

Jefferson College *of* Health Sciences

at CARILION CLINIC 



Catalog 2016-2017

FALL 2016 EDITION

BE Next

Greetings!

On behalf of the Jefferson College of Health Sciences community, I would like to welcome you to our campus for the 2016-17 academic year.

Simply put, you know that you want a career in healthcare, and that you have many options to prepare for that career. Your choice to attend Jefferson College ensures you will receive unique, specialized, hands-on experience that you won't find anywhere else. You don't come to Jefferson to get a degree in everything. But, you leave here ready for everything your career will demand.



I am confident that this year at Jefferson, you will:

BE Inspired

Our exclusive affiliation with Carilion Clinic, one of the most innovative health systems in the Virginia, gives you the opportunity to experience some of the most outstanding clinical learning environments in the country. And you get that experience right here in the heart of Roanoke in the beautiful Blue Ridge Mountains of Virginia.

BE Challenged

The health challenges that face our communities can't be solved with yesterday's solutions. Or even today's. It takes people driven by what's next—like **YOU**. At Jefferson College, we prepare you for a career that is vibrant and growing. You're gaining expertise on innovative tools and technologies, and a jump on tomorrow's opportunities.

BE Prepared

At Jefferson, you'll gain the experience you need from faculty with real world experience in a variety of healthcare professions. Plus, you'll have the opportunity to learn with some of the most talented people in healthcare today through our Interprofessional Education initiative. This concept allows you to interact with other students and healthcare professionals, which will prepare you to effectively function as part of an interprofessional team in clinical environments.

BE Next

At the intersection of education and healthcare, you'll gain confidence and competence right from the start. With rigorous real-world learning and responsive academic support, you'll be fully equipped to not only excel in healthcare, but to move your profession forward.

You'll be inspired. You'll be challenged. You'll be prepared. You'll be next!

We have prepared this Academic Catalog to help you navigate your way through your education at Jefferson. This publication includes information on academic programs, policies, procedures, departments, calendars and much more. It is intended to provide you with as much information as possible in a convenient, one-stop location. I would also advise you to consult with our very capable faculty and staff often if you have questions that are not answered in this Catalog.

Sincerely,

Dr. Nathaniel L. Bishop
President
Jefferson College of Health Sciences

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General Information

Jefferson College of Health Sciences is a professional health sciences college, offering the Doctor of Health Sciences, Doctor of Nursing Practice, Master of Healthcare Administration, Master of Science in Nursing, Physician Assistant and Occupational Therapy, and a variety of baccalaureate and associate degree healthcare programs.

With excellent licensure pass rates in our professional programs, and with high student satisfaction ratings, we are proud to be one of the few private healthcare colleges in the southeastern United States.



Jefferson College of Health Sciences

at CARILION CLINIC 

We enroll approximately 1,100 students annually from across the United States, including approximately 260 graduate students. Our faculty body consists of approximately 80 full-time faculty which provides students better access to their professors. Although the student-to-faculty ratio varies by program and by classroom/clinical setting, the overall ratio is 12 students to 1 faculty member.

We offer excellent clinical opportunities, extensive online learning offerings, and continuing education and volunteer opportunities near campus and abroad.

Approximately 95 percent of our students receive financial aid. Academic merit scholarships and grants are also available, ranging in value from \$1,000 to \$8,000 renewable awards, and in length from the first year only to renewable for four years. Scholarships, loans, grants and the Federal Work-Study Program can be applied for through the Free Application for Federal Student Aid (FAFSA). We participate in the Carilion Clinic Tuition Advancement Program for our undergraduate and graduate critical need programs, as designated by Carilion Clinic. Students must be an employee of Carilion Clinic to apply for this benefit.

Jefferson College of Health Sciences Historical Timeline

- **1907: Jefferson Hospital**, a 40-bed facility, is founded by **Dr. Hugh Trout, Sr.**, an early pioneer of healthcare in the Roanoke Valley.
- **1911:** To avoid a shortage of trained nurses, **Dr. James Newton Lewis** and **Dr. Sparrell Simmons Gale** found the **Lewis-Gale School of Nursing** in downtown Roanoke. In 1914, Dr. Trout creates the **Jefferson Hospital School of Nursing**.
- **1953:** At age 26, **Mr. William Reid** becomes administrator for Jefferson Hospital.
- **1965:** Construction begins on a new hospital, **Community Hospital**, situated on the corner of Jefferson and Elm Streets. The hospital opens in 1967 under the leadership of Mr. William Reid. The Jefferson Hospital School of Nursing and the Lewis-Gale School of Nursing decide to combine their educational resources. The new nursing school is named the **Community Hospital of the Roanoke Valley School of Nursing** and the first class graduates in 1968.
- **1982:** The School is certified by the State Council of Higher Education for Virginia (SCHEV) as the **Community Hospital of Roanoke Valley College of Health Sciences**, making it the first hospital-based college in Virginia to offer Associate Degrees. The first programs offered are in Nursing and Respiratory Therapy and the first class graduates in 1985. Subsequently, the new College achieves regional accreditation from the Southern Associations of Colleges and Schools in 1986.
- **1989:** Community Hospital of the Roanoke Valley is acquired by Roanoke Memorial Hospital leading to the formation of **Carilion Health System** in the early 1990s. Also in 1989, the College names its first president, **Dr. Harry C. Nickens**. Dr. Nickens was a leader in the Roanoke community for over 20 years and served as president until 2001.
- **1992:** **Mr. William Reid** announces his retirement from Community Hospital and the Carlton Terrace Building, home to the Community Hospital of Roanoke Valley College of Health Sciences, is renamed the **Reid Center** in his honor. Mr. Reid, former Chair of the College Board of Directors, continues to serve on the Board today.
- **1995:** The College continues to expand its programs and is accredited by the Southern Association of Colleges and Schools to begin offering baccalaureate degrees.
- **2002:** College welcomes its second president, Dr. Carol Seavor.

- **2003:** Community Hospital of the Roanoke Valley College of Health Sciences changes its name to **Jefferson College of Health Sciences** in honor of its founding as the Jefferson Hospital School of Nursing.
- **2005:** Jefferson College of Health Sciences is granted membership at Level III by the Southern Association of College and Schools Commission on Colleges, which allows the College to offer master's degrees. The first master's degree is offered in Nursing, with the inaugural class graduating in 2007. In 2008, Jefferson begins offering master's programs in Occupational Therapy and Physician Assistant.
- **2006:** Carilion Health System is transformed into **Carilion Clinic**. By 2007, its two Roanoke hospitals are consolidated into the greatly expanded Carilion Roanoke Memorial site and plans to renovate Carilion Roanoke Community Hospital into academic space for the College are formed.
- **2010:** Dr. Carol Seavor retires. Among her accomplishments were nearly doubling the student body and expanding academic programs to 13 in less than a decade.
- **2011: Dr. Bishop** is formally inaugurated as the third President of Jefferson. Dr. Bishop previously served as the Vice President of Facility and Guest Services at Carilion Medical Center. One of his first achievements is to successfully complete the move of the College from the Reid Center into newly renovated space in Carilion Roanoke Community Hospital.
- **2012:** Jefferson reaches new highs in student enrollment, welcoming approximately 1,100 students to campus in on the graduate, baccalaureate and associate levels.
- **2015:** Jefferson College obtains **Level V** status from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to offer up to 3 Doctoral programs. The **Doctor of Health Sciences** and the **Doctor of Nursing Practice** admit their first classes for fall 2016.
- Jefferson College, Radford University, and Virginia Tech Carilion School of Medicine enter into a public/private partnership creating the **Virginia Intercollegiate Anatomy Lab (VIAL)**.

Mission and Vision

The mission and vision of Jefferson College of Health Sciences provide the foundation for the academic endeavors of the institution. These statements reflect the College's commitment to the learning process and the expanding global climate of healthcare and education.

Mission

Jefferson College of Health Sciences prepares, within a scholarly environment, ethical, knowledgeable, competent, and caring healthcare professionals.

We believe that excellence in education encompasses all delivery methods and promotes:

- Interdisciplinary and Interprofessional learning;
- Diversity of person and thought;
- Personal and professional integrity;
- Commitment to life-long learning;
- Advancement of knowledge through scholarship;
- Holistic development of the individual;
- Participation in the local and global community.

Vision

Jefferson College of Health Sciences will be nationally recognized as an institution of choice for education in the healthcare professions.



Degree and Certificate Programs Offered

Graduate Programs

Doctor of Health Sciences
Doctor of Nursing Practice
Master of Healthcare Administration
Master of Science in Nursing
Master of Science in Occupational Therapy
Master of Science in Physician Assistant

Graduate Certificate

Bioethics
Biology
Healthcare Administration
Healthcare Informatics

Baccalaureate Programs

Bachelor of Science in Biomedical Sciences
Bachelor of Science in Emergency Services
Bachelor of Science in Health and Exercise Science
Bachelor of Science in Health Sciences
Bachelor of Science in Healthcare Management
Bachelor of Science in Health Psychology
Bachelor of Science in Medical Laboratory Science
Bachelor of Science in Nursing
Bachelor of Science in Respiratory Therapy

Associate of Applied Science Programs

Associate of Applied Science in Occupational Therapy Assistant
Associate of Applied Science in Physical Therapist Assistant
Associate of Applied Science in Surgical Technology

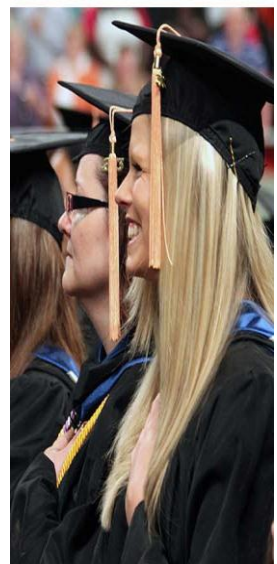
Associate in Applied Science (AAS) programs are designed to provide preparation for entry level employment and are not intended for transfer. Certain courses in AAS programs may be accepted by a four year college or university for transfer credit in an associated field of study.

Undergraduate Minors (Program area)

Biology (BioMed)
Exercise Science (HES)
Forensic Science (HS)
Healthcare Humanities (HUM)
Healthcare Organization Management (HCM)
Health Promotion (HES)
Health Studies (HS)
Psychology (Hlth Psy)
Public Health (HS)

Undergraduate Certificate

Medical Laboratory Science (MLS)
Medical Practice Management (HCM)



General Educational Competencies and Core Curriculum

The Jefferson College of Health Sciences Core Curriculum is designed to ensure that each degree offered includes a general education component designed to provide a breadth of knowledge from humanities and fine arts, social and behavioral sciences, and natural sciences and mathematics. In combination with the courses specific to the student's program of study, the Jefferson Core Curriculum prepares graduates to meet the following general education competencies:

- Demonstrate proficiency in the application of mathematical reasoning for problem solving,
- Use critical thinking that reflects appropriate evidence, ideas, and models for use in decision making, and
- Communicate effectively in writing, speaking, and through use of appropriate technology.



Associate Degree Core Curriculum

Students must complete each of the requirements described below.

| Associate of Science Core Requirements* | |
|---|-----------------|
| *Courses that focus on skills, techniques, and procedures specific to the student's major are not accepted as part of the core. | |
| Humanities/Fine Arts | 6 Hours |
| PHL 115 | 3 |
| ENG 111 | 3 |
| Natural Science/ Mathematics | 6 Hours |
| Natural Science OR Math | 6 |
| Social/Behavioral Sciences | 3 Hours |
| Elective | 3 |
| Other | 2 Hours |
| GEN 100 | 1 |
| IPE 200 | 1 |
| Total | 17 Hours |



Baccalaureate Degree Core Curriculum

Students must complete coursework from each of the categories described below for a minimum of 30 credits

| Bachelor of Science Core Requirements* | |
|---|------------------|
| *Courses that focus on skills, techniques, and procedures specific to the student's major are not accepted as part of the core. | |
| Humanities/Fine Arts | 12 Hours |
| ENG 111 | 3 |
| ENG 112 | 3 |
| PHL 115 | 3 |
| Literature | 3 |
| Natural Sciences/Mathematics | 9 Hours |
| Math | 3 |
| Natural Science | 3 |
| Math OR Natural Science | 3 |
| Social/Behavioral Sciences | 3 Hours |
| Social/Behavioral Science | 3 |
| Social/Behavioral Sciences OR Humanities Electives | 6 Hours |
| Social/Behavioral Science OR Humanities | 6 |
| Other | 4/5 hours |
| GEN 100 | 1 |
| IPE Courses | 3/4 |
| Total | 34/35 |



Accreditation

Jefferson College of Health Sciences is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Jefferson College of Health Sciences.

Jefferson College of Health Sciences is certified by the State Council of Higher Education for Virginia (SCHEV) to operate campuses in Virginia.

In addition to institutional accreditation, the following programs maintain professional accreditation and/or approval:

- The Emergency Services program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation for Emergency Medical Services Professions (CoAEMSP).
 - CAAHEP, 1361 Park Street, Clearwater, FL 33756, Phone: 727-210-2350, www.caahep.org
 - CoAEMSP, 8301 Lakeview Parkway, Suite 111-312, Rowlett, TX 75099, Phone 214-703-8445
- The Emergency Services program is also accredited by the Virginia Department of Health Office of Emergency Medical Services (VAOEMS) (1041 Technology Park Drive, Glen Allen, VA. 23059, phone 1-800-523-6019).
- The Medical Laboratory Science Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Rd., Suite 720, Rosemont, IL 60018-5119. Website: www.naacls.org
- The Baccalaureate and Master's Degree Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC, Phone: 202-887-6791.
- The Pre-licensure Baccalaureate Nursing program and Accelerated Baccalaureate Nursing program are approved by the Virginia Board of Nursing, Perimeter Center, 9960 Maryland Drive, Suite 300, Richmond, Virginia 23233-1463, Phone: 804-367-4515, Fax: 804-527-4455, Complaints: 800-533-1560, E-mail: nursebd@dhp.virginia.gov, website: <http://www.dhp.state.va.us/nursing>
- The Occupational Therapy and Occupational Therapy Assistant programs are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda,

Maryland, 20824-1220. AOTA's phone number is 301-652-2682. Websites: www.aota.org and www.acoteonline.org. Upon graduation from this program graduates must sit for a national registry exam administered by the National Board for Certification in Occupational Therapy (NBCOT). Their offices are located at 12 S. Summit Avenue, Suite 100, Gaithersburg, Maryland, 20877-4150. NBCOT's phone number is 301-990-7979. Website: www.nbcot.org.

