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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 Tempe Additional Location 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

Bryan University believes in challenging the boundaries of traditional education and in liberating the innate greatness in people.

Bryan University is tightly focused, selective, and targeted: the university offers students the opportunity to earn degrees in carefully researched high-growth fields that demand specialized skills. Instead of offering hundreds of programs to attract high volumes of students, the university is committed to providing students with the best education possible within its selected areas of study.

Bryan University’s premier faculty and staff are viewed as pioneers dedicated to taming the new educational frontier. They are valued for their high-level of experience and aptitude, and their passion for providing the most meaningful education to students.

Bryan University graduates are prepared with the knowledge and practical, productive skills that lead directly to high-demand professional careers. Bryan University graduates are preferred by employers because Bryan University alumni have earned a reputation for being dedicated, intelligent, and immediately productive in the work place.

In honoring the innate greatness in people, Bryan University 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 through relationships between faculty, staff, administrators, and students, and measured through superior outcomes.
- Bryan is dedicated to the evolution of education, combining classic curriculum with practical training and applied knowledge to prepare students for real-world success.
- Bryan’s student-centric system focuses on learning styles, continuous feedback, and ways to improve the learning experience.
- Bryan’s committed administrative focus assures students will experience a smooth progression from admissions through classroom learning to graduation and productive employment.
- Bryan’s experienced instructional design team is dedicated to developing curricula that lead directly to high-demand, practical, productive, and highly paid skills.
- Bryan is devoted to producing engaging multimedia, interactive, experiential coaching environments to accelerate student learning and increase retention of knowledge.
- Bryan’s dedicated outreach provides education and skill development to needy children and adults around the world who might otherwise have no access to such enrichment opportunities.
General Information

Online Campus Administration

Chancellor ................................. Don Gull, MBA, Massachusetts Institute of Technology
Executive Vice President, COO ....................... Eric Evans, BS, Brigham Young University
Provost ............................................. William Hamilton, MA, JD, University of Florida
Vice Chancellor, Dean of Legal Studies .................. William Hamilton, MA, JD, University of Florida
Dean of Enrollment .......................... John Ledesma, BS, Business Management, University of Phoenix
Director of Financial Aid ................................. Roxane Romero
Registrar ................................................................. Macy Costa

Exercise Science Program Director .................... Nicholas Keeling, MS, California University of Pennsylvania
Paralegal and E-Discovery Program Director ........ Claudine Dulaney, MS, Arizona State University
Healthcare Program Director ...................... Kristine Kamp, BS, York College of Pennsylvania
Court Reporting Program Director ................. John Kolacinski, MAED, University of Northern Colorado

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 Emeritus; Mark Evans, CMO; Dave Rogers, CFO; Eric Evans, COO; and John Ledesma, VP. Bryan University 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 operates an additional location in Tempe, Arizona, and a main facility 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.
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. Attendance is required at all virtual and residential classes. 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:

- **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/](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
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, occupational associate’s degrees, post-graduation certificates, and master’s degrees. Approval and accreditation materials are available for review at the President’s Office at any time. 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 www.bryanuniversity.edu/w_disclosures.aspx 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. 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:

- Court Reporting ≥ 20
- Health Information Technology ≥ 17*
- Advanced Personal Training and Exercise Science ≥ 17
- Litigation and E-Discovery Paralegal Studies ≥ 17
- Advanced Medical Billing, Coding and Electronic Health Records ≥ 17
- Bachelor of Science in Professional Fitness Training and Exercise Science ≥ 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
  - Court Reporting
  - Advanced Personal Training and Exercise Science
  - Health Information Technology
  - Litigation and E-Discovery Paralegal Studies
  - Advanced Medical Billing, Coding and Electronic Health Records

Bryan University offers the following undergraduate programs in a hybrid online/residential format:

- Advanced Personal Training and Exercise Science
- Bachelor of Science in Professional Fitness Training and Exercise Science ≥ 20

Our hybrid programs are identical to our online programs but require students to attend the Tempe campus for portions of their lecture and practicum work.

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. Attendance is mandatory for the live synchronous lectures as well as any live one-on-one coaching sessions.

**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 .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.
Court Reporting 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.

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 a 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**

The academic year consists of a minimum of 30 weeks of instruction. 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 is a quarter-credit institution. 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:

1. One hour of classroom or direct faculty instruction, plus 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:
   - One-quarter credit hour for at least 20 hours of supervised laboratory/shop instruction and one hour of documentable outside work (30 hours total); or
   - One-quarter credit hour for at least 30 hours of other academic activities as outlined below in “Online and Hybrid Class Delivery.”

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; actual attendance is required throughout the week at regularly scheduled class times. 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 Blackboard Collaborate or Zoom (see below).
- **Blackboard Collaborate, 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 educational 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 educational 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. Approved transfer credits do affect satisfactory academic progress (SAP) and will be included in the SAP calculation.

If a student is enrolled in the Historical Court Reporting diploma program and would like to enroll in the Court Reporting degree program, transfer credits will be reviewed and processed for substantially similar classes, noting that actual grades may be transferred over instead of receiving transfer credit designations if it’s determined that two classes are equivalents.

If a student is enrolled in a program that is changed significantly 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.

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.

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.

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.

**Transferability of Bryan University Credits**

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.

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.
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.

**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.

**Student rights and responsibilities**

As a student you have the right to:

1. know what financial assistance is available to you, including all federal, state, and institutional financial aid programs.
2. know the deadlines for submitting applications for applicable financial aid programs and the process required.
3. know how your financial need is determined, including how cost of attendance budgets are developed.
4. 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.
5. 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.
6. 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).
7. request a review of your current financial situation if you meet certain criteria based on changes since filing the current aid year FAFSA application.
8. 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.
9. know the criteria for continued financial aid eligibility, including guidelines for the determination of Satisfactory Academic Progress as defined by the Department of Education.
10. know the method and frequency of financial aid disbursements.
11. 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:

1. be aware of your ability to pay any institutional charges based on your available financial aid and personal resources.
2. review and understand the terms and conditions of your financial aid award.
3. complete all requirements accurately, in a timely manner, and by the appropriate deadlines.
4. 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.

5. inform us of any outside scholarships, assistantships, or additional resources that you receive.

6. 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.

7. 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.

8. know and comply with all policies and procedures of the Bryan University.

9. manage your financial aid experience.

Scholarships and Grants

Bryan University offers academic scholarships exclusively to students entering Litigation and E-Discovery Paralegal Studies or Health Information Technology. The $3,000 scholarship is awarded to incoming freshman with official high school transcripts indicating a cumulative grade point average (CGPA) of 3.5 or higher on a 4.0 scale. Scholarship monies are divided equally over each term within the program. Official transcripts must be submitted and received by the Admissions Department or Office of the Registrar no later than the first week of class to be considered for eligibility. Students must maintain a 3.5 CGPA while in the program to retain scholarship eligibility. CGPA is assessed each 10-week term. Incoming students without the requisite high school CGPA may earn the scholarship by maintaining a 3.5 CGPA while enrolled at Bryan University, assessed after the first 10-week term.

Bryan University is proud to offer the Military Service Appreciation Grant to service members, veterans, and their family members. The $500 annual tuition grant is awarded to those achieving an honorable discharge and who are enrolled at Bryan University on or after Jan. 1, 2011. Students must maintain a 2.5 CGPA to maintain eligibility.

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.

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:

1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. PLUS Loans
4. Pell Grant
5. Supplemental Education Opportunity Grant (SEOG)
6. Other Federal, State, and Private Funding
7. 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**

**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 American University of Sports Medicine (ACSM), the American Council on Exercise (ACE), and 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>
</tr>
</thead>
<tbody>
<tr>
<td>000-099  Remedial coursework</td>
</tr>
<tr>
<td>100-199  First-year, Associate level</td>
</tr>
<tr>
<td>200-299  Second-year, Associate level</td>
</tr>
<tr>
<td>300-399  Third-year, Post Associate/Baccalaureate level</td>
</tr>
<tr>
<td>400-499  Fourth-year, Baccalaureate level</td>
</tr>
<tr>
<td>500-599  Graduate, Masters level</td>
</tr>
<tr>
<td>600-699  Graduate, Doctoral level</td>
</tr>
</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>
</tr>
</thead>
<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</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.</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 CGPA in the same way as an actual grade of “F.”</td>
<td></td>
</tr>
<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>

**Grading Specific to Court Reporting Program:** Students receiving a failing (F) or an incomplete (I) course grade must repeat the course. Court Reporting students must maintain a 74% or higher in each academic class and pass the final exam to earn credit.

**Course Withdrawals and Incompletes**

Students may drop a class 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 class, which will count in the calculation.
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. 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.

**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.

**Code of Conduct**

Bryan University is committed to maintaining high standards for student conduct. Students will be held account liable for, and should report, the following violations occurring on university or internship/externship property:

- 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.
- Inappropriate or profane behavior that disrupts teaching, research, administration, disciplinary proceedings, or other university activities.
- Consumption of alcoholic beverages or controlled substances.
- Failure to comply with 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.
• Inappropriate use of cell phones or other electronic devices, all of which must be turned off while in the classroom.

• All forms of gambling.

• Physical abuse, verbal abuse, 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.

