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A Message from the President

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 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 faculty members lead these programs. Many faculty members 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. Additionally, you are provided services by all of the university’s departments. Each department plays an essential role in furthering your academic career. I encourage you to connect with 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 map to an exciting and rewarding future.

I wish you all the best in your academic adventure.

Sincerely,

Eric Evans

Eric Evans  
*Bryan University President*  
PH: 602.384.2555  
TX: 877.484.8850  
FX: 602.759.8742  
Eric.evans@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. 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.

In recent years, Bryan University 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 broadcast technologies are used to enhance and improve the educational experience for a growing student body. Throughout that 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 is the industry leader in solving complex challenges in online education and delivering transformative experiences to students. The University is nationally accredited by the Accredited Commission of Career Schools and Colleges. The private, 78-year-old, institution is solely focused on liberating the innate greatness in people by providing all students, regardless of their socio-economic status, a pathway to achieve their dreams. Bryan University believes online learning can be the desired and preferred educational experience and through a series of research based strategies is revolutionizing the way students learn online. The University’s innovative, problem-solving initiatives are student-outcome oriented.

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

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

We are not generalists with hundreds of programs to attract any and all. We are tightly focused, selective, and targeted having carefully researched the fields associated with each program. Bryan graduates are prepared with the knowledge and practical, productive skills that lead directly to professional careers.

Bryan University’s faculty and staff are viewed as pioneers dedicated to taming the new educational frontier.

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

Key Objectives

- Trust is at the center of Bryan’s core values reflected in the professional team and students, in programs and results.
- Bryan is dedicated to the evolution of education whether facilitated in synchronous, asynchronous, residential or blended learning environments.
- Bryan’s student centric system focuses on learning preferences, reinforcement loops and dashboard feedback enhancing the student experience.
- Bryan’s committed administrative focus provides students a pathway from admissions through classroom learning to productive employment.
- Bryan’s organization is dedicated to developing curricula that lead directly to fields requiring specialized skills.
- Bryan’s dedicated outreach serves the needs of children and adults worldwide who do not have access to education and skills development.
General Information

Campus Administration

President, COO ................................................................. Eric Evans, B.S., Brigham Young University
CFO .................................................................................... David Rogers, B.S., University of Utah
Vice President of Employee Excellence .................................. Julie Phillips, M.H.R.M., Rutgers University
Executive Director of Undergraduate Studies ........... Nicholas Keeling, M.S., California University of Pennsylvania
Dean of Admissions ............................................................. Larry Karcher, MBA, University of the Southwest
Dean of Students ................................................................. Dylan Matsumori, Ph.D., Brigham Young University
Vice President of Student Finance .................................................. Roxane Romero
Director of Compliance & Internal Audit ............................................. Betty Navarette, B.S., University of Phoenix
Registrar ................................................................................. Hope Bejarano, B.S. Brookline College
Exercise Science Program Director .............................................. Justin Harper, M.A. University of South Dakota
Paralegal and E-Discovery Program Director .............................. Nola Wright, J.D., Washburn Law School
Court Reporting/Stenography Program Director ............... Katherine McNally, MEd, Northern Arizona University
Healthcare Program Director .................................................... Marjorie Rosen, RHIT, MBA, Colorado Technical University
Business Program Director ..................................................... Jennifer Newmann, Ed.D, University of California San Diego
Web Development Program Director (Interim) ............ Nicholas Keeling, M.S., California University of Pennsylvania
Master of Public Health Program Director ................................. Bakali Mukasa, Ph.D., Walden University
Director of Employer Relations & Career Services ....................... Cecil Broadnax, Ph.D., Fordham University

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; Mark Evans, CMO; Dave Rogers, CFO; Eric Evans, COO; has never filed for bankruptcy petition, operated as a debtor in possession, or had a petition of bankruptcy filed against it under federal law.

Instructional Faculty

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

Campus Contact Info

Bryan University’s main campus is located in Tempe, Arizona. Information regarding Bryan University can be found at www.bryanuniversity.edu, or by emailing info@bryanuniversity.edu.

Campus Facilities

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.
Bryan University’s Tempe campus occupies approximately 40,000 square feet of office and classroom space. The following facilities are available to students:

1. Learning Resource Center with access to all Bryan Library online materials and course content
2. Classroom space (four) that can each handle approximately 25 students during each session
3. Covered parking
4. Building security
5. Private student breakroom with on-site cafeteria
6. On-site fitness practicum gym
7. Career Services office
8. Private faculty mentoring/coaching rooms
9. Student Services office
10. Financial Aid and Veteran Affairs office

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.

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

- Morning classes: Monday—Thursday, 6:00 a.m. to 9:30 a.m. PT
- Day classes: Monday—Thursday, 9:00 a.m. to 12:30 p.m. PT
- Afternoon classes: Monday—Thursday, 3:30 p.m. to 7:30 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](mailto:its@bryanuniversity.edu); or phone: 888.355.1546. Help Desk operating hours are available on the Help Desk website.

**Campus Security**

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

**Housing**

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

**Consumer Information**

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

**Bryan University**

350 W. Washington St., Suite 100

Tempe, AZ 85281

Phone: 602.384.2555

Toll-Free: 888.768.6861

Fax: 888.458.0447
Approvals and Accreditations

Bryan University is accredited by the Accrediting Commission of Career Schools and Colleges (www.accsc.org). The Accrediting Commission of Career Schools and Colleges (ACCSC) is a recognized accrediting agency by the U.S. Department of Education. Approval and accreditation materials are available for review at the President’s Office at any time and are posted in our main lobby. Questions regarding accreditation may be addressed to the following:

Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, Virginia 22201
(P) 703.247.4212   (F) 703.247.4533   (E) info@accsc.org
www.accsc.org

Undergraduate Admissions Requirements and Procedures

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

Undergraduate Admissions

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

Each applicant must complete an interview with an Admissions Representative. In addition, as of July 15, 2017, all applicants must complete the following criteria to be considered for admissions:

- Provide proof of high school graduation or equivalency
- Complete “LaunchPad”, an online introductory course to demonstrate ability to navigate online coursework
- Complete a computer and internet speed assessment to ensure technology minimums are met to attend online courses
- Complete all associated Enrollment Packet paperwork

Conditional Acceptance Policy

Bryan University conditionally accepts all new students that have completed the admissions requirements. A student may cancel in writing, or simply stop attending, during our 15-day (business days) conditional acceptance period. The student will not incur any charges, except for any non-returned equipment or courseware. Likewise, Bryan University reserves the right to cancel a student during our 15-day conditional acceptance period in instances wherein the student is not sufficiently engaged in their course(s). A student may appeal a University-triggered cancel through our appeals process.

Program-Specific Admissions Requirements

1. Students applying for entrance into any healthcare program must complete a required criminal background check as well as secure a practicum site. The University has a list of approved practicum 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 by returning items that impact the ability to work in healthcare, or students who fail to secure an practicum site are not eligible to attend the program. Students who complete and do not pass criminal background check will be withdrawn from the program and refunded any tuition or fees paid.

2. Students applying for entrance in any of the offered Paralegal programs must complete a required criminal background check in order to be eligible to attend the program. Students who do not pass the background check by returning items that impact the ability to work in the legal field will be withdrawn from the program and refunded any tuition or fees paid.

3. Students enrolling in one of the following bachelor degree programs may only enroll if they have completed at least 12 semester-hour, or 18 quarter-hour, prior college credits, which must be evidenced by official college transcripts:
   - Bachelor of Science in Professional Fitness Training and Exercise Science
   - Bachelor of Science in Paralegal Studies and Litigation Technologies
   - Bachelor of Science in Healthcare Administration and Analytics

4. Students without prior college credits may enroll in one of our associate degrees as follows, which are 100% transferable into the Bryan University bachelor degree programs. The full posted tuition amount of each applicable associate degree will be applied to the bachelor degree, reducing the tuition cost accordingly.
   - The Academic Associate Degree in Paralegal Studies and Litigation Technologies is transferable to the Bachelor’s Degree in Paralegal Studies and Litigation Technologies.
   - The Academic Associate Degree in Advanced Personal Training and Exercise Science and the Personal Trainer Certificate are transferable to the Bachelor’s Degree in Professional Fitness Training and Exercise Science.
   - The Occupational Associate Degree in Health Information Technology and Occupational Associate Degree in Advanced Medical Billing, Coding and Electronic Health Records are transferable to the Bachelor’s Degree in Healthcare Administration and Analytics.

**Block Transfer-Credit Policy**

Some of Bryan University’s programs allow for incoming students who have successfully completed a degree at another institution to be awarded block transfer credit for the entirety of that degree.

- Students who have completed an Associate Degree in Paralegal at another institution can block transfer their credits into the Bachelor of Science in Paralegal Studies and Litigation Technologies at Bryan University.
- Students who have completed a healthcare-related associate degree at another institution can block transfer their credits into the Bachelor of Science in Healthcare Administration and Analytics at Bryan University.
- Students who have completed a fitness-related associate degree at another institution can block transfer their credits into the Bachelor of Science in Professional Fitness Training and Exercise Science at Bryan University.

In all cases, the prior degree must meet the following requirements:

- The degree must have been completed at an accredited institution recognized by the Department of Education
- The degree must have included a minimum of the following:
  - 15 semester-hours credits, or 22.5 quarter-hour credits, of academic general education courses*
  - 21 semester-hour credits, or 31.5 quarter-hour credits, of core program courses**
o 60 semester-hour, or 90 quarter-hour total degree credits

If the associate degree does not meet the requirements listed above, the block credit will not be accepted and normal transfer credit policies apply. Once admissions requirements are met and the enrollment paperwork is countersigned by the Registrar’s office, students are conditionally accepted.

*Should the degree not meet the minimum general education course credit requirements, students may still block transfer their associate degree, but will be required to take additional general education courses to complete the bachelor’s degree requirements.

**Students block transferring into the Bachelor of Science in Healthcare Administration and Analytics will be required to take the following additional courses:

1. BHA-125: Biomedical Informatics and Health Information Systems
2. BHA-205: Analytic Tools
3. BHA-220: Accounting and Finance in Healthcare

Undergraduate Programs

Bryan University offers the following undergraduate programs entirely online:

- Undergraduate—Certificates
  - Personal Trainer
  - Business Administration
  - Medical Billing and Coding
  - Full Stack Web Development

- Undergraduate—Occupational Associate Degrees
  - Health Information Management
  - Stenography (not accepting enrollment)
  - Health Information Technology (not accepting enrollment)
  - Advanced Medical Billing, Coding and Electronic Health Records (not accepting enrollment)

- Undergraduate—Academic Associate Degrees
  - Business Administration
  - Accounting
  - Digital Marketing
  - Paralegal Studies and Litigation Technologies
  - Applied Exercise and Fitness
  - Advanced Personal Training and Exercise Science (not accepting enrollment)
  - Advanced Full Stack Web Development

- Undergraduate—Baccalaureate Degrees
  - Professional Fitness Training and Exercise Science
  - Paralegal Studies and Litigation Technologies
  - Business Management
  - Healthcare Administration and Analytics (not accepting enrollment)

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

**Undergraduate Technology Requirements**

Students applying to Bryan University Tempe are required to have a laptop or desktop computer* that meets minimum requirements. High-speed Internet service with a minimum of 1.2 Mbps down and .6 Mbps up is required (1.5 Mbps down and 1.5 Mbps up is recommended). Students will be responsible for taking proper care of their school-issued VoIP headset and webcam.

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

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

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

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

**Court Reporting/Stenography Technology Requirements**

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

**Requirements for Exercise Science and Personal Training Programs**

- Online students studying Personal Trainer, Applied Exercise and Fitness, or 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.
- Undergraduate Certificate students will be required to identify a site to complete the practicum portions of this program.
- All exercise science and personal training students must have access to a computer and high-speed internet.
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 and can be reached via zoom, email, in BryanConnect, or by calling the campus. 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 the Academic Consulting Team 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 Career Services Department provides career counseling services that include assisting students with resume-writing, interviewing, and job-search activities. All students and graduates are entitled to full use of the university’s Career Services Department at no charge.

The Career Services Staff maintain ongoing contact with local and national employers to keep abreast of employment needs and opportunities throughout the country and share this information with students and graduates.

Your Career Services Advisor will work with you one-on-one to help you make informed decisions about your career and identify employment opportunities that are right for you. The Career Services Staff will work diligently to guide, motivate, and empower students and graduates through the career search process and help graduates attain positions in their field of study. The Career Services Department will make a reasonable effort to assist students with resume-writing, interviewing, and job-search activities while they are seeking part-time employment to earn money while attending classes.
Although all students and graduates 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.

The Career Services Department is committed to helping prepare students to make a smooth transition from studying students to working employees.

**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 the Program Director. 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.

Students needing assistance may also contact their Student Success Coach, who will assist in finding local resources when needed.

**Military Services**

Bryan University has dedicated Military Benefit Liaisons in the Financial Aid Office to assist Service members with identifying and applying for their benefits. For assistance, Service members 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, Memorial Day, Independence Day, Labor Day, Thanksgiving recess, and Christmas vacation. Additional holidays may be observed for Veterans Day, Columbus Day, or Martin Luther King, Jr. Day. Actual observance depends upon which day of the week these holidays fall.

**Definition of an Academic Year**

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

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

The following are the measures of these units for establishing credit hour awards. One semester credit hour equals 45 units, and one quarter credit hour equals 30 units, comprised of the following academic activities:

- Once clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised lab setting = 1.5 units
- One hour of practicum = 1 unit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student’s achieved competency relative to the required subject matter objectives = 0.5 units.

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

Class Sizes

Bryan University believes students should engage in highly interactive class environments in which they connect in meaningful ways with their instructors and peers. Class sizes are carefully considered to optimize the level of engagement and interaction across all courses. Classes will not exceed the following limits and often average much fewer students:

- Residential Classrooms and Labs: Maximum of 25 Students
- Online Classrooms and Labs: Maximum of 50 students
- Asynchronous Classrooms and Labs: Maximum of 100 students

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 Class Delivery

Bryan University’s online courses utilize technologies and instructional methods to create an online classroom experience that is preferred by students. Each online program’s delivery model is designed to fit the unique needs of the program and its students. Tests, exams, graded-work turnaround timelines, and expectations are class specific and outlined in each class syllabus. Online courses are not self-study; students are strongly encouraged to stay actively engaged in course activities. Students access classes and course materials using a variety of integrated technologies:

- **BryanConnect**: Virtual campus that provides access to online classes (see LearnBryan, below), school contacts, student email account, Microsoft Office 365, the University Catalog, and other helpful school resources;
- **Student Portal**: Provides information regarding financial aid, payment options, academic status, and unofficial transcripts;
• **LearnBryan:** A learning management system (LMS) that organizes the curriculum for each class in which a student is enrolled, connecting the student with other class members and teachers. Students are provided with detailed weekly course outlines, grades, and information necessary for succeeding in the course.

• **Zoom:** Synchronous video conferencing tool that allows students to connect face-to-face with their peers and instructors. Some programs require students to attend interactive weekly class lectures from their faculty. Students begin using this powerful video conferencing tool in the admissions process and are encouraged to use the tool to connect live with their classmates and instructors throughout their program.

• **Realtime Coach:** Court Reporting simulation lab for students to rapidly increase stenography speed levels. 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:

• **Didactic:** Led by a qualified faculty member for the intention of teaching and learning, delivered through one of the following types of learning activities:
  
  o **Live-Class Sessions:** A synchronous, instructor-led delivery of course material with student interaction.
  
  o **Interactive Online Discussion:** An asynchronous online discussion derived from postings on course-related topics.
  
  o **Multimedia Presentation:** A presentation that delivers the course content in a lecture format with pre-recorded voice, video, etc., which includes elements to ensure student comprehension of material.

• **Supervised Laboratory:** The practical application of information that was presented in the didactic portion of the program or discovered through out-of-class work and preparation, delivered through one of the following types of learning activities:
  
  o **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.
  
  o **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.
  
  o **Collaborative Learning:** The synchronous or asynchronous participation of students to complete assigned activities under the direction of an instructor.
  
  o **Problem Solving:** Prompts students to think creatively about a scenario to resolve a complication or issue, with or without a specific time limit.
  
  o **Observation:** The review of another individual performing a task or tasks, with the student providing feedback or reaction to the observed task.
  
  o **Online Drill / Learn It:** Pre-planned set of activities that enhance skills, solve problems, or reinforce the students’ understanding of didactic materials or outside reading. Students receive feedback (guidance or suggestions for improvement) in real time from the online platform.
  
  o **In-class activity:** Individual activities or group activities, under the supervision of an instructor, designed to apply information that was presented in the didactic portion of the program.

• **Out-of-Class Work/Preparation:** That which students engage in as a means to prepare for or demonstrate an understanding of the didactic learning environment or supervised laboratory setting of instruction.
- Memorization/Recall: A quiz-like activity designed to assess understanding of a course topic.
- Topic Research and Explanation: An activity, typically written, in which the student demonstrates their understanding of course topics.
- Readings: Textbook and article readings that directly support course learning outcomes.
- Supplemental Materials: Multimedia or PowerPoints intended to review weekly topics.

**Request for Transcripts and Third-Party Verification of Education**

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.

Requests for third-party verifications of education can be directed to the Registrar's office at registrar@bryanuniversity.edu. Requests will be fulfilled in accordance with the FERPA Policy (below).

**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.

Bryan University protects the privacy of student education records pursuant to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). FERPA gives eligible students certain rights with respect to their education records, including:

- The right to inspect and review the student’s educational records upon request.
  
  a. Eligible students can email the Registrar’s office at registrar@bryanuniversity.edu to receive the necessary request form. Completed requests will be processed within 10 working days of receipt.

- The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.
  
  a. Students must submit a written request to appeals@bryanuniversity.edu detailing what the student wants changed and why the student believes the information is inaccurate or misleading. If the University decides not to amend the record, the student will be notified in writing of the decision and the student’s right to a hearing. The student is entitled to a hearing in person, by telephone, or by video-conference, as selected by the student, with the Executive Director of Undergraduate Studies if the student submits a hearing request within 10 business days of receipt of the written notification of the University’s denial of the requested amendment. The Executive Director of Undergraduate Studies will render a written final decision that will be provided to the student within 10 business days of the hearing. If a hearing is held and the University maintains its decision not to amend the record, the student has the right to provide a statement about the contested information that will be included with the student’s education record.

- The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without prior consent from the eligible student, as applicable (see “Directory Information” and “Access Without Student Consent” sections below).
a. 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 eligible student, unless permitted by the law.

**Directory Information**

“Directory” information may be disclosed without student consent. Bryan University defines “directory information” as the following:

- Student Image
- Student Name
- Program and Credential
- Honors
- Period of attendance
- Overall status (active, no longer attending, graduate)

Students may request that directory information not be released by contacting the Registrar’s office at registrar@bryanuniversity.edu.

**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.
- 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.

**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.

• Records provided and maintained by outside institutions and professionals, including but not limited to medical documents, prior academic records, and campus security records.

• Confidential student guidance notes maintained by the university

• Financial records of the student’s parents or guardians.

Request for Changes

Requests to add or revise disclosure consent and requests to add or revise directory declinations should be directed to the Registrar’s Office at registrar@bryanuniversity.edu.

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 to learn how you may register to vote.

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

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

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

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

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

Transfer of Credits

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

Credits can only be approved for college-level courses from an accredited institution and must meet requirements of the degree program in which the student is pursuing. Official transcripts should be submitted to an admissions representative or to the Office of the Registrar. The university may accept up to 70% of required program credits toward an undergraduate degree, certificate, or associate degree. A majority of the credit must be completed at Bryan University for graduate degrees.
Requests for transfer credits should be submitted during the enrollment process through the first module of attendance. Requests submitted after this time are considered on a case by case basis. All requests must be submitted before the first day of a class in which the student is petitioning for transfer credits. Requests submitted after the student has started a class cannot be considered. Transferable credits must have been earned prior to the date of enrollment, with the exception of CLEP, and may not be considered if more than ten (10) years old.

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

**Fitness Programs Transfer Credit**

Bryan University may accept transfer credit for prior clock hour programs/certifications completed at institutions recognized by the NCAA. Evaluation and clock hour to credit conversion will be based on our current unit of credit policy.

**Court Reporting Transfer Credit**

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 Student Transfer Credit**

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

**Prior Learning Transfer Credit**

Bryan University recognizes that knowledge gained outside of a classroom may be relevant to your certificate or degree program. Learning experiences that resulted in achievement of industry-recognized, third-party certificates may be evaluated for course credit. Below is a list of some of the industry-recognized certifications that we have accepted in the past. For credit to be considered, you must submit a copy of your earned certificate to either admissions or the registrar, who will, in turn, pass along your supporting evidence to the program director for credit consideration. A student may only receive a maximum of 20% of the credits available in the program as experiential learning credit.

**CLEP Policy**

Bryan University welcomes students from a wide variety of backgrounds and learning experiences. Many students come to our institution with a firm grounding in a particular discipline. We recognize their prior learning by accepting the following College-Level Examination Program® (CLEP®) exams, which measure mastery of college-level, introductory course content.

Students who achieve required credit-granting scores on these exams can earn the credits and course exemptions listed below. The university accepts up to 33% of required program credits toward an associate degree. For a bachelor degree, the university accepts up to 60% of required program credits.

<table>
<thead>
<tr>
<th>Exam Title</th>
<th>Credit-Granting Score</th>
<th>Equivalent Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
<td>50</td>
<td>ENG-110 English Composition I</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>50</td>
<td>PSY-101 Psychological Foundations</td>
</tr>
<tr>
<td>American Government</td>
<td>50</td>
<td>POL-200 American Government and Politics</td>
</tr>
</tbody>
</table>
College Mathematics  |  50  |  MAT-110 Algebra I  
College Algebra    |  50  |  MAT-112S Algebra II  

**Veteran/Military Transfer Credit**

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

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

**Transferability of Bryan University Credits and Degrees**

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

**Articulation Agreements**

Bryan University is not a participant in any articulation agreements at this time. Courses taken in the Personal Trainer Undergraduate Certificate program are fully transferable to the Professional Fitness Training and Exercise Science bachelor’s degree offered at Bryan University, which is an online program.

**Financial Aid**

As both an approved and accredited institution, Bryan University participates in various federal and state financial aid programs to make post-secondary education affordable for all students. Because every individual’s financial situation is unique, the university assigns a Financial Aid Advisor to each student. The advisor will provide a financial aid review, discuss the financial aid application, and inform the student of all necessary deadlines. Depending on financial status, students may qualify for federal and state grants, federal loans, and private financing. Whereas grants are considered gift aid and no repayment is necessary, students receiving financial aid in the form of loans are solely responsible for repaying the loan amount plus interest.

All Title IV HEA loans will be reported to the National Student Loan Data System for Students (NSLDS) and will be accessible by authorized agencies, lenders, and institutions. This includes both parent and student loans.

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

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

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

Entrance and Exit Loan Counseling

Mandatory Entrance Loan Counseling

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

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

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

Mandatory Exit Loan Counseling

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

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

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

FAFSA Verification

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

Some students are selected for verification by the U.S. Department of Education, others are selected by Bryan University. Verification selection can be random or may be required if your FAFSA data was incomplete, estimated, conflicting, or inconsistent.

In accordance with C.F.R 668.53 Policies and procedures, Bryan University has established and uses a standard policy and procedure for completing verification of a student’s FAFSA information. The policy includes:

1. The required documentation for completing verification of the selected verification group. students may be required to submit documents for verification including but not limited to:
   a. Proof of Citizenship
   b. Proof of selective service registration
   c. Verification documents independent/dependent
d. Statement of non-tax filer

e. Admission status

f. Any and all student self-certifications.

2. As a financial aid recipient, students have right and responsibilities that are listed here in the catalog, a hard copy of the rights and responsibilities can also be obtained from the financial aid office.

3. A 90-day time-frame in which a student must submit all verification documents.

4. Failure to complete verification by the 90th day, results in a written communication to the student informing them that financial aid funds will not disburse to their account. A student can appeal this decision by speaking with the financial aid director and establish an adequate mutual plan to complete the necessary documentation to regain financial aid eligibility.

5. If any changes are made to student’s award based on verification findings, students are notified by a phone conversation and is followed up with an email.

6. If any modification is required to a student’s FAFSA, students are directed to the FAFSA on the web.

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

Student Rights and Responsibilities

As a student you have the right to:

• Know what financial assistance is available to you, including all federal, state, and institutional financial aid programs.

• Know the deadlines for submitting applications for applicable financial aid programs and the process required.

• Know how your financial need is determined, including how cost of attendance budgets are developed.

• 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.

• 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.

• 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).

• Request a review of your current financial situation if you meet certain criteria based on changes since filing the current aid year FAFSA application.

• 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.

• Know the criteria for continued financial aid eligibility, including guidelines for the determination of Satisfactory Academic Progress as defined by the Department of Education.

• Know the method and frequency of financial aid disbursements.
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:

- Be aware of your ability to pay any institutional charges based on your available financial aid and personal resources.
- Review and understand the terms and conditions of your financial aid award.
- Complete all requirements accurately, in a timely manner, and by the appropriate deadlines.
- 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.
- Inform us of any outside scholarships, assistantships, or additional resources that you receive.
- 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.
- 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.
- Know and comply with all policies and procedures of the Bryan University.
- Manage your financial aid experience.

Scholarships, Grants, and Discounts

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

Refund Policy

An enrollee may cancel the enrollment agreement without penalty or obligation within 3 business days (excluding Saturday, Sunday, and state and federal holidays) of signing the agreement. Refunds will be processed within 30 calendar days and include all tuition and fees paid. After three days, if the enrollee cancels prior to or on the first day of instruction, the university will refund all paid fees except the registration fee. Students who cancel during the first seven days of the academic module will not be assessed a tuition charge.

Cancellation requests must be in writing; letters or emails must be received by the Registrar’s Office within the first seven days of the module. Upon termination, the student is charged for actual books and other supplies received. If the student fails to return class materials in their original condition (open kits, courseware, and books that have been written in will not be acceptable for return) within 10 days from the last day of attendance, the university will deduct the costs from the refund, calculated according to the federal, state, and institutional policies. The university does not charge for textbooks or materials the student did not receive. Examples of refund calculations are available in the Financial Aid Office.

A student may withdraw from the school any time after the cancellation period and receive a pro rata refund if they have completed 60 percent or less of the scheduled hours in the current payment period in their program of study through the last day of attendance. The refund will be less a registration or administration fee, not to exceed $250, and less any deduction for equipment not returned in good condition, within 30 days of withdrawal.
For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

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

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

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

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

**Return of Title IV Funds**

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

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- PLUS Loans
- Pell Grant
- Supplemental Education Opportunity Grant (SEOG)
- Other Federal, State, and Private Funding
- 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.

Student Tuition Recovery Fund (California residents only)

California Student Tuition Recovery Fund (STRF):

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered and economic loss. Unless Relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and are not required to pay the STRF assessment if you are not a California Resident, or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and sufferance an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in the teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for the STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since
the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

**Academic Standards**

**Curriculum**

**Stenography/Court Reporting**

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

**Advanced Personal Training and Exercise Science**

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

**Applied Exercise and Fitness**

The Applied Exercise and Fitness program curriculum was developed under the guidance of the American College of Sports Medicine (ACSM).

**Health Information Management**

The Health Information Management program is approved through CAHIIM. As such, students may sit for the Registered Health Information Technician (RHIT) exam. Students may also 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.

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>90%+</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>85%-89%</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80%-84%</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>75%-79%</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>70%-74%</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>Under 59%</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Students withdrawing from a class before 25% into the module receives a “W” with no impact on their CGPA or rate of progression.</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Students withdrawing from a class beyond 25% into the module with a passing grade receive a “WP” with no impact on CGPA, but does count towards rate of progression.</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Students withdrawing from a class beyond 25% into the module with a failing grade receive a “WF,” which affects CGPA in the same way as an actual grade of “F” as well as rate of progression.</td>
<td>0.0</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>
<tr>
<td>AU</td>
<td>Audit completion (Does not count towards credits attempted or credits earned)</td>
<td></td>
</tr>
</tbody>
</table>
Leave 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. Students may request an official LOA Request Form by contacting their Success Coach. The form 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 university, not to exceed 30 days, in limited, well-documented cases due to unforeseen circumstances, such as jury duty, military reasons, family and medical emergencies, and other circumstances deemed acceptable by the university under the Family and Medical Leave Act of 1993 (Public Law 103-3).

• It is imperative for the student to return to school when the approved LOA is over. Any student not returning on the scheduled return date will be withdrawn from the program.

• The university may, at its discretion, extend or shorten the LOA to coincide with the nearest class start date, not to exceed 180 days total.

• An unapproved LOA is defined by the Department of Education as a leave that does not meet the conditions for an approved LOA. An unapproved LOA is considered a withdrawal for purposes of Title IV Student Financial Aid.

Withdrawal from School

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

• The student notifies his/her Student Success Coach or Student Outreach Advisor in writing of the need to withdraw from school and the desired withdrawal date.

• The student meets with the Program Director for his/her program of study.

• The student works with the Student Success Coach or Student Outreach Advisor to put together a plan for returning to school, if applicable.

After these steps have been completed, the student will be withdrawn from school. Students can withdraw during the first seven days of the academic module without penalty. After that time, if a student withdraws while failing, a "WF" will be received for the courses in which the student is enrolled, which will count in the calculation of the CGPA. If a student is passing at the point of withdrawal, a "WP" will be received, which does not count in the CGPA.

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

Incompletes

Students experiencing extenuating circumstances may ask their instructor(s) for an extension. Students must request the extension in the final week of the module. If the student does not have a minimum grade of a 50%
in the course, the University reserves the right to deny the request. If the request is approved by the instructor and Program Director, students will be given a temporary "Incomplete" grade and must complete the course requirements within 10 days of the end of the module. If outstanding assignments are not submitted within that time frame, the Incomplete grade will change to the current grade in the class based on assignments submitted.