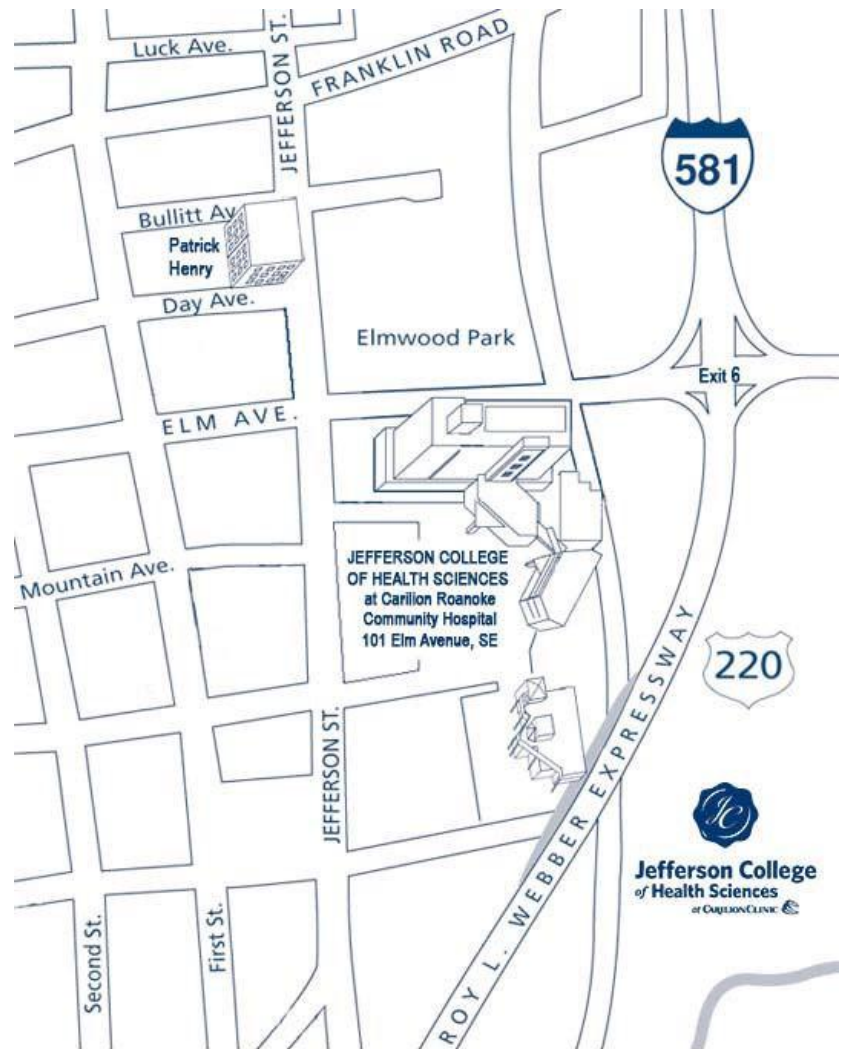
- The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), 1111 North Fairfax Street, Alexandria, VA 22314, Phone 703-684-3245, e-mail, accreditation@apta.org, website: <http://www.capteonline.org>.
- The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), 12000 Findley Rd. Suite 240 Duluth, GA 30097, Phone 770-476-1224.
- The Respiratory Therapy program is accredited by the Committee on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road, Bedford, Texas 76021-4244, Phone 817-283-2835.
- The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33756, which allows graduates to take the national certifying examination sponsored by the National Board for Surgical Technology and Surgical Assisting (NBSTSA).

Jefferson College of Health Sciences Campus

Jefferson College of Health Sciences is located in historic and beautiful downtown Roanoke, within walking distance of numerous restaurants and one of the oldest outdoor markets in Virginia. The College is less than a mile from Carilion Roanoke Memorial Hospital, the Virginia Tech Carilion School of Medicine and Research Institute, and numerous other outstanding clinical sites.

The main College campus includes the Carilion Roanoke Community Hospital (CRCH) building, and the Patrick Henry which encompasses our residence hall. In addition, there is a parking garage and additional parking lots available in several adjacent areas.

Classrooms throughout the campus are wired for Internet access. Labs for both clinical and science based courses are equipped with the latest technology to prepare students to work in today's healthcare environment. The library provides access to the latest print and electronic resources supporting healthcare education. The library area also includes a computer lab, student testing, and tutorial areas.



Jefferson College of Health Sciences Campus Map

The Jefferson College Bookstore offers access to order books and materials needed for classes and clinicals along with College logo apparel.

Professional and Continuing Education

Jefferson College of Health Sciences' Professional and Continuing Education provides non-college credit bearing courses and seminars that support the mission of the College. The courses and seminars are designed to provide lifelong learning opportunities for healthcare professionals or provide entry level professional knowledge and skills necessary for individuals desiring to enter the healthcare workforce.

The College offers a variety of professional and personal development programs. These programs can be found by visiting www.jchs.edu and clicking on the admissions section of the website. A list of available courses along with descriptions and application processes can be found under the Professional and Continuing Education section.

The College is approved to offer Continuing Education Units (CEUs) for courses that meet the required criteria. Additionally, programmatic recognition and accreditation is maintained for all courses that require either approval or accreditation status.



Undergraduate Programs at Jefferson



Undergraduate Admissions

Jefferson College of Health Sciences provides superior interprofessional healthcare education which enables our graduates to meet the demands of their chosen healthcare profession. We look for students who have a *mind* for science and a *heart* for people. We accept students who thrive on the challenge of a rigorous academic environment and the thrill of caring for people. Our students bring diverse talents to the Jefferson College community through their academic and professional experience, volunteer service, and extracurricular activities. We welcome international students, students from all over the United States, and students from right here in the Roanoke Valley. Members of our campus community share a common bond: they care about people. We invite you to schedule a campus tour to meet us personally by e-mailing the Office of Admissions (admissions@jchs.edu). We are happy to put you in touch with students, faculty, and program directors.

When you decide to become a Jefferson College student, your first step will be to apply, and you may be interested to see if you qualify for our merit-based scholarships and grants. These are based upon your transfer grade-point average (GPA) or your high school GPA and your Scholastic Aptitude Test (SAT) or ACT scores. Use the scholarship calculator on the college website to get an early idea of the amount you could receive when your previous coursework has been verified.

Jefferson College of Health Sciences uses a modified rolling admissions process. The College begins receiving applications in July and processes them throughout the academic year. Application review begins in the fall with early action in November. Applicants who submit complete applications (see Application Procedure) by November 1, will be reviewed for early admission. Early action letters will be mailed by November 15. Regular admission review begins January 15 and continues on a rolling basis until programs are full. Jefferson College of Health Sciences admits to programs, and space within each program is limited. Applications and all supporting documents should be received as soon as possible. The Accelerated Pre-licensure Bachelor of Science in Nursing, Occupational Therapy Assistant, and the Physical Therapist Assistant programs use their own admissions calendars, and students who are interested in these programs should refer to the Additional Program Specific Admissions Requirements section below.

Students who need to request transcripts from their high school or any colleges attended may download a Transcript Request Letter in Word format from our website that will help expedite this critical step.

College Admission Requirements

Students who are interested in Graduate Studies should refer to the Graduate Information section of this catalog for admission requirements.

Incoming undergraduate students must have completed a core of selected high school or college courses, and recent high school graduates (within the past three years; based upon date of entry) should provide SAT or ACT scores (SAT Code 5099, ACT Code 4367).

The following eight units of specific academic coursework are required for admission. A unit is defined as one year of high school study or one semester of college-level coursework. All core coursework must be completed with a grade of "C" or better.

Core Courses

- English 4 units
- Mathematics 2 units including Algebra 1 and Algebra 2 (or geometry)
- Biology 1 unit (may substitute college-level anatomy & physiology)
- Chemistry 1 unit (may substitute college-level anatomy & physiology)

Applicant Types

- Traditional Students are recent high school (public or private) graduates from within the past three years (based upon date of entry).
- Home-Schooled Students have completed a secondary school education in a home-school environment that qualifies as an exemption from compulsory attendance requirements under state law. If needed, the Jefferson College of Health Sciences Official Home School Transcript form can be downloaded from our website.
- Transfer Students have completed at least 12 credit hours of college coursework at a regionally accredited college or university.
- Non-Traditional Students hold a high school diploma from a date prior to the past three years.
- Non-Degree-Seeking Students seek to take one or two classes at Jefferson College of Health Sciences without applying to a degree program. The online application is the only document required for this applicant type.

Application Procedure

Application for admission may be made upon the completion of the junior year in high school and preferably no later than 30 days in advance of the enrollment term.

Completed applications must include:

- The online application.
- Official high school and/or college transcripts (from all institutions attended) or copy of the General Equivalency Diploma (GED) as applicable. If the

applicant holds a bachelor's degree, a high school transcript is not required, unless it is needed to support the above prerequisite core coursework.

- SAT or ACT scores if applicable.
- Any additional program-specific requirements.

Transfer Credits

A student will receive credit for those courses (taken at a regionally accredited college or university) that are comparable to Jefferson courses and in which at least a grade of "C" was earned. The Registrar's Office evaluates each transcript on an individual basis, and prospective students will receive a "Transfer Credit Evaluation" from the Office of Admissions. The Registrar determines transfer courses that meet the College's general education requirements. The director of the program to which the applicant applies will evaluate program-specific coursework. Please refer to "Transfer Credit" in the Undergraduate Information Policies and Procedures section of this catalog.

Additional Program Specific Admission Requirements

Some of our professional programs have additional requirements that are beyond the scope of the basic requirements for admission to the College. The following list explains these requirements. If your intended program of study is not listed, there are no additional requirements to be met beyond the basic college admission requirements.

Bachelor of Science in Emergency Services

- Must be 18 years of age or older prior to the start of the second semester.
- Must have current Virginia EMT-Basic certification (reciprocity is available from other states) prior to the start of the second semester.
- Must have current Virginia FF I certification (reciprocity is available from other ProBoard states) prior to the start of the fourth semester.

Bachelor of Science in Nursing Accelerated Pre-licensure BSN Track

- The deadline for receipt of completed applications is 5:00 pm January 15 for the Fall cohort and 5:00 pm July 1 for the Spring cohort.
- External applicants for this program will receive priority admission over students currently matriculated in a Jefferson Nursing program.
- Baccalaureate degree from a regionally accredited institution with a GPA of 2.7 or higher.
- Completion of the following pre-requisite coursework:
 - 3 credit Social/Behavioral Sciences
 - 4 credit Anatomy and Physiology I and II
 - 4 credit Microbiology
 - 3 credit Humanities elective
 - 9 credits English (Grammar and Composition I, II, and Literature)
 - 3 credit Nutrition

- 3 credit Foundations of Ethics
- 3 credit Lifespan Development
- 3 credit Introductory Statistics
- 3 credit Pathophysiology (may be taken 1st semester)
- Writing sample, one page or less, double-spaced, 12-font on the following topic:
Please describe your motivation for pursuing a BSN degree and why you want to do so at Jefferson College of Health Sciences.
- Resume documenting previous education and work experience.
- Completion of all prerequisite coursework by the end of the semester preceding the cohort start.

Pre-licensure BSN Track

Students who have failed two prior nursing courses are not eligible for admission until after a two-year period has elapsed since the last nursing course failure. Minimum of 2.50 GPA required.

Post-licensure RN-BSN Track

- Associate Degree or Diploma in Nursing
- Active and unencumbered license as a Registered Nurse from any state or territory of the United States

Bachelor of Science in Respiratory Therapy (Junior level transfer)

- Cumulative transfer GPA of 2.5 or higher
- Completion of the first two years of plan of study (exceptions by Program Director approval)
- Based on space availability (internal candidates maintain priority)

Associate of Applied Science in Occupational Therapy Assistant

- The deadline for receipt of completed applications is 5:00 pm January 15.
- GPA of 2.5 or higher.
- Documentation of attendance at an on-campus or online information session. The online OTA information session may be found on the Jefferson OTA web page at www.jchs.edu/degree/associate-applied-science-occupational-therapy-assistant.
- A portfolio supporting the applicant's admission to the program should be submitted in paper format, but not in a hard binder. The portfolio should document the applicant's experience, achievements, and growth. Any items that applicants consider to be representative of their efforts and achievements will be accepted including personal statements. Common portfolio items may include but are not limited to: resume, healthcare exposure (identify profession; setting; paid, unpaid, or as a patient; number of hours), community service including estimated number of hours, leadership experience, examples of performance excellence, sample works, honors, awards, special projects, and letters of recommendation.
- Following review of the above program admission requirements, selected applicants will be invited for an on-campus interview and essay to determine the final selection of members of the class.

Associate of Applied Science in Physical Therapist Assistant

- The deadline for receipt of completed applications is 5:00 pm December 15.
- GPA of 2.5 or higher.
- Documentation of attendance at an on-campus or online information session. The online PTA information session may be found on the Jefferson PTA web page at www.jchs.edu/degree/associate-applied-science-physical-therapist-assistant.
- A portfolio supporting the applicant's admission to the program should be submitted in paper format, but not in a hard binder. The portfolio should document the applicant's experience, achievements, and growth. Any items that applicants consider to be representative of their efforts and achievements will be accepted, including personal statements. Common portfolio items may include but are not limited to: resume, healthcare exposure (identify profession; setting; paid, unpaid, or as a patient; number of hours), community service including estimated number of hours, leadership experience, examples of performance excellence, sample works, honors, awards, special projects, and letters of recommendation.
- Following review of the above program admission requirements, selected applicants will be invited for an on-campus interview and essay to determine the final selection of members of the class.

Associate of Applied Science in Surgical Technology

Students must have completed prerequisite courses, BIO 211/211L and HLT 215 with a C or better prior to taking surgical technology (SUR) courses.

Acceptance Notification

Application processing time varies depending on completion of the application requirements.

- During application review, each applicant is considered individually and a decision is made to accept or deny the application, or refer the applicant's file for Alternate Admissions consideration.
- If the noted program is full, qualified applicants are placed on a wait list for future consideration.

The Office of Admissions will notify you by mail. All accepted applicants are required to reply to offers of admission and must submit a deposit to secure a place in their program. The College reserves the right to deny admission to any applicant when such denial is determined to be in the best interest of the College.

Alternate Admissions

Applicants who do not meet the minimum requirements for admission may be referred to the Alternate Admissions process for further consideration. Applicants may be required to participate in additional assessment options in order to determine their potential for success.

