each academic year, based on the following:

- **Qualitative Standard:** The student’s cumulative grade point average (CGPA) must be 2.0 or higher at the second academic year review point and every subsequent academic year review point from then on.

- **Quantitative Standard:** The student must earn the program required credits within 150% of the stated program length. The table below represents the minimum amount of credit the student must earn to complete the program within 150% of the programs published length.
### Rate-of-Progression Minimums*

<table>
<thead>
<tr>
<th>Evaluation Point (Academic Year/30 Weeks)</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Personal Training and Exercise Science AAD, Litigation and E-Discovery Paralegal Studies OAD, Masters in Applied Health Informatics—Max Timeframe 110 Weeks</td>
<td></td>
</tr>
<tr>
<td>AY1</td>
<td>0% of program credits earned</td>
</tr>
<tr>
<td>AY2</td>
<td>40% of program credits earned</td>
</tr>
<tr>
<td>AY3</td>
<td>80% of program credits earned</td>
</tr>
<tr>
<td>AY4 partial (20 weeks)</td>
<td>100% of program credits earned</td>
</tr>
<tr>
<td>Health Information Technology OAD, Advanced Medical Billing, Coding and Electronic Health Records, Academic Associate Degree in Paralegal Studies and Litigation Technologies, – Max Timeframe 120 Weeks</td>
<td></td>
</tr>
<tr>
<td>AY1</td>
<td>0% of program credits earned</td>
</tr>
<tr>
<td>AY2</td>
<td>40% of program credits earned</td>
</tr>
<tr>
<td>AY3</td>
<td>75% of program credits earned</td>
</tr>
<tr>
<td>AY4</td>
<td>100% of program credits earned</td>
</tr>
<tr>
<td>Graduate Certificate in E-Discovery--Max Timeframe 48 Weeks</td>
<td></td>
</tr>
<tr>
<td>AY1</td>
<td>50% of program credits earned</td>
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<tr>
<td>AY2 partial (18 weeks)</td>
<td>100% of program credits earned</td>
</tr>
<tr>
<td>Court Reporting/Stenography Two-Voice (RPR) OAD—Max Timeframe 165 Weeks</td>
<td></td>
</tr>
<tr>
<td>AY1</td>
<td>0% of program credits earned</td>
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<tr>
<td>AY2</td>
<td>30% of program credits earned</td>
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<td>AY3</td>
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<td>AY4</td>
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<tr>
<td>AY5</td>
<td>95% of program credits earned</td>
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<tr>
<td>AY6 partial (15 weeks)</td>
<td>100% of program credits earned</td>
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<tr>
<td>Court Reporting Four-Voice (CSR) OAD--Max Timeframe 240 weeks</td>
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<td>AY1</td>
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<td>AY8</td>
<td>100% of program credits earned</td>
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<td>Bachelor of Science in Professional Fitness Training and Exercise Science or Paralegal, Litigation Support, E-Discovery – Max Time Frame 225 Weeks</td>
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<tr>
<td>AY 1</td>
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<td>AY 5</td>
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<td>AY 6</td>
<td>74% of program credits earned</td>
</tr>
<tr>
<td>AY 7</td>
<td>94% of program credits earned</td>
</tr>
<tr>
<td>AY 8</td>
<td>100% of program credits earned</td>
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<tr>
<td>Masters Degree in Healthcare Informatics and Analytics – Max Time Frame 150 Weeks</td>
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</tr>
<tr>
<td>AY1</td>
<td>0% of program credits earned</td>
</tr>
<tr>
<td>AY2</td>
<td>10% of program credits earned</td>
</tr>
<tr>
<td>AY3</td>
<td>60% of program credits earned</td>
</tr>
</tbody>
</table>

*Copyright © 2016 Bryan University*
AY4 | 70% of program credits earned
AY5 | 100% of program credits earned

Bachelor of Science in Healthcare Administration and Analytics, Bachelor of Science in Paralegal Studies and Litigation Technologies -- Max Time Frame 240 Weeks

| AY 1 | 0% of program credits earned |
| AY 2 | 10% of program credits earned |
| AY 3 | 30% of program credits earned |
| AY 4 | 40% of program credits earned |
| AY 5 | 60% of program credits earned |
| AY 6 | 70% of program credits earned |
| AY 7 | 90% of program credits earned |
| AY 8 (partial 16 weeks only) | 100% of program credits earned |

Masters of Science in Public Health

| AY1 | 0% of program credits earned |
| AY2 | 10% of program credits earned |
| AY3 | 30% of program credits earned |
| AY4 | 53% of program credits earned |
| AY5 | 80% of program credits earned |
| AY6 (partial 16 weeks) | 100% of program credits earned |

* The above minimum rate-of-progression requirements are applicable to the specific programs currently in the enrollment phase. To ensure students meet the standards set by their specific program of study in its correct version, they should refer to the catalog corresponding with their date of enrollment.

Students failing to meet SAP requirements—as determined by the Qualitative or Quantitative Standards outlined above—become ineligible to receive financial aid until both standards are met. They may elect to continue enrollment under an extended enrollment status, but they will remain ineligible for financial aid. Students may appeal the unsatisfactory decision by following the “Appeals Process,” below, which outlines processes on how to regain aid eligibility. Students that fail the rate of progression minimum in accordance with the above tables are automatically placed on Academic Probation.

Copies of unsatisfactory progress notices are retained within students’ files for five years. Any hours attempted will apply toward the maximum timeframe permitted to complete the program. This includes courses with grades of W, WP, WF, R, P, or I. Remedial classes, if offered, will not affect SAP.

**Appeals Process**

Appeals must be submitted in writing (email or letter is acceptable) and need to include the basis for which an appeal should be granted, such as injury, illness, death of a relative or other special circumstances. Appeals must be submitted to appeals@byranuniversity.edu for review and approval. If the appeal is approved, the student will be placed on probation for one 10-week or 16-week term, in which the student will remain eligible for financial aid. The student must meet both Qualitative and Quantitative Standards at the end of the 10-week or 16-week probation. If the appeal cannot be submitted in the aforementioned format, a verbal discussion with the program director can take place, with the discussion then documented for evidential purposes.

If the institution determines it will take the student more than one term to meet the standards, the student may be put on probation with a detailed academic plan, which identifies the steps that must be completed to meet satisfactory academic progress. An academic plan may extend up to one academic year (30 weeks for quarter-hour programs and 32 weeks for semester-hour programs). The student must meet and maintain satisfactory academic progress by the end of the academic plan to remain eligible for financial aid. If the student does not meet the standards at that time, he or she will be considered ineligible for financial aid and may elect to continue enrollment on an extended enrollment status as noted above. A copy of the appeal must be placed in the student’s financial aid file.

**Repeat Classes**
Students may repeat passing-grade classes multiple times to increase their CGPA, but only one repeat will be eligible for financial aid. Failed classes must be repeated to complete the degree and count within SAP. All attempts must be completed within 150% of the published program length. A student who completes the academic requirements for a program but does not yet have the degree or certificate is not eligible for additional financial aid.

**Maximum Timeframe**

As noted above, the maximum timeframe to earn all degree credits is 150% of the published program length. Students reaching 150% of the program length will be withdrawn from the program. Students appealing this decision must submit a written statement (email or letter is acceptable), providing the basis for the appeal, to appeals@bryanuniversity.edu. If approval is granted to a student based on the appeal, the student remains ineligible for financial aid, but may complete the program without incurring additional charges from the university.

**Academic Policies**

Bryan University is committed to providing students with the knowledge, skills, and attitudes needed to lead successful careers. The university maintains an expectation that students will reflect their own commitment to success through regular attendance and strong study habits.

**Registering Attendance**

Students register course attendance by participating in, or completing, the following educational activities:

- Any action in an on-ground live class session beyond merely being present (e.g. participating in discussions and activities)
- Any action in an online live class session beyond logging in (e.g. chat postings, responding to poll or quiz, verbal interaction)
- Submitting an academic assignment
- Engaging in a drill, quiz, or exam
- Working on an interactive tutorial (e.g. recorded lecture)
- Working on computer-assisted instruction (e.g. Weekly Lesson Presentation)
- Attending a study group that is assigned by the school
- Participating in a discussion about course-related academic content
- Initiating contact with a faculty member to ask a question about the course
- Engaging in any required academic activity in the course
- Completing required activities in Realtime Coach (Court Reporting Program only)

Performance activities that do not have sufficient academic value to register attendance include:

- Logging into a live class session without active participation
- Logging into LearnBryan and acknowledging the syllabus
- Logging into LearnBryan without interacting with the system or a person
- Participating in academic counseling or advisement
**Live Class Session Attendance**

Students are strongly encouraged to participate in all live class sessions, whether online or on ground, and are awarded attendance and participation points each week for doing so. Although attendance at any scheduled live session is expected, students can elect not to attend if they feel that life situations, events, or other reasons make you unable to do so. If a student does not attend a live class session, he/she must submit a summary, or class transcription (Court Reporting), of the class recording that meets the instructor’s expectations to earn participation points and gain attendance.

**Non-Attendance Withdrawal Policy**

Students who are absent 14 consecutive calendar days will be withdrawn from their programs of study. Students withdrawn due to lack of attendance may apply for re-entry the following term. Approval for re-entry is based upon a student’s satisfactory academic progress (SAP) in the program and the student’s ability to prove that circumstances leading to withdrawal have been resolved. Students approved for re-entry must pay a $25 re-entry fee and the current program tuition rate. Students may appeal in writing to appeals@bryanuniversity.edu if they feel an error has been made in their attendance records.

**Academic Policy Regarding Repeated Course Failures in Introductory Courses**

Student who fail any introductory courses are automatically placed on academic warning, which if not remedied timely, may result in academic probation and academic dismissal in accordance with the “Academic Advisement” section below.

Students may appeal the dismissal from Bryan University for failure to pass an introductory course. Appeals must be sent to appeals@bryanuniversity.edu.

**Academic Advisement**

The University provides a Notification of Course Failure and information regarding available academic resources and assistance to a student failing any course. A student is placed on Academic Warning when the student’s academic performance falls below a 2.0 (undergraduate) or 3.0 (graduate) CGPA. A student on Academic Warning may be moved to Academic Probation and ultimately dismissed from the University if unacceptable academic performance persists. The steps below describe the escalating impact of poor student performance and the University’s effort to correct unsatisfactory student performance.

1. **Academic Resource Reminder:** A student who has failed a course will receive an emailed Notification of Course Failure from the University that will also include information regarding available academic resources and assistance.

2. **Academic Warning:** A student will be placed on Academic Warning if the student’s CGPA has fallen below a 2.0 (undergraduate) or 3.0 (graduate) CGPA.
   a. The email advising the student of placement on Academic Warning will include information regarding available academic resources and assistance.
   b. Students will also receive a call from their academic advisors to discuss whether corrective actions—such as mandatory tutoring and a reduction in workload—are appropriate.
   c. A student is removed from Academic Warning when the student attains a 2.0 (undergraduate) or 3.0 (graduate) CGPA. Students on Academic Warning who do not attain a 2.0 (undergraduate) or 3.0 (graduate) CGPA within two modules, or fail at least one course while on warning, are placed on Academic Probation.

3. **Academic Probation:** Students who have not attained a 2.0 (undergraduate) or 3.0 (graduate) CGPA after two consecutive modules on Academic Warning or fail a course class while on Academic Warning, are placed on Academic Probation.
a. Students on Academic probation must meet with their Program Director or a member of the Academic Review Board (ARB) to design and implement a plan for academic improvement to raise the student’s CGPA to a 2.0 (undergraduate) or 3.0 (graduate) CGPA within the time limitations, including, if applicable, those limitations imposed by the University’s requirement of Satisfactory Academic Progress.

b. The ARB will review and approve each student’s plan for academic improvement.

c. If a student fails a course, or is unable to improve the student’s CGPA within a 10 week period consistent with the plan for academic improvement, the ARB shall evaluate whether the student should continue on Academic Probation or be dismissed from the program. The ARB presents the recommendation to the V.P. of Academic Affairs.

i. Students who are not allowed to remain on Academic Probation shall be dismissed from the program.

ii. Students allowed to remain on Academic Probation have one academic year to improve their CGPA to a 2.0 (undergraduate) or 3.0 (graduate) CGPA. Students not achieving a 2.0 (undergraduate) or 3.0 (graduate) CGPA within the academic year may be dismissed from the University if the student has not already been dismissed for failure to attain Satisfactory Academic Progress.

4. **Appeal of Dismissal for Unsatisfactory Academic Performance:** Students who have been dismissed under the provisions of this section may appeal the dismissal by written petition sent to appeals@bryanuniversity.edu. The University shall respond to the appeal within 10 business days.

**Academic Advisement for Court Reporting Students**

The University provides a Notification of Course Failure and information regarding available academic resources and assistance to a student failing any course, including machine courses. A student is placed on Academic Warning when the student’s academic performance falls below a 2.0 (undergraduate) CGPA, or when attempting a machine course for the third time. A student on Academic Warning may be moved to Academic Probation and ultimately dismissed from the University if unacceptable academic performance persists. The steps below describe the escalating impact of poor student performance and the University’s effort to correct unsatisfactory student performance.

1. **Academic Resource Reminder:** A student who has failed a course or is attempting a machine class for a second time will receive an emailed Notification of Course Failure from the University that will also include information regarding available academic resources and assistance.

2. **Academic Warning:** A student will be placed on Academic Warning if the student’s CGPA has fallen below 2.0 (undergraduate) or is attempting a machine course for the second time.

   a. The email advising the student of placement on Academic Warning will include information regarding available academic resources and assistance.

   b. Students will also receive a call from their academic advisors to discuss whether corrective actions—such as mandatory tutoring and a reduction in workload—are appropriate.

   c. A student is removed from Academic Warning when the student attains a 2.0 CGPA and/or passes their repeated machine course. Students on Academic Warning who do not attain a 2.0 CGPA within two terms, fail at least one course, or do not pass the attempted machine course while on warning, are placed on Academic Probation.

3. **Academic Probation:** Students who have not attained a 2.0 CGPA after two consecutive modules on Academic Warning, are attempting a machine course for a third time, or fail a course while on Academic Warning, are placed on Academic Probation.
a. Students on Academic probation must meet with their Program Director or a member of the Academic Review Board (ARB) to design and implement a plan for academic improvement to raise the student’s CGPA to 2.0, and pass machine courses, within the time limitations imposed by the University’s requirement of Satisfactory Academic Progress.

b. The ARB will review and approve each student’s plan for academic improvement.

c. If a student fails a machine class, or is unable to improve the student’s CGPA within a 10-week period consistent with the plan for academic improvement, the ARB shall evaluate whether the student should continue on Academic Probation or be dismissed from the program. The ARB presents the recommendation to the Vice President of Academic Affairs.

i. Students who are not allowed to remain on Academic Probation shall be dismissed from the program.

ii. Students allowed to remain on Academic Probation have one academic year to pass the required machine classes and improve their CGPA to 2.0. Students not passing the machine class after the fourth attempt, or are not achieving a 2.0 CGPA within the academic year, may be dismissed from the University if the student has not already been dismissed for failure to attain Satisfactory Academic Progress.

4. **Appeal of Dismissal for Unsatisfactory Academic Performance:** Students who have been dismissed under the provisions of this section may appeal the dismissal by written petition sent to appeals@bryanuniversity.edu. The University shall respond to the appeal within 10 business days.

**Re-Enrollment/Re-Entry (Not Dismissed for Unsatisfactory Academic Performance)**

Students who are no longer attending the University for reasons of non-attendance, non-return from a scheduled break, or non-return from Leave of Absence may request re-enrollment by petition to Student and Alumni Outreach.

- To be considered for re-enrollment, such applicants may be interviewed by the Program Director or Student and Alumni Outreach Department. All court reporting re-entries must be approved by the Program Director.

- If the re-entry is approved re-enrollment, Student and Alumni Outreach will facilitate student meetings with the Registrar, Financial Aid, and Admissions.

- If an applicant is not re-enrolled, the applicant may appeal the decision by written petition to appeals@bryanuniversity.edu.

**Grievance Procedure**

Bryan University students may send comments and complaints to the University Chancellor via email at any time to: feedback@bryanuniversity.edu. Students are also encouraged to share feedback during module-based course evaluations. If a student has a grievance to bring to the attention of the school’s administration, the following process should be followed:

- The student should first report the issue—in letter or email form—to the faculty member responsible for the class. The faculty member will attempt to resolve the issue within three business days.

- If the issue is not resolved by the faculty member, the student should submit a letter or email, explaining the reasons for the grievance, to the Program Director. The Program Director will respond within three business days.
If the problem is still unresolved, the student should submit the written grievance letter to the Vice President of Academic Affairs, who will respond within three business days.

If the grievance is not fully resolved by the Vice President of Academic Affairs, the student should submit the grievance letter or email directly to the University President, who will investigate and respond within 10 business days.

If the student is not satisfied with the President’s response, the student may petition in a reasonable time to review the grievance resolution.

If the complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education, 1400 W. Washington St., Room 260, Phoenix, AZ 85007; phone: 602.542.5709; website: www.azppse.gov.

For Utah residents, you may file a complaint with the Utah Department of Commerce, Division of Consumer Protection, 160 East 300 South, Salt Lake City, UT 84114-6704.

For Indiana residents, you may file a complaint with the Indiana Board for Proprietary Education, 101 W. Ohio St., Suite 670, Indianapolis, IN 46204-1984.

Students with questions may also contact the Accrediting Council for Independent Colleges and Schools, 750 First Street, NE, Suite 980 Washington, DC 20002 4241; phone: 202.336.6780; website: www.acics.org.

Court Reporting students may also file a complaint with NCRA if the student disagrees with the final decision of the institution. The student must file an NCRA Compliant Form (found here: http://ncra.files.cms-plus.com/ContinuingEd/Complaint%20Procedures%26Form2.pdf) along with the institutions final decision. The NCRA Complaint Form will be submitted to CASE for consideration. If it appears that the General Requirements and Minimum Standards have been violates, CASE will discuss the seriousness of the alleged violation and determine whether any further action is necessary or indicated. Repeated complaint may result in a CASE visitation at the institution’s expense.

Notice of Nondiscrimination

Bryan University is committed to maintaining a non-discriminatory educational environment. Bryan University does not discriminate on the basis of age, sex, race, national origin, color, creed, religion, sexual orientation, disability, or handicap in admission to, or participation in, educational programs or activities that it operates.

Applicants with disabilities, as defined in paragraph 104.3(j) of the regulation under Section 504 of the Rehabilitation Act of 1973, may apply for admittance to the university. Bryan University will work with current and prospective students to determine whether reasonable accommodations can be effective and are available. The university is responsible for coordinating compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990.

Student Requests for Reasonable Accommodations

Current and enrolling students interested in requesting academic adjustment, auxiliary aids, or other accommodations to support a documented, qualified disability in an academic environment must notify Student and Alumni Outreach (SAO) of their request by emailing studentoutreach@bryanuniversity.edu.

- Requests should be made at least 2 weeks in advance of the date needed.
- SAO will respond within 2 business days of receiving the request.
- SAO will reply via email; sending a receipt confirmation and the “Request for Reasonable Accommodations” form.
• The student must complete the “Request for Reasonable Accommodations” form which documents the nature and extent of the disability, type of accommodations or auxiliary aids needed, and the date the requested support should begin.

• The student must provide documentation on letterhead from a licensed professional that supports their request for reasonable accommodations in their program’s learning environment, whether online or hybrid.

• All relevant materials must be sent to studentoutreach@bryanuniversity.edu.

• SAO will review all application materials within 2 weeks of receipt and respond to the student with a proposal on possible reasonable accommodations.

• If reasonable accommodations are available, the student and SAO will review the agreement and sign off on it to put the accommodations plan into action.

• All accommodation plans will remain in confidential files in the SAO Office and be maintained by SAO staff.

• Students who disagree with any outcomes or decisions rendered regarding accommodation requests should follow the catalog “Grievance Procedure,” submitting a statement of why and how the response should be modified.

• Please email studentoutreach@bryanuniversity.edu for any inquiry regarding Student Disability Services or reasonable accommodations.

**Academic Honors and Awards**

The university has established several awards to recognize student achievement.

**President’s List**

Students with a 4.0 GPA are placed on the President’s List. Students who maintain this status in each term of their education receive recognition at graduation.

**Dean’s List**

Students with a 3.5 to 3.9 GPA in a module are placed on the Dean’s List.

**Perfect Attendance**

Students with an attendance percentage greater than 95% in the module receive the Perfect Attendance Award. Students who maintain perfect attendance throughout their education receive recognition at graduation.
Occupational Associate Degree in Stenography with an Emphasis in Court Reporting Captioning

122 Credits, 110 Weeks

Program Objectives

In keeping with the mission and institutional objectives of the university, the following objectives will guide the quality of Bryan University’s Stenography program. This program has been designed to allow students to learn steno and basic academics together until they reach of speed of 120 word per minute, at which time they have the option to either complete a court reporting emphasis and sit for the Registered Professional Reporter (RPR) certification, or complete a Captioning emphasis and sit for the Certified Realtime Captioner (CRC) exam. Each focus prepares the student differently with the following program objectives depending on your choice:

Court Reporting Emphasis

- To develop students’ machine shorthand speed to a level of 225 wpm with two voices, 200 wpm on jury charge material, and 180 wpm on literary material, preparing them for the Registered Professional Reporter (RPR) exam offered by the National Court Reporters Association (NCRA). Online students sit for the RPR exam and then must personally meet the local licensing requirements of their applicable state of residence.
- To prepare students to lead in their chosen career fields, including court reporting and deposition reporting.
- To give students a strong academic background in English, grammar, spelling, word usage, punctuation, legal terminology and principles, medical terminology, physiology and anatomy, exposing them to all materials they will encounter as professional court reporters.
- To help students develop a wealth of general vocabulary knowledge and confidence in usage.
- To give students competency in those areas in which a reporter is expected to demonstrate expertise: depositions, interrogatories, court proceedings, computer-aided transcription (CAT), realtime writing, and knowledge of other technology that relates to the working reporter.
- To help students develop the professionalism, coping skills, discipline, and ethics that are essential to success.

Students who successfully complete courses outlined below will graduate with an Associate Degree of Occupational Studies in Stenography with an Emphasis in Court Reporting. The courses listed are not necessarily in order. The sequences of courses depend on the start date for the program.

Captioning Emphasis

- To develop students’ machine shorthand speed to a level of 225 wpm with two voices and 180 wpm on literary material, preparing them for Certified Realtime Captioner (CRC) exam offered by the National Court Reporters Association (NCRA).
- To develop students’ ability to transcribe a minimum of two five-minute, two-voice, non-realtime tests with a minimum of 95 percent accuracy, dictated at a minimum speed of 225 wpm.
- To develop students’ ability to transcribe a minimum of three five-minute literary tests with a minimum of 96 percent verbatim accuracy, dictated at a minimum of 180 wpm.
- To develop students’ ability to write three 15-minute literary broadcast material takes at 180 wpm (syllabic and/or word count) at 96 percent verbatim accuracy.
• To give students a strong academic background in English, grammar, spelling, word usage, punctuation, legal terminology, medical terminology, captioning technology, exposing them to all materials they will encounter as Captioners.

• To help students develop a wealth of general vocabulary knowledge and confidence in usage.

• To help students build and maintain realtime dictionaries.

• To give students competency in those areas in which a reporter is expected to demonstrate expertise: depositions, interrogatories, court proceedings, computer-aided transcription (CAT), realtime writing, and knowledge of other technology that relates to the working reporter.

• To help students develop the professionalism, coping skills, discipline, and ethics that are essential to success.

Students who successfully complete courses outlined below will graduate with an Associate Degree of Occupational Studies in Stenography with an emphasis in Captioning. The courses listed are not necessarily in order. The sequences of courses depend on the start date for the program.

**Career Opportunities**

The following is a list of example occupations that one could pursue upon graduation depending on emphasis selected.

• Court Reporter
• Scopist/Proofreader
• Deposition Reporter
• Captioner
• Webcasting Captioner
• CART Provider
• Medical Transcriptionist
• Legal Transcriptionist
• Executive Assistant
• Court Reporting Instructor

Standard Occupational Classification (SOC) codes* include, but are not limited to, the following:

• 23-2091.00 – Court Reporters

*Detailed information regarding classifications can be found at [www.onetonline.org](http://www.onetonline.org).

**Program Completion**

**Court Reporting Emphasis:**

To graduate and receive a degree in Stenography with an emphasis in Court Reporting, a student must earn a minimum of 122 credits for the courses in the curriculum, complete all academic courses, have a cumulative grade point average of 2.0 or better, complete at least 40 verified hours of actual writing time during capstone experience, with production of 40 pages of transcript. In addition, a student must meet the NCRA shorthand standard, consisting
of three tests at 180 words per minute on literary material, three tests at 200 words per minute on jury charge material, and three tests at 225 words per minute on testimony material.

**Captioning Emphasis:**

To graduate and receive a stenography degree with an emphasis in Captioning, a student must earn a minimum of 122 credits for the courses in the curriculum, complete all academic courses, have a cumulative grade point average of 2.0 or better, complete at least 15 hours of research and dictionary preparation and 25 hours of writing (for a total of 40 hours experience). In addition, a student must meet the NCRA shorthand standard, consisting of three tests at 180 words per minute on literary material and three tests at 225 words per minute on testimony material.

The online version of this program aims to prepare students to sit for the NCRA RPR or CRC exam, but does not guarantee passing the exam. Online students sit once for either the RPR or CRC, which is included in program tuition costs.