**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
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 OAD, Litigation and E-Discovery Paralegal Studies OAD, Master’s in Applied Health Informatics—Max Timeframe 110 Weeks</td>
<td></td>
</tr>
<tr>
<td>AY1</td>
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</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>
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</tr>
<tr>
<td>Health Information Technology OAD, Advanced Medical Billing, Coding and Electronic Health Records – Max Timeframe 120 Weeks</td>
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<td>AY2</td>
<td>40% of program credits earned</td>
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<tr>
<td>AY3</td>
<td>75% of program credits earned</td>
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<tr>
<td>AY4</td>
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<td>Graduate Certificate in E-Discovery—Max Timeframe 48 Weeks</td>
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<td>AY1</td>
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<td>AY2 partial (18 weeks)</td>
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<td>Court Reporting Two-Voice OAD—Max Timeframe 165 Weeks</td>
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<td>AY2</td>
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<tr>
<td>AY4</td>
<td>75% of program credits earned</td>
</tr>
<tr>
<td>AY4 partial (15 weeks)</td>
<td>95% of program credits earned</td>
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<tr>
<td>Bachelor of Science in Professional Fitness Training and Exercise Science – Max Time Frame 225</td>
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- Coordinated blouse
- Conservative shoes
- Little or no jewelry
- Neat, professional hairstyle
- Light make-up and perfume
- Neatly manicured nails

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*Rate-of-Progression Minimums*
<table>
<thead>
<tr>
<th>Week</th>
<th>% of Program Credits Earned</th>
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</thead>
<tbody>
<tr>
<td>AY 1</td>
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<tr>
<td>AY 2</td>
<td>20%</td>
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<tr>
<td>AY 3</td>
<td>34%</td>
</tr>
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<td>AY 4</td>
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<td>AY 7</td>
<td>94%</td>
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<tr>
<td>AY 8</td>
<td>100%</td>
</tr>
</tbody>
</table>

* 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 if they have exceeded 150% of the published program length. Students may appeal the unsatisfactory decision by following the “Appeals Process,” below.

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 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 probation.

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). 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.

**Attendance and Tardiness Policy**

Regular attendance is imperative for students to achieve program objectives and develop practical skills to compete in today’s highly competitive labor market. Students should communicate directly with their instructors anytime they will not be attending class.

Tardiness disrupts the learning environment and is discouraged. Students arriving late for class or leaving early will be considered tardy.

Excessive tardiness or frequent absences in any class could result in disciplinary action and may lead to dismissal from the university.

**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**

Bryan University requires entering students to pass their program’s introductory course within two attempts. Students failing an introductory course twice and who also have a CGPA falling below 2.0/3.0 (undergraduate/graduate programs) after the two failed attempts may be dismissed from Bryan University in the exercise of the sound discretion of the student’s Program Director if the student has failed to demonstrate academic progress during the second attempt.

Students may appeal to the Provost a dismissal from Bryan University for failure to pass an introductory course after two attempts with a CGPA falling below 2.0/3.0. Appeals must be sent to appeals@bryanuniversity.edu. The Provost may re-enroll the student to Bryan University to permit the student a third and final opportunity to pass an introductory course.

**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 /3.0 (undergraduate/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 whenever the student’s CGPA falls below 2.0/3.0 (undergraduate/graduate).
   a. The email advising the student of placement on Academic Warning will include information regarding available academic resources and assistance.
   b. Academic advisors will contact students placed on Academic Warning to discuss whether corrective actions—such as mandatory tutoring and reduction in workload—are appropriate.
   c. A student shall be removed from Academic Warning when the student attains a 2.0/3.0 CGPA. Students on Academic Warning who do not attain a 2.0/3.0 CGPA within two modules of being placed on Academic Warning shall be placed on Academic Probation.

3. **Academic Probation**: Students who have not attained a 2.0/3.0 CGPA after two consecutive modules while on Academic Warning, or who fail a course class while on Academic Warning, are placed on Academic Probation.
   a. Students on Academic Probation must confer 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 2.0/3.0 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 course, or is unable to improve the student’s CGPA consistent with the plan for academic improvement within a 10-week period, the ARB shall evaluate whether the student should continue on Academic Probation or be dismissed from the program. The ARB recommendation shall be presented to the Provost for approval.
     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 2.0/3.0. Students not achieving a 2.0/3.0 CGPA within the academic year are 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 of Students 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 their respective Program Director or Student and Alumni Outreach Advisor.

- To be considered for re-enrollment, such applicants must be interviewed by the Program Director or Student and Alumni Outreach Department.
- If the Program Director approves re-enrollment, then an Academic Coordinator will facilitate student meetings with Financial Aid, Registrar, and Admissions departments.
• 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 class 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 Dean of Legal Studies, who will respond within three business days.

• If the grievance is not fully resolved by the Dean, the student should submit the grievance letter or email directly to the University President, who will investigate and respond within 10 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.

• 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.

**Notice of Nondiscrimination**

Bryan University is committed to maintaining a non-discriminatory educational environment. Bryan University believes that the expression of political, religious, and personal beliefs unrelated to the university’s educational mission are not appropriate online or on campus. Accordingly, out of respect for the university’s educational mission and the beliefs and personal views of all students, Bryan University does not condone intrusive, disruptive, or potentially offensive displays, online or on campus, of political, religious, or personal beliefs.

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 into the program. Bryan University will work with prospective and existing students to determine whether reasonable accommodations can be effective and/or 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.

**New Student Request for Reasonable Accommodations:** Students interested in enrolling and in need of academic adjustment or auxiliary aids are urged to notify the Director of Admissions in writing by completing the “Request for Reasonable Accommodations” form, which documents the nature and extent of the disability, type of accommodation or auxiliary aids needed, and the date the requested support should begin. The request should be
made at least four weeks in advance of the date needed. The Director of Admissions will respond within two weeks of receiving the request.*

**Enrolled Student Request for Reasonable Accommodations:** Currently enrolled students in need of assistance should contact the Director of Student and Alumni Outreach in writing by completing the “Request for Reasonable Accommodations” form (defined above). The request should be made at least four weeks in advance of the date needed. The Director of Student and Alumni Outreach will respond within two weeks of receiving the request. Students who disagree with the decision rendered regarding accommodation requests should follow the “Grievance Procedure” above, submitting a statement of why and how the response should be modified.

**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 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 Court Reporting

116 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 Court Reporting program and the desired outcomes for its students:

- 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 Court Reporting. 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.

- 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.*

**Program Completion**

To graduate and receive a Court Reporting degree, a student must earn a minimum of 116 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 internship, 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.

The online version of this program aims to prepare students to sit for the NCRA RPR exam, but does not guarantee passing the exam. Online students sit once for the RPR, 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 Courses**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
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<tbody>
<tr>
<td>MS2V-100</td>
<td>Machine Shorthand Theory I</td>
<td>9.0</td>
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<tr>
<td>MS2V-101</td>
<td>Machine Shorthand Theory II</td>
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<td>Machine Shorthand 60</td>
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<td>Anatomy and Physiology</td>
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<td>Transcript Production</td>
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<td>INT-201</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.

**MS2V-100—Machine Shorthand Theory I—9.0 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—9.0 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-101

**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 135—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 135 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 150—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 150 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 175—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 175 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

**CRGE-101—Student Success and Technology Foundations*—3.0 credits**
A course in the development of good study skills, research resources and techniques, dictionary skills, and an introduction to the field of court reporting. Students are instructed in Internet applications, basic computer terminology, and Microsoft Office. Required text/materials: Barrett, S., Poe, S., & Spagnola-Doyle, C. (2011). *Power up: A practical student’s guide to online learning*. Boston, MA: Pearson.

**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—Internship—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

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.

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 certification exam but does not guarantee passing. Bryan University will cover the cost of one attempt at the RPR exam for students in the MS-302 class who have passed two of the three required tests in each category: two-voice testimony at 225 wpm; jury charge at 200 wpm; and literary at 180 wpm.

Program Outline by Term

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>CRGE-101/MS2V-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>CRGE-102/MS2V-101</td>
</tr>
<tr>
<td>Term 3</td>
<td>CRGE-103/MS2V-102</td>
</tr>
<tr>
<td>Term 4</td>
<td>CRGE-104/MS2V-103</td>
</tr>
<tr>
<td>Term 5</td>
<td>CRGE-105/MS2V-104</td>
</tr>
<tr>
<td>Term 6</td>
<td>LAW-102/MS2V-201</td>
</tr>
<tr>
<td>Term 7</td>
<td>INT-201/MS2V-202</td>
</tr>
<tr>
<td>Term 8</td>
<td>TECH-201/MS2V-203</td>
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<tr>
<td>Term 9</td>
<td>LAW-201/MS2V-204</td>
</tr>
<tr>
<td>Term 10</td>
<td>LAW-101/MS2V-301</td>
</tr>
<tr>
<td>Term 11</td>
<td>MS2V-399/MS2C-302</td>
</tr>
</tbody>
</table>
Occupational 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.

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. Two attempts at certification are 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>EXS-100</td>
<td>Introduction to Personal Training</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-101</td>
<td>Medical Terminology</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-103</td>
<td>Anatomy and Physiology</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-104</td>
<td>Fitness Screening and Testing</td>
<td>3.0</td>
</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>
</tr>
<tr>
<td>EXS-108</td>
<td>Weight Management</td>
<td>3.0</td>
</tr>
<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>
</tr>
<tr>
<td>EXS-202</td>
<td>Proprioceptive Training and Programming</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-203</td>
<td>Cardiovascular Training for Performance</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-204</td>
<td>Resistance Training for Performance</td>
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</tr>
<tr>
<td>EXS-205</td>
<td>Training for Special Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>COURSE NUMBER</td>
<td>COURSE NAME</td>
<td>TOTAL CREDIT HOURS</td>
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<tr>
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<td>--------------------</td>
</tr>
<tr>
<td>EXS-206</td>
<td>Nutrition for Performance and Special Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-207</td>
<td>Business Management</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-208</td>
<td>Coaching Psychology</td>
<td>3.0</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 Strength Endurance-Hypertrophy</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-211</td>
<td>Resistance Training and Programming Strength-Power</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-212</td>
<td>SAQ Power and Plyometric Training for Performance</td>
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</tr>
<tr>
<td>EXS-299</td>
<td>National Testing Preparation</td>
<td>3.0</td>
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<tr>
<td>ENGL-101*</td>
<td>Student Success and Technology Foundations</td>
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<tr>
<td>MATH-110*</td>
<td>College Math</td>
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<td>ENGL-110*</td>
<td>English Composition I</td>
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<td>ENGL-112*</td>
<td>English Composition II</td>
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<td>CAR-110*</td>
<td>Career Strategies</td>
<td>3.0</td>
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<td>CRT-110*</td>
<td>Critical Thinking</td>
<td>3.0</td>
</tr>
<tr>
<td>FINC-101*</td>
<td>Finance Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>90</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.