International Students

Jefferson College of Health Sciences welcomes international applications and is authorized by federal law to enroll non-immigrant alien students. All international students need a Form I-20 in order to obtain an F-1 student visa to study in the United States. Jefferson College of Health Sciences provides assistance in this process. International students are responsible for maintaining legal status while living in the United States.

Your completed application should include:

- USD \$250 application fee
- The Jefferson application
- Official transcripts- Secondary school transcripts must be mailed by the school official and must display the secondary school's official stamp or seal. College transcripts must be mailed to Jefferson College of Health Sciences by the college official and must display the college's official stamp or seal. The applicant also must have an evaluation of the transcripts completed by a foreign credential evaluation service and sent to Jefferson College of Health Sciences. To receive a list of recommended services, please send an e-mail request to: admissions@jchs.edu.
- English proficiency demonstrated by a minimum Test of English as a Foreign Language (TOEFL) score of 550 (paper-based), 213 (computer- based) or 80 (web-based)
- Documentation that all financial responsibilities will be met.

Readmission Policy

Students who have not attended the College for the three preceding semesters must reapply through the admissions department. Students who meet the criteria below must adhere to the following policies.

- After Graduation- Graduates from one academic program who wish to enter another Jefferson academic program must go through the College's general admission procedure. Application fees will be waived for students who apply for admission to a different program within twelve months of their graduation.
- Military- Refer to Military Policy for Readmissions

Readmission After Withdrawal, Probation, or Dismissal

Reinstatement After Voluntary Withdrawal from Program

Any former student, while in good standing, seeking reinstatement in a program within one academic year of **withdrawal** must submit a letter of request to the Program Director. Reinstatement will be subject to available space in the program and specific program criteria. Any former student seeking reinstatement in a program after more than twelve months must reapply and go through the College's general admission procedure.

Reinstatement After Program Probation

Any student on program **probation** (suspended from professional course sequence) may be permitted to continue in general education courses. Any student desiring to re-enroll must submit a letter of request to the Program Director in accordance with specific program deadlines. Reinstatement is contingent on available space and program criteria.

Readmission After Program Dismissal

Any student receiving two unsatisfactory grades in any professional courses will be **dismissed** from the program. A student may petition for readmission to that program, depending on program policy. The petition must be in writing and should include evidence of remediation or change in personal circumstances that would lead to a higher likelihood of success. A personal interview with the Program Director may be required. A student may apply only once for readmission to a professional program. A student may continue to take non- program courses.

Readmission Following Academic Dismissal

Students who are academically dismissed from the College and who wish to apply for readmission should refer to *Readmission after Academic Dismissal*, in the Undergraduate Admissions section of the catalog.

Readmission Following Administrative Dismissal

Circumstances surrounding the administrative dismissal of any student will be a determining factor in whether readmission can be considered. Students seeking readmission should refer to the Student Handbook and their specific dismissal letter for instructions regarding readmission.

No student dismissed for the following reasons will be considered for readmission:

- Evidence of being under the influence of, or excessive use of, alcohol, drugs, chemicals or any other type of mind-altering substances in a clinical environment
- Conviction of a felony
- Diversion of supplies, equipment or drugs for personal or other unauthorized use
- Abuse, neglect or abandonment of patients
- Violation of the policies of clinical agencies
- Violation of a safety rule or a safety practice

Undergraduate Information, Policies and Procedures

Academic Advising

Jefferson College of Health Sciences, through academic advising offers every student the opportunity for individualized assistance. Upon acceptance, all students are assigned an academic advisor.

Faculty members are responsible for assisting students in developing academic plans that will help the students reach their goals. Although students must bear ultimate responsibility for meeting graduation requirements, the faculty advisor plays an essential supporting role.



The Program Director approves advisor assignments. The Academic Advising Handbook provides detailed information on advising policies and procedures. Students are strongly encouraged to seek advice from their faculty advisor before making academic decisions that will affect their progress toward a degree.

College Calendar

Jefferson College of Health Sciences utilizes a semester system. Fall and spring semesters equal 15 weeks each and summer semester equals 11 weeks.

Final examinations and clinical evaluations are scheduled during the last week of the semester. A full Academic Calendar is published annually in the College Catalog and website.

Academic Honors

Academic honors are recognized at Jefferson College of Health Sciences through the publication of a Dean's List and a President's List and through designated honors noted on the graduate's diploma.

President's List

The College recognizes and honors students who have achieved outstanding scholastic records by publishing a President's List each term. Full-time students who

- complete all pass/fail courses successfully;
- earn a term grade point average (GPA) of 3.800 to 4.000;

- have no semester grade lower than a “C”; and
- have no incomplete coursework.

are named to the President’s List. Courses that are taken with pass/fail grades are not used in the computation of the GPA.

Dean’s List

The College recognizes and honors students who have achieved outstanding scholastic records by publishing a Dean’s List each term. Full-time students who

- complete all pass/fail courses successfully;
- earn a term grade point average (GPA) of 3.400 to 3.799;
- have no semester grade lower than a “C,”; and
- have no incomplete coursework.

are named to the Dean’s List. Courses that are taken with pass/fail grades are not used in the computation of the GPA.

Academic Standards of Satisfactory Progress

All students at Jefferson College of Health Sciences are expected to achieve consistent progress toward completion of a program. Exhibiting such progress is necessary to remain in good academic standing and to remain eligible to receive financial aid.

All students are required to maintain a cumulative Grade Point Average (GPA) of at least 2.0 and complete at least two-thirds (67%) of all credit hours attempted.

- Students achieving a GPA between 1.501 – 1.999 will be placed on Academic Probation.
- Students achieving a GPA of 1.500 or below in their first semester of attendance will be dismissed from the college.

Successful completion of a course is defined as earning a grade of “A,” “B,” “C,” “D,” or “P.” Exception: All programmatic courses must be completed with a minimum of “C” or equivalent. A grade of “W” in any course is not considered successful completion.

| If you take: | You must complete: | If you take: | You must complete: |
|---------------------|---------------------------|---------------------|---------------------------|
| 1 credit | 1 credit | 11 credits | 8 credits |
| 2 credits | 2 credits | 12 credits | 9 credits |
| 3 credits | 3 credits | 13 credits | 9 credits |
| 4 credits | 3 credits | 14 credits | 10 credits |
| 5 credits | 4 credits | 15 credits | 11 credits |
| 6 credits | 5 credits | 16 credits | 11 credits |
| 7 credits | 5 credits | 17 credits | 12 credits |
| 8 credits | 6 credits | 18 credits | 13 credits |
| 9 credits | 7 credits | 19 credits | 13 credits |
| 10 credits | 7 credits | 20 credits | 14 credits |

Academic Probation from a Program/Major

Should a student earn less than a minimum grade of “C” in an academic program, specific course or clinical, the student will be placed on program probation and may be ineligible to take further program-specific courses. When the student completes the course with a grade of “C” or better or “passing,” probationary status will be removed. If the student is otherwise eligible to remain at the College during program probation the student may continue to be enrolled in general education courses and may retake the course during the next academic session in which the course is offered.

Academic Dismissal from a Program/Major

An unsatisfactory evaluation is a program-specific* course grade of “D” or “F” and/or a clinical grade of “failure.” Should a student earn two unsatisfactory final grades at any time in program-specific courses, program dismissal will result. Successfully repeating a program-specific course does not eliminate the initial unsatisfactory grade, which will still count in the accumulation of two unsatisfactory evaluations.

*Students should consult their program’s handbook for “program-specific” courses. Upon written notification of program dismissal, the student’s status will be changed by the Registrar’s office to “non-degree” status. While in “non-degree” status the student will be ineligible for financial aid. The student will be advised by a counselor in the Student Affairs Department and then may submit a Change of Major Request form for another major. If a student wishes to initiate a Change of Major Request for a subsequent semester, the approved request must be submitted to the Registrar’s office by the last date of the add-drop period of that semester.

Academic Probation from the College

If a student fails to meet the GPA or credit hour requirement, he/she will be placed on academic probation by the College. All students on academic probation will be automatically referred to the PASS program and may be required to participate in an academic contract.

Academic Dismissal from the College

Academic dismissal from the College will occur if, at the end of the student’s first semester of attendance, the student’s cumulative GPA is 1.500 or below.

Academic dismissal from the College will also occur if, at the end of the probationary semester, the student’s cumulative GPA is 1.999 or below or the student fails to complete at least two-thirds (67%) of all credit hours attempted. However, if the student achieves a semester grade point average of at least 1.999, the student may, at the discretion of the Dean for Academic Affairs, be continued on academic probation for an additional semester.

Accommodations for Students with Disabilities

The College is committed to serving students with disabilities by providing appropriate accommodations in compliance with federal and state regulations. Please refer to *Services for Students with Disabilities* under *Student Support Services* in this catalog.

Add/Drop

During the Add/Drop period, it is the student's responsibility to add or drop classes via his/her Self Service account. A full refund, if applicable, for each class dropped will be made to the student provided the student drops the course(s) in Self Service by the deadline published in the College Calendar for the "Last day to add a class or drop a class with a refund."

A student enrolled in only one class who then drops this class will be considered "Withdrawn" and will be subject to the tuition policy for students who withdraw from Jefferson. (See *Tuition Refund Policy* in the "Finances" section of the Catalog).

Failure to properly drop a class will result in the student being charged for the course and receiving an "F". Students who fail to show up for a class are not automatically dropped from a course.

After the Add/Drop deadline, a student may withdraw from a class or classes according to the policies and procedures outlined under *Withdrawal* in this section of the catalog.

Advanced Placement Policies

The Registrar is responsible for the review, evaluation and granting of advanced placement credit. For advanced placement information regarding individual programs, refer to the advanced placement policies listed under the individual program headings in this catalog.

Advanced Placement Credit

Students who have completed advanced work in high school and have taken the Advanced Placement (AP) tests given by the College Board may be awarded college credit for designated subjects, provided their AP test score is 3 or above.

International Baccalaureate Credit

Students who have a core of 4 or higher on the International Baccalaureate (IB) examination and a score of 5 or higher on the IB higher-level examination may be awarded college credit for designated subjects.

Credit by Exam (CLEP and DANTES)

Jefferson College of Health Sciences participates in the College-level Examination Program (CLEP), a national program sponsored by the College Entrance Examination Board, and the Defense Activity for Non-Traditional Education

Support (DANTES).

The CLEP and DANTES examinations offer any student an opportunity to earn college credit for college-level achievement acquired outside the conventional classroom. The student should contact the Registrar for a list of approved CLEP and DANTES examinations.

The following policies apply to the use of CLEP and DANTES examinations at Jefferson College of Health Sciences:

- No more than 18 semester hours may be satisfied through CLEP/DANTES examinations.
- CLEP/DANTES credit will not be awarded for courses in which the student has previously received a grade below “C” at either Jefferson College of Health Sciences or elsewhere.
- Official results must be submitted by the College Entrance Examination Board (CEEB) to the Registrar’s Office to be considered for CLEP credit at Jefferson. Official results from the Chauncey Group International must be submitted to be considered for DANTES credit.
- The Registrar will coordinate the determination and award of CLEP/DANTES credit.
- The CLEP/DANTES credit is treated the same as transfer credit and is not computed in the Grade Point Average.
- Unsatisfactory scores will not be recorded on the student’s transcript.
- The minimum score accepted for CLEP is 50 and reflects the recommendations of the American Council on Education.

The minimum score for DANTES varies based upon the recommendations from the Chauncey Group International. The Registrar maintains a list of these scores.

Challenge Exams for General Education Courses

- Students wishing to take a challenge exam should contact the Registrar’s Office for availability and scheduling.
- The student who fails a course cannot challenge that same course.
- The student may challenge a course only once.
- The student must attain a passing score.
- The student is responsible for paying test fees as well as fees for College credit if he/she passes the examination. (see the “Bursar’s Office” section of this catalog.)
- Students wishing to undertake a challenge exam must schedule the examination with the program responsible for the course with the program secretary.
- Credit by exam will not count toward financial aid hours and cannot be used to defer loans.

Military Education/Training

Jefferson College recognizes the learning experiences gained through military course work and training. Only credit that may apply to the student's program of study will be considered for evaluation. Evaluation for advanced placement credit will be based on:

- American Council on Education (ACE) 2011 Guide to Evaluation of Education Experiences in the Armed Force Services; Joint Services Transcripts Evaluation Process or
- Department of Defense (DOD) Subject Standard Test (DSST), formally known as Defense Activity for Non-Traditional Education Support (DANTES).

Prior Learning Assessment

Prior Learning Assessment (PLA) is an academic process of identifying, documenting, and awarding college credit for a student's previous knowledge and skills. These experiences could occur through the following:

- Workplace training
- Volunteer activities
- Civic duties
- Major life experiences
- Lifelong learning
- Military experiences

Through this process, the student analyzes their past experiences and develops a portfolio documenting how those learning experiences met learning objectives of a specified course(s). Development of a PLA portfolio is facilitated by taking PLA 200. The portfolio is then evaluated by an appointed team to determine whether credit is awarded.

PLA credit is not available for courses that offer a CLEP, DANTES or challenge exam. More information on the PLA process can be found on the Jefferson website.

Alcohol, Drug, and Substance Abuse Policy

Jefferson College of Health Sciences holds students to high values and standards as it is our mission to help students become ethical, knowledgeable, competent and caring healthcare professionals. The Jefferson College community is also dedicated to helping students achieve and promote positive personal and community health outcomes, act as good citizens, and adhere to Jefferson College community values and standards. College policies with regard to alcohol, drug, and substance abuse are contained in the *Jefferson College Student Handbook*, which is available on the college website under the *Student Life* tab. Students should refer to the *Jefferson College Student Handbook* for further information.

Assessment/Outcomes Policy

To assist the College with continuous self-evaluation, students and alumni will be asked to participate in various assessment activities, including, but not limited to, answering survey questions, taking standardized and College-prepared tests, and submitting portfolios of documents from coursework. Some of these activities will be required and some may be voluntary.

Jefferson periodically reviews samples of student work to ensure that the curriculum leads to attainment of student learning outcomes. All student work is subject to review by the Institutional Student Learning Outcomes Committee (ISLOC). Student names are not included on any reviewed work in order to ensure anonymity. This review will not affect student grades or progression.

Attendance Policy

The following general attendance policies are in effect for Jefferson College of Health Sciences. Specific attendance policies are found in the expanded syllabus for each course.