Unauthorized Distribution of Copyrighted Materials

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

Transmitting (including peer-to-peer) or downloading any material that you do not have the right to make available and that infringes any patent, trademark, trade secret, copyright, or other proprietary rights of any party is prohibited. Installing or distributing pirated or unlicensed software is also forbidden. Violation of these requirements may subject students, faculty, and staff to civil and criminal liabilities as well as possible dismissal from the institution. Students, faculty, or staff who violate federal copyright law do so at their own risk. Copyright status is applied to a work as soon as it is created. Users should assume that all writings and images are copyrighted.

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

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

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

Code of Conduct

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

- All forms of dishonesty, including cheating, plagiarism, forgery, or misuse of university documents.
- Theft, deliberate destruction, or damage of university property or property owned by employees and students.
- Inappropriate or profane behavior that disrupts teaching, research, administration, disciplinary proceedings, or other university activities.
- Consumption, possession, manufacturing, or distribution of alcoholic beverages or controlled substances.
- Failure to comply with the instructions of university officials acting within the scope of their employment responsibilities.
- Violence or threats of violence toward persons or property of students, faculty, staff, or the university.
• Improper use of email and Internet access for purposes unrelated to the educational mission of the university, such as, university email to solicit private business.

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

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

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

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

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

Children on Campus and in Online Live Class Sessions

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

Personal Appearance and Hygiene

The university adheres to a student personal appearance policy as a way to encourage professional behavior and conduct, as well as to prepare students for their future career. Safety and comfort are also a consideration in the adopted personal appearance policy. Adherence to the personal appearance policy discussed below is required for all students on the campus and those attending or participating in university events or activities off campus.

Students in violation of the personal appearance policy will be given an opportunity to conform to the policy. Students who do not or cannot conform to policy when asked will be dismissed from campus or the activity until they can appear in proper personal appearance.

Personal Training Exercise Science Students

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

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

Bottoms:

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

Shoes:

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

Headgear:

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

Personal Hygiene

Students attending on campus are expected to meet the following standards or guidelines with respect to personal grooming and hygiene upkeep:

- Consistent bathing and oral hygiene
- No heavily-scented perfumes, colognes or lotions
- Fingernails neatly manicured and of a length that does not compromise physical activities

Jewelry, Piercings, and Body Art

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

Some body piercings, such as belly button rings, may become entangled or damage school property. Students with these piercings take personal responsibility for their health and safety, and may be held responsible for damage to school property.

Students with body art that may be considered personally, professionally, and morally offensive in nature to Bryan University employees and students and inconsistent with the professional standards Bryan University seeks to impart as part of its educational mission (either through words, images, or a combination of both) will be asked to cover it while at Bryan College or engaging in off-campus events and activities. When requested, students must cover their body art in a way that allows them to continue to maintain their program appropriate dress code.

On-Campus Interviews

Bryan University brings local employers on site for on-campus interviews. Students will be required to wear appropriate business attire if they participate in an on-campus interview. Business attire conforms to the following guidelines:
Men:
- Slacks (solid color - navy or dark grey) and belt
- Long sleeve shirt and tie
- Conservative leather shoes and dark socks
- Little or no jewelry
- Neat, professional hairstyle
- Limit the aftershave
- Neatly trimmed nails

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

Satisfactory Academic Progress

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

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

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

### Rate-of-Progression Minimums*

<table>
<thead>
<tr>
<th>Evaluation Point (Academic Year/30 Weeks)</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Trainer Certificate, Business Administration Certificate, Medical Billing and Coding Certificate, Full Stack Web Development Certificate **</td>
<td>60% of program credits earned</td>
</tr>
<tr>
<td>AY1</td>
<td>60% of program credits earned</td>
</tr>
<tr>
<td>AY2</td>
<td>100% of program credits earned</td>
</tr>
<tr>
<td>Applied Exercise and Fitness AA, Advanced Personal Training and Exercise Science AAD, Business Administration AA, Digital Marketing AA, Accounting AA, Advanced Full Stack Web Development AA, Bachelor of Science in Paralegal Degree Completion</td>
<td>60% of program credits earned</td>
</tr>
<tr>
<td>Year</td>
<td>Credits Earned</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>AY1</td>
<td>30% of program credits earned</td>
</tr>
<tr>
<td>AY2</td>
<td>50% of program credits earned</td>
</tr>
<tr>
<td>AY3</td>
<td>80% of program credits earned</td>
</tr>
<tr>
<td>AY4 partial (24 weeks)</td>
<td>100% of program credits earned</td>
</tr>
</tbody>
</table>

Health Information Management OAD, Health Information Technology OAD, Advanced Medical Billing, Coding and Electronic Health Records OAD, Paralegal Studies and Litigation Technologies AA, -- Max Timeframe 120 Weeks

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY1</td>
<td>0% of program credits earned</td>
</tr>
<tr>
<td>AY2</td>
<td>40% of program credits earned</td>
</tr>
<tr>
<td>AY3</td>
<td>75% of program credits earned</td>
</tr>
<tr>
<td>AY4</td>
<td>100% of program credits earned</td>
</tr>
</tbody>
</table>

Court Reporting/Stenography Two-Voice (RPR) OAD—Max Timeframe 165 Weeks

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY1</td>
<td>15% of program credits earned</td>
</tr>
<tr>
<td>AY2</td>
<td>30% of program credits earned</td>
</tr>
<tr>
<td>AY3</td>
<td>45% of program credits earned</td>
</tr>
<tr>
<td>AY4</td>
<td>60% of program credits earned</td>
</tr>
<tr>
<td>AY5</td>
<td>75% of program credits earned</td>
</tr>
<tr>
<td>AY6 partial (15 weeks)</td>
<td>100% of program credits earned</td>
</tr>
</tbody>
</table>

Court Reporting Four-Voice (CSR) OAD--Max Timeframe 240 weeks

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY1</td>
<td>0% of program credits earned</td>
</tr>
<tr>
<td>AY2</td>
<td>0% of program credits earned</td>
</tr>
<tr>
<td>AY3</td>
<td>10% of program credits earned</td>
</tr>
<tr>
<td>AY4</td>
<td>30% of program credits earned</td>
</tr>
<tr>
<td>AY5</td>
<td>50% of program credits earned</td>
</tr>
<tr>
<td>AY6</td>
<td>70% of program credits earned</td>
</tr>
<tr>
<td>AY7</td>
<td>90% of program credits earned</td>
</tr>
<tr>
<td>AY8</td>
<td>100% of program credits earned</td>
</tr>
</tbody>
</table>

Bachelor of Science in Professional Fitness Training and Exercise Science or Paralegal, Litigation Support, E-Discovery -- Max Time Frame 225 Weeks

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 1</td>
<td>0% of program credits earned</td>
</tr>
<tr>
<td>AY 2</td>
<td>20% of program credits earned</td>
</tr>
<tr>
<td>AY 3</td>
<td>34% of program credits earned</td>
</tr>
<tr>
<td>AY 4</td>
<td>44% of program credits earned</td>
</tr>
<tr>
<td>AY 5</td>
<td>54% of program credits earned</td>
</tr>
<tr>
<td>AY 6</td>
<td>74% of program credits earned</td>
</tr>
<tr>
<td>AY 7</td>
<td>94% of program credits earned</td>
</tr>
<tr>
<td>AY 8</td>
<td>100% of program credits earned</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 1</td>
<td>0% of program credits earned</td>
</tr>
<tr>
<td>AY 2</td>
<td>10% of program credits earned</td>
</tr>
<tr>
<td>AY 3</td>
<td>30% of program credits earned</td>
</tr>
<tr>
<td>AY 4</td>
<td>40% of program credits earned</td>
</tr>
<tr>
<td>AY 5</td>
<td>60% of program credits earned</td>
</tr>
<tr>
<td>AY 6</td>
<td>70% of program credits earned</td>
</tr>
<tr>
<td>AY 7</td>
<td>90% of program credits earned</td>
</tr>
<tr>
<td>AY 8 (partial 16 weeks only)</td>
<td>100% of program credits earned</td>
</tr>
</tbody>
</table>

Master of Science in Public Health

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY1</td>
<td>0% of program credits earned</td>
</tr>
<tr>
<td>AY2</td>
<td>10% of program credits earned</td>
</tr>
<tr>
<td>AY3</td>
<td>30% of program credits earned</td>
</tr>
<tr>
<td>AY4</td>
<td>53% of program credits earned</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>AY5</td>
<td>80% of program credits earned</td>
</tr>
<tr>
<td>AY6 (partial 16 weeks)</td>
<td>100% of program credits earned</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 receiving VA funds for the Personal Trainer Certificate, Business Administration Certificate, Medical Billing and Coding Certificate, and Full Stack Web Development Certificate are reviewed for SAP every 16 weeks.

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

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 circumstance. Appeals must be submitted to appeals@bryanuniversity.edu for review and approval. If the appeal is approved, the student will be placed on SAP Probation for one 10-week or 16-week term, in which the student will remain eligible for financial aid and VA educational benefits. The student must meet both Qualitative and Quantitative Standards at the end of the 10-week or 16-week SAP Probation. If the appeal cannot be submitted in the aforementioned format, a verbal discussion with the program director can take place, with the discussion then documented for evidential purposes.

If the institution determines it will take the student more than one term to meet the standards, the student may be put on SAP Probation with a detailed academic plan, which identifies the steps that must be completed to meet satisfactory academic progress. An academic plan may extend up to one academic year (30 weeks for quarter-hour programs and 32 weeks for semester-hour programs). The student must meet and maintain satisfactory academic progress by the end of the academic plan to remain eligible for financial aid and VA educational benefits. 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.

**Grade Appeals**

A student may contest any test, assignment, performance, or course grade. The student shall first discuss the contested grade with the faculty member involved. This conference shall be requested by the student within fifteen (15) working days from the time the student knew or reasonably should have known about the grade contest.

Steps for students to follow:

- If, within ten (10) working days of the request for the conference with the faculty member, the grade contest is not resolved or the faculty member has been unable to meet with the student, the student may continue the process by filing a written complaint with the Program Director. This written complaint must be filed within ten working days following the previous deadline.

- Upon receipt of a written complaint, the Program Director will work with the student and faculty member in an attempt to resolve the grade contest. This may include a third party reviewing and regrading the assignment(s) in question.
• The student can appeal the outcome of the above review by forwarding a copy of the original written grade contest with an explanation regarding action taken at each prior level within ten working days following the Program Director's decision to appeals@bryanuniversity.edu.

Note: The appeals process for grades must be initiated no later than thirty (30) calendar days from the date the grade was issued.

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 Time Frame

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

Academic Policies

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

Registering Attendance

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

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

Performance activities that do not have sufficient academic value to register attendance include:
• Logging into a live class session without active participation
• Logging into LearnBryan and acknowledging the syllabus
• Logging into LearnBryan without interacting with the system or a person
• Participating in academic counseling or advisement

Live Class Session Attendance

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

Non-Attendance Withdrawal Policy

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

Academic Policy Regarding Repeated Course Failures in Introductory Courses

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

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

Academic Policy Regarding Repeated Course Failures in Non-Introductory Courses

Students who fail the same course more than 3 times may result in academic probation and academic dismissal in accordance with the “Academic Advisement” section below.

Students may appeal the dismissal from Bryan University for failure to pass a course more than 3 times. Appeals must be sent to appeals@bryanuniversity.edu.

Academic Advisement

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

• **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.
**Academic Warning:** A student will be placed on Academic Warning if the student’s CGPA has fallen below a 2.0 (undergraduate) or 3.0 (graduate) CGPA.

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

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

c) A student is removed from Academic Warning when the student attains a 2.0 (undergraduate) or 3.0 (graduate) CGPA. Students on Academic Warning who do not attain a 2.0 (undergraduate) or 3.0 (graduate) CGPA within two modules, or fail at least one course while on warning, are placed on Academic Probation.

**Academic Probation:** Students who have not attained a 2.0 (undergraduate) or 3.0 (graduate) CGPA after two consecutive modules on Academic Warning or fail a course class while on Academic Warning, are placed on Academic Probation.

d) Students on Academic Probation must meet with their Program Director or a member of the Academic Review Board (ARB) to design and implement a plan for academic improvement to raise the student’s CGPA to a 2.0 (undergraduate) or 3.0 (graduate) CGPA within the time limitations, including, if applicable, those limitations imposed by the University’s requirement of Satisfactory Academic Progress.

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

f) If a student fails a course or is unable to improve the student’s CGPA within a 10-week quarter or 16-week semester period consistent with the plan for academic improvement, the ARB shall evaluate whether the student should continue on Academic Probation or be dismissed from the program. The ARB presents the recommendation to the Executive Director of Undergraduate Studies.

i. Students who are not allowed to remain on Academic Probation shall be dismissed from the program. The ability to re-enroll, or enroll in a different program, will require the student to follow the Appeal Process.

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

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

**Academic Advisement for Court Reporting Students**

The University provides a Notification of Course Failure and information regarding available academic resources and assistance to a student failing any course, including machine courses. A student is placed on Academic Warning when the student’s academic performance falls below a 2.0 (undergraduate) CGPA, or when attempting a machine course for the third time. A student on Academic Warning may be moved to Academic Probation and ultimately dismissed from the University if unacceptable academic performance persists. The steps below describe the escalating impact of poor student performance and the University’s effort to correct unsatisfactory student performance.
• **Academic Resource Reminder:** A student who has failed a course or is attempting a machine class for a second time will receive an emailed Notification of Course Failure from the University that will also include information regarding available academic resources and assistance.

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

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

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

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

**Academic Probation:** Students who have not attained a 2.0 CGPA after two consecutive modules on Academic Warning, are attempting a machine course for a third time, or fail a course while on Academic Warning, are placed on Academic Probation.

   a. Students on Academic probation must meet with their Program Director or a member of the Academic Review Board (ARB) to design and implement a plan for academic improvement to raise the student’s CGPA to 2.0, and pass machine courses, within the time limitations imposed by the University’s requirement of Satisfactory Academic Progress.

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

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

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

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

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

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

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

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

• If the re-entry is approved re-enrollment, Alumni Outreach will facilitate student meetings with the Registrar, Financial Aid, and Admissions.
• If an applicant is not re-enrolled, the applicant may appeal the decision by written petition to appeals@bryanuniversity.edu.

**Grievance Procedure**

Students may file complaints directly to any specific department at the school, the Department of Education, or to the accrediting body at any time. The following complaint grievance procedure is a recommendation to provide the university an opportunity for resolution.

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

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

• If the issue is not resolved by the faculty member, the student should submit a letter or email, explaining the reasons for the grievance, to the Program Director. The Program Director will respond within three business days.

• If the issue is not resolved by the Program Director, the student should submit a letter or email, explaining the reasons for the grievance, to the Dean of Students. The Dean of Students will respond within three business days.

• If the problem is still unresolved, the student should submit the written grievance letter to the Executive Director of Undergraduate Studies, who will respond within three business days.

• If the grievance is not fully resolved by the Executive Director of Undergraduate Studies, the student should submit the grievance letter or email directly to the Director of Compliance and Internal Audit, who will investigate and respond within 10 business days.

• If the student is not satisfied with the Director of Compliance and Internal Audit 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
  Physical Address: 1740 W. Adams, 3rd Floor, Phoenix, Arizona 85007
  Phone: 602.542.5709 / Website: www.azpse.gov.
  File a complaint via the following instructions: https://ppse.az.gov/complaint

• Distance Education students who have completed the internal institutional grievance process and the applicable Arizona BPPE process, may appeal non-instructional complaints to the AZ SARA Council. For additional information on the complaint process, please visit the AZ SARA Complaint page: https://azsara.arizona.edu/content/complaint-process

• Arizona Consumer Protection / Attorney General:
  Physical Address: 1275 West Washington Street, Phoenix, Arizona 85007
  File a complaint via the following site: https://www.azag.gov/complaints/consumer
• Department of Education:

Physical address: 400 Maryland Avenue, SW. Washington, D.C. 20202

File a complaint via the following site: https://feedback.studentaid.ed.gov/

• Students with questions may also contact the Accrediting Commission of Career Schools and Colleges, 2101 Wilson Boulevard, Suite 302, Arlington, VA 22201; phone: 703.247.4212; website: www.accsc.org.

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

Notice of Nondiscrimination

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

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

Student Requests for Reasonable Accommodations

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

• Requests should be made at least 2 weeks in advance of the date needed.

• SO will respond within 2 business days of receiving the request.

• SO will reply via email; sending a receipt confirmation and the “Request for Reasonable Accommodations” form.

• The student must complete the “Request for Reasonable Accommodations” form which documents the nature and extent of the disability, type of accommodations or auxiliary aids needed, and the date the requested support should begin.

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

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

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

• If reasonable accommodations are available, the student and SO will review the agreement and sign off on it to put the accommodations plan into action.
• All accommodation plans will remain in confidential files in the SO Office and be maintained by SO staff.

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

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

Academic Honors and Awards

The university has established several awards to recognize student achievement.

President’s List

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

Dean’s List

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

Perfect Attendance

Students with an attendance percentage greater than 95% in the module receive the Perfect Attendance Award. Students who maintain perfect attendance throughout their education receive recognition at graduation.
General Education

The General Education (GE) curriculum is organized into six subject areas of Written Communication, Oral Communication, Quantitative Principles, Physical Sciences, Social and Behavioral Sciences, Humanities and Fine Arts.

Bryan University’s GE courses are intended to provide students with a broader perspective of the world, thereby enabling them to advance personally, professionally, and develop a desire for lifelong learning. These courses are not focused on the intended occupational outcome of each program, but rather, explore the specific subject area of each GE course. The knowledge and skills gained in GE courses will naturally help students be better within their given occupation as the course topics relate to the development of critical thinking, problem solving, and analytical skills—all skills necessary for navigating life and a career effectively.

Programs identified as Occupational Associates Degrees must include the minimum number of GE credits as indicated for each program. See the detailed program information in this Catalog to determine the program specific GE requirements.

Programs identified as Academic Associate Degree Programs and Bachelor Degree Programs must include the minimum number of GE credits as indicated for each program. See the detailed program information in this Catalog to determine the program specific GE requirements. Bryan University requires that students complete GE courses in written communication, oral communication, and quantitative principles. The remainder of the required GE courses must provide an appropriate balance of humanities and fine arts, social and behavioral sciences, and natural and physical sciences.

**General Education Quarter-Hour Courses**

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>ENG-110</td>
<td>English Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ENG-112</td>
<td>English Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ENG-200</td>
<td>Research and Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>COM-210</td>
<td>Speaking and Presenting</td>
<td>3.0</td>
</tr>
<tr>
<td>Quantitative Principles</td>
<td>MAT-110</td>
<td>Algebra I</td>
<td>3.0</td>
</tr>
<tr>
<td>Humanity and Fine Arts</td>
<td>CRT-110</td>
<td>Critical Thinking I</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>CRT-210</td>
<td>Critical Thinking II</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>HUM-150</td>
<td>Introduction to Popular Culture</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>HUM-200</td>
<td>Humanities, Arts, and Culture</td>
<td>3.0</td>
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<tr>
<td></td>
<td>LIT-210</td>
<td>American Literature in Film</td>
<td>3.0</td>
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<tr>
<td></td>
<td>HIS-200</td>
<td>American History: Late Twentieth Century to Present</td>
<td>3.0</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>POL-200</td>
<td>American Government and Politics</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PSY-101</td>
<td>Psychological Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ECO-200</td>
<td>The Economics of Money</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>SOC-200</td>
<td>Social Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>SOC-210</td>
<td>Technology and Society</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>BIO-105</td>
<td>Anatomy and Physiology I</td>
<td>3.0</td>
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Natural and Physical Sciences

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO-110</td>
<td>Anatomy &amp; Physiology II</td>
<td>3.0</td>
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<tr>
<td>SCI-200</td>
<td>Environmental Science</td>
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**General Education Semester-Hour Courses**

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<th>Category</th>
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<td>English Composition I</td>
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<td>ENG-112S</td>
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<td>ENG-200S</td>
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<td>Oral Communication</td>
<td>COM-115S</td>
<td>Interpersonal Communication</td>
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<td>Speaking and Presenting</td>
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<td>Quantitative Principles</td>
<td>MAT-110S</td>
<td>Algebra I</td>
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<tr>
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<td>MAT-112S</td>
<td>Algebra II</td>
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</tr>
<tr>
<td>Humanities and Fine Arts</td>
<td>CRT-110S</td>
<td>Critical Thinking I</td>
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<td></td>
<td>CRT-210S</td>
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<td>HUM-150S</td>
<td>Introduction to Popular Culture</td>
<td>3.0</td>
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<tr>
<td>Social and Behavioral Sciences</td>
<td>PSY-101S</td>
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<td>ECO-200S</td>
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<tr>
<td>Natural and Physical Sciences</td>
<td>SCI-105S</td>
<td>Anatomy and Physiology I</td>
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<td>SCI-110S</td>
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<tr>
<td></td>
<td>SCI-200S</td>
<td>Environmental Science</td>
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</tbody>
</table>

Note: Prior to 5/9/2017, GE courses were categorized into three areas: Mathematics and Sciences, Social Sciences, and Humanities. As such, GE course requirements for students who enrolled prior to this date may be different than what is reflected in this Catalog.

**General Education Course Descriptions (Quarter-Hour)**

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


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

COM-210—Speaking and Presenting—3.0 credits

This course covers the fundamentals of public speaking in today’s society. Topics include how to write a quality speech and how to clearly and confidently speak in public forums, including social media and blogs. Required text: Reynolds, G., (2012). Presentation zen: Simple ideas on presentation design and delivery (2nd ed.). Berkeley, CA: New Riders. Prerequisite: None

CRT-110—Critical Thinking I—3.0 credits

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

CRT-210—Critical Thinking II—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: Cecchetti, S. G. & Schoenholtz, K. L., (2015). Money, banking, and financial markets (4th ed.). New York, New York: McGraw-Hill. Prerequisite: None

ENG-110—English Composition I—3.0 credits


ENG-112—English Composition II—3.0 credits

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

ENG-200—Research and Writing—3.0 credits

The processes of researching topics and cohesively writing about them are life skills that benefit all students. This course focuses on the key skills of academic research and writing. Students use independent research to analyze a topic and formulate a position or argument. Required text: Howard, R. M., Taggart, A. R. (2013). Research matters: A guide to research writing. New York, New York: McGraw-Hill. Prerequisite: ENG-112
HIS-200—American History: Late Twentieth Century to Present—3.0 credits


HUM-150—Introduction to Popular Culture—3.0 credits


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


LIT-210—American Literature in Film—3.0 credits


MAT-110—Algebra I—3.0 credits

This course begins with a review of real numbers and algebraic expressions before covering algebra topics including linear equations and inequalities, lines and functions, systems, exponents, polynomials, and factoring. Required text/materials: ALEKS Math Platform. Prerequisite: None

POL-200—American Government and Politics—3.0 credits


PSY-101—Psychological Foundations—3.0 credits

A course covering the foundational concepts related to human behavior. Topics include the human mind, human behavior, and important experiments and research in the field of psychology. Required text/materials: King, L. (2016). *Experience psychology* (3rd ed). New York, NY: McGraw-Hill Education. Prerequisite: None

SCI-200—Environmental Science—3.0 credits

SOC-200—Social Psychology—3.0 credits

A course covering the fundamentals of social psychology and group behavior. The course focuses on how individuals are influenced by other people and situations. Required text: Myers, D., Twenge, J. (2016). Social psychology (12th ed.). New York, NY: McGraw-Hill Education. Prerequisite: None

SOC-210—Technology and Society—3.0 credits

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

General Education Course Descriptions (Semester-Hour)

COM-115S—Interpersonal Communication—3.0 credits

This course introduces the concepts and theories of interpersonal communication. Students will explore the process and functions of communication, developing relationships, communication strategies and skills, and interpersonal language skills, including conflict management. Required textbook/resources: Beebe, Steven, Beebe, Susan, & Redmond, Mark (2017). Interpersonal Communication: Relating to Others. Upper Saddle River, NJ: Pearson. Prerequisite: None.

COM-210S—Speaking and Presenting—3.0 credits

This course covers the fundamentals of public speaking in today’s society. Topics include how to write a quality speech and how to clearly and confidently speak in public forums, including social media and blogs. Required text: Reynolds, G., (2012). Presentation zen: Simple ideas on presentation design and delivery (2nd ed.). Berkeley, CA: New Riders. Prerequisite: None

CRT-110S—Critical Thinking I—3.0 credits


CRT-210S—Critical Thinking II—3.0 credits


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

The concept of money is powerful and it has evolved into an essential tool of the global economy. This course focuses on the relationship between money and economics. Topics include basic macroeconomic and microeconomic principles such as unemployment, inflation, business cycles, and emerging forms of money. Required text: OpenStax Economics. (2017). Principles of economics. Houston, TX: OpenStax CNX. Prerequisite: None

ENG-110S—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: Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: None
ENG-112S—English Composition II—3.0 credits


ENG-200S—Research and Writing—3.0 credits

The processes of researching topics and cohesively writing about them are life skills that benefit all students. This course focuses on the key skills of academic research and writing. Students use independent research to analyze a topic and formulate a position or argument. Required text: Dively, R. (2016). *Invention and craft.* New York, NY: McGraw-Hill. Prerequisite: ENG-110S

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

This course covers popular culture and the relationship between culture, the individual, and society. Focus is placed on viewing everyday life and concepts through different lenses. Required text: Charlton, K. (2014). *Rock music styles: A history* (7th ed.). New York, NY: McGraw-Hill Education. Prerequisites: None

MAT-110S—Algebra I—3.0 credits

This course begins with a review of real numbers and algebraic expressions before covering algebra topics including linear equations and inequalities, lines and functions, systems, exponents, polynomials, and factoring. Required text/materials: ALEKS Math Platform. Prerequisite: None

MAT-112S—Algebra II—3.0 credits

This course begins with a brief review of Algebra I concepts prior to covering additional algebra topics including rational expressions, radicals, and quadratic equations. Required text/materials: ALEKS Math Platform. Prerequisite: MAT-110S.

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


PSY-101S—Psychological Foundations—3.0 credits

A course covering the foundational concepts related to human behavior. Topics include the human mind, human behavior, and important experiments and research in the field of psychology. Required text/materials: King, L. (2019). *Experience psychology* (4th ed.). New York, NY: McGraw-Hill Education. Prerequisite: None

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


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

SCI-200S—Environmental Science—3.0 credits


SOC-200S—Social Psychology—3.0 credits


SOC-210S—Technology and Society—3.0 credits

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

30 credits, 40 weeks

Program Objectives

The Personal Trainer Certificate 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 in a wide variety of health and wellness environments. This program requires the completion of practicum assignments, which require students to complete hands-on demonstrations.

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

- Apply knowledge of anatomy, physiology, and biomechanics to training strategies.
- Explain the impact of nutrition on the human body.
- Perform fitness assessments on clients.
- Create individualized exercise programs based on assessment.
- Perform foundational, advanced, and sport-specific movement patterns and exercises.
- Teach foundational, advanced, sport-specific movement patterns and exercises.
- Use current sales techniques to obtain and retain clients.
- Implement current marketing strategies utilizing new technologies.
- Utilize coaching 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
- Gym or Studio Staff Member
- Nutrition/Supplement Store Associate
- Fitness Instructor
• Independent Trainer/Contractor

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 30 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. One attempt at certification is included in tuition costs; passing scores are not required for graduation.

Personal Training Certificate Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTD-100</td>
<td>Personal Training and Sales Fundamentals</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-101</td>
<td>Body Sciences I</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-102</td>
<td>Body Sciences II</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-103</td>
<td>Client Intake and Assessment</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-104</td>
<td>Programming Basics I</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-105</td>
<td>Programming Basics II</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-106</td>
<td>Nutrition Fundamentals</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-107</td>
<td>Behavior Management</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-110</td>
<td>Exam and Career Preparation</td>
<td>3.0</td>
</tr>
<tr>
<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>30.0</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.

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

A course covering the information and skills needed to succeed in academic studies, including study skills, setting academic goals, managing time, and technology skills such as word processing and presentations. Required text/materials: There are no textbooks required in this course. Prerequisite: None
PTD-100—Personal Training and Sales Fundamentals—3.0 credits

This course provides an introduction to the field of personal training along with the fundamental skills necessary to be an effective salesperson in the field. The history of personal training, professional organizations, certifications, and career tracks in the field are discussed. Students learn about communication skills, interviewing, steps of the sale, and fundamentals of professional conduct and ethics. Additionally, students learn the primal movement patterns and gain practical experience performing many common exercises and movement patterns that will be utilized with their clients. Required Textbook(s): American College of Sports Medicine. (2018). *ACSM’s resources for the personal trainer* (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. Pire, N. I. (2013). *ACSM’s career and business guide for the fitness professional*. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins. Prerequisite: None

PTD-101—Body Sciences I—3.0 credits

This course will provide an in-depth look at basics principles of kinesiology, including planes of motion, joints of movement, and joint actions. Required text/materials: American College of Sports Medicine. (2018). *ACSM’s resources for the personal trainer* (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. Prerequisite: None

PTD-102—Body Sciences II—3.0 credits

This course will provide an in-depth look at how the human body systems interact and function in relation to exercise and movement. Students will learn the various parts and functions of the nervous, muscular, and skeletal systems. Required text/materials: American College of Sports Medicine. (2018). *ACSM’s resources for the personal trainer* (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. Prerequisite: PTD-101

PTD-103—Client Intake and Assessment—3.0 credits

This course covers the fundamentals of conducting health screenings and risk stratifications, as well as tests such as body fat, cardiovascular condition, and various performance tests. Required text/materials: American College of Sports Medicine. (2018). *ACSM’s resources for the personal trainer* (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. Prerequisite: None

PTD-104—Programming Basics I—3.0 credits

This course covers the fundamentals of designing resistance training, cardiorespiratory training, and flexibility programs. The course focuses on training session components and appropriate exercise selection, progression, and program design variables for resistance and cardiorespiratory training. Required text/materials: American College of Sports Medicine. (2018). *ACSM’s resources for the personal trainer* (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. Prerequisites: PTD-103

PTD-105—Programming Basics II—3.0 credits


PTD-106—Nutrition Fundamentals—3.0 credits

PTD-107—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. American College of Sports Medicine. (2018). *ACSM’s resources for the personal trainer* (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. Prerequisite: None

PTD-110—Exam and Career Preparation—3.0 credits

This course prepares students to take the ACSM certification exam, paying particular attention to test-taking skills and improvement of weak areas of knowledge, skill, and ability. Students also prepare for their career through resume building activities and interview roleplays. Required text/materials: American College of Sports Medicine. (2018). *ACSM’s resources for the personal trainer* (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. ACSM PrepU software.