**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.

**EXS-101—Medical Terminology—3.0 credits**

This course provides the foundations of medical terminology, including roots, the formation of medical terms, and the common medical terms used in describing the body and the personal training industry. Required text/materials: Rice, J. (2015). *Medical terminology for Health Care Professionals* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

**EXS-103—Anatomy and Physiology—3.0 credits**

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

This course provides students with the basic skills needed to instruct group training sessions. Students will learn how to set up programs and instruct sessions for small group training in a variety of settings. Required text/materials: Kennedy-Armbruster, C. & Yoke, M. (2014). *Methods of group exercise instruction (3rd ed)*. Champlain, IL: Human Kinetics.

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


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: Nigg, C. R. (Ed). (2014). *ACSM's behavioral aspects of physical activity and exercise*. Philadelphia: Lippincott Williams & Wilkins.

EXS-200—Cardiovascular Training and Programming—3.0 credits


**EXS-202—Proprioceptive Training and Programming—3.0 credits**


**EXS-203—Cardiovascular Training for Performance—3.0 credits**


**EXS-204—Resistance Training for Performance—3.0 credits**


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


**EXS-206—Nutrition for Performance and Special Populations—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-299—National Test Preparation—3.0 credits


*ENGL-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, presentations, and spreadsheets.

*MATH-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.
*ENGL-110—English Composition I—3.0 credits

*ENGL-112—English Composition II—3.0 credits

*CAR-110—Career Strategies—3.0 credits

*CRT-110—Critical Thinking—3.0 credits

*FINC-101—Finance Foundations—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 1</th>
<th>EXS-100/ENGL-101 (First 5 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXS-103/MATH-110 (Second 5 weeks)</td>
</tr>
<tr>
<td>Term 2</td>
<td>EXS-107/EXS-109</td>
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<tr>
<td></td>
<td>EXS-104/ENGL-110</td>
</tr>
<tr>
<td>Term 3</td>
<td>EXS-101/EXS-110</td>
</tr>
<tr>
<td></td>
<td>EXS-200/EXS-105</td>
</tr>
<tr>
<td>Term 4</td>
<td>EXS-209/ENGL-112</td>
</tr>
<tr>
<td></td>
<td>EXS-210/EXS-108</td>
</tr>
<tr>
<td>Term 5</td>
<td>EXS-211/FINC-101</td>
</tr>
<tr>
<td></td>
<td>EXS-202/EXS-206</td>
</tr>
<tr>
<td>Term 6</td>
<td>EXS-203/EXS-207</td>
</tr>
<tr>
<td></td>
<td>EXS-204/EXS-208</td>
</tr>
<tr>
<td>Term 7</td>
<td>EXS-212/EXS-205</td>
</tr>
<tr>
<td></td>
<td>EXS-106/CRT-110</td>
</tr>
<tr>
<td>Term 8</td>
<td>EXS-299/CAR-110</td>
</tr>
</tbody>
</table>
Occupational Associate Degree in Health Information Technology

96 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](http://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 96 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>
</thead>
<tbody>
<tr>
<td>BIO-100</td>
<td>Medical Terminology</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-105</td>
<td>Anatomy and Physiology I</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-110</td>
<td>Anatomy &amp; Physiology II</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-115</td>
<td>Pathology and Disease Process I</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-120</td>
<td>Pathology and Disease Process II</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-125</td>
<td>Pharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-101</td>
<td>Introduction to Health Information Management</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-106</td>
<td>Healthcare Insurance and Reimbursement</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-109</td>
<td>Healthcare in the United States</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-111</td>
<td>Healthcare Law and Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-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>
<td>---------------</td>
<td>-------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>HIM-120</td>
<td>Applied Health Information Processes</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-140</td>
<td>Healthcare Statistics and Research</td>
<td>3.0</td>
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<tr>
<td>HIM-150</td>
<td>Healthcare Data, Indexes, and Registers</td>
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<td>HIM-160</td>
<td>Healthcare Informatics</td>
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<td>HIM-165</td>
<td>Applied Data Management and Technology</td>
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<tr>
<td>HIM-200</td>
<td>ICD Diagnosis</td>
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<td>HIM-202</td>
<td>ICD Diagnosis II</td>
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<td>HIM-205</td>
<td>ICD Procedure</td>
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</tr>
<tr>
<td>HIM-207</td>
<td>ICD Procedure II</td>
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<tr>
<td>HIM-210</td>
<td>CPT and HCPCS Coding</td>
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<tr>
<td>HIM-215</td>
<td>Coding and Reimbursement</td>
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<td>HIM-218</td>
<td>Applied Coding and Reimbursement</td>
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<tr>
<td>HIM-240</td>
<td>Health Information in Alternative Care Settings</td>
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<tr>
<td>HIM-260</td>
<td>Healthcare Quality and Process Improvement</td>
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</tr>
<tr>
<td>HIM-299</td>
<td>Professional Practice Experience</td>
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<td>ENGL-110*</td>
<td>English Composition I</td>
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<td>MATH-110*</td>
<td>College Math</td>
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<td>ENGL-101*</td>
<td>Student Success and Technology Foundations</td>
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<td>ENGL-112*</td>
<td>English Composition II</td>
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<td>CAR-110*</td>
<td>Career Strategies</td>
<td>3.0</td>
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<tr>
<td>CRT-110*</td>
<td>Critical Thinking</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>96.0</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.

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


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

BIO-110—Anatomy and Physiology II—3.0 credits


BIO-115—Pathology and Disease Process I—3.0 credits

This course will cover the development and progression of disease within the systems of the human body. Required text/materials: Zelman, M.; Tompary, E.; Raymond, J.; Holdaway, P.; Mulvihill, M. (2010). Human diseases: A systemic approach (7th ed.). Upper Saddle River NJ: Pearson. Prerequisites: BIO-105 and current enrollment or completion of BIO-110

BIO-120—Pathology and Disease Process II—3.0 credits


BIO-125—Pharmacology—3.0 credits

This course is a focused approach to learning pharmacology covering the types, routes, and effects of drugs on the systems of the human body. Required text/materials: Moini, J. (2007). Focus on pharmacology: Essentials for health professionals. Upper Saddle River, NJ: Prentice Hall. Prerequisite: BIO-110

HIM-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 interrelationships, including human resources functions. Required text/materials: Sayles, N. (2012). Health information management technology: An applied approach (4th ed.). Chicago, IL: AHIMA.

HIM-106—Healthcare Insurance and Reimbursement—3.0 credits


HIM-109—Healthcare in the United States—3.0 credits


HIM-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. (2010). Legal and ethical aspects of health information management. Clifton Park, NY: Cengage Learning.

HIM-115—Understanding the Healthcare Record—3.0 credits

This course focuses on the acute care health record including accreditation, certification, and licensure content and documentation standards. Students review author responsibilities and the quantitative and qualitative record review

**HIM-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: HIM-101 and HIM-115

**HIM-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: HIM-101, MATH-110

**HIM-150—Healthcare Data, Indexes, and Registers—3.0 credits**


**HIM-160—Healthcare Informatics—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: HIM-120

**HIM-165—Applied Data Management and Technology—3.0 credits**


**HIM-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: Dalgleish, C. (2012). *ICD-10: A comprehensive guide.* Clifton Park, NY: Cengage. Optum (2013). *ICD-10-PCS: The complete official draft code set and ICD-10-CM: The complete official draft code set.* Salt Lake City, UT: OptumInsight. Prerequisites: BIO-110, HIM-115, and current enrollment or completion of BIO-120 and BIO 125

**HIM-202—ICD Diagnosis II—3.0 credits**

The complete official draft code set and ICD-10-CM: The complete official draft code set. Salt Lake City, UT: OptumInsight. Prerequisite: BIO-110 and AMBC-105 and current enrollment or completion of BIO-120 and BIO-125.

HIM-205—ICD Procedures—3.0 credits


HIM-207—ICD Procedure II—3.0 credits


HIM-210—CPT and HCPCS Coding—3.0 credits


HIM-215—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: Giannangelo, K. (2010). *Healthcare code sets, clinical terminologies, and classification systems. (2nd ed)*. Chicago: AHIMA Press. Prerequisites: HIM-106, HIM-205, and HIM-210.

HIM-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: HIM-106 and current enrollment or completion of HIM-215.

HIM-240—Health Information in Alternative Care Settings—3.0 credits

This course focuses on health record documentation and standards in non-acute care hospital settings. Students will compare health information services and systems between settings including roles of health information professionals. Primary third-party payers and payment methodologies impacting each healthcare setting will also be explored. Required text/materials: Peden, A. (2011). *Comparative health information management*. Clifton Park, NY: Cengage. Prerequisites: HIM-111, HIM-115, and HIM-150.

HIM-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., Isaacson, P, & Murphy, E. (2009). *Quality and performance improvement in healthcare: A tool for programmed learning*. Chicago: AHIMA.

Prerequisites: HIM-111, HIM-115, and HIM-240

**HIM-299—Professional Practice Experience—3.0 credits**

This course uses an RHIT examination review tool to determine Health Information Management Associate Degree Domains and Subdomain learning, comprehension, and application. Additionally, this course includes placement in a healthcare facility, health information management department, or related service, to use acquired technology level skills and build practical knowledge of health information functions and systems. Placement requires the completion of a capstone project for and under the direction of the site. Required text/materials: Schnering, P. (2014). *Professional review guide for the RHIA and RHIT examinations*. Clifton Park, NY: Cengage. Prerequisites: CAR-110, HIM-215, HIM-240, HIM-260, and current enrollment or completion of HIM-218

*ENGL-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, presentations, and spreadsheets.

*MATH-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.