Licensure is state specific. Students are advised to speak with an admissions representative for local state requirements.

**Court Reporting Emphasis Courses**

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<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
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<td>MS2V-100</td>
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<td>Word Usage and Spelling</td>
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<td>Law &amp; Legal Terminology</td>
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* Classes noted with an asterisk are general education.

**Captioning Emphasis Courses**

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<th>COURSE NUMBER</th>
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<th>TOTAL CREDIT HOURS</th>
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<td><strong>TOTAL</strong></td>
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<td><strong>122</strong></td>
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</table>
Course Descriptions

Note: Bryan University strives to deliver students the most up to date courses possible. The textbooks listed in the following course descriptions are subject to change. Students should always refer to the Course Syllabus for up to date textbook information.

MS2V-100—Machine Shorthand Theory I—12.0 credits

An introduction to a computer-compatible, conflict-free machine shorthand theory, including an introduction to the basic keyboard letters, vowel sounds, principles of phonetic writing, writing basic numbers, punctuation, introduction of brief forms, word endings, resolution of sound-alike conflicts, high-frequency words, possessives and contractions, and machine shorthand vocabulary. As part of this course, the student will be introduced to Realtime Coach (RTC). Required text/materials: Realtime Learning Systems. Realtime coach [Internet application]. Salt Lake City, UT: Realtime Learning Systems.

MS2V-101—Machine Shorthand Theory—12.0 credits

An advanced class in machine shorthand theory, including additional word endings and sound combinations that begin a word, advanced number usage, prefixes and suffixes, compound words and word boundary resolution, acronyms, capitalization, introduction to Q&A, advanced conflict resolution, advanced brief forms, intensive review of theory principles, and advanced transcribing from live dictation. Required text/materials: Realtime Learning Systems. Realtime coach [Internet application]. Salt Lake City, UT: Realtime Learning Systems. Prerequisite: MS2V-100

MS2V-102—Machine Shorthand 60—9.0 credits

A basic speed-building class in machine shorthand, including new briefs and writing concepts, drill work, and practice on 60 wpm materials. Student will develop proficiency in machine shorthand to write at 60 wpm on new material. By the end of this course, students will develop proficiency in machine shorthand to write new material at 60 wpm. Required text/materials: Realtime Learning Systems. Realtime coach [Internet application]. Salt Lake City, UT: Realtime Learning Systems. Prerequisite: MS2V-100

MS2V-103—Machine Shorthand 80—9.0 credits

A basic speed-building class in machine shorthand, including new briefs and writing concepts, drill work, and practice on 80 wpm materials. Student will develop proficiency in machine shorthand to write at 80 wpm on new material. By the end of this course, students will develop proficiency in machine shorthand to write new material at 80 wpm. Required text/materials: Realtime Learning Systems. Realtime coach [Internet application]. Salt Lake City, UT: Realtime Learning Systems. Prerequisite: MS2V-102

MS2V-104—Machine Shorthand 100—9.0 credits

An introduction to and development of speed-building in machine shorthand, including new briefs, review of theory principles and writing concepts, drill work, and practice dictation using various speed-building techniques. Maintaining realtime writing skills is stressed. Transcription skills are developed. Students are introduced to various reporting applications, such as statements, deposition testimony, courtroom testimony, jury charges, and multi-voice dictation with instruction in speaker identification. By the end of this course, students will develop proficiency in machine shorthand to write new material at 100 wpm with some two-voice. Required text/materials: Realtime Learning Systems. Realtime coach [Internet application]. Salt Lake City, UT: Realtime Learning Systems. Prerequisite: MS2V-103

MS2V-201—Machine Shorthand 120—9.0 credits

A basic speed-building class in machine shorthand, including practice dictation, drill work, continued review of theory principles, and reinforcement of realtime writing and transcription skills. By the end of this course, students
will develop proficiency in machine shorthand to write new material at 120 wpm with two voices. Required text/materials: Realtime Learning Systems. *Realtime coach* [Internet application]. Salt Lake City, UT: Realtime Learning Systems. Prerequisite: MS2V-104

**MS2V-202—Machine Shorthand 140—6.0 credits**

A basic speed-building class in machine shorthand, including practice dictation, drill work, continued review of theory principles, and reinforcement of realtime writing and transcription skills. By the end of this course, students will develop proficiency in machine shorthand to write new material at 140 wpm with two voices. Required text/materials: Realtime Learning Systems. *Realtime coach* [Internet application]. Salt Lake City, UT: Realtime Learning Systems. Prerequisite: MS2V-201

**MS2V-203—Machine Shorthand 160—6.0 credits**

An intermediate speed-building class in machine shorthand, including legal, medical, and technical material, continued multiple-voice practice dictation, and reinforcing drill work. Students are exposed to practice dictation material from all reporting disciplines. Realtime writing and transcription skills are reinforced and honed. By the end of this course, students will develop proficiency in machine shorthand to write new material at 160 wpm with two voices. Required text/materials: Realtime Learning Systems. *Realtime coach* [Internet application]. Salt Lake City, UT: Realtime Learning Systems. Prerequisite: MS2V-202

**MS2V-204—Machine Shorthand 180—6.0 credits**

An intermediate speed-building class in machine shorthand, including legal, medical, and technical material, continued multiple-voice practice dictation, and reinforcing drill work. Students are exposed to practice dictation material from all reporting disciplines. Realtime writing and transcription skills are reinforced and honed. By the end of this course, students will develop proficiency in machine shorthand to write new material at 180 wpm with two voices. Required text/materials: Realtime Learning Systems. *Realtime coach* [Internet application]. Salt Lake City, UT: Realtime Learning Systems. Prerequisite: MS2V-203

**MS2V-301—Machine Shorthand 200—6.0 credits**

An advanced speed-building class in machine shorthand, including legal, medical, and technical material, continued multiple-voice practice dictation, and reinforcing drill work. Students are exposed to practice dictation material from all reporting disciplines. Realtime writing and transcription skills are reinforced and honed. By the end of this course, students will develop proficiency in machine shorthand to write new material at 200 wpm with two voices. *Realtime coach* [Internet application]. Salt Lake City, UT: Realtime Learning Systems. Prerequisite: MS2V-204

**MS2V-302—Machine Shorthand 225—6.0 credits**

A concentrated speed-building class in machine shorthand with emphasis on intense high-speed dictation practice. Realtime writing and transcription skills are reinforced and honed. Simulated RPR exams are administered to prepare students to take the national certification exam. By the end of this course, students will develop proficiency in machine shorthand to pass three each of the following tests: two-voice testimony at 225 wpm, jury charge at 200 wpm, and literary material at 180 wpm, all at 96 percent accuracy or on two tests at 95 percent accuracy. *Realtime coach* [Internet application]. Salt Lake City, UT: Realtime Learning Systems. Prerequisite: MS2V-301

**MS2V-399—RPR Test Preparation—3.0 credits**

A test prep course and comprehensive review of all topics contained on the RPR exam, along with sample tests and test-taking strategies. Required text/materials: NCRA. *Practice questions for the RPR & RMR exams*. Los Angeles, CA: National Court Reporters Association. Prerequisite: MS2V-301, satisfactory completion of all academic courses.

**CRGE-101—Student Success and Technology Foundations*—3.0 credits**
This is a course that focuses on developing successful online learning strategies and good study skills, and introduces students to the field of court reporting. Students are also instructed in Internet applications, basic computer terminology, and Microsoft Office. Required text/materials: *Power Up: A Practical Student’s Guide to Online Learning* (e-book through Pearson.), *Merriam-Webster’s Collegiate Dictionary*, 11th edition. Prerequisite: None.

**CRGE-102—Beginning English*—3.0 credits**


**CRGE-103—Grammar and Punctuation*—3.0 credits**


**CRGE-104—Word Usage and Spelling*—3.0 credits**


**CRGE-105—Anatomy and Physiology—3.0 credits**


**LAW-101—Transcript Production—3.0 credits**

A practical course in all aspects of transcript production and preparation. Student will demonstrate mastery of punctuation, formatting, and preparation of a professional resume and portfolio. Student will also learn proofreading techniques to produce a high-quality transcript. Required text/materials: Patterson, N. *Transcript production*. Los Angeles, CA: National Court Reporting Systems. Prerequisite: MS2V-204

**INT 201—Court Reporting Capstone—2.0 credits**

Provides students with the opportunity to gain experience and knowledge by observing working reporters in judicial and educational settings. Students intern with working reporters and participate by writing in real-life settings in the freelance, courtroom, and realtime environments. Internship includes a minimum of 40 hours of documented actual writing time, production of 40 pages of transcript, and submission of a written narrative report of the internship experience. Students shall not serve in the capacity of the actual reporter during internship. Prerequisite: MS2V-204

**LAW-102—Law and Legal Terminology—3.0 credits**

An intensive course of the various fields of law with particular emphasis on those areas frequently involved in litigation. Student will comprehend the basic principles of substantive law to be able to understand, report, and transcribe legal proceedings. Student will also be able to develop and demonstrate knowledge of basic legal terms, including the common terms and phrases of Latin and Greek origin; the structure and function of law and the judicial system, including civil and criminal procedure; the mechanics of a legal action; and methods of researching

**LAW-201—Reporting Procedures—3.0 credits**

This course provides instruction on how a reporter deals effectively with the bench, bar, litigants, clients, employers, and agency owner; a review of the role of the realtime reporter and realtime-related hardware; an overview of the reporter’s role in litigation support; the reporter’s role as a CART provider; and the reporter’s role in broadcast captioning. Students review the mechanics of a legal action in connection with depositions and trial procedure. NCRA Code of Professional Ethics and the reporter’s responsibilities are fully discussed as they relate to the various areas and disciplines of reporting. Methods of researching legal citations are reviewed. Required text/materials: McCormick, R., Blake, M., & Knapp, M. (2009). *The complete court reporter’s handbook and guide for realtime writers*. Upper Saddle River, NJ: Pearson Prentice Hall. Prerequisite: MS2V-202, LAW-102

**TECH-201—Reporting Technology—3.0 credits**

A practical course in computer-aided transcription (CAT) software applications for court reporting, broadcast captioning, and CART reporting. Instruction includes litigation support software and the psychology of writing realtime. Students will produce a complete and professional 10-page transcript from steno notes using CAT software. Students will also produce a five-page, first-pass transcript using CAT software with a goal of 95 percent translation rate. Required text/materials: Dittmeier, K. *Learn to use case CATalyst*. Mount Prospect, IL: Stenograph Corp. Prerequisite: MS2V-101

**TECH-210—Realtime Technology—3.0 credits**

This course provides the student with the technical knowledge required to provide the Deaf and hard-of-hearing community and captioning software for realtime translation services. Students are instructed in captioning job preparation, job dictionaries, descriptors in the captioning environment, and system support. Text/Material: National Court Reporters Association: Realtime Broadcast Captioning: Recommended Style and Format Guidelines. Prerequisite: CCAP-210

**CCAP-101—Introduction to Captioning—3.0 credits**

An introductory course to the profession of captioning. Instruction will include the history of captioning, roles, FCC regulations, professional ethics, the captioning industry, quality control, and translation services for the Deaf and hard-of-hearing. Students will learn the fundamentals of the captioning environment, programming and news production, deaf and hard-of-hearing cultures, levels of hearing loss, and various types of communication and accommodations. Text/Material: National Court Reporters Association: Realtime Broadcast Captioning: Recommended Style and Format Guidelines. Prerequisite: CCAP-210

**CCAP-110—Captioning Production—3.0 credits**

An advance course focusing on preparing to be a Captioner, producing captions and practical application, including research and preparation basics. Students will learn the basic captioning placement, terminology, prepping a job/show and reviewing their writing for dictionary building. Topics include programming, news, and file production, as well as use of Assistive Listening Devices and alternate speech-to-text methods. Text/Material: None. Prerequisite: CCAP-101, CCAP-220, TECH-201

**CCAP-210—Captioning Realtime 140—6.0 credits**

A basic speed-building class that develops realtime stamina skills, providing practice in dictionary building. By the end of this course, students will develop proficiency and endurance in writing various 15-minute 140 wpm realtime segments with two voices. An emphasis is placed on writing material cleanly and accurately. Required text/materials: Realtime Learning Systems. *Realtime coach* [Internet application]. Prerequisite: MS2V-201

**CCAP-220—Captioning Realtime 160—6.0 credits**
An intermediate speed-building class that develops realtime stamina skills, providing practice in dictionary building. By the end of this course, students will develop proficiency and endurance in writing various 15-minute 160 wpm realtime segments with two voices. An emphasis is placed on writing material cleanly and accurately. Required text/materials: Realtime Learning Systems. *Realtime coach* [Internet application]. Prerequisite: CCAP-210

**CCAP-230—Captioning Realtime 180—6.0 credits**

An advanced speed-building class that develops realtime stamina skills, providing practice in dictionary building. By the end of this course, students will develop proficiency and endurance in writing 15-minute 180 wpm realtime segments with two voices. An emphasis is placed on writing material cleanly and accurately. Required text/materials: Realtime Learning Systems. *Realtime coach* [Internet application]. Salt Lake City, UT: Realtime Learning Systems. Prerequisite: CCAP-220

**CCAP-301—Captioning Capstone—2.0 credits**

This course provides students with the opportunity to gain experience and knowledge by observing working Broadcast Captioners in various settings. Students participate by writing an unedited realtime captioned translation of three 15-minute program segments on varied topics. This capstone course includes a minimum of 15 hours of research and dictionary preparation and 25 hours of writing (for a total of 40 hours capstone experience), and submission of a written narrative report of the experience. Text/Material: None. Prerequisite: CCAP-220.

**CCAP-399—CRC Test Preparation—3.0 credits**

A test prep course and comprehensive review of all topics contained on the CRC exam, along with sample tests and test-taking strategies. Required text/materials: None. Prerequisite: MS2V-301, satisfactory completion of all academic courses

**Academic Preparation for State Licensure**

Students are advised to refer to the Academic Preparation charts for their individual states, available from the Admissions Department. This program prepares students to sit for the RPR or CRC certification exam but does not guarantee passing. Bryan University will cover the cost of one attempt at the RPR or CRC exam for students in the 399 courses.

**Program Outline by Term**

Each term is 10 weeks. The following term schedule is subject to change.

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<td>10</td>
<td>LAW-101/MS2V-301</td>
</tr>
<tr>
<td>11</td>
<td>MS2V-399/MS2C-302/INT-201</td>
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<th>Term</th>
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<tr>
<td>1</td>
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<tr>
<td>3</td>
<td>MS2V-102 / CRGE-101</td>
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<td>MS2V-104 / CRGE-103</td>
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<td>MS2V-201 / CRGE-105</td>
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<td>CCAP-210 / CRGE-104 / TECH-201</td>
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<td>Term 8</td>
<td>CCAP-220 / CCAP-101</td>
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<tr>
<td>Term 11</td>
<td>MS2V-302 / CCAP-301 / CCAP-399</td>
</tr>
</tbody>
</table>
Academic Associate Degree in Advanced Personal Training and Exercise Science

90 Credits, 75 weeks
100% Online or Hybrid Residential

Program Objectives

The Advanced Personal Training and Exercise Science Program prepares students for entry-level employment in the expanding fields of personal training, and health and fitness. Graduates of the program will have the knowledge and skills needed to work with clients of all ability levels in a wide variety of health and wellness environments. Hybrid residential students are required to attend class at the Tempe campus at least two days a week for up to 3 hours a day.

The program is designed to provide educational opportunities for students to gain the following:

- Apply knowledge of anatomy, physiology, and biomechanics to training strategies.
- Design and implement energy balance and weight management strategies for different client populations.
- Explain the impact of nutrition on the human body.
- Perform fitness assessments on clients, including the general client population, the athletic client population, and clients with health considerations.
- Create individualized exercise programs based on assessment, including cardiovascular, resistance, and mobility training concepts.
- Perform foundational, advanced, and sport-specific movement patterns and exercises.
- Teach foundational, advanced, sport-specific movement patterns and exercises.
- Lead group exercise programs and small group training programs.
- Use current sales techniques to obtain and retain clients.
- Implement current marketing strategies utilizing new technologies, including social media.
- Identify skills and components necessary for successful self-employment, including pricing models, networking, marketing, sales, budgeting, and sales forecasting.
- Utilize coaching and psychological research to identify strategies for client behavior change.
- Influence client behavior through an empathetic, confident, and enthusiastic attitude.
- Demonstrate core values and ethics critical to the field of personal training.
- Recognize the value of lifelong professional development in the field of personal training.
- Test for a national personal trainer certification.

Career Opportunities

The following is a list of example occupations that one could pursue upon graduation.

- Certified Personal Trainer
- Group X instructor
- Gym Staff Member
- Nutrition/Supplement Store Associate
- Corporate Wellness Staff Member
- Fitness Instructor

Standard Occupational Classification (SOC) codes* include, but are not limited to, the following:

- 39-9031.00 – Fitness Trainers and Aerobics Instructors
- 39-9032.00 – Recreation Workers
- 11-9039.02 – Fitness and Wellness Coordinators

* Detailed information regarding classifications can be found at [www.onetonline.org](http://www.onetonline.org).

**Program Completion**

Students must earn a minimum of 90 credits with a CGPA of 2.0 or higher to graduate. Students who elect to do so may also sit for a wide variety of fitness certifications. One attempt at certification is included in tuition costs; passing scores are not required for graduation.

**Advanced Personal Training and Exercise Science Courses**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV-101</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-100</td>
<td>Introduction to Personal Training</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-101</td>
<td>Body Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-103</td>
<td>Functional Anatomy</td>
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</tr>
<tr>
<td>EXS-104</td>
<td>Fitness Screening and Testing</td>
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</tr>
<tr>
<td>EXS-105</td>
<td>Human Movement Sciences</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-106</td>
<td>Group Training and Programming</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-107</td>
<td>Nutrition Fundamentals</td>
<td>3.0</td>
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<tr>
<td>EXS-108</td>
<td>Weight Management</td>
<td>3.0</td>
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<tr>
<td>EXS-109</td>
<td>Sales and Ethics for Fitness Professionals</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-110</td>
<td>Behavior Management</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-200</td>
<td>Cardiovascular Training and Programming</td>
<td>3.0</td>
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<tr>
<td>EXS-205</td>
<td>Training for Special Populations</td>
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</tr>
<tr>
<td>EXS-206</td>
<td>Applied Nutrition Concepts</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-207</td>
<td>Business Management</td>
<td>3.0</td>
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<tr>
<td>COURSE NUMBER</td>
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<tr>
<td>EXS-208</td>
<td>Coaching Psychology</td>
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<tr>
<td>EXS-209</td>
<td>Resistance Training and Programming Stability-Mobility</td>
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<tr>
<td>EXS-210</td>
<td>Resistance Training and Programming Endurance-Hypertrophy</td>
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<tr>
<td>EXS-211</td>
<td>Resistance Training and Programming Strength-Power</td>
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<tr>
<td>EXS-212</td>
<td>SAQ, Power, and Plyometric Training for Performance</td>
<td>3.0</td>
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<tr>
<td>EXS-298</td>
<td>Practical Fitness Capstone</td>
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<tr>
<td>EXS-299</td>
<td>National Testing Preparation</td>
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<td>CRT-110*</td>
<td>Critical Thinking I</td>
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<tr>
<td>HIS-200*</td>
<td>American History: Late Twentieth Century to Present</td>
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<tr>
<td>HUM-150*</td>
<td>Introduction to Popular Culture</td>
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<td>POL-200*</td>
<td>American Government and Politics</td>
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<td>PSY-101*</td>
<td>Psychological Foundations</td>
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<td>SCI-200*</td>
<td>Environmental Science</td>
<td>3.0</td>
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</tbody>
</table>

* Classes noted with an asterisk are general education.

Course Descriptions

Note: Bryan University strives to deliver students the most up to date courses possible. The textbooks listed in the following course descriptions are subject to change. Students should always refer to the Course Syllabus for up to date textbook information.

UNV-101—Student Success and Technology Foundations—3.0 credits

A course covering the information and skills needed to succeed in academic studies, including study skills, setting academic goals, managing time, and technology skills such as word processing and presentations. Required text/materials: There are no textbooks required in this course.

EXS-100—Introduction to Personal Training—3.0 credits

This course is an overview of the field of personal training including the history of exercise science, sub-disciplines of exercise science, professional organizations, certifications and the future of the field. Required text/materials: There are no textbooks required in this course.

EXS-101—Body Systems—3.0 credits

EXS-103—Functional Anatomy—3.0 credits

This course will provide an in-depth look at how the human body systems interact and function in relation to exercise and movement. Students will learn the various parts and functions of the nervous, muscular, and skeletal systems. Required text/materials: National Academy of Sports Medicine. (2014). NASM essentials of personal fitness training (Revised 4th ed.). Burlington, MA: Jones & Bartlett Learning.

EXS-104—Fitness Screening and Testing—3.0 credits


EXS-105—Human Movement Sciences—3.0 credits


EXS-106—Group Training and Programming—3.0 credits


EXS-107—Nutrition Fundamentals—3.0 credits

This course covers the fundamentals of nutrition, including the macronutrients and micronutrients, and the fundamentals of how food is used by the human body. Students will be able to identify healthy food sources for the various nutrients and decipher reliable and unreliable nutritional information. Required text/materials: Robinson, D. D. (2012). The New healthy eating & weight management guide (4th ed.). Bellevue, WA: Beyond Diets.

EXS-108—Weight Management—3.0 credits


EXS-109—Sales and Ethics for Fitness Professionals—3.0 credits

This course covers the various skills needed to be an effective salesperson in the health and fitness profession. This includes communication skills, interviewing, steps of the sale, fundamentals of professional conduct and ethics, and money/revenue management skills. Required text/materials: Pire, N. I. (2013). ACSM’s career and business guide for the fitness professional. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.

EXS-110—Behavior Management—3.0 credits

This course is an introduction to the motivation behind behavior change as it relates to physical activity behaviors. Topics include goal setting, motivating clients, developing an action plan, and communication strategies needed to

**EXS-200—Cardiovascular Training and Programming—3.0 credits**


**EXS-205—Training for Special Populations—3.0 credits**


**EXS-206—Applied Nutrition Concepts—3.0 credits**


**EXS-207—Business Management—3.0 credits**

This course covers the fundamentals of operating an allied health business. Required text/materials: Pire, N. I. (2013). *ACSM’s career and business guide for the fitness professional.* Baltimore, MD: Lippincott Williams & Wilkins.

**EXS-208—Coaching Psychology—3.0 credits**


**EXS-209—Resistance Training and Programming: Stability/Mobility—3.0 credits**


**EXS-210—Resistance Training and Programming: Strength Endurance/Hypertrophy—3.0 credits**


**EXS-211—Resistance Training and Programming: Strength/Power—3.0 credits**


**EXS-212—SAQ, Power, and Plyometric Training for Performance—3.0 credits**


**EXS-298—Practical Fitness Capstone—3.0 credits**


**EXS-299—National Test Preparation—3.0 credits**


*CRT-110—Critical Thinking I—3.0 credits*


*ENG-110—English Composition I—3.0 credits*


*ENG-112—English Composition II—3.0 credits*

This course introduces students to crucial information skills needed to succeed in today's academic and professional environments, including how to access and utilize online library databases to support research. Students will explore and develop the five basic steps of the research process: determining the nature and extent of information needed to solve a problem, accessing information effectively, evaluating information, organizing information for a specific purpose, and effectively and legally communicating information. Wilson, G. (2015). *100% information literacy success.* (3rd ed.). Stamford, CT: Cengage Learning. Prerequisite: ENG-110
*HIS-200—American History: Late Twentieth Century to Present—3.0 credits


*HUM-150—Introduction to Popular Culture—3.0 credits


*POL-200—American Government and Politics—3.0 credits


*PSY-101—Psychological Foundations—3.0 credits

A course covering the foundational concepts related to human behavior. Topics include the human mind, human behavior, and important experiments and research in the field of psychology. Required text/materials: King, L. (2013). Experience psychology (2nd ed.). New York, NY: McGraw Hill.

*SCI-200—Environmental Science—3.0 credits


Program Outline by Term

Each term is 10 weeks, split into two 5 week modules. The following term schedule is subject to change.

| Term 1 | EXS-100/UNV-101 (First 5 weeks)  |
| Term 1 | EXS-101/EXS-110 (Second 5 weeks) |
| Term 2 | EXS-103/ENG-110                  |
| Term 2 | EXS-107/EXS-109                  |
| Term 3 | EXS-104/HUM-150                  |
| Term 3 | EXS-211/EXS-108                  |
| Term 4 | EXS-200/EXS-105                  |
| Term 4 | EXS-209/PSY-101                  |
| Term 5 | EXS-210/ENG-112                  |
| Term 5 | EXS-212/POL-200                  |
| Term 6 | EXS-106/EXS-206                  |
| Term 6 | EXS-207/SCI-200                  |
| Term 7 | EXS-205/EXS-208                  |
| Term 7 | EXS-298/CRT-110                  |
| Term 8 | EXS-299/HIS-200                  |
Occupational Associate Degree in Health Information Technology

94 Credits, 80 weeks

Program Objectives

The Health Information Technology program prepares students for entry-level employment in the exciting and growing field of health information. The program focuses on the skills related to health information management systems, preparing students to work in a wide range of healthcare organizations.