**Program Outline by Term**

Each term is 16 weeks, split into two 8 week modules. The final module is 6 weeks in length. The following term schedule is subject to change.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>PTD-100 / UNV-101S (First 8 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PTD-101 / PTD-103 (Second 8 weeks)</td>
</tr>
<tr>
<td>Term 2</td>
<td>PTD-104 / PTD-102 (Third 8 weeks)</td>
</tr>
<tr>
<td></td>
<td>PTD-105 / PTD-107 (Fourth 8 weeks)</td>
</tr>
<tr>
<td>Term 3</td>
<td>PTD-106 / PTD-110 (Fifth 8 weeks)</td>
</tr>
</tbody>
</table>
Business Administration Certificate
30 Credits, 40 Weeks

Program Objectives

The Business Administration Certificate introduces students to the various functional areas of general business and Microsoft Office products. Hands-on, practical experience is the focus of the program enabling students to gain real world application using Microsoft Excel within a Virtual Laboratory allowing students to solve problems that simulate those issues encountered in the modern business marketplace.

The program is designed to meet the increasing industry demand for professionals in general business-related positions. This certificate provides students with the tools necessary to gain employment in bookkeeping and related accounting occupations. In this program, students acquire the needed skills in preparation for passing certified exam such as the Microsoft Excel Specialist Certification. Bryan University delivers this program through dynamic, adaptive, experiential learning that includes personalized instruction and coaching.

Following the completion of this program, students will be able to:

• Explain the business environment and the various elements of a business operation.
• Apply marketing and social media strategies to create content for the digital environment.
• Compile and prepare accurate financial information for analysis and informed business decisions.
• Perform accounting and reporting functions using Excel.
• Apply problem solving skills to a variety of bookkeeping tasks.
• Demonstrate competency in communication skills required for the business professional.

Employment Opportunities

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

   AP Clerk
   AR Clerk
   Bookkeeper
   Office Administrator
   Payroll Clerk
   Office Clerk
   Bill and Account Collector
   Social Media Coordinator
   Marketing Coordinator
   Sales Representative
   Administrative Assistant
Standard Occupational Classification codes (SOC)* include, but are not limited to:

41-9099.00 - Sales and Related Workers
43-3011.00 - Bill and Account Collectors
43-3031.00 – Bookkeeping/Accounting Clerk
43-9061.00 - Office Clerks, General
43-3051.00 – Payroll Clerk
43-4051.00 - Customer Service Representatives
43-6014.00 - Secretaries and Administrative Assistants, Except Legal, Medical, and Executive

* Detailed information surrounding these classifications can be found at the following website: [www.onetonline.org](http://www.onetonline.org).

**Program Completion**

In order to graduate and receive a Business Administration Certificate, a student must earn a minimum of 30 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 take the Microsoft Excel Specialist Certification, which completion of is not required to graduate. One attempt at each certification is included in tuition costs; passing scores are not required for graduation.

**Business Administration Certificate Courses**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-105</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-110</td>
<td>Workplace Technologies</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-115</td>
<td>Business Math</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-120</td>
<td>Accounting Principles I</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-125</td>
<td>Accounting Principles II</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-130</td>
<td>Microsoft Excel I</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-135</td>
<td>Microsoft Excel II</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-140</td>
<td>Introduction to Digital Marketing and Social Media</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-145</td>
<td>Business Communications</td>
<td>3.0</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>30.0</td>
</tr>
</tbody>
</table>

*Classes noted with an asterisk are general education.

**Course Descriptions**

Note: Bryan University strives to deliver students the most up to date courses possible. The textbooks listed in the following course descriptions are subject to change. Students should always refer to the Course Syllabus for up to date textbook information.
UNV-101S—Student Success and Technology Foundations—3.0 credits

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

BUS-105 — Introduction to Business—3.0 credits

Complex marketplaces require businesses to use data and analytics to address regulatory, market, consumer and operational challenges. This course provides students with the foundations of business organization and operations to provide a foundation for students to use when analyzing data to uncover actionable information for the enterprise. Required text/materials: Nickels, W., McHugh, J., McHugh, S. (2016). Understanding Business (11th ed.). Boston, MA: McGraw Hill. Prerequisite: None.

BUS-110 — Workplace Technologies—3.0 credits


BUS-115 — Business Math—3.0 credits


BUS-120 — Accounting Principles I—3.0 credits

This course provides the foundation for accounting concepts which will be used throughout the students’ business program. This course covers an introduction to financial accounting theory and practice and provides students with the tools needed to develop a functional knowledge of fundamental accounting principles. Students will also be introduced to the methods for summarizing, analyzing and reporting financial data. Topics include bookkeeping cycle, basic accounting principles and procedures, financial statements, merchandising operations and inventory, and accounting for assets. Required Textbook(s): eBook: Wild, J., Shaw, K., & Chiappetta, B. (2017). Fundamental accounting principles (23rd ed.). New York, NY: McGraw-Hill. Prerequisites: None.

BUS-125 — Accounting Principles II—3.0 credits

This course is the second in the program covering concepts and applications of accounting. It provides an overview of accounting for partnerships and corporations and continues with the discussion of the basic principles and applications of managerial and cost accounting. This course focuses on managerial techniques and procedures designed to aid managers in their planning, control, and decision-making roles. At the end of this course, students will be skilled in tasks related to positions such as AP Clerk, payroll clerk, or bookkeeper. Required Textbook(s): Wild, J., Shaw, K., & Chiappetta, B. (2017). Fundamental accounting principles (23rd ed.). New York, NY: McGraw-Hill. Prerequisite: BUS-120.

BUS-130 — Microsoft Excel I—3.0 credits

Electronic spreadsheets are a powerful tool used in business processes to store, analyze and present information. The focus of the course is to provide the student with functional skills needed to create, edit, and format Microsoft Excel worksheets for a variety of reporting needs. Nordell, Randy & Wood, Kari (2016). Microsoft Office Excel 2016 Complete: In Practice. Boston, MA: McGraw-Hill Prerequisites: None.
BUS-135 — Microsoft Excel II—3.0 credits

The focus of this course includes creating informative spreadsheets and performing advanced functions including functions, formulas, and charts. This course is a continuation of BUS-130. Nordell, Randy & Wood, Kari (2016). *Microsoft Office Excel 2016 Complete: In Practice*. Boston, MA: McGraw-Hill. Prerequisite: BUS-130.

BUS-140 — Introduction to Digital Marketing and Social Media—3.0 credits

This course provides students with a working knowledge in the growing field of digital marketing. Students will learn about the evolution and purpose of digital marketing, the strategic uses of social media, and how these principles can transform the customer's journey. Students will also gain important industry skills designed to enhance the company's product using effective digital media. Grewal, D., & Levy, M. (2019). *M: Marketing*. New York, NY: McGraw-Hill Education. Prerequisites: None.

BUS-145 — Business Communications—3.0 credits

This course provides students with foundational knowledge regarding effective communication styles and strategies for the business professional. Students will learn practical skills in intra- and interpersonal communication within business-related environments, in how personal attitudes affect organizational effectiveness and productivity, and in the interactions between people both personally and professionally. Rentz, K. (2015). *M: Business communication* (3rd ed.). Place of publication not identified: Irwin McGraw-Hill. Prerequisites: None.

**Program Outline by Term**

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>BUS-105/UNV-101S (First 8 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BUS-110/BIO-115 (Second 8 weeks)</td>
</tr>
<tr>
<td>Term 2</td>
<td>BUS-120/BUS-130</td>
</tr>
<tr>
<td></td>
<td>BUS-125/BUS-135</td>
</tr>
<tr>
<td>Term 3</td>
<td>BUS-140/BUS-145</td>
</tr>
</tbody>
</table>
Medical Billing and Coding Certificate

36 Credits, 48 weeks

Program Objectives

The Medical Billing and Coding Certificate program prepares students to gain entry-level employment in the exciting and growing field of medical billing and coding. The program focuses on the skills related to coding medical conditions and procedures, and the subsequent use of these codes in billing and reimbursement. 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, in preparation for passing a chosen certified exam, such as the AHIMA Certified Coding Associate (CCA). Pathway options to higher credentialing exams, such as the CCS, is also offered.

The program includes core curriculum in medical terminology, anatomy and physiology, pathophysiology, pharmacology, inpatient and outpatient coding, health information and delivery systems, reimbursement, law, compliance, and healthcare technologies. Hands-on, practical experience is the focus of the program, which utilizes the AHIMA Virtual Laboratory enabling students to solve problems that simulate those issues encountered in the modern healthcare marketplace, and also includes an practicum program to gain actual workplace experience and networking opportunity.

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

- Knowledge of medical terminology, anatomy and physiology, pathology, and pharmacology.
- Knowledge of basic computer applications and healthcare information technologies and systems.
- Knowledge of the United States healthcare delivery system, its process of documentation, health data management and quality, reimbursement methodologies, healthcare privacy and confidentiality, and legal and ethical issues.
- Ability to translate diagnosis, conditions, services, and procedures into medical codes using a variety of standard formats, including ICD, CPT, and HCPCS.
- Ability to apply coding guidelines and regulations, including compliance and reimbursement, to handle issues such as medical necessity and claims denials.
- Ability to communicate, query, and collaborate with healthcare stakeholders such as coders, billers, physicians, and other healthcare staff.
- 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 Coder
- Medical Coding for In-Patient and Out-Patient Settings
- Medical Office Assistant
- 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](http://www.onetonline.org).

**Program Completion**

In order to graduate and receive a Medical Billing and Coding Certificate, a student must earn a minimum of 36 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 coding or billing certifications; completion of certification exams are not required to graduate.

**Medical Billing and Coding Certificate Courses**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-100S</td>
<td>Medical Terminology</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-105S</td>
<td>Anatomy and Physiology</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-115S</td>
<td>Pathology and Disease Process &amp; Pharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-100</td>
<td>Introduction to Health Information Technology</td>
<td>3.0</td>
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<tr>
<td>HIM-105</td>
<td>Understanding the Healthcare Record</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-110</td>
<td>ICD Diagnosis Coding &amp; Application</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-120</td>
<td>ICD Procedure Coding</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-130</td>
<td>ICD Procedure Coding Applications</td>
<td>3.0</td>
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<tr>
<td>HIM-140</td>
<td>Healthcare Insurance and Reimbursement</td>
<td>3.0</td>
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<tr>
<td>HIM-150</td>
<td>CPT and HCPCS Coding</td>
<td>3.0</td>
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<tr>
<td>HIM-200</td>
<td>Healthcare Law and Ethics</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>36.0</strong></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.

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

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

BIO-100S—Medical Terminology—3.0 credits

This course will provide students with a foundation in medical terminology. Students will learn strategies for memorizing and recalling medical terms, and a broad array of medical terms common in the health care professions. Required textbook/materials: Shiland, Betsy J. (2018). Medical Terminology and Anatomy for Coding, 3rd edition. Elsevier publishing. Prerequisite: None.

BIO-105S—Anatomy and Physiology—3.0 credits

A course covering the systems that comprise the human organism. Required textbook/materials: Shiland, Betsy J. (2018). Medical Terminology and Anatomy for Coding, 3rd edition. Elsevier publishing. Prerequisite: Completion of or current enrollment of BIO-100S

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


HIM-100—Introduction to Health Information Technology—3.0 credits

This course provides the student an overview of the profession of health information management and its role in the healthcare delivery system. Students are introduced to the major HIM department functions and department inter-relationships. Required textbook/materials: Johns, M.L. & Sayles, N. (2016). Health Information Management Technology: An Applied Approach (5th ed.). Chicago, IL: AHIMA Press. Prerequisite: None.

HIM-105—Understanding the Healthcare Record—3.0 credits


HIM-110—ICD Diagnosis Coding and Application—3.0 credits

This course is an introduction to coding using the ICD classification system. The student will learn how to use the ICD-CM code book and will assign and sequence ICD-CM codes for diagnoses in accordance with ICD coding

**HIM-120—I CD Procedure Coding—3.0 credits**

This course is an introduction to coding using the ICD classification system as it relates to coding procedures. The student will assign and sequence ICD codes for procedures of selected body systems, in accordance with ICD coding conventions and the Official Coding Guidelines for Coding and Reporting. Required textbook/materials: *Let’s Code it.* McGraw Hill. AAPC ICD-PCS Expert. McGraw Hill. Co-requisite: Completion or current enrollment of HIM-110.

**HIM-130—I CD Procedure Coding Applications—3.0 credits**

This course is continuation of HIM-120. The student will apply what they learned in HIM-120, coding procedures using the ICD code book, ICD coding conventions and the ”Official Coding Guidelines for Coding and Reporting,” to assign and sequence ICD codes for procedures in selected areas and body systems. Required textbook/materials: *Let’s Code it.* McGraw Hill. Prerequisite: HIM 120

**HIM-140—Healthcare Insurance and Reimbursement—3.0 credits**

This course provides students with an overview of US healthcare reimbursement systems, the roles and responsibilities of healthcare third-party payers, and the billing process, including concepts of revenue cycle management. Advanced coding concepts such as the use of codes in reimbursement systems, ethical and compliant coding, and additional vocabularies, terminologies, and classification systems will also be discussed. Utilization of coding tools such as groupers and computer-assisted coding will be included. Required textbook/materials: Green, M.A. & Rowell, J.C. (2017). *Understanding health insurance: A guide to billing and reimbursement.* (13th ed.). Stamford, CT: Cengage Learning. Prerequisite: HIM-105

**HIM-150—CPT and HCPCS Coding—3.0 credits**

This course will introduce students to the CPT manual and coding structure. Students will assign CPT and HCPCS codes according to established guidelines and reporting requirements. Required textbook/materials: *Let’s Code it.* McGraw Hill. AAPC CPT Professional. McGraw Hill AAPC HCPCS LVII Expert McGraw Hill. Prerequisite: Completion or current enrollment of HIM-130.

**HIM-200—Healthcare Law & Ethics and Application—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. Also, students will continue to gain industry experience by utilizing a virtual lab environment, applying program knowledge and competencies. Required text/materials: *Documentation for health records.* Chicago, IL: AHIMA. *Case Studies in Health Information Management.* Chicago, IL: AHIMA. Prerequisite: None

**Program Outline by Term**

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>HIM-100/UNV-101S (First 8 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIO-100S/BIO-105S (Second 8 weeks)</td>
</tr>
<tr>
<td>Term 2</td>
<td>BIO-115S/HIM-105</td>
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<td></td>
<td>HIM-110/HIM-120</td>
</tr>
<tr>
<td>Term 3</td>
<td>HIM-130/HIM-150</td>
</tr>
<tr>
<td></td>
<td>HIM-140/HIM-200</td>
</tr>
</tbody>
</table>
Full Stack Web Development Certificate

30 Credits, 40 Weeks

Program Objectives

The Full Stack Web Development Certificate introduces students to the various functional areas of web programming, web development, and web communication, including the creation of servers, NoSQL and Relational databases, and the use of state management tools. In addition, the curriculum facilitates the development of server side programming, as well as the use of Document Object Modeling.

The program is designed to meet the increasing industry demand for web development professionals. Bryan University delivers this program through dynamic, adaptive, experiential learning that includes personalized instruction and coaching. Following the completion of this program, students will be able to:

- Demonstrate problem solving skills within various disciplines of web development: programming and communication.
- Apply interactive user interfaces to create single-page web applications.
- Create relational and NoSQL databases.
- Use state management tools to maintain state in complex React applications.

Employment Opportunities

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

- Web Developer
- Software Developer
- JavaScript Developer
- Full Stack Web Developer

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

- 15-1251 – Computer Programmers
- 15-1254 – Web Developers
- 15-1255 – Web and Digital Interface Designers

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

Program Completion

In order to graduate and receive a Certificate in Full Stack Web Development, a student must earn a minimum of 30 credits for the courses in the curriculum and have a cumulative grade point average of 2.0 or better.
### Full Stack Web Development Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV-101T</td>
<td>Student Success and Soft Skills Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>FSW-100</td>
<td>Introduction to Web Development - HTML and CSS</td>
<td>3.0</td>
</tr>
<tr>
<td>FSW-105</td>
<td>Fundamentals Programming for the Web - JavaScript</td>
<td>3.0</td>
</tr>
<tr>
<td>FSW-110</td>
<td>Document Object Model</td>
<td>3.0</td>
</tr>
<tr>
<td>FSW-115</td>
<td>Communication Over the Web - HTTP, AJAX, &amp; APIs</td>
<td>3.0</td>
</tr>
<tr>
<td>FSW-120</td>
<td>Interactive User Interfaces - React</td>
<td>3.0</td>
</tr>
<tr>
<td>FSW-125</td>
<td>Server-Side Programming - Node &amp; Express</td>
<td>3.0</td>
</tr>
<tr>
<td>FSW-130</td>
<td>State Management - RxJS, Redux &amp; MobX</td>
<td>3.0</td>
</tr>
<tr>
<td>FSW-135</td>
<td>NoSQL Databases and the Web - MongoDB &amp; Mongoose</td>
<td>3.0</td>
</tr>
<tr>
<td>FSW-140</td>
<td>Relational Databases and the Web - MySQL &amp; PostgreSQL</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>30.0</strong></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.

**UNV-101T—Student Success and Soft Skills 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 Internet research, e-learning tools, and collaboration software. Required text/materials: There are no textbooks required in this course. Prerequisite: None.

**FSW-100— Introduction to Web Development - HTML and CSS—3.0 credits**

Students will learn the fundamental technologies, including HTML and CSS, used to create static web sites. Students will be introduced to the principles of web design. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Web Development Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: None.

**FSW-105— Fundamentals Programming for the Web - JavaScript—3.0 credits**

Students will learn the building blocks of programming, including variables, conditionals, loops, functions, data types, constructors, and functional programming. Students will complete exercises using the JavaScript programming language and be introduced to the practice of version control software using Git. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Fundamentals Programming for the Web Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: None.

**FSW-110— Document Object Model—3.0 credits**
Students will learn how the Document Object Model (DOM) Standard represents a web page as a tree-structure, permitting programmatic manipulation of, and dynamic changes to, any part of a web page. Students will use JavaScript and the DOM API to create interactive and engaging websites. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Document Object Model Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: FSW-100 and current enrollment or completion of FSW-105.

FSW-115 — Communication Over the Web - HTTP, AJAX, & APIs — 3.0 credits

Students will learn about interactions over the internet using HTTP, including sending information to a server and consuming/using information from 3rd party APIs. Specific attention will be given to popular web techniques, including AJAX and APIs. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Communication over the web Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: None.

FSW-120 — Interactive User Interfaces - React — 3.0 credits

Students will use the React front-end library (and associated third-party libraries) to create engaging and componentized single-page web applications. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Interactive User Interfaces Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: FSW-105, FSW-110.

FSW-125 — Server-Side Programming - Node & Express — 3.0 credits

Students will learn how to create servers using node.js and the Express.js application framework to render web pages from the server and to service RESTful API requests and return responses. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Server-side Programming Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: FSW-105, FSW-115, FSW-120.

FSW-130 — State Management - RxJS, Redux & MobX — 3.0 credits

Students will learn how to use state management tools (e.g. Rxjs, Redux, and MobX) to maintain state in complex React applications. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: State Management Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: none.

FSW-135 — NoSQL Databases and the Web - MongoDB & Mongoose — 3.0 credits

Students will create NoSQL databases (e.g. MongoDB databases) using Object Document Mapping (ODM) libraries (e.g. Mongoose ODM) to add data consistency and validation, and to connect to an Express server. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: NoSQL Databases and the Web Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: none.

FSW-140 — Relational Databases and the Web - MySQL & PostgreSQL — 3.0 credits

Students will create relational databases (e.g. using MySQL or PostgreSQL) in the connection with Express servers. Students will learn and use both direct SQL statements and Object Relational Mapping approaches. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Relational Databases and the Web Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: Current enrollment or completion of FSW-135.
Program Outline by Term

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>UNV-101T/FSW-100 (First 8 weeks)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>FSW-105/FSW-110 (Second 8 weeks)</td>
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<tr>
<td>Term 2</td>
<td>FSW-115/FSW-120</td>
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<tr>
<td></td>
<td>FSW-125/FSW-130</td>
</tr>
<tr>
<td>Term 3</td>
<td>FSW-135/FSW-140</td>
</tr>
</tbody>
</table>
Academic Associate in Applied Exercise and Fitness

60 credits, 80 weeks

Program Objectives

The Applied Exercise and Fitness program prepares students to become well-rounded and specialized in their exercise, fitness, and personal training knowledge. Graduates of the program build on their fundamental personal training knowledge by learning about the business elements of being a personal trainer and gaining specialized knowledge in group training theory, small group training, and weight management.

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

- Apply knowledge of anatomy, physiology, and biomechanics to training strategies.
- Explain the impact of nutrition on the human body.
- Perform fitness assessments on clients.
- Create individualized exercise programs based on assessment.
- Perform foundational, advanced, and sport-specific movement patterns and exercises.
- Teach foundational, advanced, sport-specific movement patterns and exercises.
- Use current sales techniques to obtain and retain clients.
- Utilize coaching 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.
- Choose weight management strategies that are appropriate for client goals and lifestyles.
- Explain the elements of operating a small fitness business.
- Create realistic financial projections, including sessions rendered, re-sign business, and new business.
- Design and instruct small group training sessions.

Career Opportunities

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

- Certified Personal Trainer
- Gym or Studio Staff Member
- Nutrition/Supplement Store Associate
• Fitness Instructor
• Independent Trainer/Contractor
• Certified Group Exercise 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

In order to graduate and receive an Academic Associate Degree in Applied Exercise and Fitness, students must earn a minimum of 60 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. One attempt at the ACSM Certified Group Exercise Instructor certification is included in tuition costs; passing scores are not required for graduation.

Applied Exercise and Fitness Courses

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTD-100</td>
<td>Personal Training and Sales Fundamentals</td>
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</tr>
<tr>
<td>PTD-101</td>
<td>Body Sciences I</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-102</td>
<td>Body Sciences II</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-103</td>
<td>Client Intake and Assessment</td>
<td>3.0</td>
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<tr>
<td>PTD-104</td>
<td>Programming Basics I</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-105</td>
<td>Programming Basics II</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-106</td>
<td>Nutrition Fundamentals</td>
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</tr>
<tr>
<td>PTD-107</td>
<td>Behavior Management</td>
<td>3.0</td>
</tr>
<tr>
<td>PTD-110</td>
<td>Exam and Career Preparation</td>
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<tr>
<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
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</tr>
<tr>
<td>EXE-200</td>
<td>Fitness Management</td>
<td>3.0</td>
</tr>
<tr>
<td>EXE-205</td>
<td>Group Training Theory</td>
<td>3.0</td>
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<tr>
<td>EXE-210</td>
<td>Applied Group Training</td>
<td>3.0</td>
</tr>
<tr>
<td>EXE-215</td>
<td>Weight Management</td>
<td>3.0</td>
</tr>
<tr>
<td>EXE-220</td>
<td>Cardiorespiratory and Flexibility Programming</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT-110S*</td>
<td>Algebra I</td>
<td>3.0</td>
</tr>
<tr>
<td>Course Code</td>
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<tr>
<td>ENG-110S*</td>
<td>English Composition I</td>
<td>3.0</td>
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<tr>
<td>ENG-112S*</td>
<td>English Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td>COM-115S*</td>
<td>Interpersonal Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>CRT-110S*</td>
<td>Critical Thinking I</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>60.0</strong></td>
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</table>

*General Education Course Requirements*

This Academic Associate Degree program requires students to complete 15 general education credit hours. Bryan University preschedules all general education courses within each program. A student’s schedule may reflect general education courses different than the ones listed above, however, the Bryan University Registrar works to ensure students meet all general education requirements by the expected time of graduation. Refer to the General Education section of this Catalog for specific general education requirements.

**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.

**PTD-100— Personal Training and Sales Fundamentals—3.0 credits**

This course provides an introduction to the field of personal training along with the fundamental skills necessary to be an effective salesperson in the field. The history of personal training, professional organizations, certifications, and career tracks in the field are discussed. Students learn about communication skills, interviewing, steps of the sale, and fundamentals of professional conduct and ethics. Additionally, students learn the primal movement patterns and gain practical experience performing many common exercises and movement patterns that will be utilized with their clients. Required text/materials: Pire, N. I. (2013). *ACSM’s career and business guide for the fitness professional*. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins. American College of Sports Medicine. (2018). *ACSM’s resources for the personal trainer* (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. Prerequisite: None

**PTD-101—Body Sciences I—3.0 credits**

This course will provide an in-depth look at basics principles of kinesiology, including planes of motion, joints of movement, and joint actions. Required text/materials: American College of Sports Medicine. (2018). ACSM’s resources for the personal trainer (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. Prerequisites: PTD-101

**PTD-102—Body Sciences II—3.0 credits**

This course will provide an in-depth look at how the human body systems interact and function in relation to exercise and movement. Students will learn the various parts and functions of the nervous, muscular, and skeletal systems. Required text/materials: American College of Sports Medicine. (2018). *ACSM’s resources for the personal trainer* (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. Prerequisites: PTD-101

**PTD-103—Client Intake and Assessment—3.0 credits**

This course covers the fundamentals of conducting health screenings and risk stratifications, as well as tests such as body fat, cardiovascular condition, and various performance tests. Required text/materials: American College of
PTD-104—Programming Basics I—3.0 credits

This course covers the fundamentals of designing resistance training, cardiorespiratory training, and flexibility programs. The course focuses on training session components and appropriate exercise selection, progression, and program design variables for resistance and cardiorespiratory training. Required text/materials: American College of Sports Medicine. (2018). *ACSM's resources for the personal trainer* (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. Prerequisites: PTD-103

PTD-105—Programming Basics II—3.0 credits


PTD-106—Nutrition Fundamentals—3.0 credits


PTD-107—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. American College of Sports Medicine. (2018). ACSM’s resources for the personal trainer (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. Prerequisite: None

PTD-110—Exam and Career Preparation—3.0 credits

This course prepares students to take the ACSM certification exam, paying particular attention to test-taking skills and improvement of weak areas of knowledge, skill, and ability. Students also prepare for their career through resume building activities and interview roleplays. Required text/materials: American College of Sports Medicine. (2018). ACSM’s resources for the personal trainer (5th ed). Philadelphia, PA: Lippincott Williams & Wilkins. ACSM PrepU software. Prerequisite: None

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

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

EXE-200—Fitness Management—3.0 credits

This course covers the fundamentals of operating a small fitness business. Course topics include strategy and mission development, financial fitness, laws and regulations, operations, and building the future of the business. Required text/materials: Ware, C.M., Bamford, C.E., & Bruton, G.D. (2013). Business Management for the Personal Fitness Trainer. Boston, MA: McGraw-Hill. Prerequisite: None
EXE-205—Group Training Theory—3.0 credits

This course provides students with the basic theory and skills needed to be an effective group training professional. Students learn how to set up programs and instruct sessions for group training in a variety of settings and with a variety of group training modalities. Required text/materials: National Academy of Sports Medicine. (2016). NASM’s Essentials of Group Personal Training. American College of Sports Medicine (2011). ACSM’s Resources for the Group Exercise Instructor. Prerequisite: None

EXE-210—Applied Group Training—3.0 credits

This practical, applied class provides students the opportunity to demonstrate what they learned in Group Training Theory. Students will apply best practices as a group exercise instructor, including class design, communication skills, coaching and cueing, and progression and regression. Required text/materials: American College of Sports Medicine (2011). ACSM’s Resources for the Group Exercise Instructor. Kennedy-Armbruster, C. and Yoke, M. (2014). Methods of Group Exercise Instruction, 3rd ed. Prerequisite: EXE-205

EXE-215—Weight Management—3.0 credits


EXE-220—Cardiorespiratory and Flexibility Programming—3.0 credits


CRT-110S — Critical Thinking—3.0 credits


COM-115S*—Interpersonal Communication—3.0 credits

This course introduces the concepts and theories of interpersonal communication. Students will explore the process and functions of communication, developing relationships, communication strategies and skills, and interpersonal language skills, including conflict management. Required textbook/resources: Beebe, Steven, Beebe, Susan, & Redmond, Mark (2017). Interpersonal Communication: Relating to Others. Upper Saddle River, NJ: Pearson. Prerequisite: None

ENG-110S — 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. Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: None
ENG-112S — 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. Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: ENG-110 or the equivalence in transfer credit.

MAT-110S — Algebra I—3.0 credits


Program Outline by Term

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>PTD-100 / UNV-101 (First 8 weeks)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PTD-101 / PTD-103 (Second 8 weeks)</td>
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<tr>
<td>Term 2</td>
<td>PTD-104 / PTD-102</td>
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<tr>
<td></td>
<td>PTD-105 / PTD-107</td>
</tr>
<tr>
<td>Term 3</td>
<td>PTD-106 / PTD-110</td>
</tr>
<tr>
<td></td>
<td>EXE-200 / ENG-110S</td>
</tr>
<tr>
<td>Term 4</td>
<td>EXE-205 / MAT-110S</td>
</tr>
<tr>
<td></td>
<td>EXE-215 / ENG-112S</td>
</tr>
<tr>
<td>Term 5</td>
<td>EXE-210 / COM-115S</td>
</tr>
<tr>
<td></td>
<td>EXE-220 / CRT-110S</td>
</tr>
</tbody>
</table>
Academic Associate Degree in Business Administration
60 Credits, 80 Weeks

Program Objectives

The Academic Associate Degree in Business Administration introduces students to the various functional
areas of business organizations to include finance and accounting, marketing, and information systems with
additional focus on human resources and project management. In addition, the curriculum facilitates the
development of leadership skills and core competencies in critical thinking and problem solving, project
management, communication, teamwork, and ethics.