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


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


*CAR-110—Career Strategies—3.0 credits*


*CRT-110—Critical Thinking—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 1</th>
<th>ENGL-101/HIM-101 (First 5 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIO-100/MATH-110 (Second 5 weeks)</td>
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<tr>
<td>Term 2</td>
<td>HIM-106/HIM-109</td>
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<td>HIM-115/BIO-105</td>
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<td>HIM-140/ENGL-110</td>
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<td>BIO-110/BIO-115</td>
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<td>Term 4</td>
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<tr>
<td></td>
<td>HIM-150/ENGL-112</td>
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<td>Term 5</td>
<td>HIM-160/HIM-165</td>
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<tr>
<td></td>
<td>BIO-120/BIO-125</td>
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<td>Term 6</td>
<td>CRT-110/HIM-240</td>
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<td>HIM-200/HIM-205</td>
</tr>
<tr>
<td>Term 7</td>
<td>HIM-210/HIM-260</td>
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<tr>
<td></td>
<td>HIM-215/HIM-218</td>
</tr>
<tr>
<td>Term 8</td>
<td>CAR-110/HIM-299</td>
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</tbody>
</table>
Occupational Associate Degree in Litigation and E-Discovery Paralegal Studies

90 Credits, 75 weeks

Program Objectives

The Litigation and E-Discovery Paralegal 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.

Example Occupations

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/Graduation

To graduate and receive the Occupational Associate Degree in Litigation and E-Discovery Paralegal Studies, a student must earn a minimum of 90 quarter credits for the courses in the curriculum below and have a cumulative grade point average of 2.0 or better. There are no professional or industry certifications required for this degree.

Litigation and E-Discovery Paralegal Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGL-110</td>
<td>Introduction to Paralegal Sciences</td>
<td>3.0</td>
</tr>
<tr>
<td>EDIS-115</td>
<td>E-Discovery Project Management Lifecycle</td>
<td>3.0</td>
</tr>
<tr>
<td>LEGL-120</td>
<td>Criminal Law</td>
<td>6.0</td>
</tr>
<tr>
<td>LEGL-125</td>
<td>Family Law and Legal Office Management</td>
<td>6.0</td>
</tr>
<tr>
<td>LEGL-130</td>
<td>Business and Contract Law</td>
<td>6.0</td>
</tr>
<tr>
<td>LEGL-135</td>
<td>Civil Litigation</td>
<td>6.0</td>
</tr>
<tr>
<td>LEGL-140</td>
<td>Professional and Medical Malpractice, Accident, and Personal Injury Law</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS-200</td>
<td>Introduction to Computer Devices, Networks, and Electronically Stored Information</td>
<td>6.0</td>
</tr>
<tr>
<td>EDIS-201</td>
<td>Introduction of E-Discovery Software and Digital Data Management</td>
<td>6.0</td>
</tr>
<tr>
<td>EDIS-226</td>
<td>Collection and Preservation of Electronically Stored Information</td>
<td>6.0</td>
</tr>
<tr>
<td>LEGL-200</td>
<td>Legal Research and Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>EDIS-231</td>
<td>Search and Analysis of Electronically Stored Information</td>
<td>6.0</td>
</tr>
<tr>
<td>LEBG-200</td>
<td>Paralegal Practicum A</td>
<td>3.0</td>
</tr>
<tr>
<td>LEBG-201</td>
<td>Paralegal Practicum B</td>
<td>3.0</td>
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<tr>
<td>LEBG-202</td>
<td>Paralegal Practicum C</td>
<td>3.0</td>
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<tr>
<td>ENGL-101*</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH-110*</td>
<td>College Math</td>
<td>3.0</td>
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<tr>
<td>ENGL-110*</td>
<td>English Composition I</td>
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<td>ENGL-112*</td>
<td>English Composition II</td>
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<td>CAR-110*</td>
<td>Career Strategies</td>
<td>3.0</td>
</tr>
<tr>
<td>FINC-101*</td>
<td>Finance Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>CRT-110*</td>
<td>Critical Thinking</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>90.0</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.

LEGL-110—Introduction to Paralegal Sciences—3.0 credits

This course introduces the U.S. legal system and the associated governmental structures responsible for its administration. It presents the role of paralegals in the legal system, paralegal skills, legal working environments, ethical considerations, and career opportunities. It also introduces the sources of law, an overview of courts, and alternative dispute resolution systems. This course may be transferred from another paralegal studies or undergraduate program. Required text: Goldman, T.F., & Cheeseman, H.R. (2014). The Paralegal Professional: The Essentials. (4th ed.). Boston, MA: Pearson Education.

EDIS-115—E-Discovery Project Management Lifecycle—3.0 credits


LEGL-120—Criminal Law—6.0 credits


LEGL-125—Family Law and Legal Office Management—6.0 credits

This course presents an overview of a family law practice, addressing fundamental topics including marriage, divorce, annulment, property division, parenthood, adoption, custody, support, and family violence, along with emerging areas such as legal recognition of non-marital families and assisted reproductive technology. Attention is given to legal principles, ethical issues, research, interviewing, discovery, drafting, and other essential, practical skills within legal office management. Required texts: Wilson, M.E. (2013). Family law for the paralegal (2nd ed.). Upper Saddle River, NJ: Prentice Hall. Goldman, T.F. (2013). Technology in the law office (3rd ed.). Boston, MA: Pearson Education. Prerequisites: LEGL-110, EDIS-115

LEGL-130—Business and Contract Law—6.0 credits


LEGL-135—Civil Litigation—6.0 credits

**LEGL-140—Professional and Medical Malpractice, Accident and Personal Injury Law—3.0 credits**


**CIS-200—Introduction to Computer Devices, Networks, and Electronically Stored Information—6.0 credits**


**EDIS-201—Introduction of E-Discovery Software and Digital Data Management Techniques—6.0 credits**

This class introduces students to Bryan University’s ELSSA Lab and the e-Discovery software hosted within the lab. Students complete practical projects to familiarize themselves with the applications of this lab. Prerequisites: LEGL-110, EDIS-115, CIS-200

**EDIS-226—Collection and Preservation of Electronically Stored Information—3.0 credits**

This class offers students an opportunity to practice e-Discovery skills utilizing specialized software in the preservation and collection of electronically stored information (ESI). Students will complete practical projects utilizing e-Discovery software and applications hosted in Bryan University’s ELSSA Lab. Prerequisites: LEGL-110, EDIS-115, EDIS-201, CIS-200

**LEGL-200—Legal Research and Writing—6.0 credits**

This course is designed to provide students with a solid working knowledge of the tools in law libraries, including both state and federal primary and secondary materials. Students will find, analyze, and solve problems in the legal world. In addition, students will adapt the research material into legal memoranda and briefs while communicating the results in a competent and ethical manner. Hames, J. & Ekern, Y. (2012). *Legal research, analysis, and writing* (4e). Upper Saddle River, NJ: Prentice Hall. Prerequisites: LEGL-110, EDIS-115, ENG-110

**EDIS-231—Search and Analysis of Electronically Stored Information—6.0 credits**

This class provides students an opportunity to develop and practice e-Discovery skills utilizing advanced, specialized software in the search and analytics of electronically stored information (ESI). Students will complete practical search and analysis projects utilizing e-Discovery software and applications hosted in Bryan University’s ELSSA Lab. Prerequisites: LEGL-110, EDIS-115, EDIS-201, EDIS-226, CIS-200

**LEGB-200—Paralegal Practicum A—3.0 credits**

A practical application of skills learned in didactic courses. Prerequisites: LEGL-110, EDIS-115

**LEGB-201—Paralegal Practicum B—3.0 credits**
A practical application of skills learned in didactic courses. Prerequisites: LEGL-110, EDIS-115

**LEGB-202—Paralegal Practicum C—3.0 credits**

A practical application of skills learned in didactic courses. Prerequisites: LEGL-110, EDIS-115

*ENGL-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, presentations, and spreadsheets.

*MATH-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.

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


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


*CAR-110—Career Strategies—3.0 credits*


*FINC-101—Finance Foundations—3.0 credits*


*CRT-110—Critical Thinking—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       | ENGL-101/LEGL-110 (First 5 weeks) | ENG-110/EDIS-115 (Second 5 weeks) |
| Term 2 | LEGL-130  
|       | LEGL-140/CRT-110 |
| Term 3 | CIS-200  
|       | LEGL-125 |
| Term 4 | EDIS-201  
|       | LEGL-200/MATH 110 |
| Term 5 | LEGL-120  
|       | EDIS-226/ENGL-112 |
| Term 6 | LEGB-201/FINC-101  
|       | LEGL-135 |
| Term 7 | LEGL-200  
|       | EDIS-231 |
| Term 8 | CAR-110/LEGB-202 |
Occupational Associate Degree in Advanced Medical Billing, Coding and Electronic Health Records

96 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 96 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>
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<tbody>
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<td>BIO-100</td>
<td>Medical Terminology</td>
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<tr>
<td>BIO-105</td>
<td>Anatomy and Physiology I</td>
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<td>BIO-110</td>
<td>Anatomy and Physiology II</td>
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</tr>
<tr>
<td>BIO-115</td>
<td>Pathology and Disease Process I</td>
<td>3.0</td>
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<tr>
<td>BIO-120</td>
<td>Pathology and Disease Process II</td>
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<tr>
<td>BIO-125</td>
<td>Pharmacology</td>
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<tr>
<td>AMBC-101</td>
<td>Introduction to Health Information Management and Coding</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-115</td>
<td>Understanding the Healthcare Record</td>
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<td>AMBC-110</td>
<td>Healthcare Data</td>
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<td>AMBC-115</td>
<td>Billing and Reimbursement</td>
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<td>AMBC-120</td>
<td>Coding and Reimbursement</td>
<td>3.0</td>
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<tr>
<td>AMBC-125</td>
<td>Healthcare Law and Ethics</td>
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<tr>
<td>HIM-106</td>
<td>Healthcare Insurance and Reimbursement</td>
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<td>HIM-160</td>
<td>Healthcare Informatics</td>
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<td>COURSE NUMBER</td>
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<tr>
<td>HIM-200</td>
<td>ICD Diagnosis</td>
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<td>HIM-202</td>
<td>ICD Diagnosis II</td>
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<tr>
<td>HIM-205</td>
<td>ICD Procedure</td>
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<tr>
<td>HIM-207</td>
<td>ICD Procedure II</td>
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<td>HIM-210</td>
<td>CPT and HCPCS Coding</td>
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<td>AMBC-215</td>
<td>Advanced Coding and Reimbursement</td>
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<td>HIM-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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<td>HIM-218</td>
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<td>AMBC-298</td>
<td>Professional Coding Capstone</td>
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<td>AMBC-299</td>
<td>Certification Preparation</td>
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<td>ENGL-110*</td>
<td>English Composition I</td>
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<td>Student Success and Technology Foundations</td>
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<td>Career Strategies</td>
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<td>FINC-101*</td>
<td>Finance Foundations</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>96.0</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.