- Students must attend the first meeting of each course in order to ensure enrollment. Students enrolled in online learning courses must log in and begin coursework prior to the end of the first week the course begins.
- Students are required to attend, on time, all regularly scheduled classes, laboratories, field trips, observation assignments, conferences, and clinicals.
- Students assume full responsibility for advising professors of their absences and for initiating the procedure for making up any work missed as permitted.

When documenting attendance for online courses, examples of academic attendance may include:

- Student submission of an academic assignment, quiz, or exam,
- Documented student participation in an interactive tutorial or computer-assisted instruction,
- A posting by the student showing the student's participation in an online study group that is assigned by the institution,
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and
- An e-mail from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Audit Policy

An audited course does not contribute toward the grade point average nor count towards residency or financial aid hours. Auditors will not receive a grade for the course.

Any student has the option to register for a class on an “audit” basis with the permission of the instructor and when space is available. The auditor’s responsibilities in a course are determined through negotiation with the instructor. Students cannot audit the clinical component of professional courses. Auditors requesting a change in status must follow the same guidelines for dropping or adding a class as listed in the official College Calendar.

Calculating Grade Point Average

The grade point average (GPA) is used to determine the Dean's List, the President’s List, Graduation Honors, Academic Probation, and College Dismissal. It is the student’s responsibility to determine if his or her cumulative GPA is accurate and to report any discrepancy to the Registrar.

To calculate GPA, divide the total number of quality points by the total number of graded credit hours attempted. When calculating graded credit hours attempted, pass/fail courses are not included.

Previous courses transferred to the College and courses numbered 000 to 099 are not included in GPA calculations.

Quality points are calculated by multiplying the credit hours in a course by the grade value: A=4, B=3, C=2, D=1, F=0.

Example of GPA Calculation:

| Course | Grade | Credits | X | Quality Points | Total |
|---|--------------|----------------|-----------------------------|-----------------------|--------------|
| <i>BIO 211</i> | B | 4 | X | 3 | 12 |
| <i>BUS 111</i> | F | 1 | X | 0 | 0 |
| <i>ENG 111</i> | A | 3 | X | 4 | 12 |
| <i>GEN 100</i> | A | 1 | X | 4 | 4 |
| <i>HLT 215</i> | B | 3 | X | 3 | 9 |
| <i>PSY 101</i> | D | 3 | X | 1 | 3 |
| Total Credits | | 15 | Total Quality Points | | 40 |
| Total Quality Points (40) divided by Credits Attempted (15) = 2.667 | | | | | |

Catalog Policy/Rights Reserved

The catalog for the term in which a student enters Jefferson College of Health

Sciences is the governing document for requirements for graduation. However, if the application of regulations in a later catalog would be to the student's advantage, such regulations may be applied at the discretion of the Department Chair and Program Director.

If a student leaves Jefferson College of Health Sciences and enrolls as a full-time student at another institution or is dropped for academic or disciplinary deficiency and subsequently re-enrolls at the College, the governing catalog for the student will be that for the term of re-enrollment.

All College publications contain current pertinent information. While striving to ensure the accuracy of published information, the College reserves the right, to make necessary changes in any or all of the regulatory policies and procedures, requirements, personnel, curriculum offerings, general information, and tuition and fees contained herein, and to apply revisions to current and new students alike. Therefore, the information is subject to change without notice and does not constitute a contract between Jefferson College of Health Sciences and a student or applicant.

Change of Major Request

Students considering a change of major are encouraged to consult their academic advisor and Financial Aid prior to initiating the process outlined on the Change of Major Request Form.

The ability to change majors will depend upon programmatic criteria/policies, space availability, and the approval of the Program Director presiding over the requested major.

All approved Change of Major requests must be submitted to the Registrar by the Add/Drop date of the semester in order to become effective that semester. Otherwise, the change will become effective the following semester.

Credit Hours

Jefferson College of Health Sciences' credit hour policy is consistent with the Federal definition of a credit hour as "*an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:*

- *Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or*
- *At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."*

Specifically:

- Credit hours for on-campus, online, hybrid, independent, or directed-studies courses are awarded based on the amount of work the student is expected to accomplish in that class. Regardless of the delivery method, the amount of work should be equivalent to the number of hours normally expected in a course awarded the same number of credit hours. Hence, a student in a three semester credit hour course should be accomplishing approximately 135 hours of work, the equivalent of 45 hours of seat time and 90 hours of outside activities.
- For laboratory classes, one semester credit hour consists of the equivalent of a minimum of two hours of laboratory work per week for fifteen weeks.
- For practica, externships, and clinical experiences, one semester credit hour is equivalent to 45 to 55 hours of instruction, in accordance with professional accrediting agency expectations.
- For classes offered in an alternative or compressed format, the hours are prorated so the classes contain the same total number of hours as if the classes were scheduled for a full fifteen-week semester.
- For graduate and professional students, the required academic work normally will exceed a minimum of two hours of out of class work per credit per week.

Faculty's role is to ensure the required quantity of student learning per credit is equivalent to a minimum of forty-five hours of coursework over a fifteen-week semester through instructional activities that address and demonstrate student competencies in defined learning outcomes.

Ultimately, the responsibility for protecting the academic integrity of curricula, programs, and class schedules rests with the Dean for Academic Affairs. The College may adjust its basic measure for awarding academic credit proportionately to reflect modified academic calendars and formats of study as long as it meets the aforementioned criteria. The College may also grant semester credit hours for formalized instruction in a variety of delivery modes, such as a lecture course, which also requires laboratory work and/or supervised independent study or field activities.

Regardless of the mode of instructional delivery or class scheduling, the College will assign academic credit consistently across academic programs, as well as for transfer credit. In all cases, the student learning outcomes must be equivalent.

Programs leading to the Associate of Applied Science Degree consist of a minimum of 60 semester credit hours. Programs leading to the Bachelor of Science Degree consist of a minimum of 120 semester credit hours. Graduate programs consist of at least 30 semester credit hours.

Course Cancellation

Course sections may be canceled for various reasons, including insufficient enrollment. Every effort will be made to accommodate displaced students in other sections. Students enrolled in a course section will be notified of cancellation by e-

mail. Students are encouraged to check routinely for changes in course schedules.

Course Definitions

Jefferson College of Health Sciences offers high-quality courses in classroom, online, hybrid, and experiential formats that are consistent in rigor. For course delivery information, students should consult Self-Service.

Courses will be categorized at Jefferson College using the following definitions:

Traditional – Classes meet in person on campus following a defined course schedule.

Hybrid/Blended – Classes combine both online and in-person formats requiring some course work to be completed online, while other scheduled activities take place in person in a physical classroom, lab, or other facility. (S1/S2)

Online Synchronous – Students are required to participate in live, scheduled online class meetings. Course material is accessed online from any location. (D1/D2)

Online Asynchronous – Students complete online course work following a defined course schedule. No synchronous (same-time) scheduled class meetings are required. Course material is accessed online from any location. (D1/D2)

Experiential – Instruction is delivered in the form of lab courses (L), clinical courses (C), and internship courses (I).

For all course delivery methods consult course syllabus for schedule of assignment and exams.

Course Load Policy

The course load at Jefferson College of Health Sciences is calculated in semester credits. The average course load varies according to the individual program. Students should refer to their program of study to determine the average course load per semester.

A full-time undergraduate student is registered for 12 or more credit hours per semester. Eighteen credit hours is the maximum number of credits a full-time student may take in one semester without Academic Advisor and/or Program Director approval. Students enrolled in more than one academic program must obtain approval from all Advisors and/or Program Directors.

Dual Majors, Minors and Second Degrees

Jefferson students may earn dual majors, minors, and second degrees while enrolled at the college.

Dual Majors

The student must meet all requirements for both majors. There are no restrictions on courses that overlap.

Minors

The student must complete 15-19 hours in the minor; 6 hours of which must be at the 300-400 level. Specific requirements (credits and specific courses) will be determined by the major area.

Second Degrees

If the first degree was earned from Jefferson, at least 30 hours of new coursework must be completed. The student must meet major and other degree (including Jefferson core) requirements. If the first degree was not earned from Jefferson, at least 40 hours of new coursework must be completed. The student must meet major and other degree (including Jefferson core) requirements.

Emergency Campus Closure

The College campus will close for weather emergencies, disasters, or incidents based on the decision of the College Administration. Notification of emergency campus closure is made via the emergency alert system (e2Campus), college website, and main phone number. Students are encouraged to sign up for e2Campus. Students may also listen for cancellation notices on local radio and television stations. Please note that the college has no control over how rapidly or accurately the radio and television stations report closings.

Faculty may require alternative assignments if the college campus is closed unexpectedly. All students should refer to their expanded syllabi for details.

An emergency campus closure does not necessarily impact online learning classes. Students enrolled in an online learning course should refer to their expanded syllabi and/or contact their instructor for guidance as to how an emergency campus closure will impact their assignment/participation schedule.

English Language Proficiency

Applicants for whom English is not their primary language must demonstrate English proficiency in one of the following ways:

- Graduation from an English speaking high school and completion of high school English IV, or;
- A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) written exam, or;
- A minimum score of 213 on the computer adaptive TOEFL exam, or;
- A minimum score of 80 on the web-based TOEFL exam, or;
- A minimum score of 19 on the English portion of the ACT, or;
- Transfer credit for ENG 111.

Applicants who do not meet the criteria listed will be counseled by an admissions representative regarding remedial coursework.

Examinations

Students are expected to complete all examinations at the date and time stipulated in the course syllabus or as updated/modified by the course instructor.

Students are expected to adhere to the published final examination schedule. No student may take a final examination in a course at any time except within the period officially set aside for this purpose without the prior approval of the instructor.

If a student is unable, because of illness or an acceptable emergency, to appear for an examination, it is the student's responsibility to inform the instructor prior to the scheduled examination. Instructors have the right to ask for documentation regarding the illness or emergency.

Should the final examination schedule require the student to sit for more than two examinations in a day, arrangements may be made with the instructor to schedule one of the examinations at another time. Should the student and instructor not be able to come to a satisfactory arrangement, the student may pursue the issue with the Dean for Academic Affairs.

Failure to Meet Financial Obligations

Students are responsible for all financial obligations to the College or are responsible to make appropriate arrangements with the Dean for Administrative Services. The College may take the following measures for students in default of financial obligations:

- deny admission to class or clinical activities;
- deny registration for any subsequent course;
- immediate dismissal from the College;
- withhold transcripts;
- withhold the granting of degrees, diplomas or certificates;
- withhold references;
- deny participation in graduation activities; and
- withhold verification of applicant's credentials for licensure/certification.

Grades and Grading Policies

Grade Reports

Midterm and final grade reports are posted each semester via Self-Service. The midterm grade report indicates a student's progress and serves to identify potential academic problems. Students in any full-semester class are issued an online midterm grade report of S (Satisfactory) or U (Unsatisfactory) via Self-Service with the exception of clinical related courses. An "S" is equivalent to a C or above.

In order for a student to receive a grade or credit in a course, the student's name must appear on the official class list posted on Self-Service. The Institution may hold transcripts for outstanding financial balances.

Grading System

A = 4 quality points

B = 3 quality points

C = 2 quality points

D = 1 quality points

F = 0 quality points

P/S - Passing and Satisfactory are included in the computation of total hours earned; however, no grade quality points are assigned.

W - Withdrawal. Not included in the computation of hours earned or grade points achieved. A student may withdraw from a course before the last day to withdraw as stated in the official College Calendar. (See Withdrawal policy.)

WA - Administrative Withdrawal. Administrative Withdrawals are only issued by the Dean for Academic Affairs. (See Withdrawal policy.)

AU - Audit/No credit. Permission of the instructor is required to audit a course. Fee required. (See "Finances".)

I - An Incomplete (I) for a course will be granted only in cases of documented circumstances beyond the student's control that prevent the student from completing the course requirements on time. The written request for an Incomplete must be signed by the instructor of record and the course program director, then submitted to the Registrar's office before grades are due that semester.

In order to receive an "I," a student needs to have satisfactorily completed the majority of the coursework (over 75%) with a course average of "C" or above.

The incomplete work must be made up by the last day to drop a class with a "W" in the academic term (excluding Summer Session) immediately following the term in which the "I" was issued.

Upon completion of the coursework, the "I" will be replaced with a final grade. If the course is not completed within the required time limit, the "I" will be converted into an "F" grade unless an extension is granted.

IE- In special documented cases, such as a lengthy illness, the student may request, in writing, an eight-week extension which must be approved by the instructor of record and course program director and filed with the Registrar's office.

Upon completion of the coursework, the "IE" will be replaced with a final grade. If

the course is not completed within the required time limit, the “IE” will be converted into an “F” grade unless an additional extension is granted.

NG - No Grade. Assigned to courses that bear zero credits. Not included in computation of hours earned or grade quality points accumulated.

Grade Change Policy

Final grade reports are available online via Self-Service. Final grades are a part of the student’s record and are recorded in the student’s permanent record. Errors should be reported to the Registrar. Normally, a change of grade(s) cannot take place after the semester following the issuance of the grade. Grade changes must be submitted in writing on an official Change of Grade form and may only be submitted by the instructor who submitted the original grade.

Grade Forgiveness Policy

A student may improve his/her grade point average by repeating a course a maximum of two times at Jefferson College. A course repeated at Jefferson will be denoted as a repeat course on the official transcript. All grades earned for all courses taken at Jefferson will appear on the grade report but the highest grade earned in a repeated course is used in calculating the cumulative grade point average. If the course is repeated at another institution the course will be recorded as transfer credit earned.

Please note: Requests for transfer credit for courses taken at other institutions of higher education must be submitted in writing to and be approved by the Registrar’s Office prior to taking the course(s).

Graduation and Graduation Policies

Graduation Application

It is the responsibility of the student to submit an Application for Graduation two academic sessions prior to the academic session in which the student expects to complete curriculum and College requirements for graduation. The student must file the application with the Registrar’s Office. The application is available in the Registrar’s Office and on the College’s website.

Graduation Ceremonies

Formal graduation ceremonies are held each year in the spring and fall. All students who have completed degree requirements in the fall, spring or summer semester of that academic year are eligible to participate in the appropriate ceremony.

Degree candidates are expected to dress and conduct themselves in an appropriate manner in accordance with the solemnity of the commencement ceremony. Individuals arriving late may not be able to participate in the ceremonies. Academic regalia must be worn and should not be altered with writing, personal symbols, or displays on regalia. Candidates who alter their regalia or behave inappropriately may be dismissed from the graduation ceremony.