The program is designed to meet the increasing industry demand for professionals in virtually every aspect
of business. The program blends practical and theoretical applications into a well-rounded and topical business
curriculum, preparing students to tackle today's most interesting business challenges, from entrepreneurship to basic
operations management. Additionally, students acquire the needed skills in preparation for passing certified exams
such as the Certified Associate in Project Management (CAPM®) certification and Associate Professional in Human
Resources™ (aPHR™) certification. Bryan University delivers this program through dynamic, adaptive, experiential
learning that includes personalized instruction and coaching.

Following the completion of this program, students will be able to:

- Demonstrate problem solving skills within various disciplines of business: general management, marketing,
  accounting, personnel and project management.
- Apply sound management principles to the functions of planning, organizing, leading, controlling, and
decision making within a business.
- Execute entry-level human resources activities in accordance with governing rules and regulations.
- Develop analytic and organizational strategies to improve an organization's efficiency through reduced
costs and increased revenues.
- Apply problem solving skills to a variety of bookkeeping tasks, human resources tasks, and project
  management activities
- Use technology for business and management tasks, including data analysis, presentations, communication
  and research.
- Demonstrate competency in academic skills required of working graduates including English composition,
critical thinking, Algebra and other general education areas of study.

Employment Opportunities

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

Account Development Manager
Business Development Associate
Executive Assistant
Human Resources Generalist
Associate Project Manager
Standard Occupational Classification codes (SOC)* include, but are not limited to:

11-1021.00 – General and Operations Managers
43-4161.00 – Human Resources Assistants, Except Payroll and Timekeeping
11-3011.00 - Administrative Services Managers
43-3031.00 – Bookkeeping/Accounting Clerk
43-3051.00 – Payroll Clerk

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

Program Completion

In order to graduate and receive an Academic Associate Degree in Business Administration, a student must earn a minimum of 60 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 take the Certified Associate in Project Management (CAPM®) certification and Associate Professional in Human Resources™ (aPHR™) certification, which completion of is not required to graduate. Funding for one attempt at select certifications is included in tuition costs; passing scores are not required for graduation.

Academic Associate Degree in Business Administration Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
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</thead>
<tbody>
<tr>
<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-105</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
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</table>
### Course Descriptions

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

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

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

**BUS-105 — Introduction to Business—3.0 credits**

Complex marketplaces require businesses to use data and analytics to address regulatory, market, consumer and operational challenges. This course provides students with the foundations of business organization and operations to provide a foundation for students to use when analyzing data to uncover actionable information for the enterprise. Required text/materials: Nickels, W., McHugh, J., McHugh, S. (2016). *Understanding Business* (11th ed.). Boston, MA: McGraw Hill. Prerequisite: None.

**BUS-110 — Workplace Technologies—3.0 credits**


**BUS-115 — Business Math—3.0 credits**


**BUS-120 — Accounting Principles I—3.0 credits**

This course provides the foundation for accounting concepts which will be used throughout the students’ business program. This course covers an introduction to financial accounting theory and practice and provides students with the tools needed to develop a functional knowledge of fundamental accounting principles. Students will also be introduced to the methods for summarizing, analyzing and reporting financial data. Topics include bookkeeping cycle, basic accounting principles and procedures, financial statements, merchandising operations and inventory, and accounting for assets. Required Textbook(s): eBook: Wild, J., Shaw, K., & Chiappetta, B. (2017). *Fundamental accounting principles* (23rd ed.). New York, NY: McGraw-Hill. Prerequisites: None.
BUS-125 — Accounting Principles II—3.0 credits

This course is the second in the program covering concepts and applications of accounting. It provides an overview of accounting for partnerships and corporations and continues with the discussion of the basic principles and applications of managerial and cost accounting. This course focuses on managerial techniques and procedures designed to aid managers in their planning, control, and decision-making roles. At the end of this course, students will be skilled in tasks related to positions such as AP Clerk, payroll clerk, or bookkeeper. Required Textbook(s): Wild, J., Shaw, K., & Chiappetta, B. (2017). Fundamental accounting principles (23rd ed.). New York, NY: McGraw-Hill. Prerequisite: BUS-120.

BUS-130 — Microsoft Excel I—3.0 credits

Electronic spreadsheets are a powerful tool used in business processes to store, analyze and present information. The focus of the course is to provide the student with functional skills needed to create, edit, and format Microsoft Excel worksheets for a variety of reporting needs. Nordell, Randy & Wood, Kari (2016). *Microsoft Office Excel 2016 Complete: In Practice*. Boston, MA: McGraw-Hill. Prerequisites: None.

BUS-135 — Microsoft Excel II—3.0 credits

The focus of this course includes creating informative spreadsheets and performing advanced functions including functions, formulas, and charts. This course is a continuation of BUS-130. Nordell, Randy & Wood, Kari (2016). *Microsoft Office Excel 2016 Complete: In Practice*. Boston, MA: McGraw-Hill. Prerequisite: BUS-130.

BUS-140 — Introduction to Digital Marketing and Social Media—3.0 credits

This course provides students with a working knowledge in the growing field of digital marketing. Students will learn about the evolution and purpose of digital marketing, the strategic uses of social media, and how these principles can transform the customer's journey. Students will also gain important industry skills designed to enhance the company's product using effective digital media. Grewal, D., & Levy, M. (2019). *Marketing. New York, NY: McGraw-Hill Education*. Prerequisites: None.

BUS-145 — Business Communications—3.0 credits

This course provides students with foundational knowledge regarding effective communication styles and strategies for the business professional. Students will learn practical skills in intra- and interpersonal communication within business-related environments, in how personal attitudes affect organizational effectiveness and productivity, and in the interactions between people both personally and professionally. Rentz, K. (2015). *Business communication* (3rd ed.). Place of publication not identified: Irwin McGraw-Hill. Prerequisites: None.

BUS-200 — Business Analytics Reporting—3.0 credits

Today's businesses rely on data in almost every decision-making process. Data must be presented in a way that is quickly interpretable and easily understood. This course further explores reporting, data representations, visualizations, and high-level data analytics in Microsoft® Excel®. Students will connect to and analyze data from various sources and prepare presentations for management decision making using a variety of visualization types. Required materials: Camões, J. (2016) *Data at Work: Best Practices for Creating Effective Charts and Information Graphics in Microsoft® Excel®* (1st ed.) Boston, MA: Pearson. Prerequisites: BUS-130, BUS-135.

BUS-220 — Management Principles—3.0 credits

Successful management is rooted in forming essential behaviors associated with leading an organization and its people. During this course, the student will understand basic management principles and functions required within small and large organizations and be introduced to business application models. This course will emphasize critical thinking and solving real-world problems. Dess, G., McNamara, G., Eisner, A. (2014). *Strategic Management: Creating Competitive Advantages*. (8th ed.). Boston, MA: McGraw Hill. Prerequisite: None.
BUS-230 — Legal and Ethical Issues in Business—3.0 credits

This course provides students with foundational knowledge regarding general law, ethics, and regulations affecting business policy and decision making. Liuzzo, A. (2015). Essentials of Business Law (9th ed.). Prerequisites: None.

BUS-245 — Introduction to Human Resource Management—3.0 credits

Introduction to human resources concepts and practices applicable for entry-level HR professionals and general managers in numerous industries. Provides overview of key HR functions such as: HR operations; recruitment and selection; compensation and benefits; HR development and retention; employee relations; and health, safety, and security. This course prepares students for the HRCI’s Associate Professional in Human Resources™ (aPHR™) certification. Required materials: Mathis, R. Jackson, J., Valentine, S. (2016) Human resource management: essential perspectives. (7th ed.). Boston, MA: Cengage Learning. Prerequisite: None.

BUS-250 — Introduction to Project Management—3.0 credits

This introductory course provides training in the basic principles of project management, including concepts from the initiating, planning, executing, monitoring, controlling, and closing process groups. Introduces fundamentals from the ten project management knowledge areas to prepare students for the Certified Associate in Project Management (CAPM ®) exam offered by the Project Management Institute (PMI®). Required materials: Project Management Institute (PMI®). (2017). A Guide to the Project Management Body of Knowledge (PMBOK® Guide) (6th edition). Newton Square, PA: Project Management Institute. Prerequisite: None.

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


COM-115S*—Interpersonal Communication—3.0 credits

This course introduces the concepts and theories of interpersonal communication. Students will explore the process and functions of communication, developing relationships, communication strategies and skills, and interpersonal language skills, including conflict management. Required textbook/resources: Beebe, Steven, Beebe, Susan, & Redmond, Mark (2017). Interpersonal Communication: Relating to Others. Upper Saddle River, NJ: Pearson. Prerequisite: None.

ENG-110S — 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. Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: None.

ENG-112S — 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. Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: ENG-110S.

MAT-110S — Algebra I—3.0 credits

**Program Outline by Term**

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

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<th>BUS110/BUS-115 (Second 8 weeks)</th>
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<td>Term 2</td>
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<td>Term 3</td>
<td>BUS-140/BUS-145</td>
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</tr>
<tr>
<td>Term 4</td>
<td>BUS-200/ENG-110S</td>
<td>BUS-230/CRT-110S</td>
</tr>
<tr>
<td>Term 5</td>
<td>BUS-245/MAT-110S</td>
<td>BUS-250/ENG-112S</td>
</tr>
</tbody>
</table>
Academic Associate Degree in Accounting

60 Credits, 80 Weeks

Program Objectives

The Academic Associate Degree in Accounting is designed to meet the increasing industry demand for business professionals in accounting. Accounting serves as a universal base that allows one to talk “the language of business.” With the right accounting skills graduates can position themselves for success in almost any sector or industry. Students develop real-world, employer-demanded skills in payroll, banking, reporting, and record keeping allowing them to become an asset to any company. In this program, students acquire the knowledge and skills in preparation for passing exams such as the Microsoft Excel Associate exam, as well as the National Bookkeepers Association (NBA) certification exams in bookkeeping, accounting, tax and QuickBooks. The program is ideal for professionals who want to enter an accounting-related field or lay the groundwork for further study to become a certified management accountant (CMA) or certified public accountant (CPA). Bryan University delivers this program through dynamic, adaptive, experiential learning that includes personalized instruction and coaching.

Following the completion of this program, students will be able to:

- Demonstrate problem solving skills within various disciplines of business: general management, marketing, and accounting.
- Maintain basic financial records and financial statements for internal and external users in accordance with governing rules and regulations.
- Analyze and explain the results of operations as reflected in business financial statements and communicate the significance of accounting information to internal stakeholders.
- Use technology for business and management tasks, including data analysis, presentations, communication and research.
- Perform accounting and reporting functions using Microsoft Excel and QuickBooks for small businesses.
- Perform entry-level accounting procedures in any size business enterprise.
- Demonstrate competency in academic skills required of working graduates including English composition, critical thinking, Algebra and other general education areas of study.

Employment Opportunities

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

- Accounts Receivable Clerk
- Accounting Assistant
- Billing Clerk
- Bookkeeper
- Payroll Clerk
- Tax Preparer

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

13-2082.00 - Tax Preparers
43-3031.00 – Bookkeeping/Accounting Clerk
43-3051.00 – Payroll Clerk
43-3011.00 - Bill and Account Collectors
43-9051.00 - Office Clerks, General

*Detailed information surrounding these classifications can be found at the following website: [www.onetonline.org](http://www.onetonline.org).

**Program Completion**

In order to graduate and receive an Academic Associate Degree in Accounting, a student must earn a minimum of 60 credits for the courses in the curriculum and have a cumulative grade point average of 2.0 or better.

**Academic Associate Degree in Accounting Courses**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-105</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
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<td>Legal and Ethical Issues in Business</td>
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</tr>
<tr>
<td>BUS-255</td>
<td>Intermediate Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS-265</td>
<td>Fundamentals of Taxation</td>
<td>3.0</td>
</tr>
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<td>English Composition I</td>
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<tr>
<td>ENG-112S*</td>
<td>English Composition II</td>
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<td>MAT-110S*</td>
<td>Algebra I</td>
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<tr>
<td><strong>TOTAL</strong></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.

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

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

BUS-105 — Introduction to Business—3.0 credits

Complex marketplaces require businesses to use data and analytics to address regulatory, market, consumer and operational challenges. This course provides students with the foundations of business organization and operations to provide a foundation for students to use when analyzing data to uncover actionable information for the enterprise. Required text/materials: Nickels, W., McHugh, J., McHugh, S. (2016). Understanding Business (11th ed.). Boston, MA: McGraw Hill. Prerequisites: None.

BUS-110 — Workplace Technologies—3.0 credits


BUS-115 — Business Math—3.0 credits


BUS-120 — Accounting Principles I—3.0 credits

This course provides the foundation for accounting concepts which will be used throughout the students’ business program. This course covers an introduction to financial accounting theory and practice and provides students with the tools needed to develop a functional knowledge of fundamental accounting principles. Students will also be introduced to the methods for summarizing, analyzing and reporting financial data. Topics include bookkeeping cycle, basic accounting principles and procedures, financial statements, merchandising operations and inventory, and accounting for assets. Required Textbook(s): eBook: Wild, J., Shaw, K., & Chiappetta, B. (2017). Fundamental accounting principles (23rd ed.). New York, NY: McGraw-Hill. Prerequisite: None.

BUS-125 — Accounting Principles II—3.0 credits

This course is the second in the program covering concepts and applications of accounting. It provides an overview of accounting for partnerships and corporations and continues with the discussion of the basic principles and applications of managerial and cost accounting. This course focuses on managerial techniques and procedures designed to aid managers in their planning, control, and decision-making roles. At the end of this course, students will be skilled in tasks related to positions such as AP Clerk, payroll clerk, or bookkeeper. Required Textbook(s): Wild, J., Shaw, K., & Chiappetta, B. (2017). Fundamental accounting principles (23rd ed.). New York, NY: McGraw-Hill. Prerequisite: BUS-120.

BUS-130 — Microsoft Excel I—3.0 credits

Electronic spreadsheets are a powerful tool used in business processes to store, analyze and present information. The focus of the course is to provide the student with functional skills needed to create, edit, and format Microsoft Excel

**BUS-135 — Microsoft Excel II—3.0 credits**

The focus of this course includes creating informative spreadsheets and performing advanced functions including functions, formulas, and charts. This course is a continuation of BUS-130. Nordell, Randy & Wood, Kari (2016). *Microsoft Office Excel 2016 Complete: In Practice.* Boston, MA: McGraw-Hill. Prerequisite: BUS-130.

**BUS-140 — Introduction to Digital Marketing and Social Media—3.0 credits**

This course provides students with a working knowledge in the growing field of digital marketing. Students will learn about the evolution and purpose of digital marketing, the strategic uses of social media, and how these principles can transform the customer's journey. Students will also gain important industry skills designed to enhance the company's product using effective digital media. Grewal, D., & Levy, M. (2019). *M: Marketing. New York,* NY: McGraw-Hill Education. Prerequisites: None.

**BUS-145 — Business Communications—3.0 credits**

This course provides students with foundational knowledge regarding effective communication styles and strategies for the business professional. Students will learn practical skills in intra- and interpersonal communication within business-related environments, in how personal attitudes affect organizational effectiveness and productivity, and in the interactions between people both personally and professionally. Rentz, K. (2015). *M: Business communication* (3rd ed.). Place of publication not identified: Irwin McGraw-Hill. Prerequisites: None.

**BUS-200 — Business Analytics Reporting—3.0 credits**

Today's businesses rely on data in almost every decision-making process. Data must be presented in a way that is quickly interpretable and easily understood. This course further explores reporting, data representations, visualizations, and high-level data analytics in Microsoft® Excel®. Students will connect to and analyze data from various sources and prepare presentations for management decision making using a variety of visualization types. Required materials: Camões, J. (2016) *Data at Work: Best Practices for Creating Effective Charts and Information Graphics in Microsoft® Excel®* (1st ed.) Boston, MA: Pearson. Prerequisites: BUS-130, BUS-135.

**BUS-220 — Management Principles—3.0 credits**

Successful management is rooted in forming essential behaviors associated with leading an organization and its people. During this course, the student will understand basic management principles and functions required within small and large organizations and be introduced to business application models. This course will emphasize critical thinking and solving real-world problems. Dess, G., McNamara, G., Eisner, A. (2014). *Strategic Management: Creating Competitive Advantages.* (8th ed.). Boston, MA: McGraw Hill. Prerequisite: None

**BUS-230 — Legal and Ethical Issues in Business—3.0 credits**

This course provides students with foundational knowledge regarding general law, ethics, and regulations affecting business policy and decision making. Liuzzo, A. (2015). *Essentials of Business Law (9th ed.)*. Prerequisites: None.

**BUS-255 — Intermediate Accounting—3.0 credits**

In this course, students interpret financial statements and use them to make better business decisions. This course examines in more depth the financial accounting procedures, reporting, and evaluation of results of operations through income statements, balance sheets, statements of cash flow, and associated worksheets. Additional topics include revenue and expense recognition, working capital, and ratio analysis of financial statements. Required materials: Spiceland, D., Nelson, M., Thomas, W. (2018) *Intermediate Accounting (9th ed.)*. New York, NY: McGraw-Hill. Prerequisite: BUS-120, BUS-125.
BUS-265 — Fundamentals of Taxation — 3.0 credits

This course provides an introduction to federal income taxation of individuals and businesses, providing a broad overview of the importance of tax considerations in business and personal decisions. Topics such as financial statement analysis, income, deductions, credits, depreciations, and allowances will be explored. Required materials: Cruz, A., Deschamps, M., Niswander, F., Fundamentals of Taxation (2019 ed.). Boston, MA: McGraw Hill. Prerequisites: None.

CRT-110S — Critical Thinking I — 3.0 credits


COM-115S*—Interpersonal Communication—3.0 credits

This course introduces the concepts and theories of interpersonal communication. Students will explore the process and functions of communication, developing relationships, communication strategies and skills, and interpersonal language skills, including conflict management. Required textbook/resources: Beebe, Steven, Beebe, Susan, & Redmond, Mark (2017). Interpersonal Communication: Relating to Others. Upper Saddle River, NJ: Pearson. Prerequisite: None.

ENG-110S — 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. Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: None.

ENG-112S — 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. Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: ENG-110S.

MAT-110S — Algebra I — 3.0 credits


Program Outline by Term

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

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</table>
Academic Associate Degree in Digital Marketing
60 Credits, 80 Weeks

Program Objectives

The Academic Associate Degree in Digital Marketing introduces students to the various functional areas of business organizations to include finance and accounting, marketing, and information systems with a strong focus in digital marketing. In addition, the curriculum facilitates the development of leadership skills and core competencies in critical thinking and problem solving, project management, communication, teamwork, and ethics.

The program is designed to meet the increasing industry demand for business professionals in digital marketing. Students acquire the needed skills in preparation for passing certified exams such as Hootsuite’s Social Marketing Certification, Google Ads Certification, and Facebook Blueprint Certificate. Bryan University delivers this program through dynamic, adaptive, experiential learning that includes personalized instruction and coaching.

Following the completion of this program, students will be able to:

- Demonstrate problem solving skills within various disciplines of business: general management, marketing, and accounting.
- Apply marketing strategies to create content for the digital environment.
- Use digital analytics to optimize marketing strategies and outcomes.
- Use technology for business and management tasks, including data analysis, presentations, communication and research.
- Demonstrate competency in academic skills required of working graduates including English composition, critical thinking, Algebra and other general education areas of study.

Employment Opportunities

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

- Social Media Coordinator
- Digital Marketing Specialist
- Marketing Coordinator
- Sales Representative
- Customer Service Representative

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

15-1199.10 – Search Marketing Strategist
13-1199.06 – Online Marketing Specialist
41-9099.00 - Sales and Related Workers
43-4051.00 - Customer Service Representatives

*Detailed information surrounding these classifications can be found at the following website: [www.onetonline.org](http://www.onetonline.org).
**Program Completion**

In order to graduate and receive an Academic Associate Degree in Digital Marketing, a student must earn a minimum of 60 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 take Hootsuite’s Social Marketing Certification, Google Ads Certification, or Facebook Blueprint Certification which completion of is not required to graduate. Funding for one attempt at select certifications is included in tuition costs; passing scores are not required for graduation.

**Academic Associate Degree in Digital Marketing Courses**

<table>
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<th>COURSE NUMBER</th>
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<td>Digital Marketing</td>
<td>3.0</td>
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<tr>
<td>BUS-240</td>
<td>Applied Digital Marketing</td>
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<tr>
<td>CRT-110S*</td>
<td>Critical Thinking I</td>
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<tr>
<td>COM-115S*</td>
<td>Interpersonal Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG-110S*</td>
<td>English Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG-112S*</td>
<td>English Composition II</td>
<td>3.0</td>
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<tr>
<td>MAT-110S*</td>
<td>Algebra I</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>60.0</td>
</tr>
</tbody>
</table>

*Classes noted with an asterisk are general education.
Course Descriptions

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

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

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

BUS-105 — Introduction to Business — 3.0 credits

Complex marketplaces require businesses to use data and analytics to address regulatory, market, consumer and operational challenges. This course provides students with the foundations of business organization and operations to provide a foundation for students to use when analyzing data to uncover actionable information for the enterprise. Required text/materials: Nickels, W., McHugh, J., McHugh, S. (2016). Understanding Business (11th ed.). Boston, MA: McGraw Hill. Prerequisites: None.

BUS-110 — Workplace Technologies — 3.0 credits


BUS-115 — Business Math — 3.0 credits


BUS-120 — Accounting Principles I — 3.0 credits

This course provides the foundation for accounting concepts which will be used throughout the students’ business program. This course covers an introduction to financial accounting theory and practice and provides students with the tools needed to develop a functional knowledge of fundamental accounting principles. Students will also be introduced to the methods for summarizing, analyzing and reporting financial data. Topics include bookkeeping cycle, basic accounting principles and procedures, financial statements, merchandising operations and inventory, and accounting for assets. Required Textbook(s): eBook: Wild, J., Shaw, K., & Chiappetta, B. (2017). Fundamental accounting principles (23rd ed.). New York, NY: McGraw-Hill. Prerequisites: None.

BUS-125 — Accounting Principles II — 3.0 credits

This course is the second in the program covering concepts and applications of accounting. It provides an overview of accounting for partnerships and corporations and continues with the discussion of the basic principles and applications of managerial and cost accounting. This course focuses on managerial techniques and procedures designed to aid managers in their planning, control, and decision-making roles. At the end of this course, students will be skilled in tasks related to positions such as AP Clerk, payroll clerk, or bookkeeper. Required Textbook(s): Wild, J., Shaw, K., & Chiappetta, B. (2017). Fundamental accounting principles (23rd ed.). New York, NY: McGraw-Hill. Prerequisite: BUS-120.

BUS-130 — Microsoft Excel I — 3.0 credits

Electronic spreadsheets are a powerful tool used in business processes to store, analyze and present information. The focus of the course is to provide the student with functional skills needed to create, edit, and format Microsoft Excel

**BUS-135 — Microsoft Excel II—3.0 credits**

The focus of this course includes creating informative spreadsheets and performing advanced functions including functions, formulas, and charts. This course is a continuation of BUS-130. Nordell, Randy & Wood, Kari (2016). *Microsoft Office Excel 2016 Complete: In Practice*. Boston, MA: McGraw-Hill. Prerequisite: BUS-130.

**BUS-140 — Introduction to Digital Marketing and Social Media—3.0 credits**

This course provides students with a working knowledge in the growing field of digital marketing. Students will learn about the evolution and purpose of digital marketing, the strategic uses of social media, and how these principles can transform the customer's journey. Students will also gain important industry skills designed to enhance the company's product using effective digital media. Grewal, D., & Levy, M. (2019). *M: Marketing. New York*, NY: McGraw-Hill Education. Prerequisites: None.

**BUS-145 — Business Communications—3.0 credits**

This course provides students with foundational knowledge regarding effective communication styles and strategies for the business professional. Students will learn practical skills in intra- and interpersonal communication within business-related environments, in how personal attitudes affect organizational effectiveness and productivity, and in the interactions between people both personally and professionally. Rentz, K. (2015). *M: Business communication* (3rd ed.). Place of publication not identified: Irwin McGraw-Hill. Prerequisites: None.

**BUS-200 — Business Analytics Reporting—3.0 credits**

Today's businesses rely on data in almost every decision-making process. Data must be presented in a way that is quickly interpretable and easily understood. This course further explores reporting, data representations, visualizations, and high-level data analytics in Microsoft® Excel®. Students will connect to and analyze data from various sources and prepare presentations for management decision making using a variety of visualization types. Required materials: Camões, J. (2016) Data at Work: Best Practices for Creating Effective Charts and Information Graphics in Microsoft® Excel® (1st ed.) Boston, MA: Pearson. Prerequisites: BUS-130, BUS-135.

**BUS-220 — Management Principles—3.0 credits**

Successful management is rooted in forming essential behaviors associated with leading an organization and its people. During this course, the student will understand basic management principles and functions required within small and large organizations and be introduced to business application models. This course will emphasize critical thinking and solving real-world problems. Dess, G., McNamara, G., Eisner, A. (2014). *Strategic Management: Creating Competitive Advantages*. (8th ed.). Boston, MA: McGraw Hill. Prerequisite: None

**BUS-230 — Legal and Ethical Issues in Business—3.0 credits**

This course provides students with foundational knowledge regarding general law, ethics, and regulations affecting business policy and decision making. Liuzzo, A. (2015). *Essentials of Business Law (9th ed.)*. Boston, MA: McGraw Hill. Prerequisite: None

**BUS-235 — Digital Marketing—3.0 credits**

To optimize marketing in a digital age it is essential to understand digital marketing applications. Areas of emphasis include digital marketing strategies applied to segmentation, targeting, positioning, and branding. Dodson, I. (2016) *The art of digital marketing: The definitive guide to creating strategic, targeted, and measurable online campaigns*. Hoboken: NJ. John Wiley & Sons P&T. Prerequisite: BUS-140.
**BUS-240 — Applied Digital Marketing — 3.0 credits**

This course is a culmination of all previous marketing courses. Students learn about digital marketing analytics, and effectively evaluate marketing strategies and complete a digital marketing project. Hemann, C. (2013). *Digital marketing analytics*. Indianapolis, IN: QUE. Prerequisite: BUS-235.

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


**COM-115S*— Interpersonal Communication — 3.0 credits**

This course introduces the concepts and theories of interpersonal communication. Students will explore the process and functions of communication, developing relationships, communication strategies and skills, and interpersonal language skills, including conflict management. Required textbook/resources: Beebe, Steven, Beebe, Susan, & Redmond, Mark (2017). *Interpersonal Communication: Relating to Others*. Upper Saddle River, NJ: Pearson. Prerequisite: None.

**ENG-110S — 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. Channell, C. Crusius, T. (2016). *Engaging questions: A guide to writing (2nd ed.)*. New York, NY: McGraw-Hill. Prerequisite: None.

**ENG-112S — 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. Channell, C. Crusius, T. (2016). *Engaging questions: A guide to writing (2nd ed.)*. New York, NY: McGraw-Hill. Prerequisite: ENG-110S.

**MAT-110S — Algebra I — 3.0 credits**


**Program Outline by Term**

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>BUS-105/UNV-101S (First 8 weeks) BUS110/BUS-115 (Second 8 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>BUS-120/BUS-130 BUS-125/BUS135</td>
</tr>
<tr>
<td>Term 3</td>
<td>BUS-140/BUS-145 BUS-220/COM-115S</td>
</tr>
<tr>
<td>Term 4</td>
<td>BUS-200/ENG-110S BUS-230/CRT-110S</td>
</tr>
<tr>
<td>Term 5</td>
<td>BUS-235/MAT-110S BUS-240/ENG-112S</td>
</tr>
</tbody>
</table>
Associate of Occupational Science in Health Information Management

Program Objectives

The Health Information Management 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. This program includes pathway options for credentialing exams, such as the AHIMA Certified Coding Associate (CCA) or the Certified Healthcare Technology Specialist (CHTS), including options to higher credentialing exams.

Hands-on, practical experience is the focus of the program, which utilizes the AHIMA Virtual Laboratory enabling students to solve problems that simulate those issues encountered in the modern healthcare marketplace, and also includes a practicum program to gain actual workplace experience and networking opportunity.

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 organizational processes to make recommendations for improvements in record quality and employee and organizational performance.
- Ability to use analytic tools to visualize, analyze, and present data to help provide decision support and drive strategic initiatives.
- Ability to work in a variety of medical environments.

Career Opportunities

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

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

Research and Decision Support Specialist

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

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

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

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

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

Program Completion

Students must earn a minimum of 66 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 (i.e. CCA); certification completion is not required to graduate.