The program is designed to provide educational opportunities for students to gain the following:

- Knowledge of medical terminology, anatomy & physiology, pathology, and pharmacology.
- Knowledge of the United States healthcare system organization and delivery, its process of documentation, health data management, clinical classification systems, reimbursement methodologies, health statistics, biomedical research, quality management, healthcare privacy, confidentiality, legal and ethical issues, information technology and systems, data storage and retrieval, data security and healthcare information systems, financial and resource management.
- Knowledge of the components of the healthcare record, how it is created, stored, and protected.
- Knowledge of quality assurance practices with the ability to analyze collect, monitor, and maintain healthcare data in accordance with established professional best practice guidelines.
- Ability to translate diagnosis, conditions, and procedures into medical codes using a variety of standard formats, including ICD, CPT, and HCPCS.
- Ability to monitor personal and group productivity and make recommendations for improvements in record quality and employee performance.
- Ability to work in a variety of medical environments.

Career Opportunities

The following is a list of example occupations that one could pursue upon graduation.

- Health Information Technician
- Healthcare Data Analyst
- Medical Records Technician
- Compliance Auditor Officer
- Clinical Data Specialist
- Patient Information Coordinator
- Data Resource Administrator
- Research and Decision Support Specialist

Standard Occupational Classification (SOC) codes* include, but are not limited to, the following:

- 20-2071.00 – Medical Records and Health Information Technicians
- 43-6013.00 – Medical Secretaries
* Detailed information regarding classifications can be found at www.onetonline.org.

The following is a list of example organizations in which one could pursue employment:

- Hospitals
- Ambulatory Care Settings
- Hospice
- Insurance Companies
- Physician Offices
- Health Information Vendors
- Long Term Care Facilities
- Behavioral Health Settings
- College Health Settings

**Program Completion**

Students must earn a minimum of 94 curriculum credits with a CGPA of 2.0 or higher to graduate. Students who elect to do so may also sit for medical coder certifications; certification completion is not required to graduate. Currently, the Health Information Technology program is in candidacy status through CAHIIM, but has not yet received approval. As such, students cannot sit for the Registered Health Information Technician (RHIT) exam until final approval is received. Bryan University is making all efforts to obtain approval, but students are not guaranteed this will occur. To mitigate, students may elect to sit for an American Health Information Management Association (AHIMA) or American Academy of Professional Coders (AAPC) coding certification.

**Health Information Technology Courses**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
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<tbody>
<tr>
<td>UNV-101</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-100</td>
<td>Medical Terminology</td>
<td>3.0</td>
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<tr>
<td>BIO-115</td>
<td>Pathology and Disease Process &amp; Pharmacology I</td>
<td>3.0</td>
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<tr>
<td>BIO-120</td>
<td>Pathology and Disease Process &amp; Pharmacology II</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT-101</td>
<td>Introduction to Health Information Management</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT-102</td>
<td>Introduction to Health Information Management II</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT-106</td>
<td>Healthcare Insurance and Reimbursement</td>
<td>3.0</td>
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<tr>
<td>HIT-109</td>
<td>Healthcare in the United States</td>
<td>3.0</td>
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<tr>
<td>HIT-111</td>
<td>Healthcare Law and Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT-115</td>
<td>Understanding the Healthcare Record</td>
<td>3.0</td>
</tr>
<tr>
<td>COURSE NUMBER</td>
<td>COURSE NAME</td>
<td>TOTAL CREDIT HOURS</td>
</tr>
<tr>
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<td>--------------------</td>
</tr>
<tr>
<td>HIT-120</td>
<td>Applied Health Information Processes</td>
<td>3.0</td>
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<tr>
<td>HIT-140</td>
<td>Healthcare Statistics and Research</td>
<td>3.0</td>
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<tr>
<td>HIT-150</td>
<td>Healthcare Data, Indexes, and Registers</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT-160</td>
<td>Computer Systems for Health Information Technology</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT-165</td>
<td>Applied Data Management and Technology</td>
<td>3.0</td>
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<tr>
<td>HIT-200</td>
<td>ICD Diagnosis</td>
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<td>ICD Diagnosis II</td>
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<td>ICD Procedures</td>
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<td>ICD Procedures II</td>
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<td>HIT-210</td>
<td>CPT and HCPCS Coding</td>
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<td>HIT-215</td>
<td>Advanced Coding and Reimbursement</td>
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<td>HRM-240</td>
<td>Human Resources Management</td>
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<td>HIT-260</td>
<td>Healthcare Quality and Process Improvement</td>
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<tr>
<td>HIT-299</td>
<td>Professional Practice Experience</td>
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<td>MAT-110*</td>
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<td>BIO-105*</td>
<td>Anatomy and Physiology I</td>
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<td>Anatomy &amp; Physiology II</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>94.0</td>
</tr>
</tbody>
</table>

* Classes noted with an asterisk are general education.

Course Descriptions

Note: Bryan University strives to deliver students the most up to date courses possible. The textbooks listed in the following course descriptions are subject to change. Students should always refer to the Course Syllabus for up to date textbook information.

UNV-101—Student Success and Technology Foundations—3.0 credits

A course covering the information and skills needed to succeed in academic studies, including study skills, setting academic goals, managing time, and technology skills such as word processing and presentations. Required text/materials: There are no textbooks required in this course. Prerequisite: None

BIO-100—Medical Terminology—3.0 credits

**BIO-115—Pathology and Disease Process & Pharmacology I—3.0 credits**

This course will cover the development and progression of disease within the systems of the human body. Students will also learn about the pharmaceuticals that interact with certain diseases and conditions. Required text/materials: Zelman, M.; Tompary, E.; Raymond, J.; Holdaway, P.; Mulvihill, M. (2010). Human diseases: A systemic approach (8th ed.). Upper Saddle River NJ: Pearson and Woodrow, R., Colbert, B.J., & Smith, D.M. Essentials of pharmacology for health occupations (7th ed.). Clifton, NY: Cengage. Prerequisites: BIO-105 and current enrollment or completion of BIO-110.

**BIO-120—Pathology and Disease Process & Pharmacology II—3.0 credits**


**HIT-101—Introduction to Health Information Management—3.0 credits**

This course provides the student an overview of the profession of health information management and its role in the healthcare delivery system. Students are introduced to the major HIM department functions and department inter-relationships, including human resources functions. Required text/materials: Sayles, N. (2012). Health information management technology: An applied approach (4th ed.). Chicago, IL: AHIMA. Prerequisite: None.

**HIT-102—Introduction to Health Information Management II—3.0 credits**

This course is a continuation of HIT-101, but takes a deeper dive into HIM standards, law, and governing organizations such as the Joint Commission. Students will also be introduced to healthcare data, databases, and registries. Required text/materials: Sayles, N. (2012). Health information management technology: An applied approach (4th ed.). Chicago, IL: AHIMA. Prerequisite: HIT-101.

**HIT-106—Healthcare Insurance and Reimbursement—3.0 credits**


**HIT-109—Healthcare in the United States—3.0 credits**


**HIT-111—Healthcare Law and Ethics—3.0 credits**

This course provides students with an understanding of the laws and ethics covering the practice of health information management. This course also addresses the U.S. court system, the concepts of privacy and confidentiality, and the release of information procedures. Required text/materials: McWay, D. (2016). Legal and ethical aspects of health information management (4th ed.). Clifton Park, NY: Cengage Learning. Prerequisite: None.

**HIT-115—Understanding the Healthcare Record—3.0 credits**

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HIT-120—Applied Health Information Processes—3.0 credits

This course provides hands-on experience in performing basic health information department functions. Students will also become familiar with record content, authors, completion, and standards that impact healthcare documentation. Required text/materials: Sayles, N. (2012). Health information management technology: An applied approach (4th ed.). Chicago, IL: AHIMA. Prerequisites: HIT-101, HIT-109, and current enrollment or completion of HIT-111 and HIT-115

HIT-140—Healthcare Statistics and Research—3.0 credits

This course provides the fundamentals of statistical analysis, interpretation, and display, with a focus on vital and healthcare statistics. Students will conduct statistical calculations and decision-making using statistical data. Required text/materials: Horton, L. (2012). Calculating and reporting healthcare statistics. Chicago, IL: AHIMA. Prerequisites: HIT-101, MAT-110

HIT-150—Healthcare Data, Indexes, and Registers—3.0 credits

This course describes common healthcare datasets, indices, registers, and databases including characteristics of quality data and data standards. Required text/materials: Sayles, N. (2013). Health information management technology: An applied approach (4th ed.). Chicago, IL: AHIMA. Prerequisites: HIT-115

HIT-160—Computer Systems for Health Information Technology—3.0 credits

This course provides an overview of computer systems used in healthcare settings, and includes a detailed focus on health information systems and technology including integrity, privacy, and security of healthcare data. Required text/materials: Sayles, N., & Trawick, K. (2014). Introduction to computer systems for health information technology (2nd ed.). Chicago, IL: AHIMA. Fenton, S. & Biedermann, S. (2014). Introduction to healthcare informatics. Chicago, IL: AHIMA Press. Prerequisite: HIT-120

HIT-165—Applied Data Management and Technology—3.0 credits


HIT-200—ICD Diagnosis—3.0 credits

This course is an introduction to coding using the ICD classification system. The student will learn how to use the ICD code book and will assign and sequence ICD codes for diagnoses in accordance with ICD coding conventions and the Official Coding Guidelines for Coding and Reporting in selected areas and body systems. Required text/materials: Papazian-Boyce, Lorraine (2016). Pearson's Comprehensive Medical Coding. Boston, MA: Pearson; AMA (2016). ICD-10-CM 2016: The Complete Official Codebook. Chicago, IL: American Medical Association; Prerequisites: BIO-110, HIT-115, and current enrollment or completion of HIT-150 and HIT-160

HIT-202—ICD Diagnosis II—3.0 credits

This course is an introduction to coding using a revised ICD classification system. The student will learn how to use the ICD code book, ICD coding conventions and the "Official Coding Guidelines for Coding and Reporting," to assign and sequence ICD codes for diagnoses in selected areas and body systems. Required textbook/materials:

**HIT-205—I CD Procedures—3.0 credits**


**HIT-207—I CD Procedures II—3.0 credits**


**HIT-210—CPT and HCPCS Coding—3.0 credits**


**HIT-215—Advanced Coding and Reimbursement—3.0 credits**

This course describes additional vocabularies, terminologies, and classification systems used in healthcare. Utilization of advanced coding tools such as groupers and computer-assisted coding, and concepts of revenue cycle management are discussed. Use of codes in reimbursement systems along with ethical coding and coding compliance are also addressed. Required text/materials: Casto, A. & Layman, E. (2011). *Principles of healthcare reimbursement* (4th ed.). Chicago, IL: AHIMA Press. Prerequisites: HIT-106 and HIT-205

**HIT-218—Applied Coding and Reimbursement—3.0 credits**

This course addresses complex ICD and HCPCS coding situations, reimbursement requirements, encoders and groupers, and coding compliance programs. Required text/materials: AHIMA (2014). *Clinical coding workout: Practice exercises for skill development*. Chicago, IL: AHIMA. Prerequisites: HIT-106 and current enrollment or completion of HIT-215.

**HRM-240—Human Resources Management—3.0 credits**

This course introduces students to human resources management and the role of the human resource professional in achieving organizational success. Key functions such as recruitment, staffing, development, retention, compensation, and labor relations are examined. Required text/materials: Mathis, R., Jackson, J., & Valentine, S. (2014). *Human Resource Management* (14th ed.). Clifton Park, NY: Cengage Learning. Prerequisites: None

**HIT-260—Healthcare Quality and Process Improvement—3.0 credits**

This course provides the concepts, steps, and techniques healthcare facilities use in care monitoring and personnel development, including evaluation of outcomes and services, performance improvement, risk management, and safety evaluation. Teamwork and staff development from hiring to performance appraisal are presented using a quality of services framework. Required text/materials: Shaw, P., Elliot, C., Isaacs, P, & Murphy, E. (2009).
Quality and performance improvement in healthcare: A tool for programmed learning. Chicago: AHIMA.  
Prerequisites: HIT-111, HIT-115

**HIT-299—Professional Practice Experience—4.0 credits**


**CRT-110—Critical Thinking I—3.0 credits**


**ENG-110—English Composition I—3.0 credits**


**ENG-112—English Composition II—3.0 credits**


**MAT-110—College Math—3.0 credits**

A course covering foundational math concepts that allow for future algebraic studies. This includes whole numbers, fractions, decimals, solving simple equations, ratio and proportion, percentages, signed numbers, real numbers, algebraic expressions and finally the properties involved in solving linear equations and inequalities.

**BIO-105—Anatomy and Physiology I—3.0 credits**


**BIO-110—Anatomy and Physiology II—3.0 credits**


**Program Outline by Term**

Each term is 10 weeks, split into two 5 week modules. The following term schedule is subject to change.

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>UNV-101/HIT-101 (First 5 weeks)</td>
</tr>
<tr>
<td></td>
<td>HIT-102/ENG-110 (Second 5 weeks)</td>
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<td>Term 2</td>
<td>BIO-100/MAT-110</td>
</tr>
<tr>
<td></td>
<td>HIT-106/HIT-109</td>
</tr>
<tr>
<td>Term 3</td>
<td>HIT-115/BIO-105</td>
</tr>
<tr>
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<td>HIT-140/ENG-110</td>
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<td>Term 4</td>
<td>BIO-110/BIO-115</td>
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<tr>
<td></td>
<td>HIT-111/HIT-120</td>
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<tr>
<td>Term 5</td>
<td>HIT-150/CRT-110</td>
</tr>
<tr>
<td></td>
<td>HIT-160/HIT-165</td>
</tr>
<tr>
<td>Term 6</td>
<td>BIO-120/HRM-240</td>
</tr>
<tr>
<td></td>
<td>HIT-200/HIT-202</td>
</tr>
<tr>
<td>Term 7</td>
<td>HIT-205/HIT-207</td>
</tr>
<tr>
<td></td>
<td>HIT-210/HIT-260</td>
</tr>
<tr>
<td>Term 8</td>
<td>HIT-215/HIT 218</td>
</tr>
<tr>
<td></td>
<td>HIT-299</td>
</tr>
</tbody>
</table>
Academic Associate Degree in Paralegal Studies and Litigation Technologies

60 Credits, 80 weeks

Program Objectives
The Associate of Academic in Paralegal Studies and Litigation Technologies program is designed to prepare students for the requirements of work as a paralegal in the current and emerging legal workplace. In addition to foundational skills in paralegal sciences, graduates of the program will also be competent in the areas of conducting electronic discovery and working in a technologically mature office environment.

Following the completion of the program, a graduate should have the ability to:

- Perform client support functions.
- Perform attorney support function.
- Conduct investigative research.
- Conduct legal research.
- Prepare litigation legal documents.
- Prepare for trial.
- Prepare administrative level documents.
- Prepare business communications.
- Provide clerical support.

All of these functions will be presented within the context of the current and future electronic legal office and the use of various electronic discovery tools.

Career Opportunities
The following is a list of example occupations that one could pursue (this is just a sample, as job titles and names continue to change in industry):

- Litigation paralegal
- Legal support specialist
- Legal assistant
- Litigation clerk and legal executive assistant
- Discovery paralegal

Program Completion
In order to graduate and receive the Academic Associate’s degree, a student must earn a minimum of 60 semester credits for the courses in the curriculum and have a cumulative grade point average of 2.0 or better.
## Academic Associates Degree Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL-110</td>
<td>Introduction to Paralegal Sciences</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-150</td>
<td>Civil Procedure</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-160</td>
<td>Introduction to Law Firm Technology</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-170</td>
<td>Legal Research and Writing I</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-180</td>
<td>Torts</td>
<td>3.0</td>
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<tr>
<td>EDS-200</td>
<td>Foundations of E-Discovery</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS-210</td>
<td>ESI and E-Discovery Skill Building</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-210</td>
<td>Business Organizations and Contract Law</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-220</td>
<td>Family and Criminal Law</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-230</td>
<td>Legal Research and Writing II</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS-240</td>
<td>E-Discovery Paralegal I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS-250</td>
<td>E-Discovery Paralegal II</td>
<td>3.0</td>
</tr>
<tr>
<td>LGP-280</td>
<td>Paralegal Simulation Lab A</td>
<td>3.0</td>
</tr>
<tr>
<td>LGP-290</td>
<td>Paralegal Simulation Lab B</td>
<td>3.0</td>
</tr>
<tr>
<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY-101S*</td>
<td>Psychological Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT-110S*</td>
<td>College Math</td>
<td>3.0</td>
</tr>
<tr>
<td>CRT-110S*</td>
<td>Critical Thinking I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG-110S*</td>
<td>English Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG-112S*</td>
<td>English Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>60.00</td>
</tr>
</tbody>
</table>

* Classes noted with an asterisk are general education.

### Course Descriptions

Note: Bryan University strives to deliver students the most up to date courses possible. The textbooks listed in the following course descriptions are subject to change. Students should always refer to the Course Syllabus for up to date textbook information.

**LGL-110—Introduction to Paralegal Sciences—3.0 credits**

This course presents the role of paralegals in the legal system, introduces paralegal skills and explores career opportunities. It highlights the ethical and professional guidelines that govern the paralegal field. It also introduces the sources of law, an overview of courts, and alternative dispute resolution systems. Required text/materials: Bouchoux, D. (2009). A practical introduction to paralegal studies: Strategies for success (2nd ed.). New York: Aspen.
LGL-150—Civil Procedure—3.0 credits


LGL-160—Introduction to Law Firm Technology—3.0 credits

This course provides the paralegal student with an introduction to the types and functions of technology in the legal field, providing them with knowledge of and access to commonly used software. Required text/materials: Goldman, T.F. (2013). Technology In The Law Office (3rd ed.). Boston, MA: Pearson Education. Prerequisites: LGL-110.

LGL-170—Legal Research and Writing I—3.0 credits

This course expands the skills of the paralegal student in performing legal research and writing, emphasizing case briefing and legal analysis. It provides students with experience using research tools and search engines available in the legal field. Required text/materials: Hames, J.B. & Ekern, Y. (2012). Legal research, analysis, and writing (4e). Upper Saddle River, NJ: Prentice Hall. Prerequisites: LGL-110.

LGL-180—Torts—3.0 credits


EDS-200—Foundations of E-Discovery—3.0 credits

This course explores the procedures associated with e-discovery. Students gain a comprehensive understanding of the Electronic Discovery Reference Model (EDRM) and the role of the paralegal in each phase. Topics include the pre-trial litigation process and the forms and phases of general discovery. Required text/materials: Goldman, T. F. (2012). Litigation practice: e-discovery and technology. Boston: Prentice Hall. Prerequisites: LGL-150, LGL-160.

EDS-210—ESI and E-Discovery Skill Building—3.0 credits

This course provides an understanding of electronically stored information (ESI) fundamentals and the opportunity to build practical e-discovery paralegal skills using current software applications housed within the Bryan University E-Discovery Lab for Software, Simulation, and Applications (ELSSA). Required text/materials: Graves, M. W. (2014). Digital archaeology: The art and science of digital forensics. Addison-Wesley Professional. Prerequisites: LGL-160.

LGL-210—Business Organizations and Contract Law—3.0 credits


LGL-220—Family and Criminal Law—3.0 credits

LGL-230—Legal Research and Writing II—3.0 credits

This course provides additional practice and application in legal research and writing. Students will be expected to complete legal writing assignments utilizing more advanced legal analysis skills and based on state-specific laws. Required text/materials: Hames, J.B. & Ekern, Y. (2012). Legal research, analysis, and writing (4e). Upper Saddle River, NJ: Prentice Hall. Prerequisite: LGL-150, LGL-160, LGL-170, ENG-110S*.

EDS-240—E-Discovery Paralegal I—3.0 credits


EDS-250—E-Discovery Paralegal II—3.0 credits


LGP-280—Paralegal Simulation Lab A—3.0 credits

A practical demonstration of ability to apply professional and ethical guidelines, ability to use Microsoft Office, ability to draft key legal documents as well as to perform a conflict of interest. Required text/materials: None. Prerequisite: EDS-250.

LGP-290—Paralegal Simulation Lab B—3.0 credits

A practical demonstration of ability to perform relevant e-discovery tasks in a simulated environment using relevant e-discovery software, including but not limited to rules of evidence as related to electronically stored data. Required text/materials: None. Prerequisite: EDS-250.

UNV-101S—Student Success and Technology Foundations—3.0 credits

A course covering the information and skills needed to succeed in academic studies, including study skills, setting academic goals, managing time, and technology skills such as word processing, presentations, and spreadsheets. Required text/materials: There are no textbooks required in this course.

*ENG-110S—English Composition I—3.0 credits


*ENG-112S—English Composition II—3.0 credits


*MAT-110S—College Math—3.0 credits
A course covering foundational math concepts that allow for future algebraic studies. This includes whole numbers, fractions, decimals, solving simple equations, ratio and proportion, percentages, signed numbers, real numbers, algebraic expressions and finally the properties involved in solving linear equations and inequalities. Required text/materials: My Math Lab Platform. Pearson.

*PSY-101S—Psychological Foundations—3.0 credits


*CRT-110S—Critical Thinking I—3.0 credits


*Program Outline by Term*

Each semester term is 16 weeks, split into two 8-week modules. The following term schedule is subject to change.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>LGL-110/UNV-101S</th>
<th>LGL-150/PSY-101S*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>LGL-160/MAT-110S*</td>
<td>LGL-170/CRT-110S*</td>
</tr>
<tr>
<td>Term 3</td>
<td>LGL-180/ENG-110S*</td>
<td>EDS-200/ENG-112S*</td>
</tr>
<tr>
<td>Term 4</td>
<td>EDS-210/LGL-210</td>
<td>LGL-220/LGL-230</td>
</tr>
<tr>
<td>Term 5</td>
<td>EDS-240/EDS-250</td>
<td>LGP-280/LGP-290</td>
</tr>
</tbody>
</table>
Occupational Associate Degree in Advanced Medical Billing, Coding and Electronic Health Records

93 Credits, 80 Weeks

Program Objectives

The Advanced Medical Coding, Billing, and Electronic Health Records program prepares students to gain entry-level employment in the exciting and growing field of health information management and coding. The program focuses on the skills related to health information management systems, coding medical conditions, procedures, and the subsequent use of these codes in billing and reimbursement procedures. Students acquire the needed skills of a medical coder in a variety of healthcare environments, as well as ensuring the ongoing quality of medical records.

Following the completion of the program, a graduate should have:

- Knowledge of medical terminology, anatomy and physiology, pathology, and pharmacology.
- Knowledge of the United States healthcare system organization and delivery, its process of documentation, health data management and quality, clinical classification systems, reimbursement methodologies, healthcare privacy, confidentiality, legal and ethical issues, information technology and systems, data storage and retrieval, data security and healthcare information systems.
- Knowledge of the components of the healthcare record, how it is created, stored, and protected.
- Knowledge of quality assurance practices with the ability to analyze collect, monitor, and maintain health care data in accordance with established professional best practice guidelines.
- Ability to translate diagnosis, conditions, and procedures into medical codes using a variety of standard formats, including ICD, CPT, and HCPCS.
- Ability to successfully transmit coded documents to insurance for purposes of reimbursement.
- Ability to work in a variety of medical environments.

Employment Opportunities

The following is a list of occupations and organizations that one could pursue for employment:

- Certified Biller and Coder
- Medical Billing for In-Patient and Out-Patient Settings
- Medical Coding, including ICD-10, CPT, and HCPCS
- Electronic Health Records Management
- Medical Records Technicians
- Health Information Technicians
- Hospitals
- Ambulatory Care Settings
- Hospice
• Insurance Companies
• Physician Offices
• Health Information Vendors
• Long Term Care Facilities
• Behavioral Health Settings
• College Health Settings

Standard Occupational Classification codes (SOC)* include, but are not limited to:

• 20-2071.00 – Medical Records and Health Information Technicians
• 43-6013.00 – Medical Secretaries

* Detailed information surrounding these classifications can be found at the following website:
   www.onetonline.org.

Program Completion

In order to graduate and receive an Associate of Occupational Science Degree, a student must earn a minimum of 93 credits for the courses in the curriculum and have a cumulative grade point average of 2.0 or better. Students who elect to do so may also sit for medical coder certifications; completion of certification exams are not required to graduate.