Students who plan to complete degree requirements at the end of the semester immediately following the graduation ceremony may participate in the graduation ceremonies pending completion of degree requirements under the following policy:

- At the time of the graduation ceremony the student may not have more than two classes to complete.
- The student must be registered in, and plan to complete the outstanding credits by the last day of final exams of the semester immediately following the graduation in which the student participated.
- The student will not be eligible to participate in any other graduation ceremony for conferral of the same degree.

Graduation Honors

To graduate with honors, a student must achieve the following final cumulative grade point average at Jefferson College of Health Sciences.

Cum laude

Any student who has completed a degree program of study at Jefferson College of Health Sciences with a final cumulative Grade Point Average of 3.400 to 3.599 will be designated as graduating cum laude.

Magna cum laude

Any student who has completed a degree program of study at Jefferson College of Health Sciences with a final cumulative Grade Point Average of 3.600 to 3.799 will be designated as graduating magna cum laude.

Summa cum laude

Any student who has completed a degree program of study at Jefferson College of Health Sciences with a final cumulative Grade Point Average of 3.800 to 4.000 will be designated as graduating summa cum laude.

Graduation Marshals

Full-time students with the highest grade point averages may be invited to serve as marshals at the Commencement.

Graduation Requirements

To be eligible for graduation from an undergraduate program at Jefferson College the student must:

- have submitted the Application for Graduation as described above.
- complete a minimum of 25% of the total number of required credit hours in the program of study at Jefferson College.
- have a cumulative GPA of 2.0 or greater.
- complete all programmatic courses with a grade of "C" or better.
- complete the plan of study and meet any published graduation requirements of their academic program. These requirements may exceed the minimum expectations established by the College.

- complete the Graduation Survey, which will be sent to graduating students electronically.
- provide forwarding email and address information online.
- meet all financial obligations to the College. Those students who received federal student loans must complete online Financial Aid Exit Counseling.

Health Records and Clinical Rotation Requirements

Jefferson College of Health Sciences requires all students to submit certain health record information. Some programs may have additional requirements, such as background check, drug screen, and CPR certification. For specific information please see the Jefferson Student Handbook and the Program Handbook.

Honor Code: Community Values and Standards

Honor Code: I will not cheat, lie, or steal nor tolerate those who do.

Every member of the Jefferson Community is responsible for upholding our values and standards. Faculty will include a statement regarding the Honor Code in their expanded syllabi.

It is everyone's responsibility to know what constitutes a violation of the Honor Code. Students who violate the Honor Code may receive a failing grade for the assignment or the course. They will not be granted a grade of "W" in the course and may, depending on the nature of the offense, be suspended or permanently dismissed/expelled. The College reserves the right to deny admission to or remove students from any program if they have a record of misconduct or demonstrate behavior that would jeopardize their professional performance.

Students should see the relevant sections in the *Jefferson Student Handbook*.

Inclement Weather Policy

The President, or designee will consider weather advisories and forecasts and/or other pertinent information. At the President's, or designee's discretion, the College may be placed on a delayed schedule (i.e., open at 10 a.m., etc.) or closed (i.e., classes canceled and offices closed) or Day Classes Canceled, or Night Classes Canceled.

Notification of a closing or delay will occur as outlined in the Emergency Class Cancellation policy.

At the discretion of the Program Director, students may be required to make up time and/or days missed due to college closure or delay.

Definitions:

College Closed or Classes Canceled: All classes (day and night) are canceled and all offices closed.

Day Classes Canceled: All classes scheduled to begin before 5:00 p.m. are canceled. Faculty and staff should not report unless they have responsibilities after 5:00 p.m. When day classes are canceled, it is expected that night classes will be held unless another announcement is made.

Night Classes Canceled: No classes meet after 5:00 p.m. If class is already in progress, students and faculty should leave at 5:00 p.m.

Delayed Schedule, opening sometime later than 8 a.m.: Classes scheduled to occur prior to the Delayed Schedule opening time will not meet. If the delayed start time occurs during a regularly scheduled class period, that class will meet from the delayed opening time until the normal class dismissal time.

Clinical and/or Internship Rotations: As clinical experiences may fall outside of the College's usual working hours or are performed at distant clinical facilities, program staff shall use their discretion to determine whether to hold, delay, or cancel a clinical/internship rotation. Students will be notified by a member of the program staff of changes to a rotation a minimum of one hour before the start of the clinical rotation. The program staff will determine the need for alternative clinical rotations for those students who miss a scheduled rotation.

Independent Study Policy

Independent Study courses may be offered by any program.

Permission to take an independent study course is contingent upon the following conditions:

- The student is in good academic standing.
- A credentialed faculty member is available and willing to serve as instructor.
- Permission to undertake an independent study course must be applied for by submitting a completed Independent Study Course Contract form.
- The instructor, Program Director, and Department Chair must approve the independent study course proposal.
- The proposed independent study course does not duplicate a course already scheduled in the relevant semester.
- The independent study course will follow the same policies and procedures associated with all credit courses.

International Cambridge Exams Credit

Students who have completed Cambridge International AS and A Level curriculum in high school may be awarded college credit for corresponding foundational courses at Jefferson. Students must have earned at least a grade of "B" on the Cambridge International Exams (CIE) and must submit an official transcript of their CIE scores to the College. For the transcript request form see "Cambridge Results Transcript Application Form" available at web site cie.org.uk. Students should contact the Registrar's Office for transfer equivalencies.

Interprofessional Education/Interdisciplinary Studies

Jefferson has identified broad-based interdisciplinary learning as a component of its mission, believing that it is essential to improve healthcare outcomes. To accomplish this, elective and required courses in Interdisciplinary Studies (IDS) and Interprofessional Education (IPE) are interwoven in the program curricula. IPE and IDS courses integrate theory, innovative practice, and technology into classroom, laboratory, and clinical settings. IDS courses provide students from all curricula with knowledge that transcends the boundaries of specific healthcare disciplines. Students in IPE courses engage in interprofessional teamwork around problems specific to the topic of the course.

Jury Duty

The faculty will make reasonable accommodations for any student required to fulfill Jury Duty obligations. The student must submit official verification of jury duty to the Program Director.

Leave of Absence

A student in good academic standing who has a cumulative grade point average of 2.0 or above may request a leave of absence (LOA) for health or other personal reasons.

A leave of absence shall not exceed 12 months. After that, the student must reapply for admission.

The student must request the leave of absence in writing through the Registrar's Office after consultation with the Program Director. To initiate a LOA, the student should do the following:

- Complete all student instructions on the Request for Leave of Absence form.
- Consult with the Program Director and obtain his/her signature on the form.
- Visit the Financial Aid Department if receiving any form of financial aid.
- Obtain all other required signatures on the form.
- Submit the form to the Registrar's Office.

The Registrar's Office will process the request and send copies of the form indicating approval or denial to the student, Bursar, Financial Aid department, and Program Director.

If approved, the effective date of the LOA will be indicated on the form. The student must drop all classes before the add/drop deadline if the leave is granted.

If the form is submitted after the add/drop deadline but before the last day to withdraw from classes with a W, the Registrar's Office will withdraw the student from classes with grades of W. If the student has already completed a course, the

final grade will be posted by the instructor and will stand.

If the form is submitted after the last day to withdraw from classes with a W, the student should consult the “Administrative Withdrawal” policy.

Students who have successfully completed at least 75% of the work in a course may want to consult the Grading Policy for information about requesting a grade of Incomplete.

The student on leave of absence must satisfy any conditions of the leave before re-entering and must comply with the course sequence and/or any curricular changes at the time of reentry. It is the responsibility of the student to maintain contact with the Program Director regarding plans to re-enter the program.

A student’s return is subject to available space and Program Director approval.

Matriculation Policy for Students with Advanced Placement or Transfer Credits

The programs of study published in this edition of the catalog apply to those students entering a program when this catalog is in effect. A student who receives advanced placement or who has significant transfer credit may be matriculated into a previous program of study. Should this occur, notification will be made when the advanced placement or transfer credit is granted and the student will be provided with the appropriate plan of study.

Military Policy

Active Duty:

1. **Purpose:** This policy applies to all enrolled students voluntarily or involuntarily called to active duty for a specified or indefinite period of time. In accordance with the Virginia Tuition Relief, Refund and Reinstatement Guidelines set forth by the State Council of Higher Education (SCHEV), the following definition of service applies:
"Service in the uniformed services" means service (whether voluntary or involuntary) on active duty in the Armed Forces, including such service by a member of the National Guard or Reserve, for a period of more than 30 days under call or order to active duty of more than 30 days.
2. **Withdrawing from Courses:** Students currently enrolled have two options from which to choose based on the timeframe in which the activation is initiated.
 - Between the Add/Drop Deadline and the Last Day to Withdraw with a W: If the activation takes place during this interval the student may withdraw from some or all courses with a non-punitive grade of "W", tuition refunded at 100% for withdrawn courses, and housing pro-rated based on published fees.
 - After the Last Day to Withdraw with a W: If the activation takes place late in

- the semester, the student and the instructor may make appropriate arrangements to complete a course. Such courses will be awarded an Incomplete grade subject to satisfactory and timely completion of course requirements. This option will be administered on a case-by-case basis by Program Directors, dependent upon the feasibility of completing course work and accommodation of arrangements with the appropriate faculty members. Courses less than two-thirds completed normally will not be considered for this option. Instructors must submit to the Registrar a "Request for Incomplete Semester Grade." If this Incomplete Semester Grade option is chosen, no reimbursement of tuition or fees will be provided. Housing refund will be pro-rated based on published fees.

Otherwise, the student may receive an Administrative Withdrawal from the Dean for Academic Affairs with non-punitive grades of "WA", tuition reimbursed at 100% for withdrawn courses, and a pro-rated housing refund.

3. Procedure for Exiting the College

- Current Students: Upon notification of activation, students should report to the Registrar's Office with the official orders or contact information of where orders can be verified. Students will be advised of the process and procedures for exit.
- Admitted and Deposited Students Not Yet Attending: Upon notification of activation, students should contact the Admissions Office with the official orders or contact information of where orders can be verified.

4. Reimbursement Policy

Any student enrolled in a given semester who is called to active duty (as verified through official individual orders) may choose to complete some or all of the courses and receive grade(s), or withdraw from one or more courses with non-punitive grades assigned. Reimbursement of tuition will be provided as follows:

- Students who choose to earn grades and/or incompletes--No reimbursement will be given.
- Students who withdraw--Reimbursement of tuition will be at 100% of the course with housing fees pro-rated based on the date of exit.

5. Readmission

- Return from Leave Time Limit: Students activated while a full-time student at Jefferson will have five years from the completion of their active duty assignment to return to Jefferson to fulfill their degree requirements. Students are reminded, however, that they are still responsible to fulfill all institutional obligations and meet all policies.
- Program of Study: Students who leave Jefferson under active duty orders will return to their original program provided that the program is still offered at the College. In cases where the program is no longer offered, the student will work with the Dean for Academic Affairs to establish the guidelines, requirements, and program substitutions necessary to

complete the remaining requirements of a mutually agreeable program.

- **Resources:** Upon return to Jefferson, additional resources will be made available to assist with program completion.

6. Procedure for Readmission

- Upon determination of when the student wishes to return to Jefferson, the student must notify the Admissions Office, and complete all health records and clinical rotation requirements in accordance with college policy.
- Once notification has been presented by the student the Admissions Office will review the file to determine if additional information is required.
- Readmission will be processed beginning the start of the next scheduled full-time semester. A student will return under the same status and conditions in effect at the time of departure (i.e., Academic Probation, etc.) and will be reintegrated into the Program based on completed requirements.

7. Other Implications:

- Students who choose to leave prior to the start of their formal active duty are reminded that their full-time status ends on the date of exit. This date is important as it reflects the date reported to the Department of Education and National Student Clearinghouse for purposes of full-time status for insurance coverage and loan repayment (if applicable). Students are urged to contact these agencies for implications related to their active duty status.
- Students should contact the bookstore immediately upon notification of activation to arrange for reimbursement afforded for books obtained per the bookstore's reimbursement policy at the time books are returned.

Short-term Military Obligations

The faculty will make reasonable accommodations for any student required to fulfill military obligations. This includes time to complete assignments, tests, or quizzes missed during this absence. The student must submit official verification of military obligations to the Program Director.

Non-Discrimination Policy

Jefferson College of Health Sciences does not discriminate on the basis of race, color, national origin, religion, disability, age, veteran status, political affiliation, sex, sexual orientation, or gender identity (including transgender status) in its programs and activities. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Employee, Applicant, and Visitor Inquiries

Anna Millirons
Dean for Administrative Services
101 Elm Ave, SE
Roanoke, VA 24013-2222
(540) 985-8530

Section 504 (Protection from Discrimination and Services for Students with Disabilities) Inquiries

Katie Bouchard
Coordinator, Disability Services
101 Elm Ave, SE
Roanoke, VA 24013-2222

Student Inquiries

Scott Hill
Dean for Student Affairs
101 Elm Ave, SE
Roanoke, VA 24013-2222
(540) 224-4693

Title IX (Protection from Sex Discrimination in Educational Programs and Activities) Inquiries

Sarah Higginbotham
Coordinator, Title IX and VOICE
101 Elm Ave, SE
Roanoke, VA 24013-2222
(540) 224-4693

Program or Major Specific Courses

Enrollment in major-specific courses is limited to students accepted to the major or those who have the Program Director's approval.

Publicity, Public Relations and Marketing Information

Representatives from Jefferson College, as well as Carilion Clinic, may occasionally attend College functions held on or off the Jefferson College campus for purposes of taking pictures or video of students, faculty, or staff. The purpose of the media may include publicity, public relations and/or marketing of the College. In addition, students, faculty, and staff may be approached by representatives from the above departments for interviews pertaining to the events.

The images, videos, and interviews will be used for the purposes of marketing the college or generating publicity in local or regional media outlets. This material may be used on the College or Carilion Clinic websites, on social media sites related to Jefferson College (such as Facebook or Twitter), or in the form of advertisements, advertorials, or news/feature stories published by external media outlets. Additionally, materials may be used internally in meeting presentations, for signage, and for other varied purposes related to the business of the College.

Jefferson College students, faculty, and staff may opt out of participating in these photo/video opportunities or interviews by approaching the photographer/interviewer and asking not to be included. Without notification of opting out, the College assumes that individuals who attend these events agree to

participate if they are featured in photos, videos, or interviews.

Additionally, Jefferson College periodically releases information about student activities and achievements, such as placement on honorary academic achievement lists, receipt of awards, or graduations. This information may include a student's name, program of study and awards, or degrees conferred.