Health Information Management Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
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</tr>
<tr>
<td>BIO-100S</td>
<td>Medical Terminology</td>
<td>3.0</td>
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<tr>
<td>BIO-105S</td>
<td>Anatomy and Physiology</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO-115S</td>
<td>Pathology and Disease Process &amp; Pharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-100</td>
<td>Introduction to Health Information Technology</td>
<td>3.0</td>
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<tr>
<td>HIM-105</td>
<td>Understanding the Healthcare Record</td>
<td>3.0</td>
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<tr>
<td>HIM-110</td>
<td>ICD Diagnosis Coding &amp; Application</td>
<td>3.0</td>
</tr>
<tr>
<td>COURSE NUMBER</td>
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<tr>
<td>HIM-120</td>
<td>ICD Procedure Coding</td>
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<td>HIM-130</td>
<td>ICD Procedure Coding Applications</td>
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<tr>
<td>HIM-140</td>
<td>Healthcare Insurance and Reimbursement</td>
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<td>HIM-150</td>
<td>CPT and HCPCS Coding</td>
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<tr>
<td>HIM-200</td>
<td>Healthcare Law &amp; Ethics and Application</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-205</td>
<td>Computer Systems for Health Information Technology</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-210</td>
<td>Healthcare Statistics and Quality Improvement</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-220</td>
<td>Human Resources and Organizational Management</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-230</td>
<td>Data Analytics and Management</td>
<td>3.0</td>
</tr>
<tr>
<td>HIM-299</td>
<td>Professional Practice Experience</td>
<td>3.0</td>
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<tr>
<td>ENG-110S*</td>
<td>English Composition I</td>
<td>3.0</td>
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</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-101S—Student Success and Technology Foundations—3.0 credits

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

BIO-100S—Medical Terminology—3.0 credits

This course will provide students with a foundation in medical terminology. Students will learn strategies for memorizing and recalling medical terms, and a broad array of medical terms common in the health care professions. Required textbook/materials: Shiland, Betsy J. (2018). Medical Terminology and Anatomy for Coding, 5th edition. Elsevier publishing. Prerequisite: None.
BIO-105S—Anatomy and Physiology — 3.0 credits


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


HIM-100—Introduction to Health Information Technology—3.0 credits

This course provides the student an overview of the profession of health information management and its role in the healthcare delivery system. Students are introduced to the major HIM department functions and department inter-relationships. Required textbook/materials: Johns, M.L. & Sayles, N. (2016). Health Information Management Technology: An Applied Approach (5th ed.). Chicago, IL: AHIMA Press. Prerequisite: None.

HIM-105—Understanding the Healthcare Record—3.0 credits


HIM-110—ICD Diagnosis Coding and Application—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 textbook/materials: Dalgleish, Carline. (2013). ICD-10: A Comprehensive Guide. Cengage. Prerequisite: BIO-115S and HIM 105.

HIM-120—ICD Procedure Coding—3.0 credits

This course is an introduction to coding using the ICD classification system as it relates to coding procedures. The student will assign and sequence ICD codes for procedures of selected body systems, in accordance with ICD coding conventions and the Official Coding Guidelines for Coding and Reporting. Required textbook/materials: Dalgleish, Carline. (2013). ICD-10: A Comprehensive Guide. Cengage. Co-requisite: HIM-110.

HIM-130—ICD Procedure Coding Applications—3.0 credits

This course is continuation of HIM-120. The student will apply what they learned in HIM-120, coding procedures using the ICD code book, ICD coding conventions and the "Official Coding Guidelines for Coding and Reporting," to assign and sequence ICD codes for procedures in selected areas and body systems. Required textbook/materials: Dalgleish, Carline. (2013). ICD-10: A Comprehensive Guide. Cengage. Prerequisite: HIM 120
HIM-140—Healthcare Insurance and Reimbursement—3.0 credits

This course provides students with an overview of US healthcare reimbursement systems, the roles and responsibilities of healthcare third-party payers, and the billing process, including concepts of revenue cycle management. Advanced coding concepts such as the use of codes in reimbursement systems, ethical and compliant coding, and additional vocabularies, terminologies, and classification systems will also be discussed. Utilization of coding tools such as groupers and computer-assisted coding will be included. Required textbook/materials Green, M.A. & Rowell, J.C. (2017). *Understanding health insurance: A guide to billing and reimbursement.* (13th ed.). Stamford, CT: Cengage Learning. Prerequisite: HIM-105

HIM-150—CPT and HCPCS Coding—3.0 credits


HIM-200—Healthcare Law & Ethics and Applications—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. Also, students will continue to gain industry experience by utilizing a virtual lab environment, applying program knowledge and competencies. Required text/materials: McWay, D. (2016). *Legal and ethical aspects of health information management* (4th ed.). Clifton Park, NY: Cengage Learning. Prerequisite: HIM-110, HIM-120, HIM-150

HIM-205—Computer Systems for Health Information Technology—3.0 credits

This course provides an overview of computer systems used in healthcare settings, and includes a detailed focus on health information systems and technology including integrity, privacy, and security of healthcare data. Required text/materials: Sayles, N., & Trawick, K. (2014). *Introduction to computer systems for health information technology,* 2nd edition. Chicago, IL: AHIMA. Prerequisite: HIM-100.

HIM-210—Healthcare Statistics and Quality Improvement—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. Students will also integrate statistics with 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. Required textbook/materials: Horton, L. (2016). “Calculating and Reporting Healthcare Statistics”. AHIMA; Shaw, P., Elliot, C., Isaacsen, P, & Murphy, E. *Quality and performance improvement in healthcare: A tool for programmed learning,* 6th edition. Chicago: AHIMA. Prerequisite: MAT-110S

HIM-220—Human Resources and Organizational Management—3.0 credits

This course introduces students to human resources and organizational management, reviewing strategies to promote organizational success. Key HR functions such as recruitment, staffing, development, retention, compensation, and labor relations are examined, as well as, key organizational functions such as organizing, planning, leading and controlling resources. Required text/materials: *Organizational Behavior and Management.* McGraw Hill. Implementing Positive Organizational Change: A Strategic Project Management Approach, 1st ed. J. Ross Publishing. Prerequisites: None

HIM-230—Data Analytics and Management—3.0 credits

Students will learn how to analyze data and use data tools. They will gain skills in sorting large data sets, interpreting data, and applying and abstracting data in a meaningful way. Students will learn the art of data mining
and acquire hands on experience working on data mining projects. Also, students will utilize data dashboards and create other data visualizations, tracking healthcare trends and making recommendations for improvement. Required text/materials: A practical approach to analyzing healthcare data. AHIMA. Prerequisites: HIM-205, HIM-210.

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

Students will review and practice HIM and coding concepts and exercises learned during the course of the Health Information Management program at Bryan University. Emphasis will be placed on skills that directly relate to successful completion of a certification examination. This course allows for self-directed review to identify topics on which additional study is needed to master the requirements of the certification examination. Additionally, this course includes professional practice experience, or 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. It requires the completion of a capstone project for and under the direction of the program director or site. Required textbook/materials: Schnering, P. Professional review guide for the RHIA and RHIT examinations, 2018 ed. Clifton Park, NY: Cengage; or, Schnering, P. Professional review guide for the CCS examinations, 2018 ed. Clifton Park, NY: Cengage. Prerequisite: HIM-200.

**ENG-110S*—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 textbook/resources: Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: None.

**MAT-110S*—Algebra I—3.0 credits**


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

This course builds on lessons learned in English Composition I. In addition to reviewing the writing process, topics include research techniques, citation techniques, documentation formats, and critical analyses of written topics. Required textbook/resources: Maimon, E., Peritz, J., Yancey, K. (2012). A Writer's Resource (4th ed.). New York, NY: McGraw-Hill. Prerequisite: ENG-110S.

**COM-115S*—Interpersonal Communication—3.0 credits**

This course introduces the concepts and theories of interpersonal communication. Students will explore the process and functions of communication, developing relationships, communication strategies and skills, and interpersonal language skills, including conflict management. Required textbook/resources: Beebe, Steven, Beebe, Susan, & Redmond, Mark (2017). Interpersonal Communication: Relating to Others. Upper Saddle River, NJ: Pearson. Prerequisite: None.

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

**Program Outline by Term**

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>BIO-100S/UNV-101S (First 8 weeks)</th>
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<tr>
<td></td>
<td>BIO-115S/BIO-105S (Second 8 weeks)</td>
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<tr>
<td>Term 2</td>
<td>HIM-100/HIM-105</td>
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<td>HIM-110/HIM-120</td>
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<td>Term 3</td>
<td>HIM-130/ HIM-150</td>
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<td>Term 4</td>
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<td>Term 5</td>
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<td></td>
<td>HIM-230/CRT-110S</td>
</tr>
<tr>
<td>Term 6</td>
<td>COM-115S/HIM-299</td>
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</table>
Advanced Full Stack Web Development Academic Associate Degree

60 Credits, 80 Weeks

Program Objectives

The Advanced Full Stack Web Development Academic Associate Degree introduces students to the various functional areas of web development and web communication, including the creation of static and interactive websites, servers, NoSQL and Relational databases, single-page applications, and the use of state management tools. In addition, this program develops skills in project management methodologies, end-to-end testing of web projects, data structures and algorithms, and includes a second back end software stack using Python. Security architectures and best practices are included as factors to be considered during design, development, and deployment. The Advanced Full Stack program provides project building opportunities to students throughout for creating a development portfolio, and culminates in a capstone course project.

The program is designed to meet the increasing industry demand for web development professionals. Bryan University delivers this program through dynamic, adaptive, experiential learning that includes personalized instruction and coaching.

Following the completion of this program, students will be able to:

● Demonstrate problem solving skills within various disciplines of web development: programming, communication, and testing.
● Create relational and NoSQL databases.
● Demonstrate project management methodologies.
● Use management tools and techniques to architect web applications.
● Identify and decompose user requirements from use cases, user stories and user/stakeholder interviews into actionable program design elements.
● Incorporate security best practices throughout the full-stack during the design and construction of web applications.
● Set up a server environment for deployment.
● Implement design patterns and algorithms in the creation of web applications.
● Implement unit and integration testing strategies into full-stack projects.

Employment Opportunities

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

Web Developer
Software Developer
JavaScript Developer
Full Stack Web Developer
Full Stack Python Developer
Front End Developer
Back End Developer
Quality Assurance Engineer

Standard Occupational Classification codes (SOC)* include, but are not limited to:
15-1251 – Computer Programmers
15-1254 – Web Developers
15-1255 – Web and Digital Interface Designers
15-1199.01 – Software Quality Assurance Engineers and Testers
15-1199.03 – Web Administrators

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

**Program Completion**

In order to graduate and receive an Academic Associate Degree in Advanced Full Stack Web Development, a student must earn a minimum of 60 credits for the courses in the curriculum and have a cumulative grade point average of 2.0 or better.

**Advanced Full Stack Web Development Courses**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV-101T</td>
<td>Student Success and Soft Skills Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>FSW-100</td>
<td>Introduction to Web Development - HTML and CSS</td>
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<tr>
<td>FSW-105</td>
<td>Fundamentals Programming for the Web - JavaScript</td>
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<tr>
<td>FSW-110</td>
<td>Document Object Model</td>
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<tr>
<td>FSW-115</td>
<td>Communication Over the Web - HTTP, AJAX, &amp; APIs</td>
<td>3.0</td>
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<tr>
<td>FSW-120</td>
<td>Interactive User Interfaces - React</td>
<td>3.0</td>
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<tr>
<td>FSW-125</td>
<td>Server-Side Programming - Node &amp; Express</td>
<td>3.0</td>
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<tr>
<td>FSW-130</td>
<td>State Management - RxJS, Redux &amp; MobX</td>
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</tr>
<tr>
<td>FSW-135</td>
<td>NoSQL Databases and the Web - MongoDB &amp; Mongoose</td>
<td>3.0</td>
</tr>
<tr>
<td>FSW-140</td>
<td>Relational Databases and the Web - MySQL &amp; PostgreSQL</td>
<td>3.0</td>
</tr>
<tr>
<td>AFS-200</td>
<td>Object-Oriented Programming &amp; the Web - Python &amp; Django</td>
<td>3.0</td>
</tr>
<tr>
<td>AFS-205</td>
<td>Web Infrastructure &amp; Server Deployment - NGINX, Apache &amp; Docker</td>
<td>3.0</td>
</tr>
<tr>
<td>AFS-210</td>
<td>Data Structures &amp; Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>AFS-215</td>
<td>Testing - Unit, Integration &amp; End-to-End</td>
<td>3.0</td>
</tr>
<tr>
<td>AFS-220</td>
<td>Capstone</td>
<td>3.0</td>
</tr>
<tr>
<td>CRT-110S*</td>
<td>Critical Thinking I</td>
<td>3.0</td>
</tr>
<tr>
<td>COM-115S*</td>
<td>Interpersonal Communication</td>
<td>3.0</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.

UNV-101T—Student Success and Soft Skills 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 such as Internet research, e-learning tools, and collaboration software. Required text/materials: There are no textbooks required in this course. Prerequisite: None.

FSW-100—Introduction to Web Development – HTML and CSS—3.0 credits
Students will learn the fundamental technologies, including HTML and CSS used to create static web sites. Students will be introduced to the principles of web design. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Web Development Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: None.

FSW-105—Fundamentals Programming for the Web - JavaScript—3.0 credits
Students will learn the building blocks of programming, including variables, conditionals, loops, functions, data types, constructors, and functional programming. Students will complete exercises using the JavaScript programming language and be introduced to the practice of version control software using Git. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Fundamentals Programming for the Web Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: None.

FSW-110—Document Object Model—3.0 credits
Students will learn how the Document Object Model (DOM) Standard represents a web page as a tree-structure, permitting programmatic manipulation of, and dynamic changes to, any part of a web page. Students will use JavaScript and the DOM API to create interactive and engaging websites. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Document Object Model Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: FSW-100 and current enrollment or completion of FSW-105.

FSW-115—Communication Over the Web - HTTP, AJAX, & APIs—3.0 credits
Students will learn about interactions over the internet using HTTP, including sending information to a server and consuming/using information from 3rd party APIs. Specific attention will be given to popular web techniques, including AJAX and APIs. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Communication over the web Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: None.

FSW-120—Interactive User Interfaces - React—3.0 credits
Students will use the React front-end library (and associated third-party libraries) to create engaging and componentized single-page web applications. Students will practice skills that demonstrate professional attitude and
behavior (e.g. teamwork, leadership, and communication). Required text/materials: Interactive User Interfaces Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: FSW-105, FSW-110.

FSW-125— Server-Side Programming - Node & Express—3.0 credits

Students will learn how to create servers using node.js and the Express.js application framework to render web pages from the server and to service RESTful API requests and return responses. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Server-side Programming Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: FSW-105, FSW-115.

FSW-130— State Management - RxJS, Redux & MobX—3.0 credits

Students will learn how to use state management tools (e.g. Rxjs, Redux, and MobX) to maintain state in complex React applications. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: State Management Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: FSW-120

FSW-135— NoSQL Databases and the Web - MongoDB & Mongoose—3.0 credits

Students will create NoSQL databases (e.g. MongoDB databases) using Object Document Mapping (ODM) libraries (e.g. Mongoose ODM) to add data consistency and validation, and to connect to an Express server. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: NoSQL Databases and the Web Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: FSW-125.

FSW-140— Relational Databases and the Web - MySQL & PostgreSQL—3.0 credits

Students will create relational databases (e.g. using MySQL or PostgreSQL) in the connection with Express servers. Students will learn and use both direct SQL statements and Object Relational Mapping approaches. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Relational Databases and the Web Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: Current enrollment or completion of FSW-135.

AFS-200— Object-Oriented Programming & the Web - Python & Django—3.0 credits

Students will learn how to create complex, database-driven websites using Python and Django. They will gain a fundamental understanding of programming in Python by creating a variety of scripts and applications for the Web. The Django framework will be used to build authentication systems and web services. Required text/materials: Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: FSW-100, FSW-105, FSW-110.

AFS-205— Web Infrastructure & Server Deployment - NGINX, Apache, & Docker—3.0 credits

Students will learn how to create servers and reverse proxies using web servers (e.g. NGINX, Apache) and common web communication protocols. This course also covers server deployment with Docker, from initial configuration to the cloud, so students might learn how to create, deploy, and run applications.). Required text/materials: Web Infrastructure Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: FSW-100, FSW-115.

AFS-210— Data Structures & Algorithms—3.0 credits

This course provides students with the design, analysis, and implementation of data structures and algorithms to solve problems using an object-oriented programming language. Topics include elementary data structures (including stacks, queues, arrays, and lists), advanced data structures (including trees and graphs), the algorithms used to manipulate these structures, and their application. Required text/materials: Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: MAT-110S.
AFS-215—Testing - Unit, Integration & End-to-End—3.0 credits

Students will learn about unit, integration, and end-to-end testing of web code written in popular web development languages (e.g. vanilla JavaScript, React, Redux, and Node.) Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: Testing - Unit, Integration & End-to-End Interactive Lessons powered by V School (included in weekly course materials). Prerequisites: FSW-105, FSW-110, FSW-125.

AFS-220—Capstone—3.0 credits

Students will create an engaging, interactive website with server-side data, using all the tools and skills from the program. The course will also cover technical project management competencies, such as Kanban and Agile methodologies, and how to apply them in multi-developer environments. Students will practice skills that demonstrate professional attitude and behavior (e.g. teamwork, leadership, and communication). Required text/materials: None. Prerequisites: COM-210S, all FSW and previous AFS classes.

CRT-110S — Critical Thinking I—3.0 credits


COM-115S*—Interpersonal Communication—3.0 credits

This course introduces the concepts and theories of interpersonal communication. Students will explore the process and functions of communication, developing relationships, communication strategies and skills, and interpersonal language skills, including conflict management. Required textbook/resources: Beebe, Steven, Beebe, Susan, & Redmond, Mark (2017). Interpersonal Communication: Relating to Others. Upper Saddle River, NJ: Pearson. Prerequisite: None.

ENG-110S — 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/materials: Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: None.

ENG-112S — 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. Required text/materials: Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: ENG-110 or the equivalence in transfer credit.

MAT-110S — Algebra I—3.0 credits

**Program Outline by Term**

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>UNV-101T/FSW-100 (First 8 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FSW-105/FSW-110 (Second 8 weeks)</td>
</tr>
<tr>
<td>Term 2</td>
<td>FSW-115/FSW-120</td>
</tr>
<tr>
<td></td>
<td>FSW-125/FSW-130</td>
</tr>
<tr>
<td>Term 3</td>
<td>FSW-135/FSW-140</td>
</tr>
<tr>
<td></td>
<td>AFS-200/COM-115S</td>
</tr>
<tr>
<td>Term 4</td>
<td>AFS-205/MAT-110S</td>
</tr>
<tr>
<td></td>
<td>AFS-210/CRT-110S</td>
</tr>
<tr>
<td>Term 4</td>
<td>AFS-215/ENG-110S</td>
</tr>
<tr>
<td></td>
<td>AFS-220/ENG-112S</td>
</tr>
</tbody>
</table>
Academic Associate Degree in Paralegal Studies and Litigation Technologies

60 Credits, 80 Weeks

Program Objectives

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

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

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

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

Career Opportunities

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

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

Program Completion

In order to graduate and receive an Academic Associate Degree in Paralegal Studies and Litigation Technologies, students must earn a minimum of 60 semester credits for the courses in the curriculum and have a cumulative grade point average of 2.0 or better.
## Paralegal Studies and Litigation Technologies Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL-110</td>
<td>Introduction to Paralegal Sciences</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-150</td>
<td>Civil Procedure</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-160</td>
<td>Introduction to Law Firm Technology</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-170</td>
<td>Legal Research and Writing I</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-180</td>
<td>Torts</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS-200</td>
<td>Foundations of E-Discovery</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS-210</td>
<td>ESI and E-Discovery Skill Building</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-210</td>
<td>Business Organizations and Contract Law</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-220</td>
<td>Family and Criminal Law</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-230</td>
<td>Legal Research and Writing II</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS-240</td>
<td>E-Discovery Paralegal I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS-250</td>
<td>E-Discovery Paralegal II</td>
<td>3.0</td>
</tr>
<tr>
<td>LGP-280</td>
<td>Paralegal Simulation Lab A</td>
<td>3.0</td>
</tr>
<tr>
<td>LGP-290</td>
<td>Paralegal Simulation Lab B</td>
<td>3.0</td>
</tr>
<tr>
<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY-101S*</td>
<td>Psychological Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT-110S*</td>
<td>Algebra I</td>
<td>3.0</td>
</tr>
<tr>
<td>COM-115S*</td>
<td>Interpersonal Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG-110S*</td>
<td>English Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>SCI-200S*</td>
<td>Environmental Science</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>60.00</strong></td>
</tr>
</tbody>
</table>

*General Education Course Requirements*

This Academic Associate Degree program requires students to complete 15 general education credit hours. Bryan University preschedules all general education courses within each program. A student’s schedule may reflect general education courses different than the ones listed above, however, the Bryan University Registrar works to ensure students meet all general education requirements by the expected time of graduation. Refer to the General Education section of this Catalog for specific general education requirements.

### Course Descriptions

Note: Bryan University strives to deliver students the most up to date courses possible. The textbooks listed in the following course descriptions are subject to change. Students should always refer to the Course Syllabus for up to date textbook information.
LGL-110—Introduction to Paralegal Sciences—3.0 credits

This course presents the role of paralegals in the legal system, introduces paralegal skills and explores career opportunities. It highlights the ethical and professional guidelines that govern the paralegal field. It also introduces the sources of law, an overview of courts, and alternative dispute resolution systems. Required text/materials: Bouchoux, D. (2009). A practical introduction to paralegal studies: Strategies for success (2nd ed.). New York: Aspen. Prerequisite: None

LGL-150—Civil Procedure—3.0 credits


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

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

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

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

LGL-180—Torts—3.0 credits


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

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

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

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

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

LGL-220—Family and Criminal Law—3.0 credits


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

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

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

This class will help students develop a comprehensive understanding of the early phases of the EDRM (Information Governance through Processing). Students will focus on the communication skills and paperwork needed to keep necessary parties informed. This class is designed to help students begin to manage e-discovery projects for a law firm. Required text/materials: eBook: Quartararo, M. (2016). Project Management in Electronic Discovery. ISBN: 9780997073713. Prerequisite: EDS-200, EDS-210.

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


LGP-280—Paralegal Simulation Lab A—3.0 credits

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

LGP-290—Paralegal Simulation Lab B—3.0 credits

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

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

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

COM-115S—Interpersonal Communication—3.0 credits

This course introduces the concepts and theories of interpersonal communication. Students will explore the process and functions of communication, developing relationships, communication strategies and skills, and interpersonal language skills, including conflict management. Required textbook/resources: Beebe, Steven, Beebe, Susan, & Redmond, Mark (2017). Interpersonal Communication: Relating to Others. Upper Saddle River, NJ: Pearson. Prerequisite: None.
ENG-110S—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: Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: None

MAT-110S—Algebra I—3.0 credits

This course begins with a review of real numbers and algebraic expressions before covering algebra topics including linear equations and inequalities, lines and functions, systems, exponents, polynomials, and factoring. Required text/materials: ALEKS Math Platform. Prerequisite: None

PSY-101S—Psychological Foundations—3.0 credits

A course covering the foundational concepts related to human behavior. Topics include the human mind, human behavior, and important experiments and research in the field of psychology. Required text/materials: King, L. (2019). Experience psychology (4th ed.). New York, NY: McGraw-Hill Education. Prerequisite: None

SCI-200S—Environmental Science—3.0 credits


Program Outline by Term

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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>LGL-110/UNV-101S</th>
<th>LGL-150/ENG-110S*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>LGL-160/MAT-110S*</td>
<td>EDS-200/PSY-101S</td>
</tr>
<tr>
<td>Term 3</td>
<td>LGL-180/SCI-200S*</td>
<td>LGL-170/EDS-210</td>
</tr>
<tr>
<td>Term 4</td>
<td>LGL-230/EDS-240</td>
<td>EDS-250/COM-115S*</td>
</tr>
<tr>
<td>Term 5</td>
<td>LGL-220/LGL-210</td>
<td>LGP-280/LGP-290</td>
</tr>
</tbody>
</table>
Bachelor of Science in Professional Fitness Training and Exercise Science

180 credits (quarter), 36 months

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**

In order to graduate and receive a Bachelor of Science Degree in Professional Fitness Training and Exercise Science, students must earn a minimum of 180 credits with a CGPA of 2.0 or better. Students who elect to do so may also sit for a wide variety of fitness certifications, which completion of are not required to graduate.

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

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV-101</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-100</td>
<td>Introduction to Personal Training</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-101</td>
<td>Body Systems</td>
<td>3.0</td>
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<tr>
<td>EXS-103</td>
<td>Functional Anatomy</td>
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</tr>
<tr>
<td>COURSE NUMBER</td>
<td>COURSE NAME</td>
<td>TOTAL CREDIT HOURS</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------</td>
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</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>
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<tr>
<td>EXS-108</td>
<td>Weight Management</td>
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<tr>
<td>EXS-109</td>
<td>Sales and Ethics for Fitness Professionals</td>
<td>3.0</td>
</tr>
<tr>
<td>EXS-110</td>
<td>Behavior Management</td>
<td>3.0</td>
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<tr>
<td>EXS-200</td>
<td>Cardiovascular Training and Programming</td>
<td>3.0</td>
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<tr>
<td>EXS-205</td>
<td>Training for Special Populations</td>
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<tr>
<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>
</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>
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<td>EXS-211</td>
<td>Resistance Training and Programming Strength-Power</td>
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<td>EXS-212</td>
<td>SAQ, Power, and Plyometric Training for Performance</td>
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<td>EXS-213</td>
<td>Health Promotion Fundamentals</td>
<td>3.0</td>
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<td>EXS-298</td>
<td>Practical Fitness Capstone</td>
<td>3.0</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>
<td>3.0</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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<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>
<td>3.0</td>
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<tr>
<td>PFT-308</td>
<td>Training Special Populations: Chronic Diseases and Disabilities</td>
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<td>PFT-309</td>
<td>Training the Whole Person</td>
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<td>PFT-401</td>
<td>Corrective Impairment Strategies</td>
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<tr>
<td>PFT-402</td>
<td>Advanced Exercise Prescription for Athletes</td>
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<td>PFT-403</td>
<td>Sport and Exercise Nutrition</td>
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<td>PFT-404</td>
<td>Corporate Wellness</td>
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<td>PFT-405</td>
<td>Marketing and Advertising for the Fitness Professional</td>
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<td>PFT-406</td>
<td>Entrepreneurship for the Fitness Professional</td>
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<td>PFT-407</td>
<td>Leadership for the Fitness Professional</td>
<td>3.0</td>
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<td>PFT-408</td>
<td>Evaluating Research in Health &amp; Fitness</td>
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<td>PFT-409</td>
<td>Current Trends in Health &amp; Fitness</td>
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<td>MAT-110*</td>
<td>Algebra I</td>
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<td>CRT-110*</td>
<td>Critical Thinking I</td>
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<td>CRT-210*</td>
<td>Critical Thinking II</td>
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<td>ECO-200*</td>
<td>The Economics of Money</td>
<td>3.0</td>
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<td>ENG-110*</td>
<td>English Composition I</td>
<td>3.0</td>
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<td>ENG-112*</td>
<td>English Composition II</td>
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<td>ENG-200*</td>
<td>Research and Writing</td>
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<td>HIS-200*</td>
<td>American History: Late Twentieth Century to Present</td>
<td>3.0</td>
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<tr>
<td>HUM-150*</td>
<td>Introduction to Popular Culture</td>
<td>3.0</td>
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<td>HUM-200*</td>
<td>Humanities, Arts, and Culture</td>
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<td>LIT-210*</td>
<td>American Literature in Film</td>
<td>3.0</td>
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<tr>
<td>COM-115*</td>
<td>Interpersonal Communication</td>
<td>3.0</td>
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<tr>
<td>POL-200*</td>
<td>American Government and Politics</td>
<td>3.0</td>
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<tr>
<td>PSY-101*</td>
<td>Psychological Foundations</td>
<td>3.0</td>
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<td>PSY-200*</td>
<td>The Psychology of Design</td>
<td>3.0</td>
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<td>SCI-200*</td>
<td>Environmental Science</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC-200*</td>
<td>Social Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC-210*</td>
<td>Technology and Society</td>
<td>3.0</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>180.00</strong></td>
</tr>
</tbody>
</table>

*General Education Course Requirements*

This Bachelor’s Degree program requires students to complete 54 general education quarter credit hours. Bryan University preschedules all general education courses within each program. A student’s schedule may reflect
general education courses different than the ones listed above, however, the Bryan University Registrar works to ensure students meet all general education requirements by the expected time of graduation. Refer to the General Education section of this Catalog for specific general education requirements.

**Course Descriptions**

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

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

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

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. Prerequisite: None

EXS-101—Body Systems—3.0 credits

This course is an overview of the human body and its major systems. Required text/materials: Freudenrich, C. C. and Tortora, G. J. (2011). *Visualizing Anatomy and Physiology (1st ed.)*. Hoboken, NJ: John Wiley & Sons Inc. Prerequisite: None

EXS-103—Functional Anatomy—3.0 credits

This course will provide an in-depth look at how the human body systems interact and function in relation to exercise and movement. Students will learn the various parts and functions of the nervous, muscular, and skeletal systems. Required text/materials: National Academy of Sports Medicine. (2017). *NASM essentials of personal fitness training (5th ed.)*. Burlington, MA: Jones & Bartlett Learning. Prerequisite: None

EXS-104—Fitness Screening and Testing—3.0 credits


EXS-105—Human Movement Sciences—3.0 credits


EXS-106—Group Training and Programming—3.0 credits

EXS-107— Nutrition Fundamentals—3.0 credits

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. Prerequisite: None

EXS-110—Behavior Management—3.0 credits
This course is an introduction to the motivation behind behavior change as it relates to physical activity behaviors. Topics include goal setting, motivating clients, developing an action plan, and communication strategies needed to inspire and sustain long-term healthy habits. Required text/materials: American College of Sports Medicine (2013). ACSM's behavioral aspects of physical activity and exercise. (1st ed.). Baltimore, MD: (Lippincott Williams & Wilkins. Prerequisite: EXS-100

EXS-200—Cardiovascular Training and Programming—3.0 credits

EXS-205— Training for Special Populations—3.0 credits

EXS-206— Applied Nutrition Concepts—3.0 credits

EXS-207—Business Management—3.0 credits
This course covers the fundamentals of operating an allied health business. Required text/materials: Pire, N. I. (2013). ACSM's career and business guide for the fitness professional. Baltimore, MD: Lippincott Williams & Wilkins. Prerequisite: None
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. Required text/materials: Moore, M., & Tschannen-Moran, B. (2016). Coaching psychology manual. (2nd ed.). Baltimore, MD: Lippincott Williams & Wilkins. Prerequisite: None

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-213—Health Promotion Fundamentals—3.0 credits

Promoting health is an important component of fitness and wellness. Students learn about the history of health patterns; social, behavioral, and environmental factors that affect health; and the role of fitness, health, and wellness practitioners in promoting healthy behaviors. Required text/materials: Snelling, A.M. (Ed.) (2014). Introduction to Health Promotion. San Francisco: Jossey-Bass. Prerequisites: None.