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


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


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

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

This course will cover the development and progression of disease within the systems of the human body. Required textbook/materials: McConnell, T. (2007). *The nature of disease: Pathology for the health professions*. Baltimore, MD: Lippincott Williams & Wilkins. Prerequisite: BIO-105 and current enrollment or completion of BIO-110

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

This course will cover the development and progression of disease within the systems of the human body. Required textbook/materials: McConnell, T. (2007). *The nature of disease: Pathology for the health professions*. Baltimore, MD: Lippincott Williams & Wilkins. Prerequisite: BIO-115

**BIO-125—Pharmacology—3.0 credits**


**AMBC-101—Introduction to Health Information Management and Coding—3.0 credits**

This course will introduce students to the field of health information management (HIM) and coding. Students are introduced to the various HIM certifications and related organizations. Major HIM department functions and department inter-relationships are also introduced. Required textbook/materials: Gartee, R. (2011). *Health information technology and management*. Upper Saddle, NJ: Pearson.

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


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


**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: Richards, C. (2009). *Coding basics: Medical billing and reimbursement fundamentals*. Clifton Park, NY: Cengage. Prerequisite: HIM-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: HIM-106
AMBC-125—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 concepts of privacy and confidentiality, and the release of information procedures. Required textbook/materials: McWay, D. (2010). *Legal and ethical aspects of health information management* (3rd ed.). Clifton Park, NY: Cengage Learning. Prerequisite: AMBC-101

HIM-106—Healthcare Insurance and Reimbursement—3.0 credits


HIM-160—Healthcare Informatics—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: AMBC-105 and AMBC-125

HIM-200—ICD Diagnosis—3.0 credits


HIM-202—ICD Diagnosis II—3.0 credits


HIM-205—ICD Procedure—3.0 credits


HIM-207—ICD Procedure II—3.0 credits

HIM-210—CPT and HCPCS Coding—3.0 credits

This course will introduce students to the CPT and HCPCS manuals and coding structures. Students will assign CPT and HCPCS codes according to established guidelines and reporting requirements. The process of interpreting medical record information, choosing the required coding classification and assigning and sequencing codes correctly will be addressed. Required textbook/materials: Buck, Carol (2013). Step-by-Step medical coding. New York, NY: Elsevier; AMA (2013). CPT 2013 professional edition. Chicago, IL: AMA; Buck, C. (2013). HCPCS level II professional edition. Chicago, IL: AMA. Prerequisite: HIM-205

AMBC-215—Advanced Coding and Reimbursement—3.0 credits

This course allows students to apply their understanding of the various classification systems to healthcare and alternative healthcare settings. Students will utilize advanced coding tools and address the use of codes in complex ICD, CPT, and HCPCS coding situations, applying reimbursement requirements, encoders and groupers, and coding compliance. Required textbook/materials: Buck, C. (2013). The next step: Advanced medical coding and auditing. New York, NY: Elsevier. Prerequisite: HIM-106, HIM-205, and HIM-210

HIM-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: AMBC-101 and AMBC-105 and current enrollment or completion of HIM-111

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: HIM-200 and HIM-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: HIM-210

HIM-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: HIM-106, HIM-205, HIM-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
\textit{guided approach to intermediate and advanced coding}. Upper Saddle, NY: Pearson. Prerequisite: AMBC-215 and
current enrollment or completion of HIM-218

**AMBC-299—Certification Preparation—3.0 credits**

In this self-paced course, students will review and practice coding concepts and exercises learned during the course
of the Advanced Medical Billing, Coding, and EHR program at Bryan University. Emphasis will be placed on
coding skills that directly relate to successful completion of a student chosen Certification Examination (CCS or
CPC). This course allows for self-directed review to identify topics on which additional study is needed to master
the requirements of a certification examination. Given that certification examinations are timed, this course also
\textit{Professional review guide for the CCS examination}. Clifton Park, NY: Cengage; or, Harmon, Mary (2010). \textit{Coding
review for national certification: Passing the CPC and CCS-P exams}. New York, NY: McGraw-Hill. Prerequisite:
Current enrollment or completion of AMBC-298

**ENGL-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, presentations, and spreadsheets.

**ENGL-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.

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

This course covers written communication skills with an emphasis on understanding the writing process, analyzing
readings, and practicing writing for personal and professional applications. Required text: Aaron, J. (2012). \textit{The
college writing} (5th ed.). Boston, MA: Pearson Education.

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

A course building on lessons learned in English Composition I. In addition to reviewing the writing process, topics
include research techniques, citation techniques, documentation formats, and critical analysis of written topics.
ENGL-110

**CAR-110—Career Strategies—3.0 credits**

A course preparing students to successfully find a job or advance in a career. Topics include networking, resume

**FINC-101—Finance Foundations—3.0 credits**

A course covering foundational knowledge of personal financial management. Topics include financial planning,

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

A course covering concepts essential to the comprehension, analysis, and creation of arguments, including
induction, deduction, informal fallacies, Aristotelian and symbolic logic, modes of persuasion, perspective and bias,

**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 1</th>
<th>ENGL-101/AMBC-101 (First 5 weeks)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>BIO-100/ENGL-110 (Second 5 weeks)</td>
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<tr>
<td>Term 2</td>
<td>AMBC-105/HIM-106</td>
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<td></td>
<td>BIO-105/MATH-110</td>
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<tr>
<td>Term 3</td>
<td>AMBC-125/CRT-110</td>
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<td></td>
<td>BIO-110/BIO-115</td>
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<tr>
<td>Term 4</td>
<td>AMBC-110/AMBC-115</td>
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<td></td>
<td>HIM-120/FINC-101</td>
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<tr>
<td>Term 5</td>
<td>AMBC-120/HIM-160</td>
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<td></td>
<td>BIO-120/BIO-125</td>
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<td>Term 6</td>
<td>HIM-200/HIM-205</td>
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<td>AMBC-208/CAR110</td>
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<tr>
<td>Term 7</td>
<td>HIM-210/AMBC-212</td>
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<td></td>
<td>AMBC-215/HIM-218</td>
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<tr>
<td>Term 8</td>
<td>AMBC-298/AMBC-299</td>
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</tbody>
</table>
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](http://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>
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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>
<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>
<td>EXS-105</td>
<td>Human Movement Sciences</td>
<td>3.0</td>
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<tr>
<td>EXS-106</td>
<td>Group Training and Programming</td>
<td>3.0</td>
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<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>
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<tr>
<td>EXS-110</td>
<td>Behavior Management</td>
<td>3.0</td>
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<td>EXS-200</td>
<td>Cardiovascular Training and Programming</td>
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<td>EXS-202</td>
<td>Proprioceptive Training and Programming</td>
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<td>EXS-205</td>
<td>Training for Special Populations</td>
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<tr>
<td>EXS-206</td>
<td>Applied Nutrition Concepts</td>
<td>3.0</td>
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<tr>
<td>EXS-207</td>
<td>Business Management</td>
<td>3.0</td>
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<tr>
<td>EXS-208</td>
<td>Coaching Psychology</td>
<td>3.0</td>
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<td>EXS-209</td>
<td>Resistance Training and Programming</td>
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<td>EXS-210</td>
<td>Resistance Training and Programming</td>
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<td>EXS-211</td>
<td>Resistance Training and Programming</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-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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<tr>
<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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<tr>
<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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<tr>
<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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<tr>
<td>PFT-308</td>
<td>Training Special Populations: Chronic Diseases and Disabilities</td>
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<tr>
<td>PFT-309</td>
<td>Training the Whole Person I</td>
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<tr>
<td>PFT-400</td>
<td>Training the Whole Person II</td>
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<tr>
<td>PFT-401</td>
<td>Corrective Impairment Strategies</td>
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<td>COURSE NUMBER</td>
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<td>TOTAL CREDIT HOURS</td>
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<tr>
<td>PFT-402</td>
<td>Corrective Impairment Strategies: Functional Movement</td>
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<tr>
<td>PFT-403</td>
<td>Sport and Exercise Nutrition</td>
<td>3.0</td>
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<tr>
<td>PFT-404</td>
<td>Commercial Fitness Management</td>
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<tr>
<td>PFT-405</td>
<td>Marketing and Advertising for the Fitness Professional</td>
<td>3.0</td>
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<tr>
<td>PFT-406</td>
<td>Entrepreneurship for the Fitness Professional</td>
<td>3.0</td>
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<tr>
<td>PFT-407</td>
<td>Leadership for the Fitness Professional</td>
<td>3.0</td>
</tr>
<tr>
<td>PFT-408</td>
<td>Evaluating Research in Health &amp; Fitness</td>
<td>3.0</td>
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<tr>
<td>PFT-409</td>
<td>Current Trends in Health &amp; Fitness</td>
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<tr>
<td>ENG-110*</td>
<td>English Composition I</td>
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<tr>
<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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<tr>
<td>COM-210*</td>
<td>Speaking and Presenting</td>
<td>3.0</td>
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<td>PSY-101*</td>
<td>Psychological Foundations</td>
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<td>PSY-200*</td>
<td>The Psychology of Design</td>
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<td>CRT-110*</td>
<td>Critical Thinking</td>
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<td>CRT-210*</td>
<td>Critical Thinking II</td>
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<td>SOC-200*</td>
<td>Social Psychology</td>
<td>3.0</td>
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<td>SOC-210*</td>
<td>Technology and Society</td>
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<td>ECO-200*</td>
<td>The Economics of Money</td>
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<td>LIT-210*</td>
<td>American Literature in Film</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>HIS-200*</td>
<td>American History: Late Twentieth Century to Present</td>
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<tr>
<td>POL-200*</td>
<td>American Government and Politics</td>
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<td>SCI-200*</td>
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<tr>
<td>MAT-110*</td>
<td>College Math</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<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


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

This course provides students with the basic skills needed to instruct group training sessions. Students will learn how to set up programs and instruct sessions for small group training in a variety of settings. Required text/materials: Kennedy-Armbruster, C. & Yoke, M. (2009). Methods of group exercise instruction. Naperville, IL: Human Kinetics.