Any student may have this information withheld by notifying the Jefferson College Registrar's Office. Faculty and staff may have this information withheld by notifying the Marketing and Communications Office. The College assumes that the failure of any individual to do so indicates approval for release of information.

Registration

Registration is required each semester before a student may attend classes.

Specific registration information is provided in the class schedule each semester.

Prior to gaining access to Self-Service, students must meet the following requirements:

- Meet with their advisor. Students who have not been assigned an advisor should see the Registrar.
- Meet all financial obligations to the College.
- Complete/update all required health information and forms through Student Affairs.

Any student who has not paid tuition fees or made suitable arrangements with the Bursar, will have his or her registration cancelled and will not be permitted to attend class, clinicals, rotations or internships.

Official class rolls will be available online via Self-Service to all instructors after the last day to add a class. At this time, any student who has not paid tuition fees or made suitable arrangements in the Bursar's Office will have his or her registration cancelled and will not be permitted to attend class, clinical or internship.

Responsibility of the Student

Each student is responsible for understanding and following the policies, requirements for the degree, and all associated deadlines provided in the *Catalog* and *Jefferson Student Handbook*. Although each student is assigned an academic advisor, the ultimate responsibility for compliance with the policies, the stated requirements for the degree, and all associated deadlines lies with the student.

The responsibility for meeting degree or certification requirements rests with the student.

Student Complaints/Grievances

A student who has exhausted all avenues of the complaint/grievance process as outlined in the *Student Handbook*, has the right to submit a formal complaint to the State Council of Higher Education for Virginia (SCHEV). This applies to all students regardless of the type of instructional methodology (face-to-face or on-line). The student will find the information regarding the process and form by clicking here or by going to <http://www.schev.edu/students/studentcomplaint.asp>.

Student Exit Forms

A Student Exit Form must be submitted to the Registrar's Office if a student is completely withdrawing from the college or requesting a Leave of Absence. The form is available online or in the Registrar's Office.

Seniors planning to graduate must complete the online Exit Form no sooner than two weeks before the graduation date but no later than the last official day of classes prior to the anticipated graduation.

The exiting student must obtain clearance from all departments listed to verify that all obligations to Jefferson College of Health Sciences have been satisfied before the student can be eligible for graduation or have any requests for transcripts honored.

Student Classifications

The classification of a student during any academic year will be based on the official transcript issued by the Registrar's Office.

Students' class standing is determined by the total number of credit hours earned at Jefferson and any transfer credits that have been accepted by the College and/or completion of required courses for the appropriate year.

According to Hours Enrolled

- Full-time
An undergraduate student registered for 12 or more credit hours per semester or a graduate student registered for 9 or more credit hours per semester.
- Three-quarter time
An undergraduate student registered for 9 to 11 credit hours per semester.
- Half-time
An undergraduate student registered for 6 to 8 credit hours per semester or a graduate student registered for 6 to 8 credit hours per semester.

According to Hours Completed

- Freshman
A student with fewer than 24 course credits completed (Grade Level 1) in a designated curriculum.

- Sophomore
A student with not less than 24 or more than 57 course (Grade Level 2) credits completed in a designated baccalaureate degree curriculum or an associate degree candidate with 24 or more credit hours completed in a designated curriculum. Associate degree candidates may not exceed sophomore standing.
- Junior
A student with not less than 58 or more than 91 course (Grade Level 3) credits completed in a designated baccalaureate degree curriculum.
- Senior
A student with 92 or more course credits completed (Grade Level 4) in a designated baccalaureate degree curriculum.

For all classes, transfer credits are included provided they meet the requirements of the student's curriculum.

According to Admission Status

- Degree Student
A full-time or part-time student, accepted and matriculated into a degree program.
- Certificate Student
A full-time or part-time student, accepted and matriculated into a certificate program.
- Special Student
A student enrolled for fewer than 9 credit hours and not accepted into a program.

Students' Rights of Access to Their Educational Record

The College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (often referred to as the "Buckley Amendment"), which protects the privacy of educational records, establishes students' rights to inspect their records, provides guidelines for correcting inaccurate or misleading data, and permits students to file complaints with the Family Educational Rights and Privacy Act Office. *Portions of this policy were adapted from the recommendations of the American Association of Collegiate Registrars and Admissions Officers (2013), Family Educational Rights and Privacy Act 2013 Guide, Washington, DC.*

Educational records are defined as any record maintained by the institution in which a student can be personally identified. Record formats may include handwritten, printed, computer images or data, e-mail, video/photos, audio tapes, and microfilm/microfiche. However, education records do not include private notes maintained by a College official that are not accessible or released to other personnel, law enforcement or campus security records, medical records, employment records, and alumni records.

Students are afforded the following rights with respect to their educational records:

- The right to inspect and review his/her education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Dean for Academic Affairs, Dean for Student Affairs, Department Chair, or Program Director a written request that identifies the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place when the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed
- The right to request the amendment of his/her education records that the student believes to be inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent. Access to students' records, except directory information, which may be released, is never granted to individuals from off campus requesting information, unless the student involved has given written permission or as applicable law requires. Directory information is defined as the student's name, address, phone number, dates of attendance, curriculum, honors, degrees granted, graduation dates, and participation in officially approved activities. Students may restrict access to their directory information by contacting the Registrar's Office and filing a written request. To minimize the risk of improper disclosure, academic and disciplinary records are kept separate.

Students may authorize disclosure of information to parents or anyone else by completing a *Student Permission to Release Information Form* available in the Registrar's Office. This authorization for disclosure may also be revoked by the student through written notification to the Registrar's Office.

The College may also exercise its discretion to disclose information from the student's educational records without written authorization from the student under the following circumstances:

- to federal, state, and local authorities involved in the audit or evaluation of compliance with education programs;
- to comply with a judicial order or subpoena;
- in connection with financial aid;
- to organizations conducting studies for or on behalf of educational institutions;

- to accrediting organizations;
 - to the parents of a dependent student (special guidelines apply);
 - when a health or safety emergency is apparent;
 - when directory information is being released;
 - to an alleged victim of a crime of violence, the results of a disciplinary hearing may be disclosed; and
 - to school officials who have a legitimate educational interest. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.
- The right to file a complaint with the U.S. Department of Education concerning the alleged failures by the College to comply with requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Offices, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

Transcripts

The Jefferson College of Health Sciences transcript is the official record of student academic progress, documenting all course grades, grade point average, and degree(s) awarded. The Registrar issues transcripts of a student's Jefferson College of Health Sciences academic record upon written request of the student. The Family Rights and Privacy Act serves as the basis for releasing information about the student.

Telephone requests cannot be honored. Official transcripts will not be issued to students with unpaid accounts. Ten business days prior to need, requests for transcripts may be submitted in the following ways:

- in writing by mail or in person,
- by fax with signature,
- via Self-Service, or
- via iwantmytranscripts.com.

When requesting a transcript, students must include name while attending, present address, birth date, maiden name, estimated date of last attendance, signature and the name and address of the recipient. The College will not provide students with copies of transcripts from other institutions.

Transfer Credit

The awarding of transfer credit for courses taken at other institutions of higher education is processed by the Registrar's Office. Official transcripts from the college or university are required before transfer credit is considered.

- The course considered must be comparable in content and credit hours to the corresponding Jefferson College of Health Sciences course.
- Science courses completed more than 10 years prior to enrollment may not be accepted for transfer.
- Verification through testing of some courses may be possible.
- Pathophysiology (BIO 300) may be used to validate anatomy and physiology and microbiology requirements with Program Director approval.
- Courses with a final grade less than "C" will not be accepted for transfer.
- Transfer credit will only be awarded from a regionally accredited institution.
- Each course selected for transfer must not duplicate a course already completed or a course required to be taken at Jefferson College of Health Sciences.
- Foreign transcripts must be evaluated and/or translated by a credential evaluation service specializing in international course-by-course evaluations or AACRAO (The American association of Collegiate Registrars and Admissions officers). This evaluation service must be a member of NACES (the National Association of Credential Evaluation Services) and a list of NACES evaluators is available on their website, www.NACES.org.
- Transfer credit will be placed on a student's transcript, within two weeks of receipt of the transcript by the Registrar.
- Students who wish to transfer major-specific courses (e.g. a nursing course) must petition the director of the pertinent major for evaluation of credit.
- Students may be asked to submit course descriptions and/or syllabi for evaluation of transfer credit.
- Current Jefferson College of Health Sciences students wishing to take coursework at another college or university are advised to obtain written permission from the Registrar to ensure that the coursework is transferable.
- The Registrar's Office will make the determination concerning the course and its application toward a Jefferson College of Health Sciences degree following consultation with the student's Program Director. Permission to transfer credit while matriculating at Jefferson will be based on an evaluation of the extent to which the course meets the objectives of the specific major.
- All decisions regarding transferability of course credit must be verified in writing by the Registrar.
- Grades awarded through transfer credit are not included in the computation of grade point average at Jefferson College of Health Sciences.

Withdrawal

Administrative Withdrawal

Students wishing to withdraw from a class after the final withdrawal date (the last date to withdraw with a "W") must submit a Request for Administrative Withdrawal Form available on the Jefferson College website. This is only authorized by the Dean for Academic Affairs for extenuating circumstances. Tuition is not reimbursed with an administrative withdrawal. Students are encouraged to consult the Bursar's Office and the Office of Financial Aid to determine the financial implications of their withdrawal.

Supplemental documentation must:

- identify circumstances beyond the student's control that have occurred after the withdrawal date (date must be specified) and prevent successful completion of the course. If such circumstances occurred prior to the withdrawal date, the request must also document the extenuating circumstances leading to a failure to withdraw from the course before the withdrawal date. Lack of awareness of the withdrawal date is not considered an extenuating circumstance.
- include documentation verifying all extenuating circumstances. Examples of acceptable documentation include a letter from a physician, lawyer, counselor, or other professional.
- indicate the last day of class attendance or online activity in an online course.
- be accompanied by a letter/e-mail from faculty of all courses involved in the request indicating their recommendation regarding the request.
- Documentation may be submitted electronically as an attachment(s).

The Dean will respond within five business days of receipt of the student's letter and written recommendation from all involved faculty. A written copy of this decision will be sent to the student with copies to the Registrar, Program Director, course faculty, and academic advisor. The decision of the Dean is final.

Directed Withdrawal

The College reserves the right to direct, after administrative evaluation, the withdrawal of any student whose conduct is not in accord with the ideals, policies, and standards of the College.

Students who have been directed to withdraw for reasons other than health related issues may not be eligible to return to the College. Such students should contact the Dean for Student Affairs concerning eligibility for return.

Students with health related issues will be directed to withdraw if, in the assessment of the College, those issues substantially hinder participation in the educational process and/or pose a risk to the College, other students, and/or patients. Requests to return will be considered on an individual basis. The student must write a letter to the Dean for Student Affairs with documentation from his/her healthcare provider justifying consideration for re-enrollment.

If a student has not attended for three consecutive semesters, the student must also reapply for admission to the College.

Voluntary Withdrawal

Students who wish to drop one or more courses after the Add/Drop deadline may withdraw until the published date on the Academic Calendar (last day to withdraw from a class with a “W”). Students are required to submit a completed Withdrawal from Classes form to the Registrar.

Students withdrawing from all courses during a term must make satisfactory arrangements before leaving the College. Additionally, they must submit a Student Exit Form to the Registrar by the published deadline. Students withdrawing completely must satisfy debt on their student account, complete all paperwork, and return their badge and access card.

If receiving financial aid, the student must also complete an online Exit Counseling session as determined by the Financial Aid Office.

Undergraduate Program Descriptions



Bachelor of Science in Biomedical Sciences

Introduction

This program prepares graduates for entry into a variety of graduate programs. The successful student is well prepared to compete successfully for admission to professional schools in medicine, veterinary medicine, dentistry, pharmacy, and physician assistant programs as well as graduate studies in biological, biochemical, and biomedical sciences.

The Biomedical Sciences Program offers individualized attention to students in the program. Small classes and personalized guidance by the faculty help each student achieve his or her goals in the biomedical field. Students participate in a research course and are encouraged to be involved in research within biomedical sciences.

Mission Statement

The mission of the Biomedical Sciences Program at Jefferson is to prepare graduates with a solid foundation in the natural sciences, to inspire lifelong learning, and to facilitate the acquisition of knowledge and skills necessary to enter graduate studies in biomedical or healthcare fields.

Program Outcomes

Upon completion of the Biomedical Sciences program, graduates will be able to

1. Demonstrate working contemporary knowledge of the natural sciences as they apply to biomedical disciplines;
2. Demonstrate the principles of diverse and critical thinking, skeptical inquiry, and the scientific approach to reasoning and problem solving;
3. Demonstrate an understanding of aspects of the natural sciences that underlie the basis of human wellness and disease;
4. Understand concepts of research design, data collection, data analysis, and interpretation of published research findings;
5. Understand functional mechanisms relevant to biomedical science within the range of the molecular to whole organisms;
6. Exhibit comprehensive preparation to be a competitive candidate for graduate biomedical studies or employment in the biomedical field;
7. Demonstrate effective communication (written, spoken, and technological) skills relevant to biomedical science and/or a career in biomedical science; and
8. Demonstrate quantitative proficiency relevant to the natural sciences and/or biomedical science.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the *Biomedical Sciences Handbook*. This handbook is available electronically on the program blackboard site and may be requested from the program secretary.

Program Progression

An unsatisfactory evaluation is a final grade report of "D" or "F" in any Biomedical Sciences course. This includes all courses with prefixes BIO, CHM, MTH, and PHY.

If a student in the Biomedical Sciences program receives a grade of D or F in a BIO, CHM, MTH, or PHY course, then the student will be placed on programmatic probation. The student will be required to repeat the course at Jefferson in order to improve the grade. When a satisfactory grade for the repeated course is earned, the programmatic probation will be removed and the course will no longer count toward the accumulation of unsatisfactory grades.

Please note that the accumulation of two unsatisfactory, uncorrected final grades (D or F) in any Biomedical Sciences program specific courses will result in dismissal from the Biomedical Sciences program.

Students who have been dismissed from the Biomedical Sciences program may petition in writing for re-admission to the program after one semester of otherwise satisfactory performance. The petition for re-admission will be considered on an individual basis by the Program Director. (Students who petition for re-admission to a program from which they have been dismissed must go through the College's general admission procedure for re-admission to the College if they have not attended in 12 months or more.)

Biology Minor

Required:

- A minimum of 17 hours, 9 of which must be earned at Jefferson College
- One of the following full-year introductory sequences:
- BIO 101/101L and BIO 102/102L General Biology I and II
- BIO 211/211L and BIO 212/212L Anatomy & Physiology I and II
- BIO 230/230L and BIO 240/240L Comparative Anatomy and Physiology
- 9 hours of BIO courses at 300/400 level

Chemistry Minor

Required:

- A minimum of 20 hours, 8 of which must be earned at Jefferson College
- CHM 111/111L General Chemistry I
- CHM 112/112L General Chemistry II
- CHM 244/244L Organic Chemistry I
- CHM 245/245L Organic Chemistry II
- 4 hours of CHM courses at 300/400 level

Bachelor of Science in Biomedical Science Program of Study (122 credit hours)

This plan of study is a sample. The actual order in which classes are taken may vary.

- A minimum of 45 hours of BIO credit are required, including 18 credits from lower division (100 or 200 level) courses and 27 credits from upper division courses (300 or 400 level) courses.
- A minimum of 20 hours of CHM credit are required.
- IDS 302 will not be accepted.
- A total of 122 hours are required for graduation.

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|---------------------------------------|-----------|
| Semester 1: Fall | | |
| BIO 101/101L | General Biology I | 4 |
| CHM 111/111L | General Chemistry I | 4 |
| ENG 111 | Grammar and Composition I | 3 |
| GEN 100 | Freshman Seminar | 1 |
| MTH 170 | Precalculus with Trigonometry | 3 |
| Total Credits: | | 15 |
| Semester 2: Spring | | |
| BIO 102/102L | General Biology II | 4 |
| CHM 112/112L | General Chemistry II | 4 |
| ENG 112 | Grammar and Composition II | 3 |
| MTH 201 | Calculus I | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| Total Credits: | | 17 |
| Semester 3: Fall | | |
| BIO 220/220L | Molecular and Cell Biology | 4 |
| CHM 244/244L | Organic Chemistry I | 4 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| MTH 265 | Introductory Statistics | 3 |
| PSY 101 | Introduction to Psychology | 3 |
| Total Credits: | | 15 |
| Semester 4: Spring | | |
| ELE | Elective | 3 |
| BIO ELE | Biology Elective (200 Level) | 4 |
| BIO 215 | Introduction to Scientific Literature | 2 |
| CHM 245/245L | Organic Chemistry II | 4 |
| SOC 101 | Introduction to Sociology | 3 |
| Total Credits: | | 16 |
| Semester 5: Fall | | |
| BIO 306/306L | Genetics w/Lab | 4 |
| BIO 312 | Research Methods | 3 |
| CHM 360/360L | Biochemistry I | 4 |
| ENG ELE | Literature Elective | 3 |
| PHY 201 | General Physics I | 4 |
| Total Credits: | | 18 |

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|--|----------------|
| Semester 6: Spring | | |
| BIO/CHM ELE | Biology/CHM Elective (300, 400 Level) | 3 |
| ELE | Elective | 3 |
| HUM ELE | Humanities Elective | 3 |
| IPE 300 | Interprofessional Healthcare Discovery and Collaboration | 1 |
| PHY 202/202L | General Physics II | 4 |
| | Total Credits: | 14 |
| Semester 7: Fall | | |
| BIO ELE | Biology Elective (300, 400 Level) | 4 |
| BIO ELE | Biology Elective (300, 400 Level) | 3 |
| ELE | Elective | 3 |
| HUM ELE | Humanities or Literature Elective | 3 |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| | Total Credits: | 14 |
| Semester 8: Spring | | |
| BIO ELE | Biology Elective (300, 400 Level) | 4 |
| BIO ELE | Biology Elective (300, 400 Level) | 3 |
| BIO ELE | Biology Elective (300, 400 Level) | 3 |
| ELE | Elective | 3 |
| | Total Credits: | 13 |
| | Credits from Non-Major Courses: | 46 |
| | Credits from Major Courses: | 76 |
| | Total Credits: | 122 |

Bachelor of Science in Emergency Services

Introduction

The Bachelor of Science degree in Emergency Services (BSES) prepares graduates for entry level practitioner and management positions in the field of emergency services. The Emergency Services profession has experienced dynamic changes since September 11, 2001. These changes have placed an increased emphasis on a well-educated and prepared workforce to meet the needs of both traditional and all-hazards responses. The program meets these challenges by providing a well-rounded core of general education courses and allows students to customize their plans of study to fit long-term career goals. Students enjoy a perfect blend of classroom, laboratory, clinical and field internship experiences in pursuit of their degree. The College offers three tracks to the BSES:

The **Paramedic/Firefighter Track** prepares students for fire and emergency medical services (EMS) positions while developing skills for entry level management and leadership positions in the fire and EMS professions. Graduates will be eligible to sit for the national paramedic credentialing exam and complete numerous fire certifications.

The **Paramedic/Critical Care Track** prepares students for EMS positions as paramedic while learning advanced patient care methodologies within the critical care ground and air transport environment. This track also prepares the student for entry level management and leadership positions in non-fire service based EMS agencies. Graduates will be eligible to sit for the national paramedic credentialing exam.

The **Degree Completion Track** is designed for students already working in the field of Emergency Services seeking to complete a bachelor's degree. Students are required to meet specific prerequisites in order to qualify for entry in to this track.

Program Accreditation, Approval, and Membership

National Accreditation

The Emergency Services program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation for Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
25400 U.S. Highway 19 North, Suite 158
Clearwater, FL 33763
727-210-2350
www.caahep.org

Committee on Accreditation for Emergency Medical Services Professions,
8301 Lakeview Parkway
Suite 111 - 312
Rowlett, TX 75099
Phone 214-703-8445
www.coaemsp.org

State Accreditation

The program is also accredited by the Virginia Department of Health, Office of Emergency Medical Services (VAOEMS), 1041 Technology Park Drive, Glen Allen, VA 23059-4500, Phone 1-800-523-6019

Program Mission

The mission of the Bachelor of Science in Emergency Services program is to prepare professionals to provide excellent patient care and to meet the challenges of the evolving field of emergency services.

The mission of the paramedic education component of the Emergency Services Program is to prepare competent entry-level paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Program Outcomes

Graduates of the Bachelor of Science in Emergency Services program will be able to:

1. Provide care to patients of all ages and ethnicities,
2. Advocate for patients,
3. Serve in a designated National Incident Management System (NIMS) command or staff position during incident operations,
4. Communicate effectively on an interprofessional team and with peers,
5. Analyze data and assess findings to formulate an appropriate plan of action,
6. Mitigate the hazard level of an incident scene,
7. Assess the need for and propose appropriate public fire, injury, and illness prevention strategies,
8. Evaluate emergency services related research,
9. Exhibit caring, culturally competent behaviors in the delivery of services,
10. Value life-long professional development, and
11. Participate in research processes in an emergency services organization.

Paramedic Minimum Performance Standards

The emergency services provider must be a confident leader who can accept the challenge and high degree of responsibility entailed in the position.

Mental Demands

The paramedic must have excellent judgment and be able to prioritize decisions and act quickly in the best interest of the patient, must be self-disciplined, able to develop patient rapport, interview hostile patients while maintaining a safe distance. The paramedic must be able to function independently at an optimum level in a non-structured environment that is constantly changing.

Communication Demands

The paramedic must be able to recognize and utilize communication unique to diverse multicultural groups and ages within those groups.

Physical Demands

Aptitudes required for work of this nature are good physical stamina, endurance, and body condition that would not be adversely affected by frequently having to walk, stand, lift, carry, and balance at times, in excess of 125 pounds. Motor coordination is necessary because of uneven terrain; the patient's, the paramedic's, and other workers' well-being must not be jeopardized.

Firefighter Minimum Performance Standard

Mental Demands

The firefighter must be able to think critically in a time-sensitive manner and solve complex problems during physical exertion in stressful, hazardous environments, including hot, dark, tightly enclosed spaces, that may be further aggravated by fatigue, flashing lights, sirens, and other distractions. They must also be able to function as an integral component of a team.

Physical Demands

Performing fire-fighting and rescue operations tasks requires extensive crawling, lifting and carrying heavy objects while wearing personal protective ensembles and self-contained breathing apparatus (SCBA), including working in extremely hot or cold environments for prolonged time periods. The firefighter is required to be able to tolerate increased respiratory workloads and may be exposed to toxic fumes, irritants, particulates, biological (infectious) and non-biological hazards, and/or heated gases despite appropriate use of personal protective equipment (PPE). The firefighter may be required to climb six or more flights of stairs while wearing PPE and carry 20 – 40 lbs. of equipment. The firefighter must be able to search, find and rescue/drag or carry victims ranging from newborns up to adults weighing over 200 lb. (90 kg) to safety despite hazardous conditions and low visibility, advance water-filled hose lines approximately 150 ft. while negotiating obstacles, climb ladders, operate safely from heights, walk and crawl along uneven surfaces. The firefighter may also be required to function for prolonged periods of time with high physical exertion, without warm-up, scheduled rest periods, meals, and access to medication or hydration.

Communication Demands

The firefighter must have the ability to communicate (give and comprehend verbal orders) under emergency operations, while wearing personal protective ensembles and/or SCBA, and under conditions of high background noise, poor visibility, and drenching from hose lines and/or fixed protection systems (sprinklers).

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the *Emergency Services Student Handbook*. This handbook is provided to the student in writing as part of the programmatic orientation process.

Program Progression

The following requirements are placed on students for either continued progression in the program or eligibility to sit for national certification examination.

- Final grade of “C” or better in all required Emergency Services courses.
- Final grade of “C” or better in courses required for the respective track in order to sit for the National Registry of Emergency Medical Technician Paramedic (NRP) certification examination: BIO 211, BIO 212, and all English courses.
- Score 80% or higher on the medication calculation test. The test is designed to measure basic math computation skills without assistance of a calculator.
- Successful completion of a summative written and practical examination to sit for the NRP certification examination.
- Successful completion of a summative oral examination with the Operational Medical Director to sit for the NRP examination.
- Successfully meet all required clinical and field hours and skills competencies to sit for the NRP certification examination.
- Successfully passing the NRP exam prior to beginning the senior year.

Advanced Standing

The Emergency Services program will only review currently certified Nationally Registered Paramedics for advanced standing and potential programmatic transfer credit. A current (non-expired) certification card must be submitted as proof of certification.

Certification Information

Upon successful completion of the program and by approval of the Operational Medical Director, students are eligible to sit for the National Registry EMT-Paramedic Exam.

The National Registry of Emergency Medical Technicians, Rocco V. Morando Building, 6610 Busch Blvd., P.O. Box 29233, Columbus, Ohio 43229.

Certifications are also earned from the following organizations:

American Heart Association, 7272 Greenville Ave, Dallas, TX 75231

National Association of Emergency Medical Technicians, 132-A East Northside Dr. Clinton, MS 39056

National Disaster Life Support Foundation, AF-2044, 1120 15th Street Augusta, GA 30912

U.S. Fire Administration, 16825 S. Seton Ave., Emmitsburg, MD 21727 Virginia Department of Fire Programs, 1005 Technology Park Drive, Glen Allen, Virginia 23059

Virginia Department of Fire Programs (VDFP), 1005 Technology Park Drive, Glen Allen, Virginia, 23059

Virginia Fire Marshal Academy, 1005 Technology Park Drive, Glen Allen, Virginia 23059

**Bachelor of Science in Emergency Services
Paramedic/Critical Care Track
Program of Study (124 credit hours)**

Courses must be taken sequentially in the order presented.

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|--|-----------|
| Semester 1: Fall | | |
| GEN 100 | Academic Seminar | 1 |
| ENG 111 | Grammar and Composition I | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| PSY/SOC ELE | Psychology/Sociology Elective | 3 |
| EMS 100L | Introduction to Emergency Services Lab | 2 |
| EMS 110 | Foundations of Evidence Based Practice in Emergency Services | 1 |
| HPE 131 | Physical Fitness & Wellness I | 1 |
| Total Credits: | | 14 |
| Semester 2: Spring | | |
| ENG 112 | Grammar and Composition II | 3 |
| BIO 211/211L | Anatomy & Physiology I w/Lab | 4 |
| MTH 165 | College Algebra | 3 |
| EMS 107 | Principles of Emergency Services | 1 |
| EMS 113/113L | Patient Assessment & Respiratory Management w/Lab | 4 |
| EMS 151C | Clinical Practice I | 1 |
| Total Credits: | | 16 |
| Semester 3: Fall | | |
| BIO 212/212L | Anatomy & Physiology II w/Lab | 4 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| EMS 160C | Clinical Practice II | 2 |
| EMS 161I | Field Internship I | 1 |
| EMS 146/146L | Cardiac Emergencies w/Lab | 4 |
| EMS 211/211L | Prehospital Pharmacology w/Lab | 4 |
| Total Credits: | | 16 |
| Semester 4: Spring | | |
| EMS 271I | Field Internship II | 1 |
| EMS 272C | Clinical Practice III | 2 |
| EMS 231/231L | Obstetrics & Pediatrics Emergencies w/Lab | 4 |
| EMS 255/255L | Trauma Emergencies w/Lab | 4 |
| EMS 245 | Introduction to Emergency Services Research | 1 |
| EMS 390 | Political and Legal Foundation of Emergency Services | 3 |
| Total Credits: | | 15 |
| Semester 5: Fall | | |
| MTH 265 | Introductory Statistics | 3 |
| EMS 371C | Clinical Practice IV | 2 |

| PREFIX | COURSE TITLE | CREDITS |
|--|--|----------------|
| EMS 371I | Field Internship III | 2 |
| EMS 301L | Emergency Operations Lab | 2 |
| EMS 366/366L | Medical Emergencies w/Lab | 4 |
| ELE | Elective | 3 |
| Total Credits: | | 16 |
| Semester 6: Spring | | |
| ENG ELE | Literature Elective | 3 |
| EMS 381I | Field Internship IV | 5 |
| EMS 306L | National Examination Review Lab | 2 |
| IDS 254 | Introduction to Research Design | 3 |
| ELE | Social/Behavioral Science or Humanities Elective | 3 |
| Total Credits: | | 16 |
| Semester 7: Fall | | |
| EMC 345 | Critical Care Medicine I | 3 |
| EMC 350 | Critical Care Pharmacology | 3 |
| EMS 360 | Educational Methods for Emergency Services | 3 |
| EMS 425 | Personnel Management for Emergency Services | 3 |
| IPE 300 | Interprofessional Healthcare Discovery and Collaboration | 1 |
| EMS 431 | Senior Practicum Proposal | 2 |
| Total Credits: | | 15 |
| Semester 8: Spring | | |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| EMC 445 | Critical Care Medicine II | 3 |
| EMC 422C | Critical Care Clinical | 3 |
| EMS 490 | Senior Practicum | 3 |
| EMS 480 | Emergency Services Administration | 3 |
| ELE | Social/Behavioral Science or Humanities Elective | 3 |
| Total Credits: | | 16 |
| Credits from Non-Major Courses: | | 46 |
| Credits from Major Courses: | | 78 |
| TOTAL CREDITS: | | 124 |

**Bachelor of Science in Emergency Services
Paramedic/Firefighter Track (124 credit hours)**

Courses must be taken sequentially in the order presented.