EXS-298—Practical Fitness Capstone—3.0 credits

EXS-299—National Test Preparation—3.0 credits


PFT-300—Gaining and Retaining Clients—3.0 credits

A course focused on a key driver of success as a personal trainer: gaining and retaining clients. This course addresses engaging clients in your facility and generating goal-oriented value to retain your clients. New and unique ways of looking at prospecting and retention are discussed. Required text/materials: Timm, P. R. (2014). *Customer Service: Career Success Through Customer Loyalty (6th Ed).* Pearson: Upper Saddle River, NJ. PTA Global Course Materials. Prerequisite: None

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

A course focused on the interpretation of various assessments to create programs for specific performance goals. Topics include needs analysis, exercise selection and order, training frequency, and other acute variables. Required text/materials: Haff, G. G. and Triplett, N. T. (Eds). (2016). *Essentials of Strength Training and Conditioning (4th Ed).* Champaign, IL: Human Kinetics. Prerequisite: None

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

This course covers methods and practices that facilitate improvement in local mobility, global mobility, and full range of motion in the joints. Topics are focused on observing limitations or deficiencies and designing flexibility

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

This course focuses on knowledge and training concepts that are unique to training older adults and youth. Topics related to training older adults include assessing fitness levels, designing fitness programs, and providing motivating exercise. The practical realities of working with youth, socialization of play, and providing motivating exercise that is dominated by movement will also be addressed. Required text/materials: National Academy of Sports Medicine. (2012). Senior Fitness Specialist Manual. National Academy of Sports Medicine. (2012). Youth Exercise Specialist Manual. PTA Global - Exercise for Children. Prerequisite: None

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


PFT-309—Training the Whole Person—3.0 credits

This course addresses the essence of being a personal trainer - helping clients with behavior change. Students learn about the psychology of health and fitness in order to facilitate long-term behavior change in clients. Required text/materials: Brehm, B. A. (2014). Psychology of health and fitness: Applications for behavior change. Philadelphia: F.A. Davis Company. PTA Global Advanced Course Materials. Prerequisite: None

PFT-401—Corrective Impairment Strategies—3.0 credits

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

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


PFT-403—Sport and Exercise Nutrition—3.0 credits

This course provides an in-depth look at sports nutrition. Students will learn how to effectively assist the athletic population with nutrition for performance enhancement. Required text/materials: Benardot, D. (2012). Advanced Sports Nutrition (2nd Ed). Champaign, IL: Human Kinetics. Prerequisite: None

PFT-404—Corporate Wellness—3.0 credits

This course explores health and wellness as it relates to corporate industry. Topics include worksite health promotion, public preventative health services, and current topics in corporate fitness and wellness. Required text/materials: Bray, I. (2012). Healthy employees, healthy business: Easy, affordable ways to promote workplace wellness. Berkeley, CA: NOLO. Prerequisite: None
PFT-405—Marketing and Advertising for the Fitness Professional—3.0 credits


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

Creating a successful fitness business is the goal of many personal trainers. This course is a survey of key entrepreneurship concepts and strategies for success as a fitness entrepreneur. Topics include business plans, studio and club design, and key factors to success. Required text/materials: Ware, C.M., Bamford, C.E., & Bruton, G.D. (2013). Business Management for the Personal Fitness Trainer. Boston, MA: McGraw-Hill. Prerequisite: None

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


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


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


COM-210—Speaking and Presenting—3.0 credits

This course covers the fundamentals of public speaking in today’s society. Topics include how to write a quality speech and how to clearly and confidently speak in public forums, including social media and blogs. Required text: Reynolds, G., (2012). Presentation zen: Simple ideas on presentation design and delivery (2nd ed.). Berkeley, CA: New Riders. Prerequisite: None

CRT-110—Critical Thinking I—3.0 credits

This course encompasses the concepts and processes of logical reasoning with emphasis on the comprehension, analysis, and creation of arguments, as well as the characteristics of a critical thinker. The structure of arguments, fallacies, modes of persuasion, perspective, bias, and logical vulnerability as experienced in everyday life are explored, culminating in the development of reasonable strategies for belief formation and life-long critical thinking. Required text: Moore, B.N. & Parker, R. (2015). Critical thinking (11th ed.). New York, NY: McGraw Hill Education. Prerequisite: None
CRT-210—Critical Thinking II—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: Cecchetti, S. G. & Schoenholtz, K. L., (2015). *Money, banking, and financial markets* (4th ed.). New York, New York: McGraw-Hill. Prerequisite: None

ENG-110—English Composition I—3.0 credits


ENG-112—English Composition II—3.0 credits

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

ENG-200—Research and Writing—3.0 credits

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

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


HUM-150—Introduction to Popular Culture—3.0 credits

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


LIT-210—American Literature in Film—3.0 credits


MAT-110—Algebra I—3.0 credits

This course begins with a review of real numbers and algebraic expressions before covering algebra topics including linear equations and inequalities, lines and functions, systems, exponents, polynomials, and factoring. Required text/materials: ALEKS Math Platform. Prerequisite: None

POL-200—American Government and Politics—3.0 credits


PSY-101—Psychological Foundations—3.0 credits

A course covering the foundational concepts related to human behavior. Topics include the human mind, human behavior, and important experiments and research in the field of psychology. Required text/materials: King, L. (2016). Experience psychology (3rd ed.). New York, NY: McGraw-Hill Education. Prerequisite: None

PSY-200—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/materials: Williams, R., (2015). The non-designer's design book (4th ed.). New York, New York: Pearson Education. Prerequisite: None

SCI-200—Environmental Science—3.0 credits


SOC-200—Social Psychology—3.0 credits

A course covering the fundamentals of social psychology and group behavior. The course focuses on how individuals are influenced by other people and situations. Required text: Myers, D., Twenge, J. (2016). Social psychology (12th ed.). New York, NY: McGraw-Hill Education. Prerequisite: None
SOC-210—Technology and Society—3.0 credits

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

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>
<th>EXS-101/EXS-110 (Second 5 weeks)</th>
</tr>
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<tbody>
<tr>
<td>Term 2</td>
<td>EXS-103/MAT-110</td>
<td>EXS-107/EXS-109</td>
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<tr>
<td>Term 3</td>
<td>EXS-104/ENG-110</td>
<td>EXS-213/EXS-108</td>
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<td>Term 4</td>
<td>EXS-200/EXS-105</td>
<td>EXS-209/PSY-101</td>
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<td>Term 5</td>
<td>EXS-207/ENG-112</td>
<td>EXS-212/POL-200</td>
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<td>Term 6</td>
<td>EXS-106/EXS-206</td>
<td>EXS-210/SCI-200</td>
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<td>Term 7</td>
<td>EXS-205/EXS-208</td>
<td>EXS-298/CRT-110</td>
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<tr>
<td>Term 8</td>
<td>EXS-211/COM-115S</td>
<td>EXS-299/SOC-200</td>
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<tr>
<td>Term 9</td>
<td>PFT-300/SOC-210</td>
<td>PFT-305/PFT-301</td>
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<td>Term 10</td>
<td>PFT-302/ECO-200</td>
<td>PFT-303/HUM-200</td>
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<td>Term 11</td>
<td>PFT-304/PFT-309</td>
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<td>Term 12</td>
<td>PFT-408/ENG-200</td>
<td>PFT-306/PFT-307</td>
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<td>Term 13</td>
<td>PFT-308/PSY-200</td>
<td>PFT-401/CRT-210</td>
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<tr>
<td>Term 14</td>
<td>PFT-406/HIS-200</td>
<td>PFT-403/PFT-404</td>
</tr>
<tr>
<td>Term 15</td>
<td>PFT-407/LIT-210</td>
<td>PFT-402/PFT-409</td>
</tr>
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</table>

Graduates of Associate Degrees in Personal Training and Fitness (Programs Less Than 93 Credits)

The Bachelor of Science in Professional Fitness Training and Exercise Science program allows for graduates of one of Bryan University’s Associate Degrees in Personal Training and Fitness programs (total program credits less than 93 credits) to be awarded block transfer credit for the entirety of their degree. Graduates reentering to complete the Bachelor of Science in Professional Fitness Training and Exercise Science program must begin the program with the courses EXS-213 and SOC-200. General education courses will be evaluated on a case by case basis to determine the general education courses need to complete the bachelors program. Graduates reentering the Bachelor degree complete the following Program Outline by Term:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>EXS-213/SOC-200</th>
<th>PFT-300/SOC-210</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>PFT-305/PFT-301</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Courses</td>
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</tr>
</tbody>
</table>
| 3     | PFT-302/ECO-200  
PFT-303/HUM-200  
PFT-304/PFT-309 |
| 4     | PFT-405/HUM-150  
PFT-408/ENG-200 |
| 5     | PFT-306/PFT-307  
PFT-308/PSY-200 |
| 6     | PFT-401/CRT-210  
PFT-406/HIS-200 |
| 7     | PFT-403/PFT-404  
PFT-407/LIT-210 |
| 15    | PFT-402/PFT-409  |
Bachelor of Science Degree in Paralegal Studies and Litigation Technologies

120 Credits, 39 Months

Program Objectives

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

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

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

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

Career Opportunities

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

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

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

- 23-2010.00 – Paralegals and Legal Assistants
- 23-2099.00 – Legal Support Workers, All other

* Detailed information surrounding these classifications can be found at the following website: www.bls.gov.
**Program Completion**

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

**Paralegal Studies and Litigation Technologies Courses:**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL-110</td>
<td>Introduction to Paralegal Sciences</td>
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</tr>
<tr>
<td>LGL-150</td>
<td>Civil Procedure</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-160</td>
<td>Introduction to Law Firm Technology</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-170</td>
<td>Legal Research and Writing I</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-180</td>
<td>Torts</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS-200</td>
<td>Foundations of E-Discovery</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS-210</td>
<td>ESI and E-Discovery Skill Building</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-210</td>
<td>Business Organizations and Contract Law</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL-220</td>
<td>Family and Criminal Law</td>
<td>3.0</td>
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<td>Introduction to Popular Culture</td>
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*Course Descriptions*

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

LGL-110—Introduction to Paralegal Sciences—3.0 credits

This course presents the role of paralegals in the legal system, introduces paralegal skills and explores career opportunities. It highlights the ethical and professional guidelines that govern the paralegal field. It also introduces the sources of law, an overview of courts, and alternative dispute resolution systems. Required text/materials: Bouchoux, D. (2009). *A practical introduction to paralegal studies: Strategies for success* (2nd ed.). New York: Aspen. Prerequisite: None
LGL-150—Civil Procedure—3.0 credits


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

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

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

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

LGL-180—Torts—3.0 credits


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

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

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

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

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


LGL-220—Family and Criminal Law—3.0 credits

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

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

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


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


LGP-280—Paralegal Simulation Lab A—3.0 credits

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

LGP-290—Paralegal Simulation Lab B—3.0 credits

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

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

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

MGT-300—Management and Communications—3.0 credits


IND-310—Entrepreneurship—3.0 credits


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

The course provides instruction and application on using research resources (electronic and physical) to draft legal writings including legal memoranda and appellate briefs. Emphasis will be placed on research efficiency using effective search strategies, and writing in both objective and persuasive ways. Required text/materials: Hames, J.B.

LGL-330—Commercial and Bankruptcy Litigation—3.0 credits


LGL-350—Property Law—3.0 credits


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


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

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

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

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

LGL-400—Trial Practice—3.0 credits

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

LGL-420—Certification Preparation—3.0 credits

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

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

LGP-480—Paralegal Simulation Lab C—3.0 credits

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

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

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

COM-115S—Interpersonal Communication—3.0 credits

This course introduces the concepts and theories of interpersonal communication. Students will explore the process and functions of communication, developing relationships, communication strategies and skills, and interpersonal language skills, including conflict management. Required textbook/resources: Beebe, Steven, Beebe, Susan, & Redmond, Mark (2017). Interpersonal Communication: Relating to Others. Upper Saddle River, NJ: Pearson. Prerequisite: None.

CRT-110S—Critical Thinking I—3.0 credits


CRT-210S—Critical Thinking II—3.0 credits


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

The concept of money is powerful and it has evolved into an essential tool of the global economy. This course focuses on the relationship between money and economics. Topics include basic macroeconomic and microeconomic principles such as unemployment, inflation, business cycles, and emerging forms of money. Required text: OpenStax Economics. (2017). Principles of economics. Houston, TX: OpenStax CNX. Prerequisite: None

ENG-110S—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: Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: None
ENG-112S—English Composition II—3.0 credits


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

This course covers popular culture and the relationship between culture, the individual, and society. Focus is placed on viewing everyday life and concepts through different lenses. Required text: Charlton, K. (2014). Rock music styles: A history (7th ed.). New York, NY: McGraw-Hill Education. Prerequisites: None

MAT-110S—Algebra I—3.0 credits

This course begins with a review of real numbers and algebraic expressions before covering algebra topics including linear equations and inequalities, lines and functions, systems, exponents, polynomials, and factoring. Required text/materials: ALEKS Math Platform. Prerequisite: None

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


PSY-101S—Psychological Foundations—3.0 credits

A course covering the foundational concepts related to human behavior. Topics include the human mind, human behavior, and important experiments and research in the field of psychology. Required text/materials: King, L. (2019). Experience psychology (4th ed.). New York, NY: McGraw-Hill Education. Prerequisite: None

SCI-200S—Environmental Science—3.0 credits


SOC-210S—Technology and Society—3.0 credits

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

Program Outline by Term

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

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Bachelor of Science in Healthcare Administration and Analytics

120 Credits, 39 Months

Program Objectives

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

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

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

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

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

Career Opportunities

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

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

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

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

*Detailed information regarding classifications can be found at 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

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

Healthcare Administration and Analytics Courses

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<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
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<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
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<td>BHA-100</td>
<td>Medical Terminology</td>
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<td>BHA-105</td>
<td>The United States Healthcare Ecosystem</td>
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<td>BHA-110</td>
<td>Healthcare Law, Policy &amp; Management</td>
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<td>BHA-115</td>
<td>Terminologies and Classification Systems</td>
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<td>BHA-120</td>
<td>Architecture and Infrastructure in Computer Systems</td>
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<td>BHA-125</td>
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<td>BHA-200</td>
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<td>BHA-205</td>
<td>Analytic Tools</td>
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<td>BHA-210</td>
<td>Essentials of Public Health Biology II</td>
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<td>BHA-215</td>
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<td>BHA-220</td>
<td>Accounting and Finance in Healthcare</td>
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<td>BHA-300</td>
<td>Quantitative Research Methods</td>
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<td>BHA-305</td>
<td>Project Management</td>
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<td>BHA-310</td>
<td>Leadership, Human Resources and Human Asset Management</td>
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<td>BHA-315</td>
<td>Database Management Tools</td>
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<td>BHA-320</td>
<td>Theory into Practice: Healthcare Systems and Technology</td>
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<td>BHA-325</td>
<td>Population Health</td>
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<td>BHA-330</td>
<td>Economics of Healthcare</td>
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<td>BHA-400</td>
<td>Applied Databases: Structured Query Language (SQL)</td>
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<td>BHA-405</td>
<td>Quantitative Research Methods II</td>
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<td>BHA-410</td>
<td>Change Management in Health Care</td>
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<td>BHA-415</td>
<td>Business Intelligence Tools</td>
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<td>Quality and Process Improvement</td>
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<td>BHA-435</td>
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<td>SCI-105S*</td>
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<td>SCI-110S*</td>
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Course Descriptions

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

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

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

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

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

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

**BHA-115—Terminologies and Classification Systems—3.0 credits**

Health informatics, to promote meaningful and reliable analysis and sharing of data, utilizes a common set of abstractions, terminologies, and coding systems. Students will gain an understanding of these terminologies and their use within various institutional settings. Special attention and focus will be given to the selection of terminologies based on various institutional or business needs. Required textbooks: Giannangelo, Kathy (2015). Healthcare code sets, clinical terminologies, and classification systems, (3rd ed.). Chicago, IL: AHIMA Press. Prerequisite: BHA-105.
BHA-120—Architecture and Infrastructure in Computer Systems—3.0 credits


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

Biomedical informatics and health information systems comprise both the physical and electronic systems for the creation, gathering, and analysis of data. Students will analyze electronic biomedical and health information systems within the larger institutional context. The relationship of system architecture and solution to institutional needs will be investigated, as well as the relationship of architecture to data quality and system interoperability. Students will explore the use of tools and analytics frameworks when determining system infrastructure needs. Required textbooks: Wager, K.; Wickam Lee; F., Glaser, J. (2017). Health Care Information Systems: A Practical Approach for Health Care Management (4th ed.). New York, NY: Springer. Prerequisite: BHA-120 or equivalent course of study.

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

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

BHA-205—Analytic Tools—3.0 credits

Industry has developed from paper-based, isolated practices to connected systems that acquire and store electronic data, which can be used to help manage organizations. In this course, students learn how to use specific, popular analytic tool(s) to organize, analyze and display data. Required textbooks: Adamski, J. (2015). Concepts of database management, (8th ed.). Clifton Park, NY: Cengage Learning. Prerequisite: MAT-110S or equivalent course of study.

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


BHA-215—Database Systems—3.0 credits


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

Given the complex environment of the US Healthcare System, the increasing constraints on reimbursement and revenue, trend towards “value based healthcare”; tracking, understanding, allocating, and evaluating financial resources have become increasingly important. In this course, students learn about the use of accounting and financial practices to manage revenue and expenditures in healthcare, including planning for future operations.

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


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

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

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


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


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

Practical experience is an important characteristic for employment in the healthcare sector. Students will apply their data and analytic skills and tools to solving a real-world problem using data stored and managed on a live healthcare informatics laboratory. Students will present their results for students and faculty to review. Required textbooks: None. Prerequisite: BHA-205, BHA-220

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

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

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

The increasing constraints on reimbursement and revenue within the US Healthcare System environment, trends toward “value based healthcare.” It is important that health care administrators and managers consider the broader economic contexts of healthcare decisions. In this course, students learn about the economic framework in which

BHA-400—Applied Databases: Structured Query Language (SQL)—3.0 credits

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

BHA-405—Quantitative Research Methods II—3.0 credits

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

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

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

BHA-415—Business Intelligence Tools—3.0 credits

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

BHA-420—Database Management Tools II—3.0 credits


BHA-425—Analytic Tools II—3.0 credits

Today’s organizations have developed from paper-based, isolated practices to connected systems that acquire and store electronic data, which can be used to help manage enterprises. As a continuation of BHA-205, students learn additional methods for using a specific, popular analytic tool(s) to organize, analyze, and display data. Required textbooks: C. Frye (2013). *Excel® 2013 In Depth*. Indianapolis, IN: Que Publishing (Pearson). Prerequisite: BHA-205 or equivalent course of study.
BHA-430—Quality and Process Improvement—3.0 credits


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

As organizational data has grown in volume and complexity, analytic tools have evolved additional capabilities to deal with these increased requirements. In this course, students learn to use advanced analytic functions to analyze data. Required textbooks: C. Frye (2013). *Excel® 2013 In Depth.* Indianapolis, IN: Que Publishing (Pearson). Prerequisite: BHA-420, BHA-425.

BHA-440—Applied Analytics Capstone—3.0 credits

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

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

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

COM-210S—Speaking and Presenting—3.0 credits

This course covers the fundamentals of public speaking in today’s society. Topics include how to write a quality speech and how to clearly and confidently speak in public forums, including social media and blogs. Required text: Reynolds, G., (2012). *Presentation zen: Simple ideas on presentation design and delivery* (2nd ed.). Berkeley, CA: New Riders. Prerequisite: None

CRT-110S—Critical Thinking I—3.0 credits


CRT-210S—Critical Thinking II—3.0 credits

ECO-200S—The Economics of Money—3.0 credits
The concept of money is powerful and it has evolved into an essential tool of the global economy. This course focuses on the relationship between money and economics. Topics include basic macroeconomic and microeconomic principles such as unemployment, inflation, business cycles, and emerging forms of money. Required text: OpenStax Economics. (2017). Principles of economics. Houston, TX: OpenStax CNX. Prerequisite: None

ENG-110S—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: Channell, C., Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: None

ENG-112S—English Composition II—3.0 credits

ENG-200S—Research and Writing—3.0 credits
The processes of researching topics and cohesively writing about them are life skills that benefit all students. This course focuses on the key skills of academic research and writing. Students use independent research to analyze a topic and formulate a position or argument. Required text: Dively, R. (2016). Invention and craft. New York, NY: McGraw-Hill. Prerequisite: ENG-110S

HUM-150S—Introduction to Popular Culture—3.0 credits
This course covers popular culture and the relationship between culture, the individual, and society. Focus is placed on viewing everyday life and concepts through different lenses. Required text: Charlton, K. (2014). Rock music styles: A history (7th ed.). New York, NY: McGraw-Hill Education. Prerequisites: None

MAT-110S—Algebra I—3.0 credits
This course begins with a review of real numbers and algebraic expressions before covering algebra topics including linear equations and inequalities, lines and functions, systems, exponents, polynomials, and factoring. Required text/materials: ALEKS Math Platform. Prerequisite: None

MAT-112S—Algebra II—3.0 credits
This course begins with a brief review of Algebra I concepts prior to covering additional algebra topics including rational expressions, radicals, and quadratic equations. Required text/materials: ALEKS Math Platform. Prerequisite: MAT-110S.

SCI-105S—Anatomy and Physiology I—3.0 credits
SCI-110S—Anatomy and Physiology II—3.0 credits


SOC-210S—Technology and Society—3.0 credits

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

Program Outline by Term

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

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<tr>
<th>Term 1</th>
<th>BHA-105/UNV-101S (First 8 weeks)</th>
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<tr>
<td>Term 1</td>
<td>BHA-100/SCI-105S (Second 8 weeks)</td>
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<td>Term 2</td>
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<td>Term 3</td>
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<td>Term 4</td>
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<td>Term 5</td>
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<td>Term 6</td>
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<td>Term 7</td>
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<td>Term 8</td>
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<td>Term 9</td>
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<td>Term 7</td>
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<td>Term 8</td>
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<td>Term 9</td>
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<td>Term 10</td>
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<td>Term 10</td>
<td>BHA-330/BHA-420</td>
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<td>BHA-430/BHA-435</td>
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<td>Term 10</td>
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<td>Term 10</td>
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Bachelor of Science in Business Management

120 Credits, 39 Months

Program Objectives

The Bachelor of Science in Business Management (BSBM) degree introduces students to the various functional areas of business organizations: finance and accounting, human resources, marketing, and information systems. In addition, the curriculum facilitates the development of leadership skills and core competencies in critical thinking and problem solving, project management, communication, teamwork, and ethics. Additionally, the program is designed to meet the increasing industry demand for business professionals with specialized skills, like data analysis. Bryan University delivers this program through dynamic, adaptive, experiential learning that includes personalized instruction and coaching.

Following the completion of the program, new graduates will possess a deep understanding of the concepts and theories associated with business and will be able to:

• Demonstrate problem solving skills within various disciplines of business: management, marketing, accounting, economics, and finance.

• Develop comprehensive solutions to business problems through evaluation of relevant information.

• Identify appropriate data and their sources for a given business problem or inquiry.

• Develop analytic and organizational strategies to improve an organization's efficiency through reduced costs and increased revenues.

• Use popular analytical and reporting tools to address enterprise challenges.

• Apply quantitative research and reasoning and appropriate displays of data to satisfy a business need.

All students in the Bachelor of Science in Business Management complete a core curriculum in management principles, marketing, finance and accounting practices, and analytic tools and techniques to turn business data into actionable information.

Students can follow one of two program pathways: Business Management or Data Analytics and Business Intelligence. Both program pathways are the same length and total credits. Students must complete all core business courses prior to starting elective concentration courses. Graduates of the core Business Management program possess strong business management skills and have a basic understanding of data analysis. Students wanting a deeper understanding of business intelligence and data analytics can choose the following elective program concentration:

Data Analytics and Business Intelligence Elective Concentration

The Data Analytics and Business Intelligence elective concentration dives deeper into data analytics to prepare students for positions that inspect, analyze, and report data to support business decision-making. The goal of this concentration is to equip students with a specialized analytic skillset to identify, gather, analyze, and report data relevant to an enterprise’s operations. This concentration includes additional depth in business intelligence tools, analytics, databases, and advanced methods of data mining to make sound business decisions. Through this educational experience, students will understand how to manage data initiatives, ensure data quality, utilize data analytical methods, report and visualize results.

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

• Business Consulting Groups

• Federal, State, and Local Government Agencies
• Finance and Insurance Firms
• Manufacturing and Production Facilities
• For-profit and Non-profit Enterprises
• Service Industries and Retailers

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):

**Business Management Career Opportunities**

• Entry-level Business Manager
• Operations Manager
• Finance Manager
• Retail Sales Manager
• Marketing Manager
• Self-Employed Business Owner

**Data Analytics and Business Intelligence Career Opportunities**

• Reporting Analyst
• Business Intelligence Analyst
• Management Analyst

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

• 11-1021.00 General and Operations Managers
• 15-1199.08 Business Intelligence Analysts
• 13-1111.00 Management Analysts

**Program Completion**

In order to graduate and receive a Bachelor of Science Degree in Business Management, or a Bachelor of Science in Business Management with a concentration in Data Analytics and Business Intelligence, students must earn a minimum of 120 credits for the courses in the Business Management curriculum and/or elected emphasis and have a cumulative grade point average (CGPA) of 2.0 or better.
### Business Management Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV-101S</td>
<td>Student Success and Technology Foundations</td>
<td>3.0</td>
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<tr>
<td>BHA-120</td>
<td>Architecture and Infrastructure in Computer Systems</td>
<td>3.0</td>
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<tr>
<td>BHA-205</td>
<td>Analytic Tools</td>
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<tr>
<td>BHA-215</td>
<td>Database Systems</td>
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<tr>
<td>BHA-300</td>
<td>Quantitative Research Methods</td>
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<tr>
<td>BHA-305</td>
<td>Project Management</td>
<td>3.0</td>
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<tr>
<td>BHA-405**</td>
<td>Quantitative Research Methods II</td>
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<tr>
<td>BHA-415B</td>
<td>Business Intelligence Tools</td>
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<tr>
<td>BHA-425**</td>
<td>Analytic Tools II</td>
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<tr>
<td>BMA-100</td>
<td>Introduction to Business</td>
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<tr>
<td>BMA-110</td>
<td>Information Management</td>
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<tr>
<td>BMA-120</td>
<td>Micro/Macro Economics</td>
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<tr>
<td>BMA-130</td>
<td>Introduction to Marketing</td>
<td>3.0</td>
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<tr>
<td>BMA-140</td>
<td>Foundations for Accounting</td>
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<tr>
<td>BMA-200</td>
<td>Management Principles</td>
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<tr>
<td>BMA-210</td>
<td>Business and Contract Law</td>
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<tr>
<td>BMA-230</td>
<td>Finance Principles</td>
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<tr>
<td>BMA-310</td>
<td>Quality and Process Improvement</td>
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<tr>
<td>BMA-330</td>
<td>Operations Management</td>
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<tr>
<td>BMA-440**</td>
<td>Applied Capstone</td>
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<tr>
<td>MGT-240</td>
<td>Business Ethics</td>
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<tr>
<td>MGT-305</td>
<td>Leading Organizations</td>
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<td>MGT-320</td>
<td>Organizational Communication</td>
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<td>MGT-350</td>
<td>Organizational Behavior in Management</td>
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<td>MGT-360</td>
<td>Human Resource Management</td>
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<tr>
<td>MGT-441**</td>
<td>Negotiation and Conflict Management</td>
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<td>MGT-442**</td>
<td>Leading Diverse and Dispersed Teams</td>
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<tr>
<td>MGT-444**</td>
<td>Strategic Management</td>
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<td>COM-210S*</td>
<td>Speaking and Presenting</td>
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<tr>
<td>BMA-300</td>
<td>Using Analytics to Improve Business Process</td>
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<tr>
<td>BMA-440</td>
<td>Applied Capstone</td>
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<tr>
<td>BHA-315</td>
<td>Database Management Tools</td>
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<td>BHA-405</td>
<td>Quantitative Research Methods II</td>
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<td>BHA-420</td>
<td>Database Management Tools II</td>
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<tr>
<td>BHA-425</td>
<td>Analytic Tools II</td>
<td>3.0</td>
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</tbody>
</table>

**Indicates courses that are replaced by elective concentration courses**

**Data Analytics and Business Intelligence Elective Concentration Courses**

This Bachelor’s Degree program requires students to complete 36 general education semester credit hours. Bryan University preschedules all general education courses within each program. A student’s schedule may reflect general education courses different than the ones listed above, however, the Bryan University Registrar works to ensure students meet all general education requirements by the expected time of graduation. Refer to the General Education section of this Catalog for specific general education requirements.
General Management 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-101S—Student Success and Technology Foundations—3.0 credits

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

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


BHA-205—Analytic Tools—3.0 credits

Industry has developed from paper-based, isolated practices to connected systems that acquire and store electronic data, which can be used to help manage organizations. In this course, students learn how to use specific, popular analytic tool(s) to organize, analyze and display data. Required textbooks: Nordell, Randy & Wood, Kari (2016). Microsoft Office Excel 2016 Complete: In Practice. Boston, MA: McGraw-Hill. Prerequisite: MAT-110S or equivalent course of study.