Advanced Medical Billing, Coding and Electronic Health Records Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV-101</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-100</td>
<td>Medical Terminology</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-115</td>
<td>Pathology and Disease Process &amp; Pharmacology I</td>
<td>3.0</td>
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<tr>
<td>BIO-120</td>
<td>Pathology and Disease Process &amp; Pharmacology II</td>
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<tr>
<td>BIO-125</td>
<td>Pathology and Disease Process &amp; Pharmacology III</td>
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</tr>
<tr>
<td>HIT-101</td>
<td>Introduction to Health Information Management</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT-115</td>
<td>Understanding the Healthcare Record</td>
<td>3.0</td>
</tr>
<tr>
<td>AMBC-110</td>
<td>Healthcare Data</td>
<td>3.0</td>
</tr>
<tr>
<td>AMBC-115</td>
<td>Billing and Reimbursement</td>
<td>3.0</td>
</tr>
<tr>
<td>AMBC-120</td>
<td>Coding and Reimbursement</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT-111</td>
<td>Healthcare Law and Ethics</td>
<td>3.0</td>
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<tr>
<td>COURSE NUMBER</td>
<td>COURSE NAME</td>
<td>TOTAL CREDIT HOURS</td>
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<tr>
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<tr>
<td>HIT-106</td>
<td>Healthcare Insurance and Reimbursement</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT-160</td>
<td>Computer Systems for Health Information Technology</td>
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<tr>
<td>HIT-200</td>
<td>ICD Diagnosis</td>
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<tr>
<td>HIT-202</td>
<td>ICD Diagnosis II</td>
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<td>HIT-205</td>
<td>ICD Procedures</td>
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<td>HIT-207</td>
<td>ICD Procedures II</td>
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<tr>
<td>HIT-210</td>
<td>CPT and HCPCS Coding</td>
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<td>HIT-215</td>
<td>Advanced Coding and Reimbursement</td>
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<tr>
<td>HIT-120</td>
<td>Applied Health Information Processes</td>
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<td>AMBC-208</td>
<td>Applied Hospital Coding</td>
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<td>AMBC-212</td>
<td>Applied Ambulatory Coding</td>
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<tr>
<td>HIT-218</td>
<td>Applied Coding and Reimbursement</td>
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<tr>
<td>AMBC-298</td>
<td>Professional Coding Capstone</td>
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<tr>
<td>AMBC-299</td>
<td>Certification Preparation</td>
<td>3.0</td>
</tr>
<tr>
<td>CRT-110*</td>
<td>Critical Thinking I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG-110*</td>
<td>English Composition I</td>
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<td>ENG-112*</td>
<td>English Composition II</td>
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<td>MAT-110*</td>
<td>College Math</td>
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<tr>
<td>BIO-105*</td>
<td>Anatomy and Physiology I</td>
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<tr>
<td>BIO-110*</td>
<td>Anatomy &amp; Physiology II</td>
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</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>93.0</td>
</tr>
</tbody>
</table>

*Classes noted with an asterisk are general education.

**Course Descriptions**

Note: Bryan University strives to deliver students the most up to date courses possible. The textbooks listed in the following course descriptions are subject to change. Students should always refer to the Course Syllabus for up to date textbook information.

**UNV-101—Student Success and Technology Foundations—3.0 credits**

A course covering the information and skills needed to succeed in academic studies, including study skills, setting academic goals, managing time, and technology skills such as word processing and presentations. Required text/materials: There are no textbooks required in this course.

**BIO-100—Medical Terminology—3.0 credits**

This course will provide students with a foundation in medical terminology. Students will learn strategies for memorizing, recalling, and using medical terms in a broad array of healthcare professions. Students will relate

**BIO-115—Pathology and Disease Process & Pharmacology I—3.0 credits**

This course will cover the development and progression of disease within the systems of the human body. Students will also learn about the pharmaceuticals that interact with certain diseases and conditions. Required textbook/materials: Zelman, M.; Tompary, E.; Raymond, J.; Holdaway, P.; Mulvihill, M. (2010). Human diseases: A systemic approach (8th ed.). Upper Saddle River NJ: Pearson and Woodrow, R., Colbert, B.J., & Smith, D.M. Essentials of pharmacology for health occupations (7th ed.). Clifton, NY: Cengage. Prerequisite: BIO-105 and current enrollment or completion of BIO-110

**BIO-120—Pathology and Disease Process & Pharmacology II—3.0 credits**

This course will cover the development and progression of disease within the systems of the human body. Students will also learn about the pharmaceuticals that interact with certain diseases and conditions. Required textbook/materials: Zelman, M.; Tompary, E.; Raymond, J.; Holdaway, P.; Mulvihill, M. (2010). Human diseases: A systemic approach (8th ed.). Upper Saddle River NJ: Pearson and Woodrow, R., Colbert, B.J., & Smith, D.M. Essentials of pharmacology for health occupations (7th ed.). Clifton, NY: Cengage. Prerequisite: BIO-115

**BIO-125—Pathology and Disease Process & Pharmacology III—3.0 credits**

This course will cover the development and progression of disease within the systems of the human body. Students will also learn about the pharmaceuticals that interact with certain diseases and conditions. Required textbook/materials: Zelman, M.; Tompary, E.; Raymond, J.; Holdaway, P.; Mulvihill, M. (2010). Human diseases: A systemic approach (8th ed.). Upper Saddle River NJ: Pearson and Woodrow, R., Colbert, B.J., & Smith, D.M. Essentials of pharmacology for health occupations (7th ed.). Clifton, NY: Cengage. Prerequisite: BIO-115

**HIT-101—Introduction to Health Information Management—3.0 credits**

This course provides the student an overview of the profession of health information management and its role in the healthcare delivery system. Students are introduced to the major HIM department functions and department inter-relationships, including human resources functions. Required text/materials: Sayles, N. (2012). Health information management technology: An applied approach (4th ed.). Chicago, IL: AHIMA.

**HIT-115—Understanding the Healthcare Record—3.0 credits**


**AMBC-110—Healthcare Data—3.0 credits**

This course describes common healthcare datasets, indices, registers, and databases including characteristics of quality data and data standards. Required textbook/materials: Sayles, N. (2012). Health information management technology: An applied approach (4th ed.). Chicago, IL: AHIMA. Prerequisite: AMBC-105

**AMBC-115—Billing and Reimbursement—3.0 credits**

This course will provide the student with more in-depth understanding of a billing specialist, health insurance types, and billing processes. Students will learn about the types and sources of health insurance, claim forms and processes, and the role of the EHR in billing and reimbursement. Required textbook/materials: Brown, S., & Tyler, L., (2013) Guide to medical billing. (3rd ed.). Upper Saddle River, NJ: Pearson. Prerequisite: HIT-106

**AMBC-120—Coding and Reimbursement—3.0 credits**
This course describes additional vocabularies, terminologies, and classification systems used in healthcare. Utilization of coding tools such as groupers and computer-assisted coding, and concepts of revenue cycle management are discussed. Use of codes in reimbursement systems along with ethical coding and coding compliance are also addressed. Required textbook/materials: Casto, A. & Forrestal, E. (2013). Principles of healthcare reimbursement. Chicago, IL: AHIMA; Giannangelo, K. (2010). Healthcare code sets, clinical terminologies, and classification systems (2nd ed.). Chicago, IL: AHIMA. Prerequisite: HIT-106

HIT-111—Healthcare Law and Ethics—3.0 credits

This course provides students with an understanding of the laws and ethics covering the practice of health information management. This course also addresses the U.S. court system, the concepts of privacy and confidentiality, and the release of information procedures. Required text/materials: McWay, D. (2016). Legal and ethical aspects of health information management (4th ed.). Clifton Park, NY: Cengage Learning.

HIT-106—Healthcare Insurance and Reimbursement—3.0 credits


HIT-160—Computer Systems for Health Information Technology—3.0 credits

This course provides an overview of computer systems used in healthcare settings. The course includes a detailed focus on health information systems and technology including integrity, privacy, and security of health care data. Required textbook/materials: Sayles, N. & Trawick, K. (2011). Introduction to computer systems for health information technology. Chicago, IL: AHIMA. Prerequisite: HIT-120

HIT-200—ICD Diagnosis—3.0 credits


HIT-202—ICD Diagnosis II—3.0 credits


HIT-205—ICD Procedures—3.0 credits


HIT-207—ICD Procedures II—3.0 credits

This course is a continuation of coding using a revised ICD classification system. The student will learn how to use the ICD code book, ICD coding conventions and the “Official Coding Guidelines for Coding and Reporting,” to

**HIT-210—CPT and HCPCS Coding—3.0 credits**


**HIT-215—Advanced Coding and Reimbursement—3.0 credits**

This course describes additional vocabularies, terminologies, and classification systems used in healthcare. Utilization of advanced coding tools such as groupers and computer-assisted coding, and concepts of revenue cycle management are discussed. Use of codes in reimbursement systems along with ethical coding and coding compliance are also addressed. Required text/materials: Casto, A. & Layman, E. (2011). *Principles of healthcare reimbursement* (4th ed.). Chicago, IL: AHIMA Press. Prerequisites: HIT-106 and HIT-205

**HIT-120—Applied Health Information Processes—3.0 credits**

This course provides hands-on experience in performing basic health information department functions. Students will also become familiar with record content, authors, completion, and standards that impact health care documentation. Required textbook/materials: Sayles, N. (2012). *Health information management technology: An applied approach* (4th ed.). Chicago, IL: AHIMA. Prerequisite: HIT-101 and current enrollment or completion of HIT-111 and HIT-115

**AMBC-208—Applied Hospital Coding—3.0 credits**

The focus of this course is development of ICD coding skills and the application of those skills to different types of medical records. Students will code inpatient and outpatient diagnoses and inpatient procedures. The process of interpreting medical record information and assigning and sequencing codes correctly will be addressed. Computer assisted instruction and automated encoders will be used within the course. Required textbook/materials: McCuen, C., Sayles, N. & Schnering, P. (2014). *Case studies for health information management*. Clifton Park, NY: Cengage. AHIMA (2013). *Clinical coding workout: Practice exercises for skill development*. Chicago, IL: AHIMA. Prerequisite: HIT-200 and HIT-205

**AMBC-212—Applied Ambulatory Coding—3.0 credits**

The focus of this course is development of CPT, HCPCS, and ICD diagnostic coding skills and the application of those skills to different types of medical records. Students will code physician, emergency department, and ambulatory surgery medical records using ICD, CPT, and HCPCS coding. The process of interpreting medical record information, choosing the required coding classification and assigning and sequencing codes correctly will be addressed. Computer assisted instruction and automated encoders will be used within the course. Required textbook/materials: McCuen, C., Sayles, N. & Schnering, P. (2014). *Case studies for health information management*. Clifton Park, NY: Cengage. AHIMA (2013). *Clinical coding workout: Practice exercises for skill development*. Chicago, IL: AHIMA. Prerequisite: Current enrollment or completion of HIT-210

**HIT-218—Applied Coding and Reimbursement—3.0 credits**

This course addresses complex ICD and HCPCS coding situations, reimbursement requirements, encoders and groupers, and coding compliance programs. Required textbook/materials: AHIMA (2013). *Clinical coding workout: Practice exercises for skill development*. Chicago, IL: AHIMA. Prerequisite: HIT-106, HIT-205, HIT-210 and current enrollment or completion of AMBC-120
AMBC-298—Professional Coding Capstone—3.0 credits

Career placement in health care facilities and health information management departments and related services require the use of technology level skills and practical knowledge of health information functions and systems. This course immerses the student in real-world simulations, case studies, and medical records, requiring the student to apply competencies learned throughout their program. Required textbook/materials: Lame, J. & Young, G. (2013). *A guided approach to intermediate and advanced coding*. Upper Saddle, NY: Pearson. Prerequisite: HIT-215 and current enrollment or completion of HIT-218

AMBC-299—Certification Preparation—3.0 credits


*CRT-110—Critical Thinking I—3.0 credits

This course encompasses the concepts and processes of logical reasoning with emphasis on the comprehension, analysis, and creation of arguments, as well as the characteristics of a critical thinker. The structure of arguments, fallacies, modes of persuasion, perspective, bias, and logical vulnerability as experienced in everyday life are explored, culminating in the development of reasonable strategies for belief formation and life-long critical thinking. Required text: Moore, B.N. & Parker, R. (2015). *Critical thinking* (11th ed.). New York, NY: McGraw Hill Education. Prerequisite: None

*ENG-110—English Composition I—3.0 credits


*ENG-112—English Composition II—3.0 credits


*MAT-110—College Math—3.0 credits

A course covering foundational math concepts that allow for future algebraic studies. This includes whole numbers, fractions, decimals, solving simple equations, ratio and proportion, percentages, signed numbers, real numbers, algebraic expressions and finally the properties involved in solving linear equations and inequalities. Prerequisite: None

*BIO-105—Anatomy and Physiology I—3.0 credits

*BIO-110—Anatomy and Physiology II—3.0 credits


Program Outline by Term

Each term is 10 weeks, split into two 5 week modules. The following term schedule is subject to change.

| Term 1 | UNV-101/HIT-101 (First 5 weeks) |
| Term 1 | BIO-100/ENG-110 (Second 5 weeks) |
| Term 2 | HIT-115/HIT-106 |
| Term 2 | BIO-105/MAT-110 |
| Term 3 | HIT-111/CRT-110 |
| Term 3 | BIO-110/BIO-115 |
| Term 4 | AMBC-110/AMBC-115 |
| Term 4 | HIT-120/ENG-112 |
| Term 5 | AMBC-120/HIT-160 |
| Term 5 | BIO-120/BIO-125 |
| Term 6 | HIT-200/HIT-202 |
| Term 6 | HIT-205/HIT-207 |
| Term 7 | AMBC-208/HIT-215 |
| Term 7 | HIT-210/AMBC-212 |
| Term 8 | HIT-218/AMBC-298 |
| Term 8 | AMBC-299 |
Bachelor of Science in Professional Fitness Training and Exercise Science

180 Credits, 150 weeks

Program Objectives

The Professional Fitness Training and Exercise Science program prepares students for long-term success in the exciting, growing, and ever-changing field of health and fitness training. The program combines advanced exercise science and applied programming curriculum with unique behavior change and business operations curriculum to ensure students have mastered the most vital skills for success as a trainer in a variety of health and fitness settings. Students will perform cutting-edge skills through practical application to learn and advance their skills.

The program is designed to provide educational opportunities for students to gain the following:

- Apply advanced knowledge of anatomy, physiology, and biomechanics to training strategies.
- Design and implement exercise prescription and programming for different client populations.
- Explain the impact of nutrition on the human body.
- Perform basic and advanced fitness assessments on clients, including the general client population, the athletic client population, and clients with health considerations.
- Create individualized exercise programs based on assessment, including cardiovascular, resistance, flexibility, and mobility training concepts.
- Perform foundational, advanced, and sport-specific movement patterns and exercises.
- Teach foundational, advanced, sport-specific movement patterns and exercises.
- Lead group exercise programs and small group training programs.
- Implement the concepts unique to training special populations, including older adults, youth, and persons with chronic diseases and disabilities.
- Perform a variety of corrective exercise screenings and strategies.
- Gain and retain clients using behavior change and communication techniques unique to personal trainers.
- Implement current marketing and advertising strategies utilizing new technologies, including social media.
- Apply skills necessary for successful self-employment, including leadership skills, management skills, entrepreneurial skills, and operational skills unique to the field of personal training.
- Utilize research to identify strategies for long-term client behavior change and retention.
- Evaluate health and fitness related research for accuracy and reliability.
- Influence client behavior through an empathetic, confident, and enthusiastic attitude.
- Demonstrate how to manage the client-relationship pipeline.
- Demonstrate core values and ethics critical to the field of personal training.
- Recognize the value of lifelong professional development in the field of personal training.
• Test for a national personal trainer certification.

**Career Opportunities**

The following is a list of example occupations that one could pursue upon graduation:

• Certified Personal Trainer
• Group Exercise Instructor
• Gym or Studio Staff Member
• Nutrition/Supplement Store Associate
• Corporate Wellness Staff Member
• Specialized Fitness Instructor
• Exercise Director
• Fitness Studio Owner
• Club Manager
• Independent Trainer/Contractor
• Fitness Consultant

Standard Occupational Classification (SOC) codes* include, but are not limited to, the following:

• 39-9031.00 – Fitness Trainers and Aerobics Instructors
• 39-9032.00 – Recreation Workers
• 11-9039.02 – Fitness and Wellness Coordinators

* Detailed information regarding classifications can be found at www.onetonline.org.

**Program Completion**

Students must earn a minimum of 180 credits with a CGPA of 2.0 or better. Students who elect to do so may also sit for a wide variety of fitness certifications, which completion of are not required to graduate.

**Professional Fitness Training and Exercise Science Courses:**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV-101</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
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<tr>
<td>EXS-100</td>
<td>Introduction to Personal Training</td>
<td>3.0</td>
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<tr>
<td>EXS-101</td>
<td>Body Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-103</td>
<td>Functional Anatomy</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-104</td>
<td>Fitness Screening and Testing</td>
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<tr>
<td>COURSE NUMBER</td>
<td>COURSE NAME</td>
<td>TOTAL CREDIT HOURS</td>
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<tr>
<td>EXS-105</td>
<td>Human Movement Sciences</td>
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<td>EXS-106</td>
<td>Group Training and Programming</td>
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<td>EXS-107</td>
<td>Nutrition Fundamentals</td>
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<tr>
<td>EXS-108</td>
<td>Weight Management</td>
<td>3.0</td>
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<td>EXS-109</td>
<td>Sales and Ethics for Fitness Professionals</td>
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<tr>
<td>EXS-110</td>
<td>Behavior Management</td>
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<td>Cardiovascular Training and Programming</td>
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<td>Training for Special Populations</td>
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<td>EXS-206</td>
<td>Applied Nutrition Concepts</td>
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<td>EXS-207</td>
<td>Business Management</td>
<td>3.0</td>
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<td>EXS-208</td>
<td>Coaching Psychology</td>
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<td>EXS-209</td>
<td>Resistance Training and Programming Stability-Mobility</td>
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<tr>
<td>EXS-210</td>
<td>Resistance Training and Programming Strength-Endurance-Hypertrophy</td>
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<td>EXS-211</td>
<td>Resistance Training and Programming Strength-Power</td>
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<tr>
<td>EXS-212</td>
<td>SAQ, Power, and Plyometric Training for Performance</td>
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<tr>
<td>EXS-298</td>
<td>Practical Fitness Capstone</td>
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<tr>
<td>EXS-299</td>
<td>National Testing Preparation</td>
<td>3.0</td>
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<tr>
<td>PFT-300</td>
<td>Gaining and Retaining Clients</td>
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<tr>
<td>PFT-301</td>
<td>Advanced Functional Anatomy</td>
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<td>PFT-302</td>
<td>Functional Biomechanics</td>
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<td>PFT-303</td>
<td>Applied Fitness Assessment Techniques</td>
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<td>PFT-304</td>
<td>Advanced Exercise Prescription for Cardiorespiratory Training</td>
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<td>PFT-305</td>
<td>Advanced Exercise Prescription for Resistance Training</td>
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<td>PFT-306</td>
<td>Advanced Exercise Prescription for Flexibility</td>
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<tr>
<td>PFT-307</td>
<td>Training Special Populations: Older Adults and Youth</td>
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<td>PFT-308</td>
<td>Training Special Populations: Chronic Diseases and Disabilities</td>
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<td>PFT-309</td>
<td>Training the Whole Person I</td>
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<td>PFT-400</td>
<td>Training the Whole Person II</td>
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<td>PFT-401</td>
<td>Corrective Impairment Strategies</td>
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<td>COURSE NUMBER</td>
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<td>PFT-402</td>
<td>Advanced Exercise Prescription for Athletes</td>
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<td>PFT-403</td>
<td>Sport and Exercise Nutrition</td>
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<td>PFT-404</td>
<td>Corporate Wellness</td>
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<td>PFT-405</td>
<td>Marketing and Advertising for the Fitness Professional</td>
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<tr>
<td>PFT-406</td>
<td>Entrepreneurship for the Fitness Professional</td>
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<tr>
<td>PFT-407</td>
<td>Leadership for the Fitness Professional</td>
<td>3.0</td>
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<tr>
<td>PFT-408</td>
<td>Evaluating Research in Health &amp; Fitness</td>
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<tr>
<td>PFT-409</td>
<td>Current Trends in Health &amp; Fitness</td>
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<tr>
<td>COM-210*</td>
<td>Speaking and Presenting</td>
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<td>CRT-110*</td>
<td>Critical Thinking I</td>
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<td>CRT-210*</td>
<td>Critical Thinking II</td>
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<td>ECO-200*</td>
<td>The Economics of Money</td>
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<td>ENG-110*</td>
<td>English Composition I</td>
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<td>ENG-112*</td>
<td>English Composition II</td>
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<td>ENG-200*</td>
<td>Research and Writing</td>
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<td>HIS-200*</td>
<td>American History: Late Twentieth Century to Present</td>
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<td>HUM-150*</td>
<td>Introduction to Popular Culture</td>
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<td>HUM-200*</td>
<td>Humanities, Arts, and Culture</td>
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<td>LIT-210*</td>
<td>American Literature in Film</td>
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<td>MAT-110*</td>
<td>College Math</td>
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<td>SOC-210*</td>
<td>Technology and Society</td>
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<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>180.00</strong></td>
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</tbody>
</table>

* Classes noted with an asterisk are general education.

**Course Descriptions**
Note: Bryan University strives to deliver students the most up to date courses possible. The textbooks listed in the following course descriptions are subject to change. Students should always refer to the Course Syllabus for up to date textbook information.

UNV-101—Student Success and Technology Foundations—3.0 credits

A course covering the information and skills needed to succeed in academic studies, including study skills, setting academic goals, managing time, and technology skills such as word processing and presentations. Required text/materials: There are no textbooks required in this course.

EXS-100—Introduction to Personal Training—3.0 credits

This course is an overview of the field of personal training including the history of exercise science, sub-disciplines of exercise science, professional organizations, certifications and the future of the field. Required text/materials: There are no textbooks required in this course.

EXS-101—Body Systems—3.0 credits


EXS-103—Functional Anatomy—3.0 credits

This course will provide an in-depth look at how the human body systems interact and function in relation to exercise and movement. Students will learn the various parts and functions of the nervous, muscular, and skeletal systems. Required text/materials: National Academy of Sports Medicine. (2014). NASM essentials of personal fitness training (Revised 4th ed). Burlington, MA: Jones & Bartlett Learning.

EXS-104—Fitness Screening and Testing—3.0 credits


EXS-105—Human Movement Sciences—3.0 credits


EXS-106—Group Training and Programming—3.0 credits


EXS-107—Nutrition Fundamentals—3.0 credits

This course covers the fundamentals of nutrition, including the macronutrients and micronutrients, and the fundamentals of how food is used by the human body. Students will be able to identify healthy food sources for the

EXS-108—Weight Management—3.0 credits


EXS-109—Sales and Ethics for Fitness Professionals—3.0 credits

This course covers the various skills needed to be an effective salesperson in the health and fitness profession. This includes communication skills, interviewing, steps of the sale, fundamentals of professional conduct and ethics, and money/revenue management skills. Required text/materials: Pire, N. I. (2013). ACSM's career and business guide for the fitness professional. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.

EXS-110—Behavior Management—3.0 credits

This course is an introduction to the motivation behind behavior change as it relates to physical activity behaviors. Topics include goal setting, motivating clients, developing an action plan, and communication strategies needed to inspire and sustain long-term healthy habits. Required text/materials: American College of Sports Medicine (2013). ACSM's behavioral aspects of physical activity and exercise. (1st ed.). Baltimore, MD: (Lippincott Williams & Wilkins. Prerequisite: EXS-100

EXS-200—Cardiovascular Training and Programming—3.0 credits


EXS-205—Training for Special Populations—3.0 credits


EXS-206—Applied Nutrition Concepts—3.0 credits


EXS-207—Business Management—3.0 credits


EXS-208—Coaching Psychology—3.0 credits

EXS-209—Resistance Training and Programming: Stability/Mobility—3.0 credits


EXS-210—Resistance Training and Programming: Strength Endurance/Hypertrophy—3.0 credits


EXS-211—Resistance Training and Programming: Strength/Power—3.0 credits


EXS-212—SAQ, Power, and Plyometric Training for Performance—3.0 credits


EXS-298—Practical Fitness Capstone—3.0 credits


EXS-299—National Test Preparation—3.0 credits


PFT-300—Gaining and Retaining Clients—3.0 credits

A course focused on a key driver of success as a personal trainer: gaining and retaining clients. This course addresses engaging clients in your facility and generating goal-oriented value to retain your clients. New and unique

PFT-301—Advanced Functional Anatomy—3.0 credits


PFT-302—Functional Biomechanics—3.0 credits


PFT-303—Applied Fitness Assessment Techniques—3.0 credits


PFT-304—Advanced Exercise Prescription for Cardiorespiratory Training—3.0 credits


PFT-305—Advanced Exercise Prescription for Resistance Training—3.0 credits


PFT-306—Advanced Exercise Prescription for Flexibility—3.0 credits


PFT-307—Training Special Populations: Older Adults and Youth—3.0 credits

This course focuses on knowledge and training concepts that are unique to training older adults and youth. Topics related to training older adults include assessing fitness levels, designing fitness programs, and providing motivating exercise. The practical realities of working with youth, socialization of play, and providing motivating exercise that is dominated by movement will also be addressed. Required text/materials: National Academy of Sports Medicine. (2012). Senior Fitness Specialist Manual. National Academy of Sports Medicine. (2012). Youth Exercise Specialist Manual. PTA Global - Exercise for Children.
PFT-308—Training Special Populations: Chronic Diseases and Disabilities—3.0 credits


PFT-309—Training the Whole Person I—3.0 credits

This course addresses the essence of being a personal trainer - helping clients with behavior change. Students learn about the psychology of health and fitness in order to facilitate long-term behavior change in clients. Required text/materials: Brehm, B. A. (2014). Psychology of health and fitness: Applications for behavior change. Philadelphia: F.A. Davis Company. PTA Global Advanced Course Materials.