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|---|----------------|
| Semester 1: FALL | | |
| GEN 100 | Academic Seminar | 1 |
| ENG 111 | Grammar and Composition I | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| PSY/SOC ELE | Psychology/Sociology Elective | 3 |
| EMS 100L | Introduction to Emergency Services Lab | 2 |
| EMS 110 | Foundations of Evidenced Based Practice in Emergency Services | 1 |
| HPE 131 | Physical Fitness & Wellness I | 1 |
| Total Credits: | | 14 |
| Semester 2: SPRING | | |
| ENG 112 | Grammar and Composition II | 3 |
| BIO 211/211L | Anatomy & Physiology I w/Lab | 4 |
| MTH 165 | College Algebra | 3 |
| EMS 107 | Principles of Emergency Services | 1 |
| EMS 113/113L | Patient Assessment & Respiratory Management w/Lab | 4 |
| EMS 151C | Clinical Practice I | 1 |
| Total Credits: | | 16 |
| Semester 3: FALL | | |
| BIO 212/212L | Anatomy & Physiology II w/Lab | 4 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| EMS 160C | Clinical Practice II | 2 |
| EMS 161I | Field Internship I | 1 |
| EMS 146/146L | Cardiac Emergencies w/Lab | 4 |
| EMS 211/211L | Prehospital Pharmacology w/Lab | 4 |
| Total Credits: | | 16 |
| Semester 4: SPRING | | |
| EMS 245 | Introduction to Emergency Services Research | 1 |
| EMS 271I | Field Internship II | 1 |
| EMS 272C | Clinical Practice III | 2 |
| EMS 231/231L | Obstetrics & Pediatrics Emergencies w/Lab | 4 |
| EMS 255/255L | Trauma Emergencies w/Lab | 4 |
| EMS 390 | Political and Legal Foundations of Emergency Services | 3 |
| Total Credits: | | 15 |
| Semester 5: Fall | | |
| MTH 265 | Introduction to Statistics | 3 |
| EMS 371C | Clinical Practice IV | 2 |
| EMS 371I | Field Internship III | 2 |
| EMS 301L | Emergency Operations Lab | 2 |

| PREFIX | COURSE TITLE | CREDITS |
|--|--|----------------|
| EMS 366/366L | Medical Emergencies w/Lab | 4 |
| EMF 350 | Fire Dynamics | 3 |
| Total Credits: | | 16 |
| Semester 6: Spring | | |
| IDS 254 | Introduction to Research Design | 3 |
| EMS 381I | Field Internship IV | 5 |
| EMS 306L | National Examination Review Lab | 2 |
| EMF 375 | Fire Prevention Organization and Management | 3 |
| ELE | Social/Behavioral Science or Humanities Elective | 3 |
| Total Credits: | | 16 |
| Semester 7: Fall | | |
| IPE 300 | Interprofessional Healthcare Discovery and Collaboration | 1 |
| EMF 305 | Fire Related Human Behavior | 3 |
| EMF 420 | Applications of Fire Research | 3 |
| EMS 431 | Senior Practicum Proposal | 2 |
| ENG ELE | Literature Elective | 3 |
| ELE | Social/Behavioral Science or Humanities Elective | 3 |
| Total Credits: | | 15 |
| Semester 8: Spring | | |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| EMS 480 | Emergency Services Administration | 3 |
| EMS 370 | Community Risk Reduction | 3 |
| EMS 425 | Personnel Management for Emergency Services | 3 |
| EMS 490 | Senior Practicum | 3 |
| EMS 450 | Disaster Planning and Control | 3 |
| Total Credits: | | 16 |
| Credits from Non-Major Courses: | | 43 |
| Credits from Major Courses | | 81 |
| Total Credits: | | 124 |

**Bachelor of Science in Emergency Services: Degree Completion Track
Program of Study (120 Credit hours)**

| PREFIX | COURSE TITLE | CREDITS |
|--|--|----------------|
| Required for Admission to the Program | | |
| | Previous Coursework | 42 |
| Prior to beginning programmatic coursework: | | |
| ENG 111 | Grammar and Composition I (or equivalent) | 3 |
| ENG 112 | Grammar and Composition II (or equivalent) | 3 |
| MTH 165 | College Algebra (or equivalent) | 3 |
| CHM/BIO/SCI ELE | Natural Science Elective | 3 |
| PSY/SOC ELE | Social Sciences Elective | 3 |
| ELE | Social/Behavioral Science or Humanities | 3 |
| Total Credits: | | 60 |
| Semester 1: Fall | | |
| IPE 200 | Fundamentals of Teamwork | 1 |
| MTH 265 | Introductory Statistics | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| EMS 110 | Foundations of Evidenced Based Practice in ES | 1 |
| ES ELE | Emergency Services Elective | 3 |
| ELE | Elective | 3 |
| Total Credits: | | 14 |
| Semester 2: Spring | | |
| IPE 300 | Interprofessional Healthcare Discovery and Collaboration | 1 |
| EMS 390 | Political & Legal Foundations of Emergency Services | 3 |
| PHL 215 | Bioethics | 3 |
| IDS 254 | Introduction to Research Design | 3 |
| EMS 425 | Personnel Management for Emergency Services | 3 |
| ELE | Elective | 3 |
| Total Credits: | | 16 |
| Semester 3: Fall | | |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| EMS 431 | Senior Practicum Proposal | 2 |
| EMS 360 | Educational Methods for Emergency Services | 3 |
| LIT ELE | Literature Elective | 3 |
| ELE | Elective | 3 |
| ELE | Social/Behavioral Science or Humanities Elective | 3 |
| Total Credits: | | 15 |
| Semester 4: Spring | | |
| EMS 480 | Emergency Services Administration | 3 |
| EMS 370 | Community Risk Reduction | 3 |

| PREFIX | COURSE TITLE | CREDITS |
|--|-------------------------------|----------------|
| EMS 450 | Disaster Planning and Control | 3 |
| EMS 490 | Senior Practicum | 3 |
| ELE | Elective | 3 |
| Total Credits: | | 15 |
| Credits from Previous College | | 60 |
| Credits from Non-Major Courses: | | 27 |
| Credits from Major Courses: | | 33 |
| Total Credits: | | 120 |



Bachelor of Science in Health and Exercise Science

Program Description

The Health and Exercise Science (HES) Program at the Jefferson College of Health Sciences is a four-year, Bachelor of Science degree program. The blend of classroom, laboratory, and clinical components is designed to prepare students for careers in Health and Exercise Science and/or post-baccalaureate education.

A Bachelor of Science degree in Health and Exercise Science from Jefferson College of Health Sciences prepares graduates for careers in college, clinical, corporate, and commercial settings, including personal fitness consulting/training, cardiopulmonary rehabilitation, hospital and/or corporate wellness, community health and obesity prevention, and industrial rehabilitation/worksites fitness. Students enrolled in the program will have the flexibility to develop knowledge, skills, and abilities to pursue post-baccalaureate education in health-related programs.

Program Philosophy

The educational philosophy of the HES program is based on the concepts of learner-centered teaching, experiential learning and academic excellence. The HES program features a complimentary relationship between general education and professional studies, between academic and personal development, between service and individual growth, and between the Jefferson campus and the larger community.

The overarching vision of HES is to help people establish and maintain physically active, healthy lifestyles. This includes helping people develop the essential beliefs, attitudes, knowledge, and skills associated with maintaining lifelong physical activity habits that promote *individual responsibility* toward optimal health and fitness. Additionally, and equally important, is helping people to develop *collective efficacy*, communities of learned citizens that value active living, are confident in their ability to live actively, and are committed to our transformation to a physically active society. Physically active citizens behave in ways that recognize and support societal changes and policies aimed at building healthy, supportive environments that are conducive to the practice of safe, effective, and inclusive physical activity and health behaviors that are available to *all* people.

Program Mission

The mission of the Health and Exercise Science program is to provide an academic environment that will enable students to develop knowledge, skills, and abilities (KSAs) in the areas of health and exercise science. Through a focused curriculum, faculty-student interactions, and clinical opportunities, graduates of the Health and Exercise Science program will cultivate the competencies and

proficiencies required for entry-level professional practice or continuation to graduate-level education.

Program Outcomes

Graduates of the Health and Exercise Science program will be able to

1. Apply biophysical and behavioral theory and research from health and exercise science to critically analyze health, exercise, and fitness processes, behaviors, and outcomes,
2. Demonstrate integration of health and exercise science scholarship into clinical practice through
 - assessment, design, and implementation of individual and group exercise programs and fitness activities for persons of all ages who are apparently healthy and those with controlled disease,
 - application of skills in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion,
3. Demonstrate competence, professionalism, cultural sensitivity, and a commitment to life-long learning as a leader of health and fitness programs in college, clinical, corporate and/or commercial settings in which clients participate in health promoting and fitness-related activities,
4. Develop knowledge, skills, and abilities requisite for post-baccalaureate education in health and exercise science, other medical/allied health fields, and/or professional certification/career placement, and
5. Complete minimally 500 hours of practical experience in supervised clinical exercise program settings.

Minimum Performance Standards

Client safety and provision of quality services is paramount. Students in the Health and Exercise Science Program are expected to demonstrate:

Observation Skills:

- Ability to observe a client's response to programming, changes in client's physical condition, body alignment, exercise technique, gait, posture and functional abilities, interpret instrument panels/displays, assess the environment, and gather information from data sources and professional literature.

Communication Skills:

- Ability to communicate clearly, effectively and efficiently in English, both orally and in writing, with patients and their families, other health care providers, peers, faculty, community or other professional groups.
- Ability to use nonverbal behavior to effectively and appropriately communicate messages.
- Ability to recognize, interpret and respond to the nonverbal behavior of others.

- Ability to read at a competency level necessary to safely and efficiently carry out the essential functions of a task.
- Ability to document clearly, legibly and using appropriate scholarly and professional terminology.

Motor Skills:

- Demonstrate satisfactory movement skills necessary to model and instruct appropriate exercise technique.
- Demonstrate satisfactory physical conditioning and motor ability necessary to assure safety when working with clients.
- Demonstrate motor control necessary to manipulate/operate equipment controls and use assessment tools.

Intellectual Conceptual Skills:

- Ability to collect, interpret and assess data about clients.
- Ability to prioritize multiple tasks, integrate information and make decisions.
- Ability to problem-solve.
- Demonstrate critical thinking skills sufficient for safe and sound clinical judgment and discretion.
- Ability to apply knowledge of health and exercise interventions in a variety of settings and situations.
- Ability to recognize and respond appropriately to emergency and potentially hazardous situations.

Behavior:

- Ability to interact appropriately with individuals of all ages, genders, races, socio-economic, religious, lifestyle and cultural backgrounds.
- Ability to cope effectively with the stresses of academic demands and clinical situations.
- Ability to work collaboratively with HES students, faculty, and clinical staff.
- Demonstrate emotional health and stability required to fully utilize intellectual capabilities, demonstrate good judgment and render services required in diverse health and exercise settings.

The HES Program faculty will assist a student's accomplishment of these technical standards, but the responsibility for mastering KSAs rests with the student.

If a student cannot demonstrate the ability to meet the technical standards, it is the responsibility of the student to request appropriate accommodations. The College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation. This includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodations would jeopardize clinician or client safety, the institution, or the educational process of the student, including all coursework, and clinical experiences deemed essential for graduation.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the Health and Exercise Science Program student handbook. This handbook is available electronically on the program blackboard site and may be requested from the department secretary.

Program Progression

HES courses (with a HES prefix) should be taken in the year sequence listed. Students must successfully complete lower (200) level courses before advancing to the next (300) level. The student must achieve a minimum grade of **“C”** in all professional courses and BIO 211 and 212, as well as meeting prerequisite or co-requisite requirements in order to advance to the next semester. Please refer to the catalog course descriptions for prerequisite and co-requisite requirements.

Licensing Information

Health and Exercise Science program graduates will be eligible to pursue certifications with the American College of Sports Medicine, National Strength and Conditioning Association and other organizations requiring a Bachelor's degree and clinical experience.

Exercise Science Minor

Students who are majoring in disciplines other than Health and Exercise Science (HES) may choose to minor in Exercise Science. The following are the requirements for an Exercise Science minor.

Required

- Minimum 15 credit hours, of which 9 must be earned at Jefferson
- HES 201 Foundations of Health and Exercise Science (1)
- HES 223/223L Group Exercise Activities with lab (2)
- HES 224/224L Muscle Fitness Activities with lab (2)
- HES 302 Exercise Physiology (4)
- HES 334/334L Kinesiology (3)
- 3 hours HES courses at the 300/400 level (3)

Health Promotion Minor

Students who are majoring in disciplines other than Health and Exercise Science (HES) may choose to minor in Health Promotion. The following are the requirements for a Health Promotion minor.

Required

- Minimum 15 credit hours, of which 9 must be earned at Jefferson
- PBH 350 Introduction to Public Health (3)

- HLT 301 Nutrition (3)
- PSY 230 Positive Psychology (3)
- HES 365 Psychosocial Aspects of Exercise (3)
- HES 452 Community Health and Physical Activity Promotion (3)

**Bachelor of Science in Health and Exercise Science
Program of Study (121 credit hours)**

HES classes must be taken sequentially in the order presented.

| PREFIX | COURSE TITLE | CREDITS |
|-----------------------------|---|-----------|
| Semester 1 | | |
| BUS 131 | Computer Concepts & Applications | 3 |
| CHM 110/110L or 111/111L | Chemistry for Health Sciences or General Chemistry I | 4 |
| ENG 111 | Grammar & Composition I | 3 |
| GEN 100 | Academic Seminar | 1 |
| PSY 