BHA-215—Database Systems—3.0 credits


BHA-300 – Quantitative Research Methods – 3.0 credits


BHA-305—Project Management—3.0 credits

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

BHA-405 – Quantitative Research Methods II – 3.0 credits

The adage “if you can’t measure it, you can’t manage it,” has become increasingly important as organizations move from disconnected internal systems to a connected, integrated, data-driven system. As a continuation of course

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

Cutting-edge organizations are at the forefront of data revolution and have realized the advantage of transforming raw data into meaningful and useful information. Such vast stores of data challenge the organization to identify what data are important and actionable, and to develop meaningful ways to display complex data. This course introduces students to the discipline of, and the use of tools for business intelligence. Required textbooks: Sherman, R. (2015). *Business Intelligence Guidebook: From data integration to analytics*. (1st ed.). Waltham, MA: Elsevier, Inc. Prerequisite: BSBMA: BHA-205

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

Today’s organizations have developed from paper-based, isolated practices to connected systems that acquire and store electronic data, which can be used to help manage enterprises. Students learn additional methods for using a specific, popular analytic tool(s) to organize, analyze, and display data. Required textbooks: SimNet: Nordell, Randy & Wood, Kari (2016). *Microsoft Office Excel 2016 Complete: In Practice*. Boston, MA: McGraw-Hill. Prerequisite: BHA-205.

**BMA-100 – Introduction to Business – 3.0 credits**

Complex marketplaces require businesses to use data and analytics to address regulatory, market, consumer and operational challenges. This course provides students with the foundations of business organization and operations to provide a foundation for students to use when analyzing data to uncover actionable information for the enterprise. Required text: Nickels, W., McHugh, J., McHugh, S. (2016). *Understanding Business* (11th ed.). Boston, MA: McGraw Hill. Prerequisites: None.

**BMA-110 – Information Management – 3.0 credits**

Managing information is critical for today’s organization. Information management consists of acquiring information from multiple sources, managing the data, and appropriately distributing the information to personnel. Students will be exposed to processes, tools, and techniques that will help them become managers that can effectively meet these challenges. Required text: Baltzan, P. (2014). *M: Information systems* (3rd ed.). Boston, MA: McGraw-Hill. Prerequisites: None.

**BMA-120 – Micro/Macro Economics – 3.0 credits**

This course covers the basic principles of economic behavior of businesses, consumers, and government agencies. During this course, the student will be exposed to core ideas such as supply, demand and market equilibrium, competition, elasticity, inflation, monetary system, foreign exchange and trade. Required text: Schiller, B. (2013). *Essentials of economics* (9th ed.). Boston, MA: McGraw-Hill. Prerequisites: MAT-110S.

**BMA-130 – Introduction to Marketing – 3.0 credits**

Organizational branding is a key strategy used by business to distinguish themselves from their competitors and create a perception in the minds of their consumers. This course serves as an overview of Marketing principles that orient the organization through understanding and communicating to the needs of its target consumers. Students will explore current marketing concepts and their application in modern business. Required text: Kerin, R., & Hartley, S. (2015). *Marketing: The Core*. Boston, MA: McGraw-Hill. Prerequisites: None.

**BMA-140 – Foundations for Accounting – 3.0 credits**

This course provides students with a functional knowledge of basic accounting principles to facilitate their interpretation of financial statements. Students will also be introduced to the methods for summarizing, analyzing and reporting financial data for business decision-making. Required text: Wild, J., Shaw, K., & Chiappetta, B.
BMA-200 — Management Principles — 3.0 credits

Successful management is rooted in forming essential behaviors associated with leading an organization and its people. During this course, the student will understand basic management principles and functions required within small and large organizations and be introduced to business application models. This course will emphasize critical thinking and solving real-world problems. Required text: Dess, G., McNamara, G., Eisner, A. (2014). Strategic Management: Creating Competitive Advantages. (8th ed.). Boston, MA: McGraw Hill. Prerequisites: BMA-100.

BMA-210 — Business and Contract Law — 3.0 credits

This course provides students with a survey of the principle areas of business law, exploring the relationship between business and the law with respect to torts, crimes, intellectual property, contracts, negotiable instruments, agency, employment, and forms of business organization. Students also explore the relationship between business and the law with respect to ethics and social responsibility, government regulation, personal property, real property, and international trade. Students will gain an overview and understanding of a contractual relationship/agreement, applicable laws related to contract negotiations and terms, and the available remedies if the relationship/agreement is breached. Required text: Liuzzo, A. (2015). Essentials of Business Law (9th ed.). Boston, MA: McGraw-Hill. Prerequisites: None.

BMA-230 — Finance Principles — 3.0 credits

This course is serves as a foundation for principles, techniques and aspects of financial management. Areas of study include effective management of business funding to effectively accomplish the goals of the organization. Students will learn how to plan, organize, control, and direct financial objectives for the enterprise. Required text: Cornett, M. (2015). M: Finance (3rd ed.). Boston, MA: McGraw-Hill. Prerequisites: BMA-120.

BMA-310 — Quality and Process Improvement — 3.0 credits


BMA-330 — Operations Management — 3.0 credits


BMA-440 — Applied Capstone — 3.0 credits

Practical experience is an important characteristic for employment within the thriving business sector. Students will apply their knowledge, skills, and tools to solving a real-world problem. Students will present their results for students and faculty to review. Required textbooks: there are no required textbooks for this course. Prerequisite: BHA-405.
MGT-240—Business Ethics—3.0 credits

This course provides students with the tools necessary to examine moral problems and make effective decisions on ethical issues faced in the workplace. Topics considered include discrimination, affirmative action, sexual harassment, informational privacy, drug testing, ethics in advertising, business and the environment, and global ethics. Emphasis will be placed on the study of the ethical values, principles, and theories pertinent to management. Students will also examine social responsibilities of managers in the workplace. Ghillyer, A. (2018). Business Ethics Now (5th ed.). Boston, MA: McGraw Hill. Prerequisites: None.

MGT-305—Leading Organizations—3.0 credits

This course focuses on management skills 21st century leaders need to be successful. Emphasis is on the difference between managing and leading. Topics include: leadership skills, diversity, communication, organizational culture and change management. Bateman, T., & Snell, S. (2017). Management: Leading & Collaborating in a Competitive World (12th ed.). Boston, MA: McGraw Hill. Prerequisites: None.

MGT-320—Organizational Communication—3.0 credits

This course provides an overview of the mechanics and politics of organizational communications. Students will learn theories of organizational communication and have practice in applying these theories to business situations. The course will cover both external and internal communications, as well as leadership and cross-functional communications. Cardon, P. (2014). Business Communication (1st ed.). Boston, MA: McGraw Hill. Prerequisites: None.

MGT-350—Organizational Behavior in Management—3.0 credits

The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior to enable the student to identify and resolve behavioral issues within global organizations. Topics include factors affecting individual and group motivation in the workplace, development of effective groups and teams, organizational cultures, ethical issues in organizational behavior, as well as organizational behavior issues in global organizations. Ivancevich, J., Konopaske, R., & Matteson, M. (2018). Organizational Behavior and Management (11th ed.). Boston, M: McGraw Hill. Prerequisites: None.

MGT-360—Human Resource Management—3.0 credits

This introductory course to human resource management examines the role and functions of both members and leaders within an organization. Exposure to areas critical to modern day leadership includes counseling, training and development, recruiting, retention, compensation, and diversity in the workplace. Role-playing and class discussion is encouraged to stimulate intellectual growth and human resource management awareness. Noe, R., Hollenbeck, J., Gerhart, B., & Wright, P. (2017). Human Resource Management (10th ed.). Boston, MA: McGraw Hill. Prerequisites: None.

MGT-441—Negotiation and Conflict Management—3.0 credits

Conflict is inherent in all organizations and is often driven by the competition for limited resources and power. This course is an introduction to the sources and types of internal and external conflicts, and the strategies for understanding and managing these conflicts. Lewicki, R., Saunders, D., & Barry, B. (2015). Negotiation (7th ed.). Boston, MA: McGraw Hill. Prerequisites: None.

MGT-442—Leading Diverse and Dispersed Teams—3.0 credits

We have become a global economy, and as a result are operating across different time zones and cultures. Future leaders will need to have skills to create and lead both diverse and dispersed workforces. In this course, students will learn about the challenges of managing in a global economy by reading case studies demonstrating how some organizations have successfully addressed these new leadership challenges. Bartlett, C., & Beamish, P. (2014). Transnational Management: Text, Cases & Readings in Cross-Border Management (7th ed.). Boston, MA: McGraw Hill. Prerequisites: None.
MGT-444—Strategic Management—3.0 credits

This course is an examination of strategic management concepts. Students will study the strategic planning process, which includes creating goals, making decisions, taking actions, and analyzing results. The benefits of strategic planning will be identified and distinguished from operational planning. Through discussions, exercises and assignments, students will practice using analytical tools to critically assess an organization’s internal and external environments, competitive opportunities, and threats. Students will be expected to recommend an appropriate organizational strategy, while at the same time critically analyzing other strategic approaches. Dess, G., McNamara, G., & Eisner, A. (2016). Strategic Management: Text and Cases (8 ed.). Boston, MA: McGraw Hill. Prerequisites: None.

COM-210S—Speaking and Presenting—3.0 credits

This course covers the fundamentals of public speaking in today’s society. Topics include how to write a quality speech and how to clearly and confidently speak in public forums, including social media and blogs. Required text: Reynolds, G., (2012). Presentation zen: Simple ideas on presentation design and delivery (2nd ed.). Berkeley, CA: New Riders. Prerequisite: None

CRT-110S—Critical Thinking I—3.0 credits


CRT-210S—Critical Thinking II—3.0 credits


ENG-110S—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: Channell, C. Crusius, T. (2016). Engaging questions: A guide to writing (2nd ed.). New York, NY: McGraw-Hill. Prerequisite: None

ENG-112S—English Composition II—3.0 credits


ENG-200S—Research and Writing—3.0 credits

The processes of researching topics and cohesively writing about them are life skills that benefit all students. This course focuses on the key skills of academic research and writing. Students use independent research to analyze a topic and formulate a position or argument. Required text: Dively, R. (2016). Invention and craft. New York, NY: McGraw-Hill. Prerequisite: ENG-110S
HUM-150S—Introduction to Popular Culture—3.0 credits

This course covers popular culture and the relationship between culture, the individual, and society. Focus is placed on viewing everyday life and concepts through different lenses. Required text: Charlton, K. (2014). *Rock music styles: A history* (7th ed.). New York, NY: McGraw-Hill Education. Prerequisites: None

MAT-110S—Algebra I—3.0 credits

This course begins with a review of real numbers and algebraic expressions before covering algebra topics including linear equations and inequalities, lines and functions, systems, exponents, polynomials, and factoring. Required text/materials: ALEKS Math Platform. Prerequisite: None

MAT-112S—Algebra II—3.0 credits

This course begins with a brief review of Algebra I concepts prior to covering additional algebra topics including rational expressions, radicals, and quadratic equations. Required text/materials: ALEKS Math Platform. Prerequisite: MAT-110S.

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


SCI-200S—Environmental Science—3.0 credits


SOC-200S—Social Psychology—3.0 credits

A course covering the fundamentals of social psychology and group behavior. The course focuses on how individuals are influenced by other people and situations. Required text: Myers, D. (2013). *Social psychology (11th ed.)*. New York, NY: McGraw-Hill. Prerequisites: None.

**Data Analytics and Business Intelligence Elective Concentration Course Descriptions**

BMA-300 – Using Analytics to Improve Business Processes – 3.0 credits

Businesses must understand how their policies, processes and operations affect the organization’s performance. Businesses face the challenge of making decisions in the face of risk at every step of conducting their activities. This course examines how businesses can use data to align supply and demand and to evaluate alternative courses of action. The course examines the tools and techniques available to collect, manage, and analyze data to achieve a clearer understanding of a company’s operations. Required text: Bartlett, R. (2013). *A practitioner’s guide to business analytics: Using data analysis tools to improve your organization’s decision making and strategy* (1st ed.). Boston, MA: McGraw-Hill. Prerequisites: BHA-205.

BHA-315—Database Management Tools—3.0 credits

BHA-405 – Quantitative Research Methods II – 3.0 credits
The adage “if you can’t measure it, you can’t manage it,” has become increasingly important as organizations move from disconnected internal systems to a connected, integrated, data-driven system. As a continuation of course BHA-300, this course introduces students to the quantitative methods used to organize, analyze and report data. Required textbooks: Salkind, N. (2013), Statistics for People Who (Think They) Hate Statistics: Excel 2010 Edition, (3rd ed.). Thousand Oaks, CA: Sage Publishing. Prerequisite: BHA-300.

BHA-420—Database Management Tools II—3.0 credits

BHA-425—Analytic Tools II—3.0 credits
Today’s organizations have developed from paper-based, isolated practices to connected systems that acquire and store electronic data, which can be used to help manage enterprises. Students learn additional methods for using a specific, popular analytic tool(s) to organize, analyze, and display data. Required textbooks: SimNet: Nordell, Randy & Wood, Kari (2016). Microsoft Office Excel 2016 Complete: In Practice. Boston, MA: McGraw-Hill. Prerequisite: BHA-205.

BMA-440—Applied Capstone—3.0 credits
Practical experience is an important characteristic for employment within the thriving business sector. Students will apply their data and analytic skills and tools to solving a real-world problem. Student will present their results for students and faculty to review. Required textbooks: There are no textbooks required in this course. Prerequisite: BHA-405.

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
</tr>
</thead>
</table>
| Term 1 | BMA-100 / UNV-101S (First 8 weeks)  
BMA-110 / MAT-110S (Second 8 weeks) |
| Term 2 | BMA-120 / ENG-110S  
BMA-130 / MAT-112S |
| Term 3 | BHA-120 / ENG-112S  
BMA-140 / POS-200S |
| Term 4 | BHA-205 / BMA-200  
BHA-215 / CRT-110S |
| Term 5 | MGT-310 / BMA-210  
MGT-442 / ENG-200S |
| Term 6 | MGT-441 / MGT-305  
BHA-305 / BHA-300 |
| Term 7 | BHA-425 / CRT-210S  
MGT-360 / COM-210S |
| Term 8 | BHA-415B / BMA-230  
MGT-444 / BMA-310 |
| Term 9 | BHA-405 / HUM-150S  
MGT-350 / BMA-330 |
| Term 10 | MGT-240 / SOC-200S  
BMA-440 / SCI-200S |
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. The application must include:

- A statement of purpose
- Two letters of recommendation
- Official transcripts of a baccalaureate degree

Bryan University offers the following graduate programs entirely online:

- Master of Public Health

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

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 1.2 Mbps down and .5 Mbps up is required (1.5 Mbps down and 1.5 Mbps up is recommended). Cell phone-based Internet access is not acceptable. Students will be responsible for taking proper care of their school-issued VoIP headset and webcam.

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

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

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

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

Graduate Transfer Credit Policies

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

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

42 Credits, 28 months

Program Objectives

The Master of Public Health, with a focus in analytics, is designed to prepare students for positions that manage, analyze and report data to improve the performance of healthcare organizations and the outcomes of individuals and populations. The program focuses on the skills related to the environment of and the data analytics for public and population health which will prepare the student for employment in a variety of healthcare organizations. The university delivers the program through asynchronous online instruction.

The program includes core curriculum in theory of public and population health, analytic frameworks and methodologies, the structure and function of the United States healthcare system, databases and data warehouses, Structured Query Language (SQL), and the use of a variety of analytic tools. Case studies, realistic data sets, and the Bryan University Health Informatics Simulation Laboratory are used frequently to enable students to solve problems that simulate those issues encountered in the modern healthcare marketplace. The program requires a Portfolio Project to demonstrate competencies: The Public Health Capstone Case Study project, in which students apply their knowledge to solving real-world problems using the tools, data, and infrastructure of public and population health.

This program prepares students for jobs in healthcare organizations as data analysts who understand the healthcare environment, including the organization of and data flow between healthcare organizations, the use of terminologies and classifications to abstract and report data, policy and regulatory considerations, as well as basic statistical concepts and popular analytic tools, for example Excel, R, and/or SAS.

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

- Develop and apply statistical reasoning and methods to address, analyze, and solve problems in public health, healthcare; and, biomedical, clinical, and population-based research.
- Identify environmental factors including biological, physical, and chemical factors that affect the health of a community.
- Apply public health biology into public health practice.
- Apply patterns of disease and injury in human populations for the control of health problems.
- Explain the delivery, management, quality, and costs of healthcare for individuals and populations, including policy development and application.
- Identify the behavioral, social, and cultural factors related to individual population health and health disparities over the life course, and apply those factors to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy populations.
- Collect, manage, and organize data to produce information and meaning designed to achieve specific objectives, and to be presented to different audiences using a variety of communication channels and modalities.
- Explain how systems thinking provides a framework for recognizing and addressing the dynamic interactions in human and social systems and how those interactions affect the relationships among individuals, groups, organizations, communities, and environments.
- Use an analytic framework to ensure a standard, disciplined, thorough, and repeatable approach to analyzing healthcare data.
• To provide decision support for a given health problem or inquiry, identify appropriate data and data sources, identify and address data quality issues, and select the applicable quantitative and visualization methods to analyze and present data.

• Use analytic tools to help identify populations as targets for interventions.

• Develop and execute analytic solutions to achieve organizational goals, including improved outcomes for individuals and populations.

• Apply knowledge of and respect for diversity and culture to produce an intended public health outcome.

• Demonstrate ethical choices, values, and professional practices that respect and address community stewardship, equity, social justice and accountability.

• Create, communicate, and champion a shared vision to address organizational and community challenges for a changing future.

• Plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.

• Participate on multidisciplinary teams analyzing data to drive organization’s strategic vision.

Career Opportunities

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

• Healthcare Administrator/Manager
• Healthcare Data Analyst
• Healthcare Analyst
• Clinical Data Analyst
• Data/Reporting Analyst
• Population Health Data Analyst
• Medical Informatics Analyst
• Managed Care Analyst

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

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

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

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

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

Program Completion

In order to graduate and receive a Master of Public Health degree, students must earn a minimum of 42 credits for the courses in the Public Health curriculum and have a cumulative grade point average (CGPA) of 3.0 or better.

Master of Public Health Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>TOTAL CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH-500</td>
<td>Healthcare Ecosystems and Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>MPH-505</td>
<td>Biomedical Basis of Public and Population Health</td>
<td>3.0</td>
</tr>
<tr>
<td>MPH-510</td>
<td>Taxonomies, Nomenclatures, and Code Sets</td>
<td>3.0</td>
</tr>
<tr>
<td>MPH-520</td>
<td>Social &amp; Behavioral Public Health</td>
<td>3.0</td>
</tr>
<tr>
<td>MPH-525</td>
<td>Biostatistics for Public Health I</td>
<td>3.0</td>
</tr>
<tr>
<td>MAP-530</td>
<td>Information Systems, Databases and Data Warehouses</td>
<td>3.0</td>
</tr>
<tr>
<td>MPH-535</td>
<td>Biostatistics for Public Health II</td>
<td>3.0</td>
</tr>
<tr>
<td>MAP-540</td>
<td>Reporting and Analyzing Relational Data</td>
<td>3.0</td>
</tr>
<tr>
<td>MAP-545</td>
<td>Analytics Tools I</td>
<td>3.0</td>
</tr>
<tr>
<td>MAP-550</td>
<td>Analytics Tools II</td>
<td>3.0</td>
</tr>
<tr>
<td>MPH-555</td>
<td>Epidemiology</td>
<td>3.0</td>
</tr>
<tr>
<td>MPH-560</td>
<td>Environmental &amp; Occupational Health</td>
<td>3.0</td>
</tr>
<tr>
<td>MPH-565</td>
<td>Improving the Public’s Health</td>
<td>3.0</td>
</tr>
<tr>
<td>MPH-570</td>
<td>Public Health Practicum</td>
<td>3.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>42.00</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.

MPH-500—Healthcare Ecosystems and Policy—3.0 credits

To meet the goals of the Triple Aim, formerly disparate US healthcare systems must now coordinate their activities and seamlessly exchange data. In this period of transition, both the historical means of organizing healthcare systems as well as emerging models must be understood. This course describes the alignment of the goals of the Triple Aim with regulatory, compliance, accreditation, and healthcare policy structures and processes in the United States. Required textbooks/materials: Shi, L. and Singh, D. (2012). Delivering health care in America: A systems approach (5th ed.). Burlington, MA: Jones and Bartlett Learning; Prerequisite: None.

MPH-505—Biomedical Basis of Public and Population Health—3.0 credits


MPH-510—Taxonomies, Nomenclatures, and Code Sets—3.0 credits


MPH-520—Social & Behavioral Public Health—3.0 credits

Effectively changing individual, population and societal health behaviors is one of the substantial challenges of public and population health intervention programs. This course examines social factors that affect individual and group behavior, and how they must be addressed in the design and implementation of successful public health programs. Required textbooks: Edberg, M. (2015). Essentials Of Health Behavior (2nd Ed.). Burlington, MA: Jones & Bartlett Learning. Prerequisite: MPH-510, MPH-500

MPH-525—Biostatistics for Public Health I—3.0 credits


MAP-530—Information Systems, Databases and Data Warehouses—3.0 credits

Healthcare data, both within an organization and in a multi-entity healthcare system, must be stored and organized in a structured environment that enables reliable access, analysis, and reporting. Robust data storage, management, and

**MPH-535 — Biostatistics for Public Health II—3.0 credits**

Quantitative analysis of healthcare, sociological and geographic data is important as a basis for identifying public health issues, and for designing intervention programs. A continuation of course MPH-525, this course introduces students to the basis of statistical reasoning, and to the fundamental statistical methods used in public and population health. Required textbooks: Sullivan, L. M. (2012). *Essentials of Biostatistics for Public Health*. Burlington, MA: Jones & Bartlett Learning. Prerequisite: MPH-525

**MAP-540 — Reporting and Analyzing Relational Data—3.0 credits**


**MAP-545 — Analytics Tools I—3.0 credits**

Programmable analytic tools, such as SAS and R, are important business tools for complex analysis of healthcare data. Students will learn the fundamentals of a popular programmable analytic tools, including: how to import and export raw data files; manipulate and transform data; combine data sets; create basic detail and summary reports; and, identify and correct data, syntax and programming logic errors. Req text: Tilman M. Davies (2016). The Book of R: A first course in programming and statistics. San Francisco, CA: William Pollock. Prerequisite: MPH-505, MPH-500, MAP-525

**MAP-550 — Analytics Tools II—3.0 credits**

This course builds upon the prior learning in Analytical Tools I and reinforces the need for sophisticated analysis of organizational data. Students will deepen their understanding of the fundamentals of analytical tool programming: how to import and export raw data files; manipulate and transform data; combine data sets; create basic detail and summary reports, and, identify and correct data, syntax and programming logic errors. Req text: Wickham, H. & Grolemund, G. (2017). *R for Data Science: Import, Tidy, Transform, Visualize, and Model Data*, (1st ed.). Sebastopol, CA. O’Reilly. Prerequisite: MPH-535, MAP-540, MAP-545

**MPH-555 — Epidemiology—3.0 credits**

Structured, evidence-based frameworks are necessary to consistently identify and analyze healthcare data, and report relevant healthcare information that can be used to design intervention programs to improve outcomes in human populations. This course examines methods for studying health determinants, distribution, populations, mortality, and morbidity. Required textbooks: Friis, R. H. & Sellers, T. (2014). *Epidemiology For Public Health Practice* (5th ed.). Burlington, MA: Jones & Bartlett Learning. Prerequisite: MPH-520, MAP-550

**MPH-560 — Environmental & Occupational Health—3.0 credits**

The environment in which people live exerts a powerful influence on both the health of individuals and of populations. These environmental factors are a background to all other determinants of health and well-being, and can profoundly affect the public health. This course examines environmental health by considering the agents of environmental diseases, interventions, and policies used to address environmental health concerns. Required textbook: Friis, R. H. (2012). *Essentials of Environmental Health*. Burlington, MA: Jones & Bartlett Learning
Prerequisite: MPH-520, MAP-550
MPH-565—Improving the Public’s Health—3.0 credits

Rising healthcare costs, an aging population and the increasing prevalence of chronic diseases are all burdening the US healthcare system. Although clinical care is still directed at individuals, interventions that address specific groups or populations are necessary to address widespread, common problems. In this course, students examine approaches to identifying populations and problems in the US healthcare system that are amenable to public level interventions, and review methods for intervening. Required textbooks: Nash, David B. (2015); Population Health: Creating a Culture of Wellness, Jones and Bartlett. Turnock, B. (2012). Public Health: What it is and How it Works. Jones and Bartlett Prerequisite: MPH-555, MPH-560

MPH-570—Public Health Practicum—3.0 credits

Solving problems in healthcare organizations requires understanding the issues and context of the problem, selecting the relevant analytic methods and tools, and reporting the results in an appropriate format. Students will gain practical experience in the public health field, as they apply their data and analytic skills and tools to solving a real-world problem designated by an external healthcare organization. Students will present their results for students and the external stakeholder to review. Required textbooks: None. Co-requisite: MPH-565.

Program Outline by Term

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

<table>
<thead>
<tr>
<th>Term</th>
<th>MPH-500 (First 8 weeks)</th>
<th>MPH-505 (Second 8 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>MPH-510</td>
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<td>Term 3</td>
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<tr>
<td>Term 7</td>
<td>MPH-565</td>
<td>MPH-570</td>
</tr>
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</table>
Appendix A: Bryan University Tuition and Fee Schedule

Tuition is charged by the term/quarter for the Court Reporting program and by the academic year (every 30 weeks for quarter hour programs and every 32 weeks for semester hour programs) for all other programs. All undergraduate students are required to pay a nonrefundable $25 registration fee. Graduate students are required to pay a nonrefundable $50 registration fee. The beginning and ending dates for each term are listed in the school academic calendars below. Late payments are subject to a $10 late fee. Tuition is refundable in accordance with the Refund Policy outlined in the course catalog. Payment plans (school deferral plans) are available and are reviewed during the financial aid process. Bryan University scholarship opportunities are listed in this catalog. Discounts are not provided for payments in advance of the normal payment schedule.

**Personal Trainer Certificate Tuition Schedule:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
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<td>Academic Year 2</td>
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</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete the Personal Trainer Certificate program within the normal timeframe is approximately $18,650 (included 25 registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25.

**Business Administration Certificate Tuition Schedule:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$3,725.00</td>
<td>$3,725.00</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete the Business Administration Certificate program within the normal timeframe is approximately $18,650 (included $25 registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25.

**Medical Billing and Coding Certificate Tuition Schedule:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,900.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 2 (Partial)</td>
<td>$7,450.00</td>
<td>$7,450.00</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.
The total tuition cost for students who complete the Medical Billing and Coding Certificate program within the normal timeframe is approximately $22,375 (included $25 registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25.

**Full Stack Web Development Certificate Tuition Schedule:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$3,725.00</td>
<td>$3,725.00</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete the Full Stack Web Development Certificate program within the normal timeframe is approximately $18,650 (included 25 registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25.

**Occupational Associate Degree in Stenography with an optional emphasis in either Court Reporting or Captioning:**

Court reporting tuition rates are based on the academic years attended as set forth in the schedule below.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Quarter/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$13,945.00</td>
<td>$4,640.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$12,920.00</td>
<td>$4,306.67</td>
</tr>
<tr>
<td>Academic Year 3</td>
<td>$7,000.00</td>
<td>$2,333.34</td>
</tr>
<tr>
<td>Academic Year 4 (partial)</td>
<td>$2,000</td>
<td>$2,000.00*</td>
</tr>
</tbody>
</table>

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

The total tuition cost for students who complete the Stenography program within the normal timeframe is approximately $35,865. Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. *The quarterly tuition charge for students repeating classes beyond the original program length is $2,000. Re-entry fee is $25, plus a $25 registration fee.

**Academic Associate Degree in Applied Exercise and Fitness:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$14,900.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 3 (partial)</td>
<td>$2,500.00</td>
<td>$2,500.00*</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.
The total tuition cost for students who complete the Associate Degree in Applied Exercise and Fitness program within the normal timeframe is approximately $32,325 (included $25 registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. *The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25.

**Academic Associate Degree in Advanced Personal 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>$14,925.00</td>
<td>$4,966.67</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$14,900.00</td>
<td>$4,966.67</td>
</tr>
<tr>
<td>Academic Year 3 (partial)</td>
<td>$1,500.00</td>
<td>$2,000.00*</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

Gym membership costs are paid by students.

The total tuition cost for students who complete Advanced Personal Training and Exercise Science program within the normal timeframe is approximately $31,325 (included $25 registration fee). 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).

**Academic Associate Degree in Business Administration:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$14,900.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 3 (partial)</td>
<td>$4,100.00</td>
<td>$4,100.00*</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete the Associate Degree in Business Administration program within the normal timeframe is approximately $33,925 (included $25 registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. *The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25.

**Academic Associate Degree in Accounting:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$14,900.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 3 (partial)</td>
<td>$4,100.00</td>
<td>$4,100.00*</td>
</tr>
</tbody>
</table>
Books and courseware costs are included in the tuition.

The total tuition cost for students who complete the Associate Degree in Accounting program within the normal timeframe is approximately $33,925 (included $25 registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. *The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25.

**Academic Associate Degree in Digital Marketing:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$14,900.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 3 (partial)</td>
<td>$4,100.00</td>
<td>$4,100.00*</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete the Associate Degree in Digital Marketing program within the normal timeframe is approximately $33,925 (included $25 registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. *The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25.

**Occupational Associate Degree in Health Information Management:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$14,900.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 3 (partial)</td>
<td>$4,100.00</td>
<td>$4,100.00*</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete the Health Information Management program within the normal timeframe is approximately $33,925 (includes registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. *The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25.

**Academic Associate Degree in Paralegal Studies and Litigation Technologies:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$14,900.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 3 (partial)</td>
<td>$3,200.00</td>
<td>$3,200.00</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.
The total tuition cost for students who complete the Litigation and E-Discovery Paralegal Studies program within the normal timeframe is approximately $33,025 (includes registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25.