PFT-400— Training the Whole Person II—3.0 credits

This course focuses on assessing the different aspects of client behavior to create specific, effective, daily programming strategies. Topics include client readiness, MOVE observations, and multi-sensory communication. Required text/materials: PTA Global Advanced Course Materials. Prerequisites: PFT-309

PFT-401—Corrective Impairment Strategies—3.0 credits

This course is focused on a variety of corrective exercise screenings and strategies. Topics in this course include muscle imbalances, movement efficiency, and injury prevention. Required text/materials: National Academy of Sports Medicine. (2014). NASM Essentials of Corrective Exercise Training (1st Ed. Revised.). Burlington, MA: Jones & Bartlett. Prerequisites: PFT-303

PFT-402— Advanced Exercise Prescription for Athletes—3.0 credits


PFT-403—Sport and Exercise Nutrition—3.0 credits


PFT-404—Corporate Wellness—3.0 credits

This course explores health and wellness as it relates to corporate industry. Topics include worksite health promotion, public preventative health services, and current topics in corporate fitness and wellness. Required text/materials: Bray, I. (2012). Healthy employees, healthy business: Easy, affordable ways to promote workplace wellness. Berkeley, CA: NOLO.

PFT-405—Marketing and Advertising for the Fitness Professional—3.0 credits

PFT-406—Entrepreneurship for the Fitness Professional—3.0 credits

Creating a successful fitness business is the goal of many personal trainers. This course is a survey of key entrepreneurship concepts and strategies for success as a fitness entrepreneur. Topics include business plans, studio and club design, and key factors to success. Required text/materials: Ware, C.M., Bamford, C.E., & Bruton, G.D. (2013). Business Management for the Personal Fitness Trainer. Boston, MA: McGraw-Hill.

PFT-407—Leadership for the Fitness Professional—3.0 credits


PFT-408—Evaluating Research in Health & Fitness—3.0 credits


PFT-409—Current Trends in Health & Fitness—3.0 credits

A course on special topics and current trends in the health and fitness industry, including technology, popular types of training, and the future of training. Required text/materials: There are no textbooks required in this course.

*COM-210—Speaking and Presenting—3.0 credits

This course covers the fundamentals of public speaking in today’s society. Topics include how to write a quality speech and how to clearly and confidently speak in public forums, including social media and blogs. Required text: Reynolds, G., (2012). Presentation zen: Simple ideas on presentation design and delivery (2nd ed.). Berkeley, CA: New Riders.

*CRT-110—Critical Thinking I—3.0 credits

This course encompasses the concepts and processes of logical reasoning with emphasis on the comprehension, analysis, and creation of arguments, as well as the characteristics of a critical thinker. The structure of arguments, fallacies, modes of persuasion, perspective, bias, and logical vulnerability as experienced in everyday life are explored, culminating in the development of reasonable strategies for belief formation and life-long critical thinking. Required text: Moore, B.N. & Parker, R. (2015). Critical thinking (11th ed.). New York, NY: McGraw Hill Education.

*CRT-210—Critical Thinking II—3.0 credits


*ECO-200—The Economics of Money—3.0 credits

**ENG-110—English Composition I—3.0 credits**


**ENG-112—English Composition II—3.0 credits**


**ENG-200—Research and Writing—3.0 credits**

The processes of researching topics and cohesively writing about them are life skills that benefit all students. This course focuses on the key skills of academic research and writing. Students use independent research to analyze a topic and formulate a position or argument. Required text: Howard, R. M., Taggart, A. R. (2013). *Research matters: A guide to research writing*. New York, New York: McGraw-Hill. Prerequisite: ENG-112

**HIS-200—American History: Late Twentieth Century to Present—3.0 credits**


**HUM-150—Introduction to Popular Culture—3.0 credits**


**HUM-200—Humanities, Art, and Culture—3.0 credits**


**LIT-210—American Literature in Film—3.0 credits**

This course introduces students to major literary topics and themes from American culture. A focus is placed on the interactions between film and literature which help provide the social and historical contexts necessary for appreciating American literature. Required text: Corrigan, Timothy (2011). *Film and Literature: An Introduction and Reader*, 2nd ed. New York, NY: Routledge publishing.

**MAT-110—College Math—3.0 credits**

A course covering foundational math concepts that allow for future algebraic studies. This includes whole numbers, fractions, decimals, solving simple equations, ratio and proportion, percentages, signed numbers, real numbers,
algebraic expressions and finally the properties involved in solving linear equations and inequalities. Required text/materials: Knewton Adaptive Math Platform.

*POL-200—American Government and Politics—3.0 credits


*PSY-101—Psychological Foundations—3.0 credits

A course covering the foundational concepts related to human behavior. Topics include the human mind, human behavior, and important experiments and research in the field of psychology. Required text/materials: King, L. (2013). Experience psychology (2nd ed.). New York, NY: McGraw Hill.

*PSY-200—The Psychology of Design—3.0 credits

Design is everywhere in our world: from web design to interior design to creating advertisements or charts in work materials. Applying design thinking and principles is a fundamental skill in the digital age. This course is designed to teach the psychology behind design. Required text: Williams, R., (2015). The non-designer's design book (4th ed.). New York, New York: Pearson Education.

*SCI-200—Environmental Science—3.0 credits


*SOC-200—Social Psychology—3.0 credits


*SOC-210—Technology and Society—3.0 credits


*Program Outline by Term*

Each term is 10 weeks, split into two 5 week modules. The following term schedule is subject to change.

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>EXS-100/UNV-101 (First 5 weeks)</td>
</tr>
<tr>
<td></td>
<td>EXS-101/EXS-110 (Second 5 weeks)</td>
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<tr>
<td>Term 2</td>
<td>EXS-103/ENG-110</td>
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<td></td>
<td>EXS-107/EXS-109</td>
</tr>
<tr>
<td>Term 3</td>
<td>EXS-104/HUM-150</td>
</tr>
<tr>
<td></td>
<td>EXS-211/EXS-108</td>
</tr>
<tr>
<td>Term 4</td>
<td>EXS-200/EXS-105</td>
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<tr>
<td></td>
<td>EXS-209/PSY-101</td>
</tr>
<tr>
<td>Term 5</td>
<td>EXS-210/ENG-112</td>
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<tr>
<td></td>
<td>EXS-212/POL-200</td>
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<tr>
<td>Term 6</td>
<td>EXS-106/EXS-206</td>
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<tr>
<td>Term 7</td>
<td>EXS-207/SCI-200</td>
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<tr>
<td>Term 7</td>
<td>EXS-205/EXS-208</td>
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<td>EXS-298/CRT-110</td>
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<tr>
<td>Term 8</td>
<td>EXS-299/HIS-200</td>
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<td></td>
<td>PFT-300/SOC-210</td>
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<tr>
<td>Term 9</td>
<td>PFT-305/PFT-301</td>
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<td></td>
<td>PFT-302/ECO-200</td>
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<tr>
<td>Term 10</td>
<td>PFT-303/HUM-200</td>
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<td>PFT-304/PFT-309</td>
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<td>Term 11</td>
<td>PFT-405/MAT-110 or SCI-200</td>
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<td>PFT-400/ENG-200</td>
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<tr>
<td>Term 12</td>
<td>PFT-306/PFT-307</td>
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<td>PFT-308/PSY-200</td>
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<td>Term 13</td>
<td>PFT-401/CRT-210</td>
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<td>PFT-406/COM-210</td>
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<td>Term 14</td>
<td>PFT-403/PFT-404</td>
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<td>PFT-407/LIT-210</td>
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<td>Term 15</td>
<td>PFT-402/SOC-200</td>
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<td></td>
<td>PFT-408/PFT-409</td>
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</table>
Bachelor of Science Degree in Paralegal Studies and Litigation Technologies

120 Credits, 160 weeks

Program Objectives

The Paralegal Studies and Litigation Technologies program prepares students for the advancing role of technology in the legal field. The program provides an excellent combination of practical paralegal skills and applied e-Discovery and litigation support skills to give students the education and training for success in the field. As part of the Bachelor's degree program, students receive in-depth training on the E-Discovery Lab for Software Simulation & Applications (ELSSA). Designed with an intentional focus on application and technology, the program gives students a skillset that is cutting-edge and primed for growth.

Following the completion of the program, a graduate should have the ability to:

- Perform client support functions.
- Perform attorney support function.
- Conduct investigative research.
- Conduct legal research.
- Prepare litigation legal documents.
- Prepare for trial.
- Prepare administrative level documents.
- Prepare business communications.
- Provide clerical support.

All of these functions will be presented within the context of the current and future electronic legal office and the use of various electronic discovery tools.

Career Opportunities

The following is a list of example occupations that one could pursue (this is just a sample, as job titles and names continue to change in industry):

- Litigation paralegal
- Legal support specialist
- Legal assistant
- Litigation clerk and legal executive assistant
- Discovery paralegal

Standard Occupational Classification codes (SOC)* include, but are not limited to the following:

- 23-2010.00 – Paralegals and Legal Assistants
- 23-2099.00 – Legal Support Workers, All other
* Detailed information surrounding these classifications can be found at the following website: www.bls.gov.

**Program Completion**

To graduate and receive the Bachelor of Science Degree in Paralegal Studies and Litigation Technologies, a student must earn a minimum of 120 semester credits for the courses in the curriculum below and have a cumulative grade point average of 2.0 or better. Students who elect to do so may also sit for industry-specific certifications, which completion of are not required to graduate.

**Paralegal Studies and Litigation Technologies Courses:**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL-110</td>
<td>Introduction to Paralegal Sciences</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-150</td>
<td>Civil Procedure</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-160</td>
<td>Introduction to Law Firm Technology</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-170</td>
<td>Legal Research and Writing I</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-180</td>
<td>Torts</td>
<td>3.0</td>
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<tr>
<td>EDS-200</td>
<td>Foundations of E-Discovery</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS-210</td>
<td>ESI and E-Discovery Skill Building</td>
<td>3.0</td>
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<tr>
<td>LGL-210</td>
<td>Business Organizations and Contract Law</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-220</td>
<td>Family and Criminal Law</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-230</td>
<td>Legal Research and Writing II</td>
<td>3.0</td>
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<tr>
<td>EDS-240</td>
<td>E-Discovery Paralegal I</td>
<td>3.0</td>
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<tr>
<td>EDS-250</td>
<td>E-Discovery Paralegal II</td>
<td>3.0</td>
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<tr>
<td>LGP-280</td>
<td>Paralegal Simulation Lab A</td>
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<tr>
<td>LGP-290</td>
<td>Paralegal Simulation Lab B</td>
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<tr>
<td>IND-300</td>
<td>Current Events in the Industry</td>
<td>3.0</td>
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<td>MGT-300</td>
<td>Management and Communications</td>
<td>3.0</td>
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<td>IND-310</td>
<td>Entrepreneurship</td>
<td>3.0</td>
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<td>LGL-320</td>
<td>Legal Research and Writing III</td>
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<td>LGL-330</td>
<td>Commercial and Bankruptcy Litigation</td>
<td>3.0</td>
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<tr>
<td>LGL-350</td>
<td>Property Law</td>
<td>3.0</td>
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<tr>
<td>EDS-380</td>
<td>Legal Office Productivity and Database Management</td>
<td>3.0</td>
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<tr>
<td>EDS-390</td>
<td>E-Discovery Utilities and Applications Lab</td>
<td>3.0</td>
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<td>EDS-400</td>
<td>Analytics and Technology Assisted Review</td>
<td>3.0</td>
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<td>LGL-400</td>
<td>Trial Practice</td>
<td>3.0</td>
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<td>COURSE NUMBER</td>
<td>COURSE NAME</td>
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<td>LGL-420</td>
<td>Certification Preparation</td>
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<tr>
<td>EDS-450</td>
<td>E-Discovery Project Management</td>
<td>3.0</td>
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<tr>
<td>LGP-480</td>
<td>Paralegal Simulation Lab C</td>
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<tr>
<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
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<td>PSY-101S*</td>
<td>Psychological Foundations</td>
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<td>MAT-110S*</td>
<td>College Math</td>
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<td>CRT-110S*</td>
<td>Critical Thinking I</td>
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<td>ENG-110S*</td>
<td>English Composition I</td>
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<td>ENG-112S*</td>
<td>English Composition II</td>
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<tr>
<td>HUM-150S*</td>
<td>Introduction to Popular Culture</td>
<td>3.0</td>
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<tr>
<td>ECO-200S*</td>
<td>The Economics of Money</td>
<td>3.0</td>
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<tr>
<td>POL-200S*</td>
<td>American Government and Politics</td>
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<td>SCI-200S*</td>
<td>Environmental Science</td>
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<tr>
<td>CRT-210S*</td>
<td>Critical Thinking II</td>
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<td>SOC-210S*</td>
<td>Technology and Society</td>
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</tr>
<tr>
<td>COM-210S*</td>
<td>Speaking and Presenting</td>
<td>3.0</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>120.0</strong></td>
</tr>
</tbody>
</table>

* Classes noted with an asterisk are general education.

**Course Descriptions**

Note: Bryan University strives to deliver students the most up to date courses possible. The textbooks listed in the following course descriptions are subject to change. Students should always refer to the Course Syllabus for up to date textbook information.

**LGL-110—Introduction to Paralegal Sciences—3.0 credits**

This course presents the role of paralegals in the legal system, introduces paralegal skills and explores career opportunities. It highlights the ethical and professional guidelines that govern the paralegal field. It also introduces the sources of law, an overview of courts, and alternative dispute resolution systems. Required text/materials: Bouchoux, D. (2009). *A practical introduction to paralegal studies: Strategies for success* (2nd ed.). New York: Aspen.

**LGL-150—Civil Procedure—3.0 credits**


**LGL-160—Introduction to Law Firm Technology—3.0 credits**
This course provides the paralegal student with an introduction to the types and functions of technology in the legal field, providing them with knowledge of and access to commonly used software. Required text/materials: Goldman, T.F. (2013). Technology In The Law Office (3rd ed.). Boston, MA: Pearson Education. Prerequisites: LGL-110.

**LGL-170—Legal Research and Writing I—3.0 credits**

This course expands the skills of the paralegal student in performing legal research and writing, emphasizing case briefing and legal analysis. It provides students with experience using research tools and search engines available in the legal field. Required text/materials: Hames, J.B. & Ekern, Y. (2012). Legal research, analysis, and writing (4e). Upper Saddle River, NJ: Prentice Hall. Prerequisites: LGL-110.

**LGL-180—Torts—3.0 credits**


**EDS-200—Foundations of E-Discovery—3.0 credits**

This course explores the procedures associated with e-discovery. Students gain a comprehensive understanding of the Electronic Discovery Reference Model (EDRM) and the role of the paralegal in each phase. Topics include the pre-trial litigation process and the forms and phases of general discovery. Required text/materials: Goldman, T. F. (2012). Litigation practice: e-discovery and technology. Boston: Prentice Hall. Prerequisites: LGL-150, LGL-160.

**EDS-210—ESI and E-Discovery Skill Building—3.0 credits**

This course provides an understanding of electronically stored information (ESI) fundamentals and the opportunity to build practical e-discovery paralegal skills using current software applications housed within the Bryan University E-Discovery Lab for Software, Simulation, and Applications (ELSSA). Required text/materials: Graves, M. W. (2014). Digital archaeology: The art and science of digital forensics. Addison-Wesley Professional. Prerequisites: LGL-160.

**LGL-210—Business Organizations and Contract Law—3.0 credits**


**LGL-220—Family and Criminal Law—3.0 credits**


**LGL-230— Legal Research and Writing II—3.0 credits**

This course provides additional practice and application in legal research and writing. Students will be expected to complete legal writing assignments utilizing more advanced legal analysis skills and based on state-specific laws. Required text/materials: Hames, J.B. & Ekern, Y. (2012). Legal research, analysis, and writing (4e). Upper Saddle River, NJ: Prentice Hall. Prerequisite: LGL-150, LGL-160, LGL-170, ENG-110S*.

**EDS-240—E-Discovery Paralegal I—3.0 credits**

EDS-250—E-Discovery Paralegal II—3.0 credits


LGP-280—Paralegal Simulation Lab A—3.0 credits

A practical demonstration of ability to apply professional and ethical guidelines, ability to use Microsoft Office, ability to draft key legal documents as well as to perform a conflict of interest. Required text/materials: None. Prerequisite: EDS-250.

LGP-290—Paralegal Simulation Lab B—3.0 credits

A practical demonstration of ability to perform relevant e-discovery tasks in a simulated environment using relevant e-discovery software, including but not limited to rules of evidence as related to electronically stored data. Required text/materials: None. Prerequisite: EDS-250.

IND-300—Current Events in the Industry—3.0 credits

This course provides an opportunity for students to explore current events in the industry. Topics include issues, trends, legislation, and ethics within the student’s chosen field. Required text/materials: None. Prerequisite: LGL-110.

MGT-300—Management and Communications—3.0 credits


IND-310—Entrepreneurship—3.0 credits


LGL-320—Legal Research and Writing III—3.0 credits

The course provides instruction and application on using research resources (electronic and physical) to draft legal writings including legal memorandum and appellate briefs. Emphasis will be placed on research efficiency using effective search strategies, and writing in both objective and persuasive ways. Required text/materials: Hames, J.B. & Ekern, Y. (2012). Legal research, analysis, and writing (4e). Upper Saddle River, NJ: Prentice Hall. Prerequisites: LGL-230.

LGL-330—Commercial and Bankruptcy Litigation—3.0 credits

LGL-350—Property Law—3.0 credits


EDS-380—Legal Office Productivity and Database Management—3.0 credits


EDS-390—E-Discovery Utilities and Applications Lab—3.0 credits

This course is designed to develop advanced skills in utilities and applications used in the litigation support and legal industry. Students in this class will use software applications in Bryan University's E-Discovery Lab for Software, Simulation, and Applications (ELSSA). Required text/materials: None. Prerequisites: EDS-250.

EDS-400—Analytics and Technology Assisted Review—3.0 credits

This course will introduce students to analytics technologies designed to make document review and analysis more efficient. Students will gain experience with data analytics tools and also gain a general understanding of technology assisted review or predictive coding, and the tools and processes associated with machine learning and the automatic categorization of documents. Required text/materials: Maheshwari, Rajiv (2013). Predictive Coding Guru’s Guide: Technology, Statistics, and Workflows. Rajiv Maheshwari. Prerequisites: EDS-380, EDS-390.

LGL-400—Trial Practice—3.0 credits

This course is designed to provide students with practical experience in preparing detailed pleadings, pre-trial motions, and discovery requests in addition to deposition preparation. The role of the paralegal in alternative dispute resolution is also explored. This class will provide an opportunity for students to develop advanced skills relating to trial preparation and presentation in the electronic courtroom. Students in this class will use software applications in Bryan University's E-Discovery Lab for Software, Simulation, and Applications (ELSSA). Required text/materials: Maerowitz, M. & Mauet, T. (2011). Fundamentals of Litigation for Paralegals, 7th ed. New York, NY: Wolters Kluwer. Prerequisites: LGL-310 or LGL-150, LGL 320.

LGL-420—Certification Preparation—3.0 credits


EDS-450—E-Discovery Project Management—3.0 credits

Students will learn the fundamental principles of traditional project management and how to apply these principles to the management of an e-discovery project. Students will work within a process framework using methodology to effectively manage the scope, time and cost of an electronic discovery project. Required text/materials: Berman, M., Barton, C., & Grimm, P. (2012). Managing E-Discovery and ESI: From Pre-Litigation to Trial. American Bar Association. Prerequisites: EDS-380, EDS-390.

LGP-480—Paralegal Simulation Lab C—3.0 credits
A practical demonstration of proficiency in legal office management software as well as ability to perform witness, exhibit and attorney preparations for trial. Required text/materials: None. Prerequisites: LGL-400, EDS-450.

UNV-101S—Student Success and Technology Foundations—3.0 credits

A course covering the information and skills needed to succeed in academic studies, including study skills, setting academic goals, managing time, and technology skills such as word processing, presentations, and spreadsheets. Required text/materials: There are no textbooks required in this course.

*ENG-110S—English Composition I—3.0 credits


*ENG-112S—English Composition II—3.0 credits


*MAT-110S—College Math—3.0 credits

A course covering foundational math concepts that allow for future algebraic studies. This includes whole numbers, fractions, decimals, solving simple equations, ratio and proportion, percentages, signed numbers, real numbers, algebraic expressions and finally the properties involved in solving linear equations and inequalities. Required text/materials: My Math Lab Platform. Pearson.

*HUM-150S—Introduction to Popular Culture—3.0 credits


*POL-200S—American Government and Politics—3.0 credits


*SCI-200S—Environmental Science—3.0 credits


*PSY-101S—Psychological Foundations—3.0 credits


*CRT-110S—Critical Thinking I—3.0 credits

*CRT-210S—Critical Thinking II—3.0 credits


*SOC-210S—Technology and Society—3.0 credits


*ECO-200S—The Economics of Money—3.0 credits

The concept of money is powerful and it has evolved into an essential tool of the global economy. This course focuses on the relationship between money and economics. Topics include basic macroeconomic and microeconomic principles such as unemployment, inflation, business cycles, and emerging forms of money. Required text: Stiglitz, J. & Walsh, C. (2006). Economics (4th ed.). W.W. Norton & Company.

*COM-210S—Speaking and Presenting—3.0 credits


Program Outline by Term

Each semester term is 16 weeks, split into two 8-week modules. The following term schedule is subject to change.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>LGL-110/UNV-101S</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>LGL-150/PSY-101S*</td>
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<tr>
<td>Term 2</td>
<td>LGL-160/MAT-110S*</td>
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<tr>
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<td>LGL-170/CRT-110S*</td>
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<tr>
<td>Term 3</td>
<td>LGL-180/ENG-110S*</td>
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<tr>
<td></td>
<td>EDS-200/ENG-112S*</td>
</tr>
<tr>
<td>Term 4</td>
<td>EDS-210/LGL-210</td>
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<td>LGL-220/LGL-230</td>
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<tr>
<td>Term 5</td>
<td>EDS-240/EDS-250</td>
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<td></td>
<td>LGP-280/LGP-290</td>
</tr>
<tr>
<td>Term 6</td>
<td>IND-300/HUM-150S*</td>
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<tr>
<td></td>
<td>MGT-300/ECO-200S*</td>
</tr>
<tr>
<td>Term 7</td>
<td>IND-310/POL-200S*</td>
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<tr>
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<td>LGL-320/SCI-200S*</td>
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<td>Term 8</td>
<td>LGL-330/CRT-210S*</td>
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<td>Term 9</td>
<td>EDS-380/COM-210S*</td>
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<td>EDS-390/EDS-400</td>
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<td>LGL-400/LGL-420</td>
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<tr>
<td></td>
<td>EDS-450/LGP-480</td>
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</tbody>
</table>
Bachelor of Science in Healthcare Administration and Analytics

120 Credits, 160 weeks

Program Objectives

The Bachelor of Science in Healthcare Administration and Analytics, is designed to prepare students for positions that manage, analyze and report data to improve the performance of healthcare organizations. The program focuses on the skills related to health care administration, using data analytics, which will prepare the student for employment in a variety of healthcare organizations. The university delivers the program through asynchronous online instruction.

The program includes core curriculum in medical terminology, the processes and methods of administering healthcare organizations, analytic frameworks and methodologies, the structure and function of the US Healthcare system, databases and data warehouses, SQL, and the use of a variety of analytic tools. Case studies, realistic data sets and the Bryan University Health Informatics Simulation Laboratory are used frequently to enable students to solve problems that simulate those issues encountered in modern healthcare marketplace. The program requires two Portfolio Projects to demonstrate competencies: the Theory into Practice project and the Healthcare Administration Capstone Case Study project, in which students apply their knowledge to solving real-world problems using the tools, data, and infrastructure of the Health Informatics Simulation Laboratory.

This program prepares students for entry level jobs as healthcare administrators or managers, as well as data analysts who understand the healthcare environment, including terminology, coding, management, regulatory and accreditation aspects, as well as basic statistical concepts and popular analytic tools like Excel and Access.

Following the completion of the program, a graduate will be able to:

- Identify appropriate data and data sources for a given healthcare problem or inquiry.
- Apply quantitative research and reasoning and appropriate displays of data to satisfy a business need.
- Analyze, present, and interpret health data in relationship to organizational business practices and to provide decision support.
- Use analytic tools to help manage healthcare organizations.
- Develop and execute analytic solutions for institutional goals, and for regulatory and accrediting compliance.
- Ensure data quality in healthcare organizations.
- Apply popular analytic and reporting tools (e.g., SQL, Excel, Access) to solve healthcare problems.
- Participate on multidisciplinary teams analyzing data to drive organization’s strategic vision.

Career Opportunities

The following is a list of example occupations that one could pursue (this is just a sample, as job titles and names continue to change in the industry):

- Healthcare Administrator/Manager
- Healthcare Data Analyst
- Healthcare Analyst
- Clinical Data Analyst
• Data/Reporting Analyst
• Medical Data Analyst

Standard Occupational Classification (SOC) codes* include, but are not limited to, the following:

• 11-9111.00 – Medical and Health Services Manager
• 15-1121.01 – Informatics Nurse Specialists
• 29-2071.00 – Medical Records and Health Information Technicians

*Detailed information regarding classifications can be found at www.onetonline.org.

The following is a list of example organizations in which one could pursue employment:

• Hospitals
• Ambulatory Care Settings
• Hospice
• Insurance Companies
• Physician Offices
• Health Information Vendors
• Long Term Care Facilities
• Behavioral Health Settings
• College Health Settings

Program Completion

In order to graduate and receive the Bachelor degree, a student must earn a minimum of 120 credits for the courses in the Healthcare Administration and Analytics curriculum and have a cumulative grade point average (CGPA) of 2.0 or better.

Healthcare Administration and Analytics Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
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</thead>
<tbody>
<tr>
<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
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<td>BHA-100</td>
<td>Medical Terminology</td>
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<td>BHA-105</td>
<td>The United States Healthcare Ecosystem</td>
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<tr>
<td>BHA-110</td>
<td>Healthcare Law, Policy &amp; Management</td>
<td>3.0</td>
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<td>BHA-115</td>
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* Classes noted with an asterisk are general education.

Course Descriptions

Note: Bryan University strives to deliver students the most up to date courses possible. The textbooks listed in the following course descriptions are subject to change. Students should always refer to the Course Syllabus for up to date textbook information.

BHA-100—Medical Terminology—3.0 credits

This course will provide students with a foundation in medical terminology. Students will learn strategies for memorizing, recalling, and using medical terms in a broad array of healthcare professions. Students will relate medical terminology to medical records and coding. Required textbooks/materials: Allan, D. & Lockyer, K. (2016). Essentials of medical language (3rd ed.). Boston, MA: McGraw-Hill. Prerequisite: None.

BHA-105— The United States Healthcare Ecosystem —3.0 credits

Historically, the U.S. healthcare system comprised disparate components with minimal coordination and exchange; however, current regulatory and market changes require a realignment of these entities. Students will study the historical components, their current relationships, the flow of information between the components, the role of data analytics in managing complex healthcare systems, and how healthcare organizations are addressing the needs of the changing marketplace. Required textbooks/materials: Shi, L. and Singh, D. (2013). Essentials of the U.S. Healthcare System (3rd ed.). Burlington, MA: Jones and Bartlett Learning. Prerequisite: None.

BHA-110— Healthcare Law, Policy & Management—3.0 credits

As the United States Healthcare system has become increasingly regulated, centralized and overseen by accrediting agencies, the legal environment has become increasingly complex. Students in this course will learn the general structure of healthcare law in the United States, and how laws and regulation constrain the management and administration of healthcare entities. Required textbooks: Judson, K. and Harrison, C. (2016). Law & ethics for health professions (7th ed.). McGraw-Hill. Prerequisite: BHA-105.

BHA-115— Terminologies and Classification Systems—3.0 credits

Health informatics, to promote meaningful and reliable analysis and sharing of data, utilizes a common set of abstractions, terminologies, and coding systems. Students will gain an understanding of these terminologies and their use within various institutional settings. Special attention and focus will be given to the selection of terminologies based on various institutional or business needs. Required textbooks: Giannangelo, Kathy (2015). Healthcare code sets, clinical terminologies, and classification systems, (3rd ed.). Chicago, IL: AHIMA Press. Prerequisite: BHA-105.

BHA-120— Architecture and Infrastructure in Computer Systems—3.0 credits

The core concepts of systems architecture and IT infrastructure underlie all technology driven organizations. Participants will gain an understanding of the components of the IT architecture, how computer

**BHA-125—Biomedical Informatics and Health Information Systems—3.0 credits**

Biomedical informatics and health information systems comprise both the physical and electronic systems for the creation, gathering, and analysis of data. Students will use their foundation in systems architecture to study and analyze electronic biomedical and health information systems within the larger institutional context. The relationship of system architecture and solution to institutional needs will be investigated, as well as the relationship of architecture to data quality and system interoperability. Required textbooks: Wager, K.; Wickam Lee; F., Glaser, J. (2009). *Health Care Information Systems: A Practical Approach for Health Care Management* (2nd ed.). New York, NY: Springer. Prerequisite: BHA-120.

**BHA-200—Essentials of Public Health Biology—3.0 credits**

Because healthcare organizations are encouraged to apply proven evidence-based techniques to manage the health of populations and their individual members, knowledge of relevant biomedical concepts are important to administrators, managers and analysts. This course presents the foundation concepts of pathophysiology, infectious disease and chronic conditions in the context of public health as a discipline for improving outcomes. Required textbooks: Battle, C. (2009). *Essentials of Public Health Biology: A Guide for the Study of Pathophysiology.* Sudbury, MA: Jones & Bartlett Learning. Prerequisite: SCI-110S.

**BHA-205—Analytic Tools—3.0 credits**

Industry has developed from paper-based, isolated practices to connected systems that acquire and store electronic data, which can be used to help manage organizations. In this course, students learn how to use specific, popular analytic tool(s) to organize, analyze and display data. Required textbooks: C. Frye (2013). *Excel® 2013 In Depth.* Indianapolis, IN: Que Publishing (Pearson). Prerequisite: MAT-110S.

**BHA-210—Essentials of Public Health Biology II—3.0 credits**

Because healthcare organizations are encouraged to apply proven evidence-based techniques to manage the health of populations and their individual members, knowledge of relevant biomedical concepts are important to administrators, managers and analysts. A continuation of course BHA-200, this course presents the foundation concepts of pathophysiology, infectious disease and chronic conditions in the context of public health as a discipline for improving outcomes. Required textbooks: Battle, C. (2009). *Essentials of Public Health Biology: A Guide for the Study of Pathophysiology.* Sudbury, MA: Jones & Bartlett Learning. Prerequisite: BHA-200.

**BHA-215—Database Systems—3.0 credits**


**BHA-220—Accounting and Finance in Healthcare—3.0 credits**

Given the complex environment of the US Healthcare System, the increasing constraints on reimbursement and revenue, trend towards “value based healthcare”; tracking, understanding, allocating, and evaluating financial resources have become increasingly important. In this course, students learn about the use of accounting and financial practices to manage revenue and expenditures in healthcare, including planning for future operations. Required textbooks: Gapenski, L.C. (2011). *Healthcare Finance: An Introduction to Accounting and Financial Management*, (5th ed.). Chicago, IL: Health Administration Press. Prerequisite: BHA-105.

**BHA-300—Quantitative Research Methods—3.0 credits**

**BHA-305—Project Management—3.0 credits**

Today’s business organizations require accelerated change from technological, economic and compliance pressures, and demands for cost savings while improving outcomes. These projects demand careful planning and ongoing management. In this course, students learn the principles of project management, as well as using popular project management tools to create, track and manage projects. Required textbook: G. Cicala. (2013). *Project Management Using Microsoft Project 2013: A Training and Reference Guide for Project Managers Using Standard, Professional, Server, Web Application and Project Online.* Wilmington, DE: Project Assistants Publishing. Prerequisite: None.

**BHA-310—Leadership, Human Resources, and Human Asset Management—3.0 credits**


**BHA-315—Database Management Tools—3.0 credits**


**BHA-320—Theory Into Practice: Healthcare Systems and Technology—3.0 credits**

Practical experience is an important characteristic for employment in the healthcare sector. Students will apply their data and analytic skills and tools to solving a real-world problem using data stored and managed on a live healthcare informatics laboratory. Students will present their results for students and faculty to review. Required textbooks: None. Prerequisite: BHA-210, BHA-215, BHA-300, BHA-305.

**BHA-325—Population Health—3.0 credits**

Population health enables governments and organizations to increase access, decrease costs, and improve outcomes. The aging of populations, the rising costs of healthcare, and the increasing prevalence of chronic conditions requires such comprehensive approaches. This course provides a foundation in population health principles and practices, including the distribution of diseases in a population, interventions available to impact those diseases, and policies that enable population health. Required textbooks: Scheck-McAlearney, A. (2003). *Population Health Management: Strategies to Improve Outcomes.* Chicago, IL: Health Administration Press. Prerequisite: BHA-115, BHA-210, BHA-300.

**BHA-330—Economics of Healthcare—3.0 credits**

The increasing constraints on reimbursement and revenue within the US Healthcare System environment, trends toward “value based healthcare.” It is important that health care administrators and managers consider the broader economic contexts of healthcare decisions. In this course, students learn about the economic framework in which healthcare functions. Required textbooks: Lee, R.H. (2014). *Economics for Healthcare Managers*, (3rd ed.). Chicago, IL: Health Administration Press. Prerequisite: ECO-200S, BHA-105, BHA-220.

**BHA-400—Applied Databases: Structured Query Language (SQL)—3.0 credits**
Organizations require quality data that are readily available, in a standard format, and reliably accessible to permit analysis and reporting. Relational databases are one of the major repositories for data, and the Structured Query Language (SQL) language is used to access, manipulate and manage that data. Students are taught to use SQL to store, retrieve, manipulate, and analyze data. Required textbooks: Viescas, J. & Hernandez, M. (2014). *SQL Queries for Mere Mortals®: A Hands-On Guide to Data Manipulation in SQL*, (3rd ed.). Upper Saddle River, NJ: Pearson. Prerequisite: BHA-215.

**BHA-405—Quantitative Research Methods II—3.0 credits**

The adage “if you can’t measure it, you can’t manage it,” has become increasingly important as organizations move from disconnected internal systems to a connected, integrated, data-driven system. As a continuation of course BHA-300, this course introduces students to the quantitative methods used to organize, analyze and report data. Required textbooks: Salkind, N. (2013), *Statistics for People Who (Think They) Hate Statistics: Excel 2010 Edition*, (3rd ed.). Thousand Oaks, CA: Sage Publishing. Prerequisite: BHA-300.

**BHA-410—Change Management in Health Care—3.0 credits**

Although healthcare has always been affected by changes in the scientific and biomedical understanding of diseases and effective treatments, given the increased influence of regulatory and accrediting agencies, and increased competitive pressures, general organizational change is now a fact of life in healthcare. In this course, students will learn how to organize and implement policies, procedures, and plans to manage change. Required textbooks: McCarthy, C. (2014). *Effective Strategies for Change*. Chicago, IL: HIMSS; Shore, D. (2014); *Launching and Leading Change Initiatives in Health Care Organizations: Managing Successful Projects*. Hoboken, NJ: John Wiley. Prerequisite: BHA-105, BHA-305.

**BHA-415—Business Intelligence Tools—3.0 credits**

Healthcare has seen a data revolution with the rate and volume of data collected increasing as the connected healthcare enterprise uses more devices that collect and store data. Such vast stores of data challenge the organization to identify what data are important and actionable, and to develop meaningful ways to display complex data. This course introduces students to the discipline of, and the use of tools for, business intelligence. Required textbooks: Madsen, L.B. (2012). *Healthcare Business Intelligence, + Website: A Guide to Empowering Successful Data Reporting and Analytics*. Hoboken, NJ; John Wiley and Sons; McKinney, C., Hess, R., & Whitecar, M. (2012). *Implementing Business Intelligence in Your Healthcare Organization*. Chicago, IL: HIMSS. Prerequisite: BHA-105, BHA-300, BHA-315.

**BHA-420—Database Management Tools II—3.0 credits**


**BHA-425—Analytic Tools II—3.0 credits**

Today’s organizations have developed from paper-based, isolated practices to connected systems that acquire and store electronic data, which can be used to help manage enterprises. As a continuation of BHA-205, students learn additional methods for using a specific, popular analytic tool(s) to organize, analyze, and display data. Required textbooks: C. Frye (2013). *Excel® 2013 In Depth* Indianapolis, IN: Que Publishing (Pearson). Prerequisite: BHA-205.

**BHA-430—Quality and Process Improvement—3.0 credits**

Historically, the U.S. healthcare system comprised disparate components with minimal coordination and exchange; however, current regulatory and market changes require a realignment of these entities, frequently aligned with

**BHA-435—Analytic Tools: Advanced Methods—3.0 credits**

As organizational data has grown in volume and complexity, analytic tools have evolved additional capabilities to deal with these increased requirements. In this course, students learn to use advanced analytic functions to analyze data. Required textbooks: C. Frye (2013). *Excel® 2013 In Depth*. Indianapolis, IN: Que Publishing (Pearson).

**BHA-440—Applied Analytics Capstone—3.0 credits**

Practical experience is an important characteristic for employment within the thriving business sector. Students will apply their data and analytic skills and tools to solving a real-world problem using data stored and managed within a live informatics repository. Student will present their results for students and faculty to review. Required textbooks: None. Prerequisite: BHA-405, BHA-410, BHA-430.

**COM-210S—Speaking and Presenting—3.0 credits**

This course covers the fundamentals of public speaking in today’s society. Topics include how to write a quality speech and how to clearly and confidently speak in public forums, including social media and blogs. Required text: Reynolds, G., (2012). *Presentation zen: Simple ideas on presentation design and delivery* (2nd ed.). Berkeley, CA: New Riders.

**CRT-110—Critical Thinking I—3.0 credits**


**CRT-210S—Critical Thinking II—3.0 credits**


**ECO-200S—The Economics of Money—3.0 credits**

The concept of money is powerful and it has evolved into an essential tool of the global economy. This course focuses on the relationship between money and economics. Topics include basic macroeconomic and microeconomic principles such as unemployment, inflation, business cycles, and emerging forms of money. Required text: Stiglitz, J. & Walsh, C. (2006). *Economics* (4th ed.). W.W. Norton & Company.

**ENG-110S—English Composition I—3.0 credits**

*ENG-112S—English Composition II—3.0 credits*


*ENG-200S—Research and Writing—3.0 credits*

The processes of researching topics and cohesively writing about them are life skills that benefit all students. This course focuses on the key skills of academic research and writing. Students use independent research to analyze a topic and formulate a position or argument. Required text: Howard, R. M., Taggart, A. R. (2013). *Research matters: A guide to research writing*. New York, New York: McGraw-Hill. Prerequisite: ENG-110S

*MAT-110S—College Math—3.0 credits*

A course covering foundational math concepts that allow for future algebraic studies. This includes whole numbers, fractions, decimals, solving simple equations, ratio and proportion, percentages, signed numbers, real numbers, algebraic expressions and finally the properties involved in solving linear equations and inequalities. Required text/materials: Akst, G. (2014). *Developmental mathematics through applications: Basic college mathematics and algebra*. Pearson. Prerequisite: None.

*MAT-112S—Algebra I—3.0 credits*


*SCI-105S—Anatomy and Physiology I—3.0 credits*


*SCI-110S—Anatomy and Physiology II—3.0 credits*


*SOC-210S—Technology and Society—3.0 credits*

This course explores key societal and cultural aspects of technology. Topics include value issues raised by technology and how technology shapes and is shaped by society. Required text: Harrington, J. L. & College, M. (2009). *Technology and Society*. Burlington, MA: Jones & Bartlett. Prerequisite: None.

UNV-101S—Student Success and Technology Foundations—3.0 credits

A course covering the information and skills needed to succeed in academic studies, including study skills, setting academic goals, managing time, and technology skills such as word processing, presentations, and spreadsheets with an emphasis on legal applications. Required text: None. Prerequisite: None.
Program Outline by Term

Each term is 16 weeks, split into two 8 week modules. The following term schedule is subject to change.

| Term 1 | BHA-105/UNV-100S (First 8 weeks)  
| Term 2 | BHA-110/SCI-110S  
|        | BHA-120/ENG-110S  
| Term 3 | BHA-115/MAT-110S  
|        | BHA-125/MAT-112S  
| Term 4 | BHA-200/CRT-110S  
|        | BHA-205/ENG-112S  
| Term 5 | BHA-210/CRT-210S  
|        | BHA-215/BHA-220  
| Term 6 | BHA-300/COM-210S  
|        | BHA-305/ECO-200S  
| Term 7 | BHA-310/BHA-315  
|        | BHA-320/ENG-200S  
| Term 8 | BHA-325/SOC-210S  
|        | BHA-330/BHA-400  
| Term 9 | BHA-405/BHA-410  
|        | BHA-415/BHA-420  
| Term 10| BHA-425/BHA-430  
|        | BHA-435/BHA-440  
Graduate Program Information

Graduate Admissions

To be admitted to a graduate program, students must submit the following as well as complete an interview with an admissions representative or admissions committee personnel. All graduate applications are reviewed by an admissions committee who make final determination on acceptance:

1. A Statement of Purpose.
2. Two letters of recommendation.
3. Official transcripts supporting a 3.0 cumulative grade point average (CGPA)* completion of a baccalaureate degree on a 4.0 scale.

* Unofficial transcripts can be used for initial acceptance, but official documents must be submitted within 30 days or a student will be un-enrolled from the program.

Accredited Graduate Programs

Bryan University offers the following graduate programs entirely online:

- Healthcare Informatics and Analytics—Masters Degree
- Masters of Science in Public Health*

Online, live synchronous lectures for graduate programs are scheduled Monday—Thursday, 4 p.m. to 6 p.m. (PT). At times, an East Coast evening schedule may be available from 5 p.m. to 11 p.m. (ET). Students must check their enrollment agreements for exact lecture times. Additional outside-of-class homework, lab, coaching activities, and group activities are required as outlined within each class syllabus. Attendance is mandatory for the live synchronous lectures as well as any live one-on-one coaching sessions.

*requires at least 2 or more years of experience in healthcare.

Graduate Technology Requirements

Students applying to Bryan University Online are required to have a laptop or desktop computer* that meets minimum requirements. High-speed Internet service with a minimum of .5 Mbps down and .3 Mbps is required (1 Mbps down and .5 Mbps up is recommended). Cell phone-based Internet access is not acceptable. Students will be responsible for taking proper care of their school-issued VoIP headset and webcam.

All enrollees will be required to pass a computer assessment. To participate in an online class, the student should have knowledge of and be able to:

- Log on to an Internet Service Provider (ISP) and use the World Wide Web to locate information.
- Send and receive emails and attachments.
- Set up audio and video capability with a computer using a USB headset and Webcam.
- Use word-processing programs such as Microsoft Word.
- Download, save, and browse files.
As an added precaution, the university recommends students have access to a spare computer and alternative Internet access in case of severe technical issues incurred by viruses, hardware failure, etc. It is also advisable to regularly back up computer systems to an external drive.

*Computers are the sole property and responsibility of students, and Bryan University cannot be held liable for damage to students’ computers or other hardware and software.

**Graduate Transfer Credit Policies**

Transfer of credit for appropriate masters-level course work from another institution may be granted; however, no more than one-half of the credits required for the masters degree may be transferred from another institution. An official credit evaluation is completed for students as part of the application process as soon as students submit unofficial or official transcripts, along with the transcript evaluation request form, to their admissions representative. Please note that a final list of approved transfer credits cannot be completed until official transcripts have been received by the university. Courses with a grade of “B” or higher are generally transferable if the cumulative GPA of course work is a 3.0 or higher and if the course objective and rigor align with those set by Bryan University.

Credits can only be approved for college-level courses from an accredited institution and must meet requirements of the degree program in which the student is pursuing. Once transcripts are submitted, preliminary results are communicated within five business days. Official transcripts should be submitted to an admissions representative or to the Office of the Registrar. The university accepts up to 30 credits toward an associate degree.
Master of Science in Healthcare Informatics and Analytics

60 Credits, 100 Weeks

Program Objectives

The Healthcare Informatics and Analytics program is designed to prepare existing, bachelors-level professionals for continued job growth in the areas of health informatics and healthcare data analysis. The program focuses on the skills related to healthcare data analytics which will prepare the student for employment in a variety of healthcare organizations. The university delivers the program through synchronous and asynchronous online instruction.

The program includes core curriculum in medical terminology, analytic frameworks and methodologies, the structure and function of the US Healthcare system, databases and data warehouses, SQL, and basic SAS programming concepts. The program requires a Capstone Case Study project, in which students apply their knowledge to solving real-world problems using the tools, data and infrastructure of the Bryan University Health Informatics Simulation Laboratory.

The 60 credit Healthcare Informatics and Analytics program offers two specializations once core classes are complete (both routes equaling the same time and same total credits):

1. Specializing in a Descriptive/Reporting focus can be completed in 100 weeks. This program prepares students for entry level jobs as data analysts and SAS programmers who understand the healthcare environment, including terminology, coding, regulatory and accreditation aspects, as well as basic statistical concepts. Students use SAS and Excel to ensure data quality, and to manage, analyze and present data for decision makers. Additionally, students are familiar with the major regulatory and accreditation metrics and reporting requirements.

2. Specializing in Predictive Modeling focus can be completed in 100 weeks. This specialization requires passing an analytical assessment to ensure the student is adequately prepared. This program prepares students for positions as advanced data analysts who understand the special data requirements and statistical algorithms required for risk stratification, risk adjustment and other applications of predictive modeling. Students receive both base and advanced training in SAS, including data quality and data preparation techniques. Additionally, the R package programming tool is presented as a survey class.

Following the completion of the program, a graduate will be able to:

- Identify appropriate data and data sources for a given healthcare problem or inquiry.
- Apply predictive modeling algorithms to identify populations at risk.
- Prepare healthcare data for analytics purposes.
- Apply a standard framework and approach to analytics projects.
- Ensure data quality in healthcare organizations.
- Apply statistical techniques and tools (i.e. SAS and R) to solve healthcare problems.
- Participate on multidisciplinary teams, analyzing data to drive organization’s strategic vision.

Career Opportunities

The following is a list of example occupations that one could pursue (this is just a sample, as job titles and names continue to change in the industry):
• Healthcare Data Analyst
• Healthcare Analyst
• Clinical Data Analyst
• Data/Reporting Analyst
• Medical Data Analyst

Standard Occupational Classification (SOC) codes* include, but are not limited to, the following:

• 11-9111.00 – Medical and Health Services Manager
• 15-1121.01 – Informatics Nurse Specialists
• 29-2071.00 – Medical Records and Health Information Technicians

* Detailed information regarding classifications can be found at www.onetonline.org.

Program Completion

In order to graduate and receive the Master degree, a student must earn a minimum of 60 credits for the courses in the Healthcare Informatics and Analytics curriculum and have a cumulative grade point average of 3.0 or better. Students who elect to do so may also sit for the SAS Certified Base Programmer Exam, which completion of is not required to graduate.

Healthcare Informatics and Analytics Courses

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<td>MHA-500</td>
<td>The U.S Healthcare Ecosystem</td>
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<td>Healthcare IT Systems Overview</td>
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<td>MHA-545</td>
<td>Data Quality</td>
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<td>MHA-550</td>
<td>Structured Query Language (SQL)</td>
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<td>MHA-555</td>
<td>Reporting and Metrics</td>
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<tr>
<td>MHA-560</td>
<td>Introduction to Quantitative Methods with SAS</td>
<td>3</td>
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</table>

**Descriptive/Reporting Specialization**

<table>
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<tbody>
<tr>
<td>MHA-565</td>
<td>Advanced Excel Tools</td>
<td>3</td>
</tr>
<tr>
<td>MHA-570</td>
<td>Data Management</td>
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<tr>
<td>MHA-575</td>
<td>Applied Analytical Techniques</td>
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<td>MHA-580</td>
<td>Reporting and Metrics II</td>
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<tr>
<td>MHA-585</td>
<td>Applied Analytical Techniques Capstone</td>
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**Predictive Modeling Specialization**

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<tr>
<td>APM-565</td>
<td>Data Preparation for Analytics</td>
<td>3</td>
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<tr>
<td>APM-570</td>
<td>Analytic Methods</td>
<td>3</td>
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<tr>
<td>APM-575</td>
<td>Analytic Methods II</td>
<td>3</td>
</tr>
<tr>
<td>APM-580</td>
<td>Analytic Methods III</td>
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</tr>
<tr>
<td>APM-585</td>
<td>Applied Analytics Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Course Descriptions**

Note: Bryan University strives to deliver students the most up to date courses possible. The textbooks listed in the following course descriptions are subject to change. Students should always refer to the Course Syllabus for up to date textbook information.

**BIO-500—Medical Terminology—3.0 credits**

A specialized terminology is used to describe entities and events in healthcare. Students will learn the fundamentals of the vocabulary of medicine, including body systems, illnesses and clinical methods. Required textbooks/materials: Ehrlich, A. & Schroeder, C. (2013). *Medical terminology for health professions* (7th ed.). Clifton Park, NY: Cengage. Prerequisite: None.

**BIO-505—Medical Terminology II—3.0 credits**

MHA-500—The United States Healthcare Ecosystem—3.0 credits

Historically, the U.S. healthcare system comprised disparate components with minimal coordination and exchange; however, current regulatory and market changes require a realignment of these entities. Students will study the historical components, their current relationships, the flow of information between the components, the role of data analytics in managing complex healthcare systems, and how healthcare organizations are addressing the needs of the changing marketplace. Required textbooks: Shi, L. & Singh, D. (2012). Delivering healthcare in America: A systems approach (5th ed.). Burlington, MA: Jones and Bartlett. Prerequisite: None.

MHA-505—Managed Care—3.0 credits

Rising healthcare costs require innovative solutions to address the competing issues of cost, quality and access. Managed Care Organizations (MCO) attempt to address these concerns through integrated approaches that address all phases of eligibility, treatment and payment to control costs while maintaining or improving outcomes. Required textbooks: Kongstvedt, P.R., “Essentials of Managed Care,” Jones and Bartlett. Prerequisite: MHA-500.

MHA-510—Healthcare IT Systems Overview—3.0 credits

Electronic data are essential to the function of U.S. healthcare, requiring data to be acquired, curated, and transmitted. Students will learn the components of modern healthcare information systems; how data are stored, governed, transformed, and exchanged; the need for consolidated, coordinated data for the purposes of data analytics; and, the underlying technology that enables the storage and exchange. Required textbooks: Joos, I., Nelson, R. & Smith, M. “Introduction to Computers for Healthcare Professionals”, Jones & Bartlett. Prerequisite: MHA-500

MHA-515—Healthcare Coding Systems—3.0 credits

Health informatics, to promote meaningful and reliable analysis and sharing of data, utilizes a common set of abstractions, terminologies, and coding systems. Students will gain an understanding of these terminologies and their use within various institutional settings. Special attention and focus will be given to the selection of terminologies based on various institutional or business needs. Required textbooks: Giannangelo, K. “Healthcare code sets, clinical terminologies, and classification systems” AHIMA Press. Prerequisite: BIO-500, MHA-500.

MHA-520—Databases and Data Warehouses—3.0 credits

Healthcare data, both within an organization and in a multi-entity healthcare system, must be stored and organized in a structured environment that enables reliable access, analysis, and reporting. Students will learn the fundamentals of modern database systems and be introduced to structured query language (SQL). Required textbooks: Pratt, P. & Adamski, J. “Concepts of Database Management” Cengage. Prerequisite: MHA-510

MHA-525—Quantitative Research Methods in Healthcare—3.0 credits

Data, which are pivotal to modern healthcare systems, require careful analysis. In addition to statistical software, Microsoft Excel is an important reporting and analytic tool in most healthcare systems. Students will learn statistical principles and methods, and Excel concepts, functions and formulae, to manipulate and analyze data. Required textbooks: Triola, M., “Elementary Statistics Using Excel”, Pearson. Prerequisite: MHA-515

MHA-530—SAS I—3.0 credits

SAS is an important business tool for sophisticated analysis of healthcare data. Students will learn the fundamentals of SAS: how to import and export raw data files; manipulate and transform data; combine SAS data sets; create basic detail and summary reports using SAS procedures; and, identify and correct data, syntax and programming logic errors. Students will also be exposed to alternative programming tools, including R and SPSS. The course will help students prepare for the SAS Certified Base Programmer Exam. Required textbooks: SAS Institute, “The Little SAS Book” and “Learning SAS by Example: A Programmer’s Guide”, SAS Publishing. Prerequisite: MHA-515

MHA-535—Quantitative Research Methods in Healthcare II—3.0 credits
A continuation of MHA-525, this course utilizes data, which are pivotal to modern healthcare systems, and require careful analysis. In addition to statistical software, Microsoft Excel is an important reporting and analytic tool in most healthcare systems. Students will learn statistical principles and methods, and will further use Excel, including more advanced features such as pivot tables and add-ins, to manipulate and analyze data. Required textbooks: Triola, M., “Elementary Statistics Using Excel”, Pearson. Prerequisite: MHA-525.

**MHA-540—SAS II—3.0 credits**

A continuation of MHA-530, this course utilizes SAS, an important business tool for sophisticated analysis of healthcare data. Students will learn the fundamentals of SAS: how to import and export raw data files; manipulate and transform data; combine SAS data sets; create basic detail and summary reports using SAS procedures; and, identify and correct data, syntax and programming logic errors. Students will also be exposed to alternative programming tools, including R and SPSS. The course will help students prepare for the SAS Certified Base Programmer Exam. Required textbooks: SAS Institute, “The Little SAS Book” and “Learning SAS by Example: A Programmer’s Guide”, SAS Publishing. Prerequisite: MHA-530.

**MHA-545—Data Quality—3.0 credits**

Data quality determines the reliability and utility of data in healthcare systems. Students will learn the dimensions of data quality, quality as a part of governance, and methods to profile and transform data. Required textbooks: Cody, R. “Cody’s Data Cleaning Techniques Using SAS”, SAS Institute. Prerequisite: MHA-515, MHA-530.

**MHA-550—Structured Query Language (SQL)—3.0 credits**

Healthcare organizations require quality data that are readily available, in a standard format, and reliably accessible to permit analysis and reporting. Relational databases are one of the major repositories for healthcare data, and the Structured Query Language (SQL) language is used to access, manipulate and manage that data. Students are taught to use SQL to store, retrieve, manipulate and analyze healthcare data. Required textbook: Fehily, Chris “SQL: Visual Quickstart Guide”. Peachpit Press. Prerequisite: MHA-520.

**MHA-555—Reporting and Metrics—3.0 credits**


**MHA-560—Introduction to Quantitative Methods with SAS—3.0 credits**

Healthcare Analytics requires advanced statistical tools to provide additional insights. SAS, in both its BASE and STAT products, has a rich set of tools that implement these tools. Students learn to implement healthcare analyses using SAS BASE and SAS STAT. Required textbooks: Field, A., “Discovering Statistics Using SAS”, Sage. Prerequisite: MHA-535 and MHA-540.

**Descriptive/Reporting Specialization Curriculum**

**MHA-565—Advanced Excel Tools—3.0 credits**

Microsoft Excel can be used as a sophisticated analytic and reporting application, including use for external data. Students will use more advanced features, including additional pivot table functions, PowerPivot and SQL queries, external data connections and visualization features, to load, analyze, report, and present data. Required textbooks: Jelen, B. & Alexander, M., “Excel 2013 Pivot Table Data Crunching”, Que Publishing; Ferrari, A. & Russo, M. “Microsoft Excel 2013: Building Data Models with PowerPivot”, Microsoft Press. Prerequisite: MHA-535.

**MHA-570—Data Management—3.0 credits**
Healthcare analysts must consider many factors (i.e. quality, formats, metadata, etc.) before commencing an analysis. Students will apply their competencies, using a standard format, to interpret requests; assess quality issues; profile, understand and prepare data for analysis; select analyses and tools; evaluate the accuracy of the analysis, and modify the approach if necessary; and, format results. Required textbooks: None. Prerequisite: MHA-540, MHA-545 and MHA-550

**MHA-575—Applied Analytical Techniques—3.0 credits**

Statistical tools must be adapted to meet the demands of business, the format and limitations of the data, and the analysis required. Students will apply the competencies achieved in the first portion of the program to analyze a healthcare business problem. Required textbooks: None. Prerequisite: MHA-555, MHA-565, MHA-570

**MHA-580—Reporting and Metrics II—3.0 credits**

A continuation of MHA-555, students will apply the foundations of reporting, including the importance of precisely defining data elements, the effect of data quality on reporting and analysis, and the importance of accurate timely reporting. Students will learn concepts including key performance indicators (KPI), dashboards, and reporting. Required textbooks: Trotter & Uhlman, “Hacking Healthcare: A Guide to Standards, Workflows, and Meaningful Use”, O’Reilly Media; Duncan, I., “Managing and Evaluating Healthcare Intervention Programs”, Actex. Prerequisite: MHA-575.

**MHA-585—Applied Analytical Techniques Capstone—3.0 credits**

Practical experience is an important characteristic for employment in the healthcare sector. Students will apply their data and analytic skills and tools to solving a real-world problem using data stored and managed on a live healthcare informatics laboratory. Student will present their results for students and faculty to review. Required textbooks: None. Prerequisite: MHA-580.

**Predictive Modeling Specialization Curriculum**

**APM-565—Data Preparation for Analytics—3.0 credits**

Data must be formatted appropriately for analytics, depending on the type of analysis required and on the structure of the data to be analyzed. Students will learn how to prepare data collected from diverse sources as an important first step before analytics. Required textbooks: Svolba, G. “Data Preparation for Analytics”, SAS Publishing. Prerequisite: MHA-520, MHA-540 and MHA-560.

**APM-570—Analytic Methods—3.0 credits**

Linear models are a fundamental tool in analytics, given their simplicity, efficiency, and flexibility. Additionally, linear models provide the foundation for advanced modeling techniques, including the generalized linear model and logistic regression. Students learn to implement linear regression and the general linear model in SAS to analyze healthcare data. Required textbooks: Duncan, I. “Health Risk Adjustment and Predictive Modeling”, Actex; Iezzoni, L. “Risk Adjustment for Measuring Health Care Outcomes”, HAP; Freund, R.J. & Littell, R.C. “SAS System for Regression”, Wiley. Prerequisite: MHA-560 and APM-565

**APM-575—Analytic Methods II—3.0 credits**

Logistic Regression is a type of Generalized Linear Model for data that include discrete or qualitative responses, frequently in the form of binary data. Healthcare binary data, like disease indicators, or continuous data converted to categorical forms, can be analyzed with Logistic Regression. Students learn the SAS techniques used to apply logistic regression to a variety of healthcare problems. Required textbooks: Duncan, I. “Health Risk Adjustment and Predictive Modeling” Actex; Allison, P.D. “Logistic Regression Using SAS: Theory and Application”, SAS Publishing. Prerequisite: APM-570.

**APM-580—Analytic Methods III—3.0 credits**
Populations can be categorized into risk subgroups using tree and cluster-based algorithms. Students learn the SAS techniques to implement trees and other clustering mechanisms. Required textbooks: Duncan, I. “Health Risk Adjustment and Predictive Modeling” Actex. Prerequisite: APM-575.

APM-585—Applied Analytics Capstone—3.0 credits

Practical experience is an important characteristic for employment in the healthcare sector. Students will apply their data and analytic skills and tools to solving a real-world problem using data stored and managed on a live healthcare informatics laboratory. Student will present their results for students and faculty to review. Required textbooks: None. Prerequisite: APM-580

**Program Outline by Term**

Each term is 10 weeks, split into two 5 week modules. The following term schedule is subject to change.

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<thead>
<tr>
<th>Term 1</th>
<th>BIO-500 (First 5 weeks)</th>
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<tr>
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<td>MHA-500 (Second 5 weeks)</td>
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<td>Term 2</td>
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<td>Term 3</td>
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<td>Term 4</td>
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<td>Term 5</td>
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<td>Term 6</td>
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<td>Term 7</td>
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<td>Term 8</td>
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<td>Term 10</td>
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<td></td>
<td>MHA-585 or APM-585</td>
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Masters of Science in Public Health

45 Credits, 120 weeks

Program Objectives

The Masters of Science in Public Health, with a focus in analytics, is designed to prepare students for positions that manage, analyze and report data to improve the performance of healthcare organizations and the outcomes of individuals and populations. The program focuses on the skills related to the environment of and the data analytics for public and population health which will prepare the student for employment in a variety of healthcare organizations. The university delivers the program through asynchronous online instruction.

The program includes core curriculum in theory of public and population health, analytic frameworks and methodologies, the structure and function of the United States healthcare system, databases and data warehouses, Structured Query Language (SQL), and the use of a variety of analytic tools. Case studies, realistic data sets, and the Bryan University Health Informatics Simulation Laboratory are used frequently to enable students to solve problems that simulate those issues encountered in the modern healthcare marketplace. The program requires a Portfolio Project to demonstrate competencies: the Public Health Capstone Case Study project, in which students apply their knowledge to solving real-world problems using the tools, data, and infrastructure of public and population health.

This program prepares students for jobs in healthcare organizations as data analysts who understand the healthcare environment, including the organization of and data flow between healthcare organizations, the use of terminologies and classifications to abstract and report data, policy and regulatory considerations, as well as basic statistical concepts and popular analytic tools, for example Excel and SAS.

Following the completion of the program, a graduate will be able to:

- Use an analytic framework to ensure a standard, disciplined, thorough, and repeatable approach to analyzing healthcare data.
- Identify appropriate data and data sources for a given healthcare problem or inquiry.
- Evaluate data sources for quality issues.
- Select and apply the correct quantitative method to analyze data.
- Use analytic tools to help identify populations as targets for interventions.
- Develop and execute analytic solutions to achieve organizational goals, including improved outcomes for individuals and populations.
- Analyze, present, and interpret health data to provide decision support.
- Develop appropriate reports and graphics to display the results of analyses.
- Participate on multidisciplinary teams analyzing data to drive organization’s strategic vision.

Career Opportunities

The following is a list of example occupations that one could pursue (this is just a sample, as job titles and names continue to change in the industry):

- Healthcare Administrator/Manager
- Healthcare Data Analyst
- Healthcare Analyst
Clinical Data Analyst
Data/Reporting Analyst
Population Health Data Analyst
Medical Informatics Analyst
Managed Care Analyst

Standard Occupational Classification (SOC) codes* include, but are not limited to, the following:

- 11-9111.00 – Medical and Health Services Manager
- 15-1121.01 – Informatics Nurse Specialists
- 29-2071.00 – Medical Records and Health Information Technicians

* Detailed information regarding classifications can be found at www.onetonline.org.

The following is a list of example organizations in which one could pursue employment:

- Hospitals
- Ambulatory Care Settings
- Hospice
- Insurance Companies
- Physician Offices
- Health Information Vendors
- Long Term Care Facilities
- Behavioral Health Settings
- College Health Settings

Program Completion

In order to graduate and receive the Masters of Science in Public Health degree, a student must earn a minimum of 45 credits for the courses in the Public Health curriculum and have a cumulative grade point average (CGPA) of 3.0 or better.

Masters of Science in Public Health Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
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<tr>
<td>MPH-500</td>
<td>Healthcare Ecosystems and Population Health Management</td>
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<tr>
<td>MPH-505</td>
<td>Biomedical Basis of Public and Population Health</td>
<td>3.0</td>
</tr>
<tr>
<td>MPH-510</td>
<td>Taxonomies, Nomenclatures, and Code Sets</td>
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<tr>
<td>MPH-515</td>
<td>Policy and Healthcare Administration</td>
<td>3.0</td>
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<tr>
<td>MPH-520</td>
<td>Social &amp; Behavioral Public Health</td>
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<tr>
<td>MPH-525</td>
<td>Biostatistics for Public Health I</td>
<td>3.0</td>
</tr>
<tr>
<td>MPH-530</td>
<td>Information Systems, Databases and Data Warehouses</td>
<td>3.0</td>
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<tr>
<td>MPH-535</td>
<td>Biostatistics for Public Health II</td>
<td>3.0</td>
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<tr>
<td>MPH-540</td>
<td>Reporting and Analyzing Relational Data</td>
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<tr>
<td>MPH-545</td>
<td>Analytics Tools I</td>
<td>3.0</td>
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<tr>
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<td>MPH-560</td>
<td>Environmental &amp; Occupational Health</td>
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<td>MPH-565</td>
<td>Improving the Public’s Health</td>
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<td>MPH-570</td>
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<td>TOTAL</td>
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* Classes noted with an asterisk are general education.

Course Descriptions

Note: Bryan University strives to deliver students the most up to date courses possible. The textbooks listed in the following course descriptions are subject to change. Students should always refer to the Course Syllabus for up to date textbook information.

**MPH-500—Healthcare Ecosystems and Population Health Management—3.0 credits**

To meet the goals of the Triple Aim, formerly disparate US healthcare systems must now coordinate their activities and seamlessly exchange data. In this period of transition, both the historical means of organizing healthcare systems as well as emerging models must be understood. This course describes the alignment of the goals of the Triple Aim with regulatory, compliance and accreditation structures and processes in the United States. Required textbooks/materials: Shi, L. and Singh, D. (2012). *Delivering health care in America: A systems approach* (5th ed.). Burlington, MA: Jones and Bartlett Learning; Smith, M., Saunders, R., Stuckhardt, L., and McGinnis, J.M. (2013). *Best care at lower cost: The path to continuously learning health care in America*. National Academies Press. Prerequisite: None.

**MPH-505—Biomedical Basis of Public and Population Health—3.0 credits**


**MPH-515—Policy and Healthcare Administration—3.0 credits**

A complex system like healthcare, given the national interest in the Triple Aim, requires comprehensive, coordinated policies that are both effective and measurable. This course examines achieving the Triple Aim by coordinating the goals, content, and implementation of major policies. Healthcare administrative structures and practices to support policy initiatives are also discussed. This course also provides a broad introduction to measuring the effectiveness of healthcare policies by using healthcare data. Required textbooks: Shi, L. & Johnson, J. A. (2013). Novick & Morrow's Public Health Administration: Principles for Population-Based Management (3rd ed.). Burlington, MA: Jones & Bartlett Learning; Alper, J. and Grossmann, C. (2015). Integrating Research and Practice: Health System Leaders Working Toward High-Value Care: Workshop Summary. Washington DC: National Academies Press. Prerequisite: MPH-500.

**MPH-520—Social & Behavioral Public Health—3.0 credits**

Effectively changing individual, population and societal health behaviors is one of the substantial challenges of public and population health intervention programs. This course examines social factors that affect individual and group behavior, and how they must be addressed in the design and implementation of successful public health programs. Required textbooks: Edberg, M. (2015). Essentials Of Health Behavior (2nd Ed.). Burlington, MA: Jones & Bartlett Learning. Prerequisite: MPH-510, MPH-515

**MPH-525—Biostatistics for Public Health I—3.0 credits**


**MPH-530—Information Systems, Databases and Data Warehouses—3.0 credits**

Healthcare data, both within an organization and in a multi-entity healthcare system, must be stored and organized in a structured environment that enables reliable access, analysis, and reporting. Robust data storage, management, and analysis approaches require a carefully integrated network of hardware, operating systems, utility devices, and software. Students will learn the fundamentals of modern biomedical information and database systems and will be introduced to structured query language (SQL). Required textbooks: Pratt, P. & Adamski, J. (2011). Concepts of database management (7th ed.). Clifton Park, NY: Cengage Learning; Baltzan, P. & Phillips, A. (2013). Business driven information systems, McGraw-Hill. Prerequisite: None

**MPH-535—Biostatistics for Public Health II—3.0 credits**

Quantitative analysis of healthcare, sociological and geographic data is important as a basis for identifying public health issues, and for designing intervention programs. A continuation of course MPH-525, this course introduces students to the basis of statistical reasoning, and to the fundamental statistical methods used in public and population health.

**MPH-540 — Reporting and Analyzing Relational Data — 3.0 credits**


**MPH-545 — Analytics Tools I — 3.0 credits**

Programmable analytic tools, such as SAS and R, are important business tools for complex analysis of healthcare data. Students will learn the fundamentals of a popular programmable analytic tool, including: how to import and export raw data files; manipulate and transform data; combine data sets; create basic detail and summary reports; and, identify and correct data, syntax and programming logic errors. Students will also be exposed to other programmable analytic tools. The course also helps students prepare for optional programming certifications (e.g. SAS Certified Base Programmer), which is not required to graduate nor required for employment. Required textbooks: SAS Institute (2012). The Little SAS Book: A Primer (5th ed.). Cary, NC: SAS Publishing; SAS Institute (2007). Learning SAS By Example: A Programmer’s Guide. Cary, NC: SAS Publishing. Prerequisite: MPH-505, MPH-515, MPH-525

**MPH-550 — Analytics Tools II — 3.0 credits**

Programmable analytic tools, such as SAS and R, are important business tools for complex analysis of healthcare data. A continuation of MPH-545, students will learn the fundamentals of a popular programmable analytic tool, including: how to import and export raw data files; manipulate and transform data; combine data sets; create basic detail and summary reports; and, identify and correct data, syntax and programming logic errors. Students will also be exposed to other programmable analytic tools. The course also helps students prepare for optional programming certifications (e.g. SAS Certified Base Programmer), which is not required to graduate nor required for employment. Required textbooks: SAS Institute (2012). The Little SAS Book: A Primer (5th ed.). Cary, NC: SAS Publishing; SAS Institute (2007). Learning SAS By Example: A Programmer’s Guide. Cary, NC: SAS Publishing. Prerequisite: MPH-535, MPH-540, MPH-545

**MPH-555 — Epidemiology — 3.0 credits**

Structured, evidence-based frameworks are necessary to consistently identify and analyze healthcare data, and report relevant healthcare information that can be used to design intervention programs to improve outcomes in human populations. This course examines methods for studying health determinants, distribution, populations, mortality, and morbidity. Required textbooks: Friis, R. H. & Sellers, T. (2014). Epidemiology For Public Health Practice (5th ed.). Burlington, MA: Jones & Bartlett Learning. Prerequisite: MPH-520, MPH-550

**MPH-560 — Environmental & Occupational Health — 3.0 credits**

The environment in which people live exerts a powerful influence on both the health of individuals and of populations. These environmental factors are a background to all other determinants of health and well-being, and can profoundly affect the public health. This course examines environmental health by considering the agents of environmental diseases, interventions, and policies used to address environmental health concerns. Required textbook: Friis, R. H. (2012). Essentials of Environmental Health. Burlington, MA: Jones & Bartlett Learning. Prerequisite: MPH-520, MPH-550

**MPH-565 — Improving the Public’s Health — 3.0 credits**
Rising healthcare costs, an aging population and the increasing prevalence of chronic diseases are all burdening the US healthcare system. Although clinical care is still directed at individuals, interventions that address specific groups or populations are necessary to address widespread, common problems. In this course, students examine approaches to identifying populations and problems in the US healthcare system that are amenable to public level interventions, and review methods for intervening. Required textbooks: Nash, David B. (2015); Population Health: Creating a Culture of Wellness, Jones and Bartlett. Turnock, B. (2012). Public Health: What it is and How it Works. Jones and Bartlett Prerequisite: MPH-555, MPH-560

**MPH-570— Public Health Capstone—3.0 credits**

Solving problems in healthcare organizations requires understanding the issues and context of the problem, selecting the relevant analytic methods and tools, and reporting the results in an appropriate format. Students will apply their data and analytic skills and tools to solving a real-world problem using data stored and managed on a live healthcare informatics laboratory. Students will present their results for students and faculty to review. Required textbooks: None. Prerequisite: MPH-565

**Program Outline by Term**

Each term is 16 weeks, split into two 8 week modules. The following term schedule is subject to change.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>MPH-500 (First 8 weeks)</th>
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<tr>
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<td>MPH-505 (Second 8 weeks)</td>
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<tr>
<td>Term 2</td>
<td>MPH-510</td>
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<tr>
<td>Term 3</td>
<td>MPH-520</td>
</tr>
<tr>
<td></td>
<td>MPH-525</td>
</tr>
<tr>
<td>Term 4</td>
<td>MPH-530</td>
</tr>
<tr>
<td></td>
<td>MPH-535</td>
</tr>
<tr>
<td>Term 5</td>
<td>MPH-540</td>
</tr>
<tr>
<td></td>
<td>MPH-545</td>
</tr>
<tr>
<td>Term 6</td>
<td>MPH-550</td>
</tr>
<tr>
<td></td>
<td>MPH-555</td>
</tr>
<tr>
<td>Term 7</td>
<td>MPH-560</td>
</tr>
<tr>
<td></td>
<td>MPH-565</td>
</tr>
<tr>
<td>Term 8</td>
<td>MPH-570</td>
</tr>
</tbody>
</table>
Appendix A: Bryan University Tuition and Fee Schedule

Tuition is charged by the term/quarter for the Court Reporting program and by the academic year (every 30 weeks for quarter hour programs and every 32 weeks for semester hour programs) for all other programs. All undergraduate students are required to pay a nonrefundable $25 registration fee. Graduate students are required to pay a nonrefundable $50 registration fee. The beginning and ending dates for each term are listed in the school academic calendars below. Late payments are subject to a $10 late fee. Tuition is refundable in accordance with the Refund Policy outlined in the course catalog. Payment plans (school deferral plans) are available and are reviewed during the financial aid process. Bryan University scholarship opportunities are listed in this catalog. Discounts are not provided for payments in advance of the normal payment schedule.

**Occupational Associate Degree in Stenography with an emphasis in either Court Reporting or Captioning:**

Court reporting tuition rates are based on the academic years attended as set forth in the schedule below.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Quarter/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$13,920.00</td>
<td>$4,640.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$12,920.00</td>
<td>$4,306.67</td>
</tr>
<tr>
<td>Academic Year 3</td>
<td>$7,000.00</td>
<td>$2,333.34</td>
</tr>
<tr>
<td>Academic Year 4</td>
<td>$2,000</td>
<td>$2,000.00*</td>
</tr>
<tr>
<td>(partial)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students are required to purchase their own real time steno machine, CASE CAT software and computer; all other required textbooks are included.

The total tuition cost for students who complete the Stenography program within the normal timeframe is approximately $35,840. Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. *The quarterly tuition charge for students repeating classes beyond the original program length is $2,000. Re-entry fee is $25, plus a $25 registration fee.

**Academic Associate Degree in Advanced Personal Training and Exercise Science:**

Includes Online or Hybrid Residential

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Quarter/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$13,950.00</td>
<td>$4650.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$13,950.00</td>
<td>$4650.00</td>
</tr>
<tr>
<td>Academic Year 3</td>
<td>$1,500.00 (partial)</td>
<td>$2,000.00*</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.
Gym membership costs are paid by students.

The total tuition cost for students who complete Advanced Personal Training and Exercise Science program within the normal timeframe is approximately $29,400. Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. *The quarterly tuition charge for students repeating classes beyond the original program length is $2,000. Re-entry fee is $25. Registration
fee is $25. For students that opt to take courses at three quarters time, the total program cost is the same as above, but prorated over a longer period of time (100 weeks rather than 75 weeks).

**Occupational Associate Degree in Health Information Technology:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Quarter/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$13,950.00</td>
<td>$4,650.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$13,950.00</td>
<td>$4,650.00</td>
</tr>
<tr>
<td>Academic Year 3 (partial)</td>
<td>$2,025.00</td>
<td>$2,000.00*</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete the Health Information Technology program within the normal timeframe is approximately $29,925. Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. *The quarterly tuition charge for students repeating classes beyond the original program length is $2,000. Re-entry fee is $25. Registration fee is $25.

**Academic Associate Degree in Paralegal Studies and Litigation Technologies:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$13,950.00</td>
<td>$6,975.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$13,350.00</td>
<td>$6,675.00</td>
</tr>
<tr>
<td>Academic Year 3 (partial)</td>
<td>$3,200.00</td>
<td>$1,600.00</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete the Litigation and E-Discovery Paralegal Studies program within the normal timeframe is approximately $30,500. Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25.

**Occupational Associate Degree in Advanced Medical Billing, Coding and Electronic Health Records:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Quarter/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,950.00</td>
<td>$4,983.34</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$13,450.00</td>
<td>$4,483.34</td>
</tr>
<tr>
<td>Academic Year 3 (partial)</td>
<td>$1,100.00</td>
<td>$2,000.00*</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete the Advanced Medical Billing, Coding and Electronic Health Records program within the normal timeframe is approximately $29,500. Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. *The quarterly tuition charge for students repeating classes beyond the original program length is $2,000. Re-entry fee is $25. Registration fee is $25.
### Bachelor of Science in Professional Fitness Training and Exercise Science:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Quarter/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$13,950.00</td>
<td>$4,650.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$13,950.00</td>
<td>$4,650.00</td>
</tr>
<tr>
<td>Academic Year 3</td>
<td>$10,000.00</td>
<td>$3,333.30</td>
</tr>
<tr>
<td>Academic Year 4</td>
<td>$5,000.00</td>
<td>$1,666.67</td>
</tr>
<tr>
<td>Academic Year 5</td>
<td>$3,000.00</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

Gym membership costs are paid by students.

The total tuition cost for students who complete Professional Fitness Training and Exercise Science program within the normal timeframe is approximately $45,900. Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The academic term tuition charge for students repeating classes beyond the original program length is $2,000. Re-entry fee is $25. Registration fee is $25.

### Bachelor of Science in Paralegal Studies and Litigation Technologies Tuition Schedule:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$13,950.00</td>
<td>$6,975.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$13,350.00</td>
<td>$6,675.00</td>
</tr>
<tr>
<td>Academic Year 3</td>
<td>$10,200.00</td>
<td>$5,100.00</td>
</tr>
<tr>
<td>Academic Year 4</td>
<td>$5,000.00</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Academic Year 5</td>
<td>$4,000.00</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete Paralegal, Litigation Support and E-Discovery program within the normal timeframe is approximately $46,500. Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25.

### Bachelor of Science in Healthcare Administration and Analytics:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$13,950.00</td>
<td>$6,975.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$13,950.00</td>
<td>$6,975.00</td>
</tr>
<tr>
<td>Academic Year 3</td>
<td>$10,000.00</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Academic Year 4</td>
<td>$6,000.00</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Academic Year 5</td>
<td>$4,000.00</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>
Books and courseware costs are included in the tuition.

The total tuition cost for students who complete Bachelor of Science in Healthcare Administration and Analytics program within the normal timeframe is approximately $47,900. Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The academic term tuition charge for students repeating classes beyond the original program length is $3,200 per semester. Re-entry fee is $25. Registration fee is $25.

**Masters of Science in Public Health:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$12,500.00</td>
<td>$6,250.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$9,000.00</td>
<td>$4,500.00</td>
</tr>
<tr>
<td>Academic Year 3 (partial only 16 weeks)</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>

Required books, courseware, and lab supply costs are included in tuition above.

The total tuition cost including books, courseware, and lab supplies for students who complete the Masters of Science in Public Health program within the normal timeframe is approximately $23,500. Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. Registration fee is $50 and is non-refundable. Re-entry fee is $25. The tuition charge for each additional 16 week semester beyond the normal time to complete is $3,200.

**Master of Science in Healthcare Informatics and Analytics:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Quarter/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$16,000.00</td>
<td>$5,333.34</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$14,000.00</td>
<td>$4,666.67</td>
</tr>
<tr>
<td>Academic Year 3</td>
<td>$8,000.00</td>
<td>$2,666.67</td>
</tr>
<tr>
<td>Academic Year 4 (partial, 10 weeks only)</td>
<td>$1,500.00</td>
<td>$2,000.00*</td>
</tr>
</tbody>
</table>

Required books, courseware, and lab supply costs are included in tuition above.

The total tuition cost including books, courseware, and lab supplies for students who complete the Masters in Healthcare Informatics and Analytics program within the normal timeframe is approximately $39,500. Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. Registration fee is $50 and is non-refundable. Re-entry fee is $25.*The tuition charge for each additional 10 week term beyond the normal time to complete is $2,000.
Appendix B: 2015/2016 Bryan University Academic Calendars

There are three Court Reporting Academic Calendars: Traditional, Non-Traditional, and Two-Voice. There are separate Academic Calendar for all other programs which fall into two categories: quarter-hour and semester-hour programs.

**Court Reporting: Traditional 10-week**

**Winter 2015:**

- November 23, 2015 .......................................................................................................................................... Term Begins
- November 26-27, 2015 .................................................................................................................................. Thanksgiving Recess
- December 21 – January 1, 2016 ................................................................................................................ Holiday Recess
- January 18, 2016 ........................................................................................................................................ Martin Luther King Day
- February 12, 2016 ........................................................................................................................................... Term Ends

**Spring 2016:**

- February 15, 2016 ............................................................................................................................................... President’s Day
- February 15, 2016 ........................................................................................................................................... Term Begins
- April 22, 2016 .................................................................................................................................................. Term Ends
- April 25, 2016 ............................................................................................................................................... Term Begins
- May 30, 2016 ................................................................................................................................................ Memorial Day
- July 1, 2016 .................................................................................................................................................... Term Ends
- July 4 – 8, 2016 ............................................................................................................................................... Spring Break

**Summer 2016:**

- July 11, 2016 .................................................................................................................................................. Term Begins
- September 5, 2016 ......................................................................................................................................... Labor Day
- September 16, 2016 ..................................................................................................................................... Term Ends

**Fall 2016:**

- September 19, 2016 ....................................................................................................................................... Term Begins
- November 24-25, 2016 .................................................................................................................. Thanksgiving Recess
- November 25, 2016 .................................................................................................................................... Term Ends

**Winter 2016:**

- November 28, 2016 ..................................................................................................................................... Term Begins
- December 19 – 31, 2016 ................................................................................................................................. Holiday Recess
- January 16, 2017 .......................................................................................................................................... Martin Luther King Day
- February 10, 2017 ....................................................................................................................................... Term Ends

**Court Reporting: Non-Traditional 10-week**

**Winter 2015:**

- January 11, 2016 ........................................................................................................................................... Term Begins
- January 18, 2016 ......................................................................................................................................... Martin Luther King Day
- February 15, 2016 ...................................................................................................................................... President’s Day
- March 18, 2016 ............................................................................................................................................. Term Ends

**Spring 2016:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 21, 2016</td>
<td>Term Begins</td>
</tr>
<tr>
<td>May 27, 2016</td>
<td>Term Ends</td>
</tr>
</tbody>
</table>

**Summer 2016:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 30, 2016</td>
<td>Term Begins</td>
</tr>
<tr>
<td>May 30, 2016</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>July 4 – 8, 2016</td>
<td>Spring Break</td>
</tr>
<tr>
<td>August 12, 2016</td>
<td>Term Ends</td>
</tr>
</tbody>
</table>

**Fall 2016:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15, 2016</td>
<td>Term Begins</td>
</tr>
<tr>
<td>September 5, 2016</td>
<td>Labor Day</td>
</tr>
<tr>
<td>October 21, 2016</td>
<td>Term Ends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 24, 2016</td>
<td>Term Begins</td>
</tr>
<tr>
<td>November 24-25, 2016</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>December 19 – 31, 2016</td>
<td>Holiday Recess</td>
</tr>
<tr>
<td>January 13, 2017</td>
<td>Term Ends</td>
</tr>
</tbody>
</table>

**Winter 2016:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16, 2017</td>
<td>Term Begins</td>
</tr>
<tr>
<td>January 16, 2017</td>
<td>Martin Luther King Day</td>
</tr>
<tr>
<td>February 20, 2017</td>
<td>President’s Day</td>
</tr>
<tr>
<td>March 24, 2017</td>
<td>Term Ends</td>
</tr>
</tbody>
</table>

**Stenography: Two-Voice 10-week**

**Winter 2015:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 9, 2015</td>
<td>Term Begins</td>
</tr>
<tr>
<td>November 26-27, 2015</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>December 21 – January 1, 2016</td>
<td>Holiday Recess</td>
</tr>
<tr>
<td>January 18, 2016</td>
<td>Martin Luther King Day</td>
</tr>
<tr>
<td>January 29, 2016</td>
<td>Term Ends</td>
</tr>
</tbody>
</table>

**Spring 2016:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1, 2016</td>
<td>Term Begins</td>
</tr>
<tr>
<td>February 15, 2016</td>
<td>President’s Day</td>
</tr>
<tr>
<td>April 8, 2016</td>
<td>Term Ends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 11, 2016</td>
<td>Term Begins</td>
</tr>
<tr>
<td>May 30, 2016</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>June 17, 2016</td>
<td>Term Ends</td>
</tr>
</tbody>
</table>

**Summer 2016:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 20, 2016</td>
<td>Term Begins</td>
</tr>
<tr>
<td>August 26, 2016</td>
<td>Term Ends</td>
</tr>
</tbody>
</table>

**Fall 2016:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29, 2016</td>
<td>Term Begins</td>
</tr>
<tr>
<td>September 5, 2016</td>
<td>Labor Day</td>
</tr>
</tbody>
</table>
November 4, 2016 ......................................................................................................................................... Term Ends

**Winter 2016:**

November 7, 2016 ........................................................................................................................................... Term Begins
November 24-25 2016 .................................................................................................................................... Thanksgiving Recess
December 19 – 31, 2016 .............................................................................................................................. Holiday Recess
January 16, 2017 ........................................................................................................................................ Martin Luther King Day
January 27, 2017 ....................................................................................................................................... Term Ends

**Quarter Hour Programs – 5 Week Modules**

**Winter 2015:**

January 11, 2016 ......................................................................................................................................... Module Begins
January 18, 2016 ......................................................................................................................................... Martin Luther King Day
February 12, 2016 ....................................................................................................................................... Module Ends

**Spring 2016:**

February 15, 2016 ....................................................................................................................................... Module Begins
February 15, 2016 ....................................................................................................................................... President’s Day
March 18, 2016 .......................................................................................................................................... Module Ends

March 21, 2016 .......................................................................................................................................... Module Begins
April 22, 2016 .......................................................................................................................................... Module Ends

April 25, 2016 .......................................................................................................................................... Module Begins
May 27, 2016 .......................................................................................................................................... Module Ends

**Summer 2016:**

May 30, 2016 .......................................................................................................................................... Module Begins
May 30, 2016 .......................................................................................................................................... Memorial Day
July 1, 2016 ........................................................................................................................................ Module Ends

July 4, 2016 ........................................................................................................................................ Module Begins
August 5, 2016 ..................................................................................................................................... Module Ends

**Fall 2016:**

August 8, 2016 ....................................................................................................................................... Module Begins
September 5, 2016 .................................................................................................................................. Labor Day
September 9, 2016 .................................................................................................................................. Module Ends

September 12, 2016 .................................................................................................................................. Module Begins
October 14, 2016 .................................................................................................................................. Module Ends

October 17, 2016 .................................................................................................................................. Module Begins
November 18, 2016 ................................................................................................................................ Module Ends

**Winter 2016:**

November 21, 2016 .................................................................................................................................. Module Begins
November 24-25, 2016 ................................................................................................................................ Thanksgiving Recess
December 19 – 31, 2016 ............................................................................................................................ Holiday Recess
January 6, 2017 ....................................................................................................................................... Module Ends

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January 9, 2017 ....................................................................................................................................... Module Begins
January 16, 2017 ..................................................................................................................................... Martin Luther King Day
February 10, 2017 .................................................................................................................................... Module Ends

Semester Hour Programs – 8 Week Modules Track A

Winter 2015:
December 14, 2015 ................................................................................................................................... Module Begins
December 21 – January 1, 2016 ............................................................................................................. Holiday Recess
January 18, 2016 .................................................................................................................................... Martin Luther King Day
February 15, 2016 ................................................................................................................................... President’s Day
February 19, 2016 ................................................................................................................................... Module Ends

Spring 2016:
February 22, 2016 ................................................................................................................................... Module Begins
April 15, 2016 ......................................................................................................................................... Module Ends
April 18, 2016 ......................................................................................................................................... Module Begins
May 30, 2016 ......................................................................................................................................... Memorial Day
June 10, 2016 ......................................................................................................................................... Module Ends

Summer 2016:
June 13, 2016 ......................................................................................................................................... Module Begins
August 5, 2016 ....................................................................................................................................... Module Ends

Fall 2016:
August 8, 2016 ....................................................................................................................................... Module Begins
September 5, 2016 .................................................................................................................................. Labor Day
September 30, 2016 ................................................................................................................................ Module Ends
October 3, 2016 ....................................................................................................................................... Module Begins
November 24-25, 2016 ......................................................................................................................... Thanksgiving Recess
November 25, 2016 ................................................................................................................................ Module Ends

Winter 2016:
November 28, 2016 ................................................................................................................................ Module Begins
December 19 – 31, 2016 ......................................................................................................................... Holiday Recess
January 16, 2017 .................................................................................................................................... Martin Luther King Day
February 3, 2017 .................................................................................................................................... Module Ends

Semester Hour Programs – 8 Week Modules Track B

Winter 2015:
November 16, 2015 ................................................................................................................................ Module Begins
November 26-27, 2015 ............................................................................................................................... Thanksgiving Recess
December 21 – January 1, 2016 ............................................................................................................... Holiday Recess
January 18, 2016 .................................................................................................................................... Martin Luther King Day
January 22, 2016 .................................................................................................................................... Module Ends
Spring 2016:
March 21, 2016 ........................................................................................................... Module Begins
May 13, 2016 ........................................................................................................... Module Ends

Summer 2016:
May 16, 2016 ........................................................................................................... Module Begins
May 30, 2016 ........................................................................................................... Memorial Day
July 8, 2016 ........................................................................................................... Module Ends

July 11, 2016 ........................................................................................................... Module Begins
September 2, 2016 ..................................................................................................... Module Ends

Fall 2016:
September 5, 2016 ..................................................................................................... Module Begins
September 5, 2016 ..................................................................................................... Labor Day
October 28, 2016 ..................................................................................................... Module Ends

October 31, 2016 ..................................................................................................... Module Begins
November 24-25, 2016 ......................................................................................... Thanksgiving Recess
December 19 – 31, 2016 ..................................................................................... Holiday Recess
January 6, 2017 ..................................................................................................... Module Ends

Winter 2016:
January 9, 2017 ..................................................................................................... Module Begins
January 16, 2017 ..................................................................................................... Martin Luther King Day
February 20, 2017 ..................................................................................................... President’s Day
March 3, 2017 ..................................................................................................... Module Ends
Appendix C: Bryan University Instructional Faculty and Adjunct Professors

Advanced Personal Training and Exercise Science Faculty

**Jesse Adarme**, NSCA-CSCS, BA, General Studies, University of Nevada, Reno; MS, Nutrition and Exercise, Wexford University

**Alison Bellais**, NASM-CPT, BS, Physical Education, Oregon State University; MA, Sports and Fitness Management, University of San Francisco

**Chris Bigelow**, BS, Kinesiology, Arizona State University

**James Ellis**, NASM-CPT, PES, CES, BS, Kinesiology, University of Illinois

**Brian Floyd**, NASM-CPT, CES, PES, USA-Coach Level 1; BS, Health Science, Northern Arizona University; MS, Human Movement and Sports Conditioning, A.T. Still University

**Phillip Garrison**, NASM-CPT, PES, CES; NSCA-CSCS; BS, Exercise Science, Arizona State University; MS, Human Movement, A.T. Still University

**Justin Harper**, NASM-CPT, BS, Health & Recreation Specialization, University of South Dakota; MA, Health, Physical Education & Recreation Specialization, University of South Dakota

**Eric Johanns**, ACE-CPT, NSCA-CSCS, ACSM-HFI; BS, Liberal Studies; MS, Health Education, State University of New York

**Ben Johnson**, DC, Licensed Doctor of Chiropractic and Physiotherapy, Parker College of Chiropractic

**Nicholas Keeling**, NSCA-CSCS, NASM-PES, CES, ACSM-HFI; BS, Exercise Science, California State University—Fresno; MS, Exercise Science, California University of Pennsylvania

**Desiree Lewis**, AFAA CPT; MA, Professional Counseling, Argosy University

**Sean Preuss**, ACSM-CPT, MS, Exercise & Wellness, Arizona State University

**Steven (Kyle) Thompson**, NSCA-CSCS; BS, Kinesiology, Arizona State University

**Jonathan Young**, ACSM-CPT, NSCA-CSCS, USAW-1; AS, Science and Math, Brigham Young University; BS, Exercise Sports Studies, Brigham Young University; MS, Exercise Sports Studies, Boise State University

**Zachary Zeigler**, ACSM-HFS, BA, Exercise & Wellness, Arizona State University; MS, Exercise & Wellness, Arizona State University

**Amber Boyd**, NASM-Master Trainer, CES, NASE-Speed Sport Explosion Coach Level 1 and II; BS, Exercise Science, California University of Pennsylvania

Court Reporting/Stenography Faculty

**Michelle Ando**, CSR, CRI, AA, Court Reporting, Cerritos College

**June Cochrane**, NCRA-CRI, CPE; State of California Certified Shorthand Reporter; BS, Public Administration, California State University; MS, Court Reporting, Argonaut University

**Barbara Kaye**, CRI, AA Liberal Arts, Pierce College

**Larry Lara**, CRI, CSR, Diploma Court Reporting, Merit College
Katherine McNally, CRI, AA, General Studies, Gateway Community College; BA, Integrative Studies, Arizona State University; MEd, Counseling, Northern Arizona University

Shannon Romero, AAERT, AA Liberal Arts, Rancho Santiago Community College, AA, Court Reporting, Gateway Community College

Lori Beard, RPR, CRI, AA, American Institute of Court Reporting

Carrie Ravenscroft, CRI, Court Reporting Certificate, California School of Court Reporting

Marjory Fuentes, CRI, Court Reporting Certificate, South Coast College

Madelyn Jones, CSR, CRI, San Diego College of Business, AA, Sierra College

Steve Mathews, CRI; BA Psychology, UCLA; MA Adult Education, University of Phoenix

John Hill, CRI, BFA, California Institution of Fine Arts

Matthew Sklar, BS, Phycology, University of Connecticut

Melinda Nelson, CSR, CRI, Court Reporting, Cerritos College

Jessica Young, CRI, CSR, Court Reporting Training Center

General Education Faculty

Tyson Brock Hancock, BS, Kinesiology, Arizona State University; MBA, Grand Canyon State University

Joan Cormier, BA, English, University of Illinois; MA, English, University of Illinois, Master Online Teaching Certificate, University of Illinois

Emma Hansen, BA, English Literature, Dominican University; MA, Education, Prescott College; TEFL Certificate, ITTT TEFL Institute

Heather Marek, BA, English, Villanova University; MA, Theater, National University of Ireland-Galway

Donna Smith, BA, English and Elementary Education, William Paterson University; MEd, Lesley University

Christine Foy, BA, English, Grinnell College, Masters in English Rhetoric and Composition, Arizona State University

Christina Hammerton, BA, Psychology, Kent State University, Masters in Creative Writing, Arizona State University

Suzanne Wolf, Certificate in Legal Assisting, Oxnard College, Associates in Legal Assisting Oxnard College, BS, Business Management, University of Phoenix, MA, Organizational Management, University of Phoenix.

Peter Tierney, RHIA, BS, Health Information Management, Northeastern University; MHA, Healthcare Administration, Simmons College

Health Information Technology and Billing and Coding Faculty

Judith Jones, RHIT, MBA, Franklin University

Lynnette Balentine, BS, Biology, Arizona State University; Doctorate Naturopathic Medicine, Southwest College of Naturopathic Medicine
Rod Denney, ATA, Medical Assisting, South Puget Sound College; BS, Technical Business Management, DeVry University; MBA, Health Care Management Minor, Western Governors University

Natalie Chestnut, RHIA, CCS, CPC, BS, HIM Florida International University

Beth McLeod, RHIA, BS, HIM Davenport University

Robert Baron, RHIA, MS, HIM College of St. Scholastica

Doug Lewis, JD, Capital University Law School, Ph.D. Kennedy-Western University, Au.D, A.T. Still University, MSHA, Ohio University

Arran Standring, MS, Applied Health Informatics, Bryan University

Preston Long, Ph.D., Health Services, Walden University; BS, Biology, Cardinal Stritch University

Julie Stiak, M.Ed, Arizona State University

Linda McKinney, RHIT, CCS, CHTS-PW, BS, College of St. Scholastica

Paralegal Studies and Litigation Technologies Faculty Associate and Bachelor’s Faculty

Claudine Dulaney, BA, African-American Studies and Education Studies, Washington University in St. Louis; J.D., University of Miami School of Law

Nola Wright, BA, University of Kansas; JD, Washburn Law School

Christine Leavitt, BA, Spanish & Political Science, Southern Utah University; JD, J. Reuben Clark Law School

Elvis Sulejmani, LLB, Law, University of Tirana; LL.M., International Private Law, Sandra Day O’Connor College of Law

Kristin Moye, BA, History, University of Arizona; JD, Phoenix School of Law; LL.M, Dispute Resolution, Pepperdine School of Law

Kristel Nielsen, Post-Baccalaureate Certificate, Paralegal, Long Technical College; BS, Anthropology, UCLA

Chris Lakso, BA, Multimedia, University of Advancing Technology

Patrick Johnson, BS, Political Science, Tennessee Technological University; JD, Cumberland School of Law, Samford University

Marty Chadwick, BA, Political Science, Columbia College; JD, Western New England University School of Law

Curtis Craghead, BA, Mass Communications / Advertising / Marketing, Brigham Young University

Erick Ottoson, BS, Biology, University of North Carolina at Chapel Hill; JD, University of Minnesota Law School

Bachelor of Science in Professional Fitness Training and Exercise Science

Alison Bellais, NASM-CPT, BS, Physical Education, Oregon State University; MA, Sports and Fitness Management, University of San Francisco
Brian Floyd, NASM-CPT, CES, PES, USSA-Coach Level 1; BS, Health Science, Northern Arizona University; MS, Human Movement and Sports Conditioning, A.T. Still University

Phillip Garrison, NASM-CPT, PES, CES; NSCA-CSCS; BS, Exercise Science, Arizona State University; MS, Human Movement, A.T. Still University

Justin Harper, NASM-CPT, BS, Health & Recreation Specialization, University of South Dakota; MA, Health, Physical Education & Recreation Specialization, University of South Dakota

Eric Johans, ACE-CPT, NSCA-CSCS, ACSM-HFI; BS, Liberal Studies; MS, Health Education, State University of New York

Nicholas Keeling, NSCA-CSCS, NASM-PES, CES, ACSM-HFI; BS, Exercise Science, California State University—Fresno; MS, Exercise Science, California University of Pennsylvania

Sean Preuss, ACSM-CPT, MS, Exercise & Wellness, Arizona State University

Jonathan Young, ACSM-CPT, NSCA-CSCS, USAW-1; AS, Science and Math, Brigham Young University; BS, Exercise Sports Studies, Brigham Young University; MS, Exercise Sports Studies, Boise State University

Zachary Zeigler, ACSM-HFS, BA, Exercise & Wellness, Arizona State University; MS, Exercise & Wellness, Arizona State University

Kate Timp, ACSM-CPT; MS, Exercise Science and Wellness, Arizona State University

Joshua Wludyga, NSCA-CSCS; MS, Exercise and Wellness, Arizona State University

Kathy Ostrander, ACSM-Exercise Physiologist, CSCS, ATC-L, MS Ed Kinesiology, BS Kinesiology, Southern Illinois University Edwardsville

Chesitny Fair, ACSM-CPT, USAW-Level 1 Weightlifting and Sports Performance Coach, AAS, Dietetics, Chandler Gilbert Community College, BS, Exercise and Wellness, Arizona State University

Robert Reitman Jr, NASM-CPT, BS, Exercise Science, Arkansas State University, MS, Exercise Science, American Public University

Bachelor of Science in Healthcare and Administration and Analytics

Preston Long, Ph.D., Health Services, Walden University; BS, Biology, Cardinal Stritch University

Brandi Beals, MA, Healthcare Administration/Education, BA Healthcare Administration/Management University of Phoenix.

Lynnette Balentine, BS, Biology, Arizona State University; Doctorate Naturopathic Medicine, Southwest College of Naturopathic Medicine

Steven Taylor, RHIA, CPHIMS, CHC, CCEP, MS Regis University

Masters of Science in Public Health and Masters of Science in Healthcare Informatics and Analytics Faculty

Michelle Danaher, PhD, BS, MS, Statistics, University of Maryland

Cris Ewell, BS, Information Technology, Capella University; MS, Information Technology, Capella University; PhD, Computer Information Systems, Nova Southern University
Steven Gerst, BS, Public Health, Columbia University; MPH, Columbia University; MBA, Emory University Goizueta Business School

Kari Halloway, BA, Business, Utah Valley University; MBA, Rockhurst University; PhD, Business Administration, Capella University

David Hendry, Arizona State Board Certified Accountant; BS, Business and Accounting, California State University—Los Angeles; MS, Healthcare Management, California State University—Los Angeles; MEd, University of Phoenix

Gerard Larose, BS, Management, University of Phoenix; MA, Healthcare Administration, University of Phoenix

Judith Monestime, AHIMA ICD-10 CM; AAPC, Certified Professional Coder; BS, Health Administration, Florida Atlantic University; MBA, Nova Southeastern University

Phillip Smith, BS, Health Sciences, Case Western Reserve University; MS, Biology Sciences, Wright State University; MD, Medicine, Write State University

Sharla Smith, BS, Biology, University of Arkansas at Pine Bluff; MPH, Health Policy and Management, University of Arkansas for Medical Sciences; PhD, Health Systems Research, University of Arkansas for Medical Sciences