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-202—Proprioceptive Training and Programming—3.0 credits**

This course will look at the neuromuscular system and examine how different mechanisms of proprioception affect function and, ultimately, performance of the human movement systems. Additionally, this course will discuss how we can manipulate exercise programming to improve the proprioceptive quality of the neuromuscular system with the goal of correcting improper movement patterns, restoring functional movement, and thus preventing future injury and optimizing performance. Required text/materials: National Academy of Sports Medicine. (2013). *NASM essentials of personal fitness training (Revised 4th ed)*. Burlington, MA: Jones & Bartlett Learning. Chandler, T., & Brown, L. (2012). *Conditioning for strength and human performance*. (2nd ed.). Baltimore, MD: Lippincott Williams & Wilkins. Prerequisite: EXS-103

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


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

This course covers practical application for performance enhancement nutrition and introduces the student to sports nutrition concepts. Scope of practice, nutritional supplementation, and special population dietary concerns are addressed. Required text/materials: National Academy of Sports Medicine. (2013). *NASM essentials of personal
EXS-207—Business Management—3.0 credits


EXS-208—Coaching Psychology—3.0 credits

This course builds on skills learned in EXS-110 to help students coach clients in all aspects of wellness, not just physical activity behaviors, as defined by the client. Required text/materials: Moore, M. & Taschannen-Moran, B. (2009). *Coaching psychology manual*.

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-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 ways of looking at prospecting and retention are discussed. Required text/materials: PTA Global Advanced Course Materials.

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
A course focused on the interpretation of flexibility assessments to create programs for various populations. Topics include needs analysis and the art of using stretch techniques. Required text/materials: Kavadlo, A. (2014). Stretching Your Boundaries: Flexibility Training for Extreme Callisthenic Strength. Little Canada, MN: A Dragon Door Publications.

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: Baechle, T. and Earle, R. (Eds). (2008). Essentials of Strength Training and Conditioning (3rd Ed). Champaign, IL: Human Kinetics. Williamson, P. (2011).

PFT-308—Training Special Populations: Chronic Diseases and Disabilities—3.0 credits

This course focuses on knowledge and training concepts that are unique to training persons with chronic diseases and disabilities. Topics include exercise as medicine, managing exercise, and exercise recommendations for individuals with chronic diseases and disabilities. Required text/materials: Durstine, J.L, Moore, G.E., Painter, P.L., Roberts, S.O. (2009). ACSM’s Exercise Management for Persons with Chronic Diseases and Disabilities. Champaign: IL: Human Kinetics.

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

This course addresses the essence of being a personal trainer - behavior change. Students learn about the components that determine behavior and focus on ways to facilitate long-term behavior change. Required text/materials: 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


PFT-402—Corrective Impairment Strategies: Functional Movement—3.0 credits


PFT-403—Sport and Exercise Nutrition—3.0 credits


PFT-404—Commercial Fitness Management—3.0 credits

A course focused on the key differentiating factors that lead to successful management of a commercial fitness center. Topics include managing the client relationship pipeline, staff management, and staff development. Required text/materials: Sawyer, T. and Judge, L. (2012). The Management of Fitness, Physical Activity, Recreation, and Sport. Urbana, IL: Sagamore Publishing.

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

A course focused on specific strategies to help develop fitness clientele while maximizing marketing and advertising returns. Students will learn about basic marketing and advertising concepts and techniques using a fitness industry lens to achieve results. Required text/materials: PTA Global Marketing and Advertising Course Materials.

PFT-406—Entrepreneurship for the Fitness Professional —3.0 credits
Creating your own 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: Willburn, D and Raymond, R. (2010). *The Fitness Entrepreneur: Turning the fitness professional into a money making machine.* Salt Lake City, UT: ECKO House Publishing.

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

This course guides students in developing leadership traits and philosophies that will assist them in the role of personal trainer. Students reflect on different leadership scenarios that they may encounter in the health and fitness industry. Required text/materials: There are no textbooks required in this course.

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

This course teaches students how to evaluate research in order to stay current and to continually be developing as a personal trainer. Topics include research skills, validity, reliability, and ways to critically analyze research. Required text/materials: Dane, F. (2010). *Evaluating Research: Methodology for People Who Need to Read Research.* Sage Publications: Thousand Oaks.

**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.

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


**POL-200 — American Government and Politics—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. Required text/materials: Knewton Adaptive Math Platform.

**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: Goshert, J. (2010). Entering the Academic Conversation: Strategies for Research Writing. Longman publishing. Prerequisite: ENG-112

*PSY-101—Psychological Foundations—3.0 credits


*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: Hashimoto, A. & Clayton, M. (2009). Visual Design Fundamentals: A Digital Approach, 3rd ed. Cengage.

*CRT-110—Critical Thinking—3.0 credits


*CRT-210—Critical Thinking II—3.0 credits


*COM-210—Speaking and Presenting—3.0 credits


*SOC-200—Social Psychology—3.0 credits


*SOC-210—Technology and Society—3.0 credits


*ECO-200—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.
*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.

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


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


*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.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>EXS-100/UNV-101 (First 5 weeks)</th>
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<tbody>
<tr>
<td></td>
<td>EXS-103/ENG-110 (Second 5 weeks)</td>
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<tr>
<td>Term 2</td>
<td>EXS-107/EXS-109</td>
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<td>EXS-104/HUM-150</td>
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<td>Term 3</td>
<td>EXS-101/EXS-110</td>
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<td>EXS-200/EXS-105</td>
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<td>Term 4</td>
<td>EXS-209/ENG-112</td>
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<td>EXS-210/EXS-108</td>
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<td>Term 5</td>
<td>EXS-211/PSY-101</td>
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<td>EXS-202/EXS-206</td>
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<td>Term 6</td>
<td>SCI-200/EXS-207</td>
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<td>HIS-200/EXS-208</td>
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<td>Term 7</td>
<td>EXS-212/EXS-205</td>
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<td>EXS-106/CRT-110</td>
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<td>Term 8</td>
<td>EXS-299/POL-200</td>
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<td>PFT-300/SOC-210</td>
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<tr>
<td>Term 9</td>
<td>PFT-301/PFT-308</td>
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<td>PFT-302/SOC-200</td>
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<td>Term 10</td>
<td>PFT-303/LIT-210</td>
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<td>PFT-309/PFT-304</td>
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<td>Term 11</td>
<td>PFT-400/ENG-200</td>
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<td>PFT-405/MAT</td>
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<td>Term 12</td>
<td>PFT-305/PFT-306</td>
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<td>PFT-307/ECO-200</td>
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<tr>
<td>Term 13</td>
<td>PFT-401/PSY-200</td>
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<td>PFT-402/PFT-407</td>
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<tr>
<td>Term 14</td>
<td>Course Codes</td>
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<td>PFT-403/CRT-210</td>
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<td></td>
<td>PFT-404/COM-210</td>
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<td>Term 15</td>
<td>Course Codes</td>
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<td></td>
<td>PFT-406/HUM-200</td>
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<td></td>
<td>PFT-408/PFT-409</td>
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</tbody>
</table>
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—Master’s Degree
- E-Discovery – Graduate Certificate

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.

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 master’s-level course work from another institution may be granted; however, no more than one-half of the credits required for the master’s 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**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
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<tbody>
<tr>
<td>BIO-500</td>
<td>Medical Terminology</td>
<td>3</td>
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<tr>
<td>BIO-505</td>
<td>Medical Terminology II</td>
<td>3</td>
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<tr>
<td>MHA-500</td>
<td>The U.S Healthcare Ecosystem</td>
<td>3</td>
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<tr>
<td>MHA-505</td>
<td>Managed Care</td>
<td>3</td>
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<tr>
<td>MHA-510</td>
<td>Healthcare IT Systems Overview</td>
<td>3</td>
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<td>MHA-515</td>
<td>Healthcare Coding Systems</td>
<td>3</td>
</tr>
<tr>
<td>MHA-520</td>
<td>Databases and Data Warehouses</td>
<td>3</td>
</tr>
<tr>
<td>MHA-525</td>
<td>Quantitative Research Methods in Healthcare</td>
<td>3</td>
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<tr>
<td>MHA-530</td>
<td>SAS I</td>
<td>3</td>
</tr>
<tr>
<td>MHA-535</td>
<td>Quantitative Research Methods in Healthcare II</td>
<td>3</td>
</tr>
<tr>
<td>MHA-540</td>
<td>SAS II</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

A continuation of BIO-500 this course reviews a specialized terminology 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: BIO-500.
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.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>BIO-500 (First 5 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MHA-500 (Second 5 weeks)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>BIO-505</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MHA-505</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>MHA-510</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MHA-515</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th>MHA-520</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MHA-525</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 5</th>
<th>MHA-530</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MHA-535</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 6</th>
<th>MHA-540</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MHA-545</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 7</th>
<th>MHA-550</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MHA-555</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 8</th>
<th>MHA-560</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MHA-565 or APM-565</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 9</th>
<th>MHA-570 or APM-570</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MHA-575 or APM-575</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 10</th>
<th>MHA-580 or APM-580</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MHA-585 or APM-585</td>
</tr>
</tbody>
</table>
Graduate Certificate in E-Discovery

20 Credits, 32 Weeks

Program Objectives

The Graduate Certificate in E-Discovery is a 20-credit course of study designed to prepare professionals to manage and participate in e-Discovery efforts both in legal actions and ongoing risk-management operations. Bryan University delivers the program through online instruction.

Professionals in the program will learn the skills related to the aspects of e-Discovery: project management, legal strategy, obligations and responsibilities, and information technologies applicable to the e-Discovery process including an understanding of the creation, storage, and transfer of digital data. The program will provide all participants with a detailed understanding of the elements of traditional project management as applied to the nuances of e-Discovery, including managing the frequent, rapid, and often unpredictable developments inherent to litigation and investigations.

Participants will review relevant e-Discovery case law, with a focus on the roles and responsibilities related to legal holds and preservation, collection, analysis, review and production of electronically stored information (ESI) in response to potential and pending litigation and investigations. The course will also provide students with the fundamental knowledge of IT systems, including common system architecture and data storage protocols. Particular attention will be paid to the methods by which operators can search for and retrieve digital data from a variety of systems. The knowledge, skills, and abilities requisite to this certificate are provided through classroom instruction, group projects, and laboratory experiences.

Students completing the Graduate Certificate in E-Discovery will be prepared to sit for the CEDS examination. The instructional program content is based upon the occupational analysis of the e-discovery field; the content of the Certified E-Discovery Specialist (CEDS) examination; and the input of the university’s program advisory committee as well as other industry resources.

Career Opportunities

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

- Electronic-Discovery Project Manager
- Litigation Support Specialist
- Litigation Support Manager

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

- 23-2099.00 – Legal Support Workers, All Other
- 23-2011.00 – Legal Assistants

* Detailed information regarding classifications is available at www.onetonline.org.

Program Completion

Students must earn a minimum of 20 credits with a CGPA of 3.0 or higher to graduate from the program.

Graduate Certificate in E-Discovery Courses
<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIS-500</td>
<td>Introduction to E-Discovery</td>
<td>2.0</td>
</tr>
<tr>
<td>EDIS-501</td>
<td>Information Technology and Data Architecture</td>
<td>2.0</td>
</tr>
<tr>
<td>EDIS-502</td>
<td>Project Management Lifecycle</td>
<td>2.0</td>
</tr>
<tr>
<td>EDIS-511</td>
<td>Information Management, Identification, and Preservation</td>
<td>2.0</td>
</tr>
<tr>
<td>EDIS-512</td>
<td>Collection, Processing, and Analysis</td>
<td>2.0</td>
</tr>
<tr>
<td>EDIS-513</td>
<td>Managing the Review Process and the Production of ESI</td>
<td>2.0</td>
</tr>
<tr>
<td>EDIS-520</td>
<td>Budgeting, Risk management and Cost Control in E-Discovery</td>
<td>2.0</td>
</tr>
<tr>
<td>EDIS-521</td>
<td>E-Discovery Legal Framework and Case Law</td>
<td>2.0</td>
</tr>
<tr>
<td>EDIS-522</td>
<td>Communications Strategies Within E-Discovery</td>
<td>2.0</td>
</tr>
<tr>
<td>EDIS-555</td>
<td>E-Discovery Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>EDIS-599</td>
<td>E-Discovery Crisis Management</td>
<td>1.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>20</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.

**EDIS-500—Introduction to E-Discovery—2.0 credits**


**EDIS-501—Information Technology and Data Architecture—2.0 credits**

The way in which computers create, store, and manage digital data is fundamental to understanding the preservation, search, and retrieval of this data. Participants will learn the fundamental components of computers devices and computer network architecture. Then they will analyze the methods by which systems store data and the methods by which data can be extracted and protected from destruction and alteration. Required text: Arkfeld, Michael R. (2012). *Arkfeld’s best practices guide: Information Technology Primer for Legal Professionals*. Phoenix, AZ: Law Partner Publishing. Prerequisite: EDIS-500

**EDIS-502—Project Management Lifecycle—2.0 credits**

Project management is a distinct discipline with common components and areas of concern applicable to varying subject matters. This course will provide the fundamentals of project management and introduce the concept of “agile” project management as a method for handling iterative and dynamic project environments such as e-discovery. Required texts: Arkfeld, Michael R. (2012). *Arkfeld’s best practices guide for electronic discovery and evidence*. Phoenix, AZ: Law Partner Publishing. Arkfeld, Michael R. (2012). *Arkfeld’s best practices guide: Information technology primer for legal professionals*. Phoenix, AZ: Law Partner Publishing. Arkfeld, Michael R.
EDIS-511—Information Management, Identification, and Preservation—2.0 credits


EDIS-512—Collection, Processing, and Analysis—2.0 credits

Once identified, data must be collected and processed by a combination of human and electronic assets. This course will introduce participants to the next two components of the EDRM, and the associated tasks. Participants will develop facility in creating and supporting the implementation of a collection plan, the assessment of collected data, and the deployment of search techniques and technologies against collected data. Strategies for the selection of e-discovery tools based on data types and search requirements will be covered, as well as accountabilities for ensuring the integrity of data stored and analyzed locally. Required text: Arkfeld, Michael R. (2012). *Arkfeld’s Best Practices Guide for ESI Pretrial Discovery - Strategy and Tactics*. Phoenix, AZ: Law Partner Publishing. Prerequisites: EDIS-501, EDIS-502

EDIS-513—Managing the Review Process and the Production of ESI—2.0 credits

Once collected, processed and culled down to a manageable universe, data must now be reviewed by a combination of human and electronic assets. This course will also introduce participants to the production process of the EDRM, and the associated tasks. Participants will develop facility in creating and supporting the implementation of the review plan, processing of collected data using selected e-discovery tools, and the production of reviewed documents for the purposes of use in litigation. Strategies for the handling of common issues in the review process will be discussed, as well as proposed steps for responding to these issues. Required text: Arkfeld, Michael R. (2012). *Arkfeld’s best practices guide for ESI pretrial discovery - strategy and tactics*. Phoenix, AZ: Law Partner Publishing. Prerequisites: EDIS-501, EDIS-502

EDIS-520—Budgeting, Risk Management, and Cost Control in E-Discovery—2.0 credits


EDIS-521—E-Discovery Legal Framework and Case Law—2.0 credits
E-discovery is beginning to generate substantial case law relevant to all aspects of the e-discovery process. Participants will review substantial case law relevant to e-discovery with the intent of developing and applying legal obligations, strategy, and requirements to a supplied scenario. Required text: NA. Prerequisites: EDIS-511, EDIS-512, EDIS-513

**EDIS-522—Communication Strategies within E-Discovery—2.0 credits**

Effective communication within internal and external stakeholders is essential to the e-discovery effort. This course will review the various parties within e-discovery efforts and provide the recommended formats and communication elements for sharing and requesting information from these parties and implementing the tasks e-discovery requires. Participants will be required to demonstrate competency in both written and oral communication skills through an applied scenario. Required text: Gawande, A. (2011). *The checklist manifesto: How to get things right*. New York, NY: Picador. Prerequisites: EDIS-511, EDIS-512, EDIS-513

**EDIS-555—E-Discovery Lab—1.0 credit**


**EDIS-599—E-Discovery Crisis Management—1.0 credit**


**Program Outline by Term**

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDIS-500/EDIS-501/EDIS-502</td>
</tr>
<tr>
<td>2</td>
<td>EDIS-511/EDIS-512/EDIS-513</td>
</tr>
<tr>
<td>3 and 4</td>
<td>EDIS-520/EDIS-521/EDIS-522/EDIS-555/EDIS-599</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 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 Court Reporting:

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>$11,920.00</td>
<td>$3,973.33</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$11,920.00</td>
<td>$3,973.33</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>$1,000.00</td>
</tr>
</tbody>
</table>

Students are required to procure their own realtime steno machine, CASE CAT software and computer; all other required textbooks are included.

The total tuition cost for students who complete the Court Reporting program within the normal timeframe is approximately $32,840. 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. Re-entry fee is $25, plus a $25 registration fee.

Occupational Associate Degree in Advanced Personal Training and Exercise Science (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>$12,950.00</td>
<td>$4,650.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$12,950.00</td>
<td>$4,316.67</td>
</tr>
<tr>
<td>Academic Year 3</td>
<td>$1,500.00 (partial)</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>

1. Books and courseware costs are included in the tuition.
2. 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 $27,400. 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></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Occupational Associate Degree in Litigation and E-Discovery Paralegal Studies:

<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 (partial)</td>
<td>$2,025.00</td>
<td>$2,025.00</td>
</tr>
</tbody>
</table>

1. 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 $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.

### 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>$13,950.00</td>
<td>$4650.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$12,950.00</td>
<td>$4316.67</td>
</tr>
<tr>
<td>Academic Year 3 (partial)</td>
<td>$1,100.00</td>
<td>$1,100.00</td>
</tr>
</tbody>
</table>

1. 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 $28,025. 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>$12,950.00</td>
<td>$4316.67</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$12,950.00</td>
<td>$4316.67</td>
</tr>
</tbody>
</table>

The total tuition cost for students who complete the Professional Fitness Training and Exercise Science program within the normal timeframe is approximately $25,800. 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.
1. Books and courseware costs are included in the tuition.
2. 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 $43,900. 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 $1,000. Re-entry fee is $25. Registration fee is $25.

**Graduate Certificate in E-Discovery:**

<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>$19,850.00</td>
<td>$6,616.67</td>
</tr>
</tbody>
</table>

3. 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 Graduate Certificate in E-Discovery program within the normal timeframe is approximately $19,850. 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.

**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>$2666.67</td>
</tr>
<tr>
<td>Academic Year 4 (partial, 10 weeks only)</td>
<td>$1,500.00</td>
<td>$1500.00</td>
</tr>
</tbody>
</table>

1. 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 master’s in the Healthcare Informatics and Analytics program within the normal timeframe is approximately $39,550. 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 $1,500.
Appendix B: 2014 Bryan University Academic Calendars

There are three Court Reporting Academic Calendars: Traditional, Non-Traditional, and Two-Voice. There is one Academic Calendar for all other programs.

**Traditional 10-Week Court Reporting**

**2013**

Fall Term 2013

- November 11 ................................................................. Fall Term Begins
- November 28 & 29 .................................................... Thanksgiving Recess
- December 23–January 3 ............................................... Holiday Recess
- January 20, 2014 ............................................................. Martin Luther King Jr. Day
- January 31, 2014 .............................................................. Fall Term Ends

**2014**

Winter Term 2014

- February 3 ................................................................. Winter Term Begins
- February 17 ................................................................. President’s Day
- April 11 ................................................................. Winter Term Ends

Spring Term 2014

- April 14 ................................................................. Spring Term Begins
- May 26 ................................................................. Memorial Day
- June 20 ................................................................. Spring Term Ends
- June 23–27 ................................................................. Spring Break

Summer Term 2014

- June 30 ................................................................. Summer Term Begins
- July 4 ................................................................. Independence Day
- September 1 ............................................................. Labor Day
- September 5 ............................................................. Summer Term Ends

Summer II Term 2014

- September 8 ............................................................. Summer II Term Begins
- November 14 .............................................................. Summer II Term Ends

Fall Term 2014
November 17 ................................................................................................................................. Fall Term Begins
November 27–28 .......................................................................................................................... Thanksgiving Recess
December 22–January 2, 2015 ...................................................................................................... Holiday Recess
January 19, 2015 .................................................................................................................. Martin Luther King Day
February 6, 2015 .................................................................................................................. Fall Term Ends

Non-Traditional 10-Week Court Reporting

2013

Fall II Term 2013
- December 16 ..................................................................................................................... Fall II Term Begins
- December 23–January 3, 2014 ........................................................................................ Holiday Recess
- January 20, 2014 ........................................................................................................ Martin Luther King Day
- February 17, 2014 ........................................................................................................ President’s Day
- March 7, 2014 ................................................................................................................ Fall II Term Ends

2014

Winter Term 2013
- March 10 ...................................................................................................................... Winter Term Begins
- May 16 ......................................................................................................................... Winter Term Ends

Spring Term 2014
- May 19 ........................................................................................................................ Spring Term Begins
- May 26 ........................................................................................................................ Memorial Day
- June 23–27 .................................................................................................................. Spring Break
- July 4 ............................................................................................................................ Independence Day
- August 1 ........................................................................................................................ Spring Term Ends

Summer Term 2014
- August 4 ...................................................................................................................... Summer Term Begins
- September 1 ................................................................................................................ Labor Day
- October 10 .................................................................................................................. Summer Term Ends

Fall Term 2014
- October 13 ....................................................................................................................... Fall Term Begins
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 27–28</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>December 19</td>
<td>Fall Term Ends</td>
</tr>
<tr>
<td>December 22 – January 2, 2015</td>
<td>Holiday Recess</td>
</tr>
</tbody>
</table>

**Winter Term 2015**

- January 5: Winter Term Begins
- January 19: Martin Luther King Day
- February 16: President’s Day
- March 13: Fall II Term Ends

**Two-Voice 10-Week Court Reporting**

**2014**

**Winter Term 2014**

- February 3: Winter Term Begins
- April 11: Winter Term Ends
- February 17: Presidents Day

**Spring Term 2014**

- April 14: Spring Term Begins
- May 26: Memorial Day
- June 20: Spring Term Ends

**Summer Term 2014**

- June 23: Summer Term Begins
- July 4: Independence Day
- August 29: Summer Term Ends
- September 1: Labor Day

**Summer II Term 2014**

- September 1: Summer II Term Begins
- November 7: Summer II Term Ends

**Fall Term 2014**

- November 10: Fall Term Begins
- November 27–28: Thanksgiving Recess
- December 22–January 2, 2015 ................................................................. Holiday Recess
- January 19, 2015 ......................................................................................... Martin Luther King Day
- February 16, 2015 .................................................................. President’s Day
- January 30, 2015 .................................................................................. Fall Term Ends

**All Other Programs**

- Advanced Personal Training & Exercise Science
- Health Information Technology
- Litigation & E-Discovery Paralegal Studies
- Advanced Medical Billing, Coding and Electronic Health Records
- Bachelor of Science in Professional Fitness Training and Exercise Science
- Masters of Science in Healthcare Informatics and Analytics
- Graduate Certificate in E-Discovery

**2014**

**Winter Module 2014**

- January 13 ........................................................................................................ Winter Module Begins
- January 20 ................................................................................................................ Martin Luther King Jr. Day
- February 17 ......................................................................................................... President’s Day
- March 21 ............................................................................................................ Winter Module Ends

**Winter Module II 2014**

- February 17 ........................................................................................................ Winter Module II Begins
- February 17 ......................................................................................................... President’s Day
- April 25 .............................................................................................................. Winter Module II Ends

**Spring Module 2014**

- March 24 ........................................................................................................ Spring Module Begins
- May 26 ........................................................................................................... Memorial Day
- May 30 ............................................................................................................ Spring Module Ends

**Spring Module II 2014**

- April 28 ........................................................................................................ Spring Module II Begins
- May 26 ........................................................................................................... Memorial Day
• July 4 ................................................................................................................................... Independence Day
• July 4 ................................................................................................................................... Spring Module II Ends

Summer Module 2014
• June 2 ................................................................................................................................... Summer Module Begins
• July 4 ................................................................................................................................... Independence Day
• August 8 ................................................................................................................................... Summer Module Ends

Summer Module II 2014
• July 7 ................................................................................................................................... Summer Module II Begins
• September 1 ................................................................................................................................... Labor Day
• September 12 ................................................................................................................................... Summer Module II Ends

Summer Module III 2014
• August 11 ................................................................................................................................... Summer Module III Begins
• September 1 ................................................................................................................................... Labor Day
• October 17 ................................................................................................................................... Summer Module III Ends

Fall Module 2014
• September 15 ................................................................................................................................... Fall Module Begins
• November 21 ................................................................................................................................... Fall Module Ends

Fall Module II 2014
• October 20 ................................................................................................................................... Fall Module II Begins
• November 27–28 ...................................................................................................................................... Thanksgiving Recess
• December 22–January 2 ................................................................................................................................... Holiday Recess
• January 9, 2015 ................................................................................................................................... Fall Module II Ends

Fall Module III 2014
• November 24 ................................................................................................................................... Fall Module III Begins
• November 27–28 ...................................................................................................................................... Thanksgiving Recess
• December 22–January 2 ................................................................................................................................... Holiday Recess
• January 19, 2015 ................................................................................................................................... Martin Luther King Day
• February 13, 2015 ................................................................................................................................... Fall Module III 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

Tyson Brock Hancock, BS, Kinesiology, Arizona State University; MBA, Grand Canyon State University

James Ellis, NASM-CPT, PES, CES, BS, Kinesiology, University of Illinois

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 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

Guiseppe (Joe) Micela, NSCA-CSCS, USAW-2; BS, Exercise Science & Physical Education, Arizona State University

Sean Preuss, ACSM-CPT, MS, Exercise & Wellness, Arizona State University

Joy Springer, NASM-CPT, BA, Secondary Education, Indiana 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

Court Reporting 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
Leslie Cooper, CRI, CSR, Certificate of Completion, Court Reporter, City College of San Francisco; BA, Industrial Art/Design, San Francisco State University

Roxanne Huddleston, CRI, Bryan College

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

Melinda Nelson, CSR, AA, Court Reporting, Cerritos College

Jessica Young, CRI, CSR, Court Reporting Training Center

**General Education Faculty**

Sean Arteaga, BA, Education, Arizona State University; MEd, Curriculum and Instruction, Arizona State University

Benjamin Bennett, BS, Applied Math, U.S. Air Force Academy; MA, Economics: MBA, University of New Mexico

George Emmerich, BA, English; University of Maryland; MA, Professional Writing, Northern Arizona University

Michael Freeman, AHIMA; BS, Business, University of Phoenix; MS, Human Resources, Golden Gate 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

Roy Hawkins, BS, Economics, Southern University A&M College; MS, Economics, Southern University A&M College; MBA, Business, Arizona State University

Kevin Heisinger, BA, LCDM, University of California, Irvine

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

Michael Springer, BA, English, Indiana University; MA, English, Rhetoric and Composition, Arizona State University

Kristin Thompson, BA, English, Bowling Green State University; MA, English, Slippery Rock State University

**Health Information Technology Faculty**

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

Julia Huston, CPC, CPC-H, BS, Business Administration & Finance, Purdue University

Peter Tierney, RHIA, BS, Health Information Management, Northeastern University; MHA, Healthcare Administration, Simmons College

Brandy Young, BS Biology, Brigham Young University

**Litigation and E-Discovery Paralegal Studies Faculty**

Claudine Dulaney, AS, Health Information Management, Phoenix College; BS, Communication, Arizona State University; MS, Management, Ethics, Arizona State University

William Hamilton, BA, Philosophy, Lehigh University; MA, Philosophy, Washington University; JD, University of Florida College of Law

Tracy Sanders, BA, MA, University of South Carolina; JD, Syracuse University College of Law

Nola Wright, BA, University of Kansas; JD, Washburn Law School JD

**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

Tyson Brock Hancock, BS, Kinesiology, Arizona State University; MBA, Grand Canyon State University

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

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

**Graduate Certificate in E-Discovery**

Martin Audit, BA, Communications, Albion College; MA, International Banking, Boston University; MA, International Business, McGeorge School of Law; JD, Michigan State University
Wendy Axelrod, BA, Business Management, State University of New York at Stony Brook; MS, Information Systems, Columbia University; JD, St. John’s University School of Law

Scott M Cohen, BS, Information Systems, University of Phoenix

John Elbasan, BA, Politics, New York University; MBA, Finance and Operations, Columbia Business School

William Hamilton, BA, Philosophy, Lehigh University; MA, Philosophy, Washington University; JD, University of Florida College of Law

Paige Hunt, BA, Political Science, Arizona State University

Helen Moure, JD, Boston University School of Law

Dera Nevin, JD, University of Toronto

Michael Quartararo, BS, Psychology, State University of New York

Bradley Shaffel, ACEDS, E-Discovery Specialist; BS, Advertising, Syracuse University

Denise Talbert, JD, University of Illinois College of Law

Joel Wuesthoff, BA, Business, McGill University; JD, Vermont Law School

Master 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