**Academic Associate Degree in Advanced Full Stack Web Development:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$14,900.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 3 (partial)</td>
<td>$4,100.00</td>
<td>$4,100.00*</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete the Associate Degree in Advanced Full Stack Web Development program within the normal timeframe is approximately $33,925 (included $25 registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. *The academic term tuition charge for students repeating classes beyond the original program length is $3,200. Re-entry fee is $25. Registration fee is $25

**Bachelor of Science in 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>$14,925.00</td>
<td>$4,966.67</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$14,900.00</td>
<td>$4,966.67</td>
</tr>
<tr>
<td>Academic Year 3</td>
<td>$10,000.00</td>
<td>$3,333.33</td>
</tr>
<tr>
<td>Academic Year 4</td>
<td>$6,725.00</td>
<td>$1,666.67</td>
</tr>
<tr>
<td>Academic Year 5</td>
<td>$5,000.00</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

Gym membership costs are paid by students.

The total tuition cost for students who complete Professional Fitness Training and Exercise Science program within the normal timeframe is approximately $51,550.00 (includes registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The academic term tuition charge for students repeating classes beyond the original program length is $2,000. Re-entry fee is $25. Registration fee is $25.

**Bachelor of Science in Paralegal Studies and Litigation Technologies Tuition Schedule:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
</tr>
</tbody>
</table>
Books and courseware costs are included in the tuition.

The total tuition cost for students who complete Paralegal, Litigation Support and E-Discovery program within the normal timeframe is approximately $49,025 (includes registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The academic term tuition charge for students repeating classes beyond the original program length is $2,000. Re-entry fee is $25. Registration fee is $25.

**Bachelor of Science in Healthcare Administration and Analytics:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$14,900.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 3</td>
<td>$11,000.00</td>
<td>$5,500.00</td>
</tr>
<tr>
<td>Academic Year 4</td>
<td>$6,500.00</td>
<td>$3,250.00</td>
</tr>
<tr>
<td>Academic Year 5</td>
<td>$4,000.00</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete Bachelor of Science in Healthcare Administration and Analytics program within the normal timeframe is approximately $51,325 (includes registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The academic term tuition charge for students repeating classes beyond the original program length is $2,000 per semester. Re-entry fee is $25. Registration fee is $25.

**Bachelor of Science in Business Management:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$14,925.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$14,900.00</td>
<td>$7,450.00</td>
</tr>
<tr>
<td>Academic Year 3</td>
<td>$11,000.00</td>
<td>$5,500.00</td>
</tr>
<tr>
<td>Academic Year 4</td>
<td>$6,500.00</td>
<td>$3,250.00</td>
</tr>
<tr>
<td>Academic Year 5</td>
<td>$4,000.00</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>

Books and courseware costs are included in the tuition.

The total tuition cost for students who complete Bachelor of Science in Business Management program within the normal timeframe is approximately $51,325 (includes $25 registration fee). Each student is responsible for making payment arrangements with the university. If the university finds it necessary to institute collection or legal action to collect unpaid fees, the student agrees to pay interest, attorney’s fees, and any costs of collection. The
academic term tuition charge for students repeating classes beyond the original program length is $3,200 per semester. Re-entry fee is $25. Registration fee is $25.

**Master of Public Health:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tuition Per Academic Year</th>
<th>Tuition Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 1</td>
<td>$12,600.00</td>
<td>$6,300.00</td>
</tr>
<tr>
<td>Academic Year 2</td>
<td>$6,000.00</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Academic Year 3</td>
<td>$4,500.00</td>
<td>$2,250.00</td>
</tr>
<tr>
<td>Academic Year 4 (partial</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>only 16 weeks)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required books, courseware, and lab supply costs are included in tuition above.

The total tuition cost including books, courseware, and lab supplies for students who complete the Master of in Public Health program within the normal timeframe is approximately $25,100 (includes registration fee). 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 $100 and is non-refundable. Re-entry fee is $25. The tuition charge for each additional 16-week semester beyond the normal time to complete is $3,200.
Appendix B: 2020/2021 Bryan University Academic Calendars

There are three Court Reporting Academic Calendars: Traditional, Non-Traditional, and Two-Voice. There are separate Academic Calendar for all other programs which fall into two categories: quarter-hour and semester-hour programs.

**Stenography: Two-Voice 10-week**

**Winter 2019 - 2020:**
- November 4, 2019 ......................................................... Term Begins
- November 28-29, 2019 ....................................................... Thanksgiving Recess
- December 23, 2019 – December 29, 2019 ............................... Holiday Recess
- January 1, 2020 ................................................................ New Year’s Day
- January 17, 2020 ................................................................ Term Ends
- January 20, 2020 .............................................................. Term Begins
- January 20, 2020 .............................................................. Martin Luther King Day
- February 17, 2020 ............................................................. President’s Day
- March 27, 2020 ................................................................ Term Ends

**Spring 2020:**
- March 30, 2020 .............................................................. Term Begins
- May 25, 2020 ................................................................. Memorial Day
- June 05, 2020 ................................................................ Term Ends

**Summer 2020:**
- June 08, 2020 .............................................................. Term Begins
- July 4, 2019 ................................................................ Independence Day
- August 14, 2020 ............................................................. Term Ends

**Fall 2020:**
- August 17, 2020 ............................................................. Term Begins
- September 7, 2020 ........................................................ Labor Day
- October 23, 2020 ............................................................. Term Ends

**Winter 2020 - 2021:**
- October 26, 2020 ........................................................... Term Begins
- November 26-27, 2020 ................................................... Thanksgiving Recess
- December 21, 2020 – December 27, 2020 ......................... Holiday Recess
- January 1, 2021 ............................................................. New Year’s Day
- January 08, 2021 ............................................................ Term Ends
- January 11, 2021 ............................................................. Term Begins
- January 18, 2021 ............................................................ Martin Luther King Day
- February 15, 2021 .......................................................... President’s Day
- March 19, 2021 ............................................................. Term Ends

**Quarter Hour Programs – 5 Week Modules**

**Winter 2019 - 2020:**
- November 18, 2019 ......................................................... Module Begins
- November 28-29, 2019 ................................................... Thanksgiving Recess
- December 21, 2019 ........................................................ Class Ends
- December 23, 2019 – December 29, 2019 ......................... Holiday Recess
- December 27, 2019 ........................................................ Module Ends
December 30, 2019 ................................................................. Module Begins
January 1, 2020 ................................................................. New Year’s Day
January 20, 2020 ............................................................. Martin Luther King Day
January 31, 2020 ............................................................... Module Ends

Spring 2020:
February 3, 2020 ............................................................... Module Begins
February 17, 2020 ............................................................. President’s Day
March 6, 2020 ................................................................. Module Ends

March 9, 2020 ................................................................. Module Begins
April 10, 2020 ................................................................. Module Ends

April 13, 2020 ................................................................. Module Begins
May 15, 2020 ................................................................. Module Ends

Summer 2020:
May 18, 2020 ................................................................. Module Begins
May 25, 2020 ................................................................. Memorial Day
June 19, 2020 ................................................................. Module Ends

June 22, 2020 ................................................................. Module Begins
July 4, 2020 ................................................................. Independence Day
July 24, 2020 ................................................................. Module Ends

July 27, 2020 ................................................................. Module Begins
August 28, 2020 ............................................................. Module Ends

Fall 2020:
August 31, 2020 ............................................................. Module Begins
September 7, 2020 ........................................................ Labor Day
October 2, 2020 ............................................................. Module Ends

October 5, 2020 ............................................................. Module Begins
November 6, 2020 ........................................................ Module Ends

Winter 2020 - 2021:
November 9, 2020 ........................................................ Module Begins
November 26-27, 2020 ................................................... Thanksgiving Recess
December 11, 2020 ........................................................ Class Ends

December 14, 2020 ........................................................ Module Begins
December 21, 2020 – December 27, 2020 ......................... Holiday Recess
January 1, 2021 ............................................................... New Year’s Day
January 18, 2021 ............................................................ Martin Luther King Day
January 22, 2021 ............................................................. Module Ends

January 25, 2021 ............................................................. Module Begins
February 15, 2021 ........................................................ President’s Day
February 26, 2021 ........................................................ Module Ends

Semester Hour Programs – 8 Week Modules Track A

Winter 2019 - 2020:
December 9, 2019 ............................................................. Module Begins
December 23, 2019 – December 29, 2019 ......................... Holiday Recess
January 1, 2020 ...................................................................................... New Year’s Day
January 20, 2020 .................................................................................. Martin Luther King Day
February 7, 2020 ................................................................................ Module Ends

**Spring 2020:**
February 10, 2020 ................................................................................ Module Begins
February 17, 2020 ................................................................................ President’s Day
April 3, 2020 ........................................................................................ Module Ends

April 6, 2020 ........................................................................................ Module Begins
May 25, 2020 ......................................................................................... Memorial Day
May 29, 2020 ........................................................................................ Module Ends

**Summer 2020:**
June 1, 2020 ........................................................................................ Module Begins
July 4, 2020 ........................................................................................ Independence Day
July 24, 2020 ........................................................................................ Module Ends

July 27, 2020 ........................................................................................ Module Begins
September 7, 2020 .............................................................................. Labor Day
September 18, 2020 ............................................................................ Module Ends

**Fall 2020:**
September 21, 2020 ............................................................................ Module Begins
November 13, 2020 ............................................................................. Module Ends

**Winter 2020 - 2021:**
November 16, 2020 ........................................................................... Module Begins
November 26-27, 2020 ....................................................................... Thanksgiving Recess
December 21, 2020 – December 27, 2020 ......................................... Holiday Recess
January 1, 2021 ................................................................................ New Year’s Day
January 15, 2021 ................................................................................ Module Ends

January 18, 2021 ................................................................................ Module Begins
January 18, 2021 ................................................................................ Martin Luther King Day
February 15, 2021 .............................................................................. President’s Day
March 12, 2021 ................................................................................ Module Ends

**Semester Hour Programs – 8 Week Modules Track B**

**Winter 2019 - 2020:**
November 11, 2019 ........................................................................... Module Begins
November 28-29, 2019 ....................................................................... Thanksgiving Recess
December 23, 2019 – December 29, 2019 ....................................... Holiday Recess
January 1, 2020 ................................................................................ New Year’s Day
January 10, 2020 ................................................................................ Module Ends
January 13, 2020 ................................................................................ Module Begins
January 20, 2020 ................................................................................ Martin Luther King Day
February 17, 2020 .............................................................................. President’s Day
March 6, 2020 ................................................................................ Module Ends

**Spring 2020:**
March 9, 2020 ...................................................................................... Module Begins
May 1, 2020 ........................................................................................ Module Ends
Summer 2019:
May 4, 2020 ................................................................. Module Begins
May 25, 2020 .................................................................. Memorial Day
June 26, 2020 ................................................................. Module Ends

June 29, 2020 ................................................................. Module Begins
July 4, 2020 .................................................................. Independence Day
August 21, 2020 ............................................................. Module Ends

Fall 2020:
August 24, 2020 ............................................................. Module Begins
September 7, 2020 .......................................................... Labor Day
October 16, 2020 ............................................................. Module Ends

October 19, 2020 ............................................................. Module Begins
November 26-27, 2020 ....................................................... Thanksgiving Recess
December 11, 2020 ........................................................ Module Ends

Winter 2020 - 2021:
December 14, 2020 ........................................................ Module Begins
December 21, 2020 – December 27, 2020 ................................ Holiday Recess
January 1, 2021 ................................................................ New Year’s Day
January 18, 2021 ........................................................... Martin Luther King Day
February 12, 2021 .......................................................... Module Ends
Appendix C: Bryan University Instructional Faculty and Adjunct Professors

**General Education Faculty**

Valerie Akbulut, BA in Journalism, Integrated Communications: Public Relations and Advertising, Butler University; MA in Multicultural Communication, DePaul University; MA in Interpersonal Communication, University of Central Florida

Victoria Barbour, BS Mathematical Sciences, Clemson University; MS Mathematics Education, Georgia State University

DeWayne Demland, MBA, University of Phoenix; B.S. Business Administration, Arizona Christian College

Martin DiBello, PhD in Organization and Management from Capella University, MBA in Business Administration from University of Phoenix, Bachelor of Science in Business Administration from Duquesne University

Noelle Green, Master of Education in Secondary English and Teaching English Language Learners from Boston College, Bachelor of Arts in English from Boston College.

Christina Hammerton, BA, Psychology, Kent State University, MA in Creative Writing, Arizona State University

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

Lori Heredia, Bachelor of Interdisciplinary/Organizational Studies, Arizona State University; Master of Arts in English/Professional Writing, Northern Arizona University; Master of Communication, Grand Canyon University

Andrea Kolich, MA in International Affairs from George Washington University

Heather Marek, BA, English, Villanova University; MA, Theater, National University of Ireland-Galway

Shannon McCarty, PhD in Professional Studies from Capella University, Master of Education in Educational Leadership from Arizona State University, Bachelor of Science in Biology and Chemistry from University of Arizona.

Kyla Morrissey, MEd in Education Administration and Leadership from Arizona State University, MS in Psychology from University of Phoenix

Rena Stallworth, BA Traditional Mathematics, M. Ed. Mathematics Education, Texas A&M University

Kimberly Ware, BS in Arts Administration, Butler University; MA in Communication, Arizona State University

Christine Zmijewski, BA in Psychology, Master of Social Work, Washington University in St. Louis

**Court Reporting/Stenography Faculty**

Katherine McNally, CRI, AA, General Studies, Gateway Community College; BA, Integrative Studies, Arizona State University; MEd, Counseling, Northern Arizona University
Personal Training and Exercise Science Faculty
(Certificate-, Associate-, and Bachelor-level)

Jesse Adarme, NSCA-TSAC, NSCA-CSCS, BA, General Studies, University of Nevada, Reno; MS, Nutrition and Exercise, Wexford University; M.Ed from American College of Education

Ilen Bell, MS in Health Promotion, California University of Pennsylvania

Chris Bigelow, M.S in Kinesiology AT-Still University; BS, Kinesiology, Arizona State University

Lesli Brooks, BS Health Education, Ithaca College

Rachel DeFurio, MS Exercise Science, California University of Pennsylvania

Nicholas Deponte, MS Sport and Exercise Science, University of Central Florida

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

Chesntiny Fair AAS-DT, ACSM-CPT, MS Kinesiology, A.T. Still University; BS, Exercise Science. AAS-DT, BS in Exercise and Wellness/Health Promotions from Arizona State University, Associates of Applied Science in Dietetic Technology from Chandler Gilbert Community College

Cheri Fisher MS, Exercise Science. AFAA-PGEC, MS in Exercise Science from University of Toledo, Bachelor of Science in Exercise Science from University of Toledo

Jeni Green, MS Exercise and Wellness, Arizona State University; BS Exercise and Sport Medicine, University of Utah

Michele Hamm, PhD in Industrial/Organizational Psychology, Grand Canyon University; Certificate of Advanced Graduate Studies in Professional Counseling, Ottawa University; Master of Education in Counseling and Human Relations, Northern Arizona University; BS in Exercise Science/Physical Education, Arizona State University

Justin Harper, NASM-CPT, BS, Health & Recreation Specialization, University of South Dakota; MA, Health, Physical Education & Recreation Specialization, University of South Dakota

Daniel Hartmann, BS in Exercise Science, Western Michigan University

Kelly Hunger, MS Exercise and Health Promotion, California State University Pennsylvania

Jason Kamens MS, Kinesiology NSCA- CSCS, Masters of Science in Kinesiology from A.T. Still University, Bachelors of Science in Exercise and Sport Science from University of Wisconsin - La Crosse

Nicholas Keeling, NSCA-CSCS, NASM-PES, CES, ACSM-HFI; BS, Exercise Science, California State University—Fresno; MS, Exercise Science, California University of Pennsylvania

Chase Kisler, Master of Arts in Education/Secondary Teacher Education, University of Phoenix; Bachelor of Interdisciplinary Studies, Arizona State University

Miriam (Milly) Nunez, Associates in Advanced Health and Fitness Training, Bryan College; BS in Managerial Economics, University of Davis; Master of Business Administration (MBA), University of Phoenix

Katie Opdyk, BS Exercise and Health Promotion, California State University Pennsylvania

Kathy Ostrander MS, Kinesiology. NATA- ATC. NSCA-CSCS. ACSM-CPT, ACSM-CEP, Master of Science in Education - Kinesiology (Exercise Physiology) from Southern Illinois University, Bachelors of Science in Kinesiology from Southern Illinois University
Chris Perry, MS in Physical Education, Exercise Science and Sports Medicine, Eastern Kentucky University; BS in Exercise Science, Pennsylvania State University

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

Daniel Ramos, MS Kinesiology, A.T. Still University

Robert Reitman MS, Sports and Health Science. NASM-CPT, CES, Master of Sports and Health Science from American Public University, Bachelors of Science in Exercise Science from Arkansas State University

Kate Timp MS Exercise and Wellness ACSM-CPT, Master of Science in Exercise and Wellness from Arizona State University, Bachelors of Science in Finance from Arizona State University

Steven (Kyle) Thompson, NSCA-CSCS CF-L1, ACSM-CPT; BS, Kinesiology, Kansas State University

Ken Urakawa MS, Exercise Science. NSCA-CSCS, MS in Exercise Science from Arizona State University, Bachelor of Science in Psychology from Butler University

Julie Valenzuela MS, Exercise and Wellness. ACSM-HFS, Masters of Science in Exercise and Wellness from Arizona State University, Bachelors of Arts in Exercise Physiology from University of San Francisco

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

Christine Zmijewski, BA in Psychology, Master of Social Work, Washington University in St. Louis

**Healthcare Faculty**
*(Certificate-, Associate-, and Bachelor-level)*

Jennifer Barker, CCS, CCS-P, Associate of Science, Wallace State

LaTisha Cottingham, BS in Business Administration, Colorado Technical University; MBA, Colorado Technical University

Gerry Gordon, CPC. CPB. BA Business Management, Alverno College

Mary Johnson, CPC. Master of Business Administration, New England College

Hope Lawrence, MS in Health Informatics, University of Alabama at Birmingham

Tiesha Liburd, RHIT, BS Healthcare Administration-Kaplan University

Preston Long, Ph.D., Health Services, Walden University; BS, Biology, Cardinal Stritch University

Emily Lowrey, RHIA; BS Health Information Administration, Loma Linda University; MBA Healthcare Management, Western Governors University

Beth McLeod, RHIA, CCS, CDIP; BS Health Information Management, Davenport University; MS Integrated Healthcare Management, Western Governors University

Bakali Mukasa, PhD Health Services, Public Health Policy, Walden University; MS Procurement and Supply Chain Management, Makerere University; BA Social Sciences-Economics, Makerere

Marjorie Rosen, RHIT. AHIMA Approved Revenue Cycle Trainer; MBA Healthcare, Colorado Technical University; BA Psychology, University of Missouri - St. Louis
Arran Standring, MS, Applied Health Informatics, Bryan University

Avalon Thames-Adam, DrPH, Epidemiology & Biostatistics from Florida Agricultural & Mechanical University. MPH in Epidemiology, BS in Health Science Education from the University of Florida.

Brandy Young, CCS. BS Biology, Brigham Young University Hawaii

Adam Van Hyfte, Master of Business Administration-Strategic Management, Bachelor of Science Packaging, Michigan State University; Lean Six Sigma Green Belt, Purdue University.

Brenda Johnson, Doctorate of Management, Colorado Technical University

Jasmine Agnew, RHIA. Master of Health Information and Information Management, University of Tennessee Health Science Center

Paralegal Studies and Litigation Technologies Faculty
(Associate- and Bachelor-level)

Tiffany Bratt, BA, English, Brigham Young University; JD, Brigham Young University Law School

Marty Chadwick, BA, Political Science, Columbia College; JD, Western New England University School of Law

Curtis Craghead, BA, Mass Communications / Advertising / Marketing, Brigham Young University

Claudine Dulaney, BA, African-American Studies and Education Studies, Washington University in St. Louis; J.D., University of Miami School of Law

Patrick Johnson, BS, Political Science, Tennessee Technological University; JD, Cumberland School of Law, Samford University

Christine Leavitt, BA, Spanish & Political Science, Southern Utah University; JD, J. Reuben Clark Law School

Kristin Moye, BA, History, University of Arizona; JD, Phoenix School of Law; LL.M, Dispute Resolution, Pepperdine School of Law

Elvis Sulejmani, LLB, Law, University of Tirana; LL.M., International Private Law, Sandra Day O’Connor College of Law

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

Business Programs Faculty
(Certificate-, Associate-, and Bachelor-level)

Carlos Tasso Eira de Aquino, PhD, Engineering, University of Sao Paulo; Master of Science, Structural Engineering, The George Washington University; Bachelor of Science, Structural Engineering, Federal University of Rio de Janeiro; Post Doctorate, Mechanical Engineering, State University of Campinas; Post Doctorate, Management Education, State University of Campinas

Brad Barber, Master of Education, National University; Bachelor of Science in Economics, Brigham Young University

DeWayne Demland, M.B.A., University of Phoenix; Bachelor of Science, Business Administration, Arizona Christian College
**Tyson Brock Hancock**, M.B.A., Grand Canyon State University; Bachelor of Science, Kinesiology, Arizona State University

**Martin G. DiBello**, Doctor of Philosophy in Organization and Management, Specialization in Leadership, Capella University; M.B.A., University of Phoenix; Bachelor of Science in Business Administration, Duquesne University,

**Mary Johnson**, M.B.A, New England College; Bachelor of Arts, Business Management and Administration

**Cindy Larson**, Doctorate of Education, Human and Organizational Learning, The George Washington University; Master of Arts, Human Resource Development, The George Washington University; Bachelor of Science, Mass Communication, Towson University

**Tyson Brock Hancock**, M.B.A., Grand Canyon University; Bachelor of Science, Kinesiology, Arizona State University;

**Jennifer J. Newmann**, Doctor of Education, Educational Leadership/ Organizational Development, University of California San Diego; M.B.A., National University; Bachelor of Science Psychology, Arizona State University

**Faryal Raziuddin**, Doctor of Health Administration, University of Phoenix; Master of Science, Accounting, University of Phoenix; Master of Business Administration, Devry University; Bachelor of Science, Computer Info Systems, Devry University

**Steven Thompson**, M.B.A., Regis University; Bachelor of Science, Business Administration, Regis University

**Tony Timmons**, M.B.A., Missouri State University

**Adam Van Hyfte**, M.B.A., Strategic Management, Davenport University; Bachelor of Science Packaging, Michigan State University; Lean Six Sigma Green Belt, Purdue University.

**Arran Standring**, Master of Science, Applied Health Informatics, Bryan University; Bachelor of Science, Business, Liverpool Polytechnic

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**Full Stack Web Development Faculty**

*(Certificate- and Associate-level)*

**Janak Rajani**, M.S. Computer Science, Johns Hopkins University; M.S. Global Information Leader, National Defense University; Adjunct Instructor, Web Development

**Jerrold Baxter**, B.S. Degree, Software Engineering, Adjunct Instructor, Web Development

**Scott Ashcroft**, Web Development Adjunct, Master of Business Administration (MBA), Fullstack Web Development Certification, Adjunct Instructor, Web Development

**Camerounan Keene**, Doctoral in Business Management Administration, MS Information Technology, Adjunct Instructor, Web Development

**Patrick Morgan**, BS in Biochemistry, Syracuse University College of Arts and Sciences; Full Stack JavaScript (MERN) certified, V School

**Frank Stepanski**, M.S. Software Engineering, Penn State Great Valley; B.S. Management Information Systems, Holy Family College; Technical Proficiency in HTML5, CSS3, SASS, Bootstrap, JavaScript, jQuery, React, Node, Swift, PHP, MySQL, MongoDB, Firebase, Xcode, Git, WordPress, Drupal, Photoshop, Blackboard, Moodle
Master of Public Health Faculty

Demalesh B. Areda, DVM, College of Veterinary Medicine, Addis Ababa University; Master of Food Safety (MFS), Norwegian University of Life Sciences; Master of Preventive Veterinary Medicine (MPVM), University of California, Davis; Master of Public Health (MPH), Grand Canyon University; PhD, School of Veterinary Sciences, Norwegian University of Life Sciences

Gudeta Fufaa. BSc., Applied Biology, Haramaya University, Ethiopia; MSc., Statistics, Utah State University; Ph.D. Public Health, Epidemiology, Walden University

Jaleesa Moore. Doctor of Public Health, Florida A&M University; Master of Public Health, Florida State University; BS Biology, Alabama A&M University

Bakali Mukasa, PhD Health Services, Public Health Policy, Walden University; MS Procurement and Supply Chain Management, Makerere University; BA Social Sciences-Economics, Makerere

Michelle Williams, Doctor of Philosophy, University of Alabama at Birmingham; Master of Science in Public Health, University of Alabama at Birmingham
Appendix D: Veteran Tuition Addendum

The following additional information is applicable to veteran students only. Bryan University is proud to offer veterans a discount of $1,500 on any associate or master’s degree program and $3,000 on any bachelor degree program. The tuition below reflects this discount on tuition.

Many of Bryan University’s programs include the ability for students to sit for industry certifications if the student so chooses. The cost of these certifications are not included in tuition. If a veteran student would like to sit for a certification, the student must pay for the exam and then submit the cost of the certification to the VA after completion for reimbursement by the VA at its discretion. The allocations for license exams are approximated below, as they are offered by third parties and may change from year to year. For a more detailed break out of tuition charges, please refer to Appendix A.

Associate Degrees:

- Stenography (court reporting): The total tuition cost for students who complete the Stenography program within the normal timeframe is approximately $34,340. Third-party exam fees to NCRA for the RPR for student members are approximately $300, which are not included in tuition. Additional exam fees may apply based on your local state requirements for licensure. Approximately $3,500 of books and fees are included in the tuition.

- Advanced Personal Training and Exercise Science: The total tuition cost for students who complete Advanced Personal Training and Exercise Science program within the normal timeframe is approximately $31,325. Third-party exam fees for the NASM-CPT are approximately $500, which is not included in tuition. Approximately $2,500 of books and fees are included in the tuition.

- Applied Exercise and Fitness: The total tuition cost for students who complete the Applied Exercise and Fitness program within the normal timeframe is approximately $31,325. Third-party exam fees for the first attempt at ACSM-CPT and ACSM-CGEI are approximately $650, which is not included in the cost of tuition. Approximately $2,500 of books and fees are included in the tuition.

- Business Administration: The total tuition cost for students who complete the Business Administration Associate degree program within the normal timeframe is approximately $33,925. Third-party exam fees for the first attempt at Certified Associate in Project Management (CAPM®) certification or Associate Professional in Human Resources™ (aPHR™) certification are approximately $500, which is not included in the cost of tuition. Approximately $2,500 of books and fees are included in the tuition.

- Digital Marketing: The total tuition cost for students who complete the Business Administration Associate degree program within the normal timeframe is approximately $33,925. Third-party exam fees for the first attempt at Hootsuite’s Social Marketing Certification, Google Ads Certification, or Facebook Blueprint Certificate are approximately $500, which is not included in the cost of tuition. Approximately $2,500 of books and fees are included in the tuition.

- Accounting: The total tuition cost for students who complete the Business Administration Associate degree program within the normal timeframe is approximately $33,925. Third-party exam fees for the first attempt at National Bookkeepers Association (NBA), Microsoft Excel certification, or QuickBooks certification are approximately $500, which is not included in the cost of tuition. Approximately $2,500 of books and fees are included in the tuition.

- Health Information Technology: The total tuition cost for students who complete the Health Information Technology program within the normal timeframe is approximately $33,925. Third-party exam fees are through AHIMA for the CCA and once the program is accredited, for the RHIT and are approximately $200 and $230 respectively, which are not included in tuition. Approximately $2,500 of books and fees are included in the tuition.
• Paralegal Studies and Litigation Technologies: The total tuition cost for students who complete the Litigation and E-Discovery Paralegal Studies program within the normal timeframe is approximately $33,025. Thirty-party certifications for the NALA certified paralegal is $275, which is not included in tuition. Approximately $3,000 of books and fees are included in the tuition.

• Advanced Full Stack Web Development: The total tuition cost for students who complete the Advanced Full Stack Web Development Associate degree program within the normal timeframe is approximately $35,025. There are no third-party exams at this time. Approximately $2,500 of books and fees are included in the tuition.

• Advanced Medical Billing, Coding and Electronic Health Records: The total tuition cost for students who complete the Advanced Medical Billing, Coding and Electronic Health Records program within the normal timeframe is approximately $28,000. Third-party exam fees are through AHIMA for the CCA or CCS, which are approximately $200 each, which are not included in tuition. Approximately $2,500 of books and fees are included in the tuition.

Bachelor Programs:

• Professional Fitness Training and Exercise Science: The total tuition cost for students who complete Professional Fitness Training and Exercise Science program within the normal timeframe is approximately $48,825. Third-party exam fees for the NASM-CPT are approximately $500, which is not included in tuition. Approximately $5,000 of books and fees are included in the tuition.

• Paralegal Studies and Litigation Technologies: The total tuition cost for students who complete Paralegal, Litigation Support and E-Discovery program within the normal timeframe is approximately $49,025. Thirty-party certifications for the NALA certified paralegal is $275, which is not included in tuition. Approximately $6,000 of books and fees are included in the tuition.

• Healthcare Administration and Analytics: The total tuition cost for students who complete Bachelor of Science in Healthcare Administration and Analytics program within the normal timeframe is approximately $51,325. There are no third-party exams at this time. Approximately $5,000 of books and fees are included in the tuition.

• Business Management: The total tuition cost for students who complete Bachelor of Science in Business Management program within the normal timeframe is approximately $51,325. There are no third-party exams at this time. Approximately $5,000 of books and fees are included in the tuition.

Master’s Programs:

• Master of Public Health: The total tuition cost including books, courseware, and lab supplies for students who complete the Master of Public Health program within the normal timeframe is approximately $22,300. There are no third-party exams for this program at this time. Approximately $2,000 of books and fees are included in the tuition.

In accordance with 38 USC 3679(e), any covered individual may attend or participate in the course of education during the period beginning on the date on which the individual provides to Bryan University a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans’ Affairs (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to Bryan University.
2. 90 days after the date the Bryan University certified tuition and fees following the receipt of the certificate of eligibility.
Bryan University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to Bryan University due to the delayed disbursement of funding from the VA under chapter 31 or 33.

NOTE: A covered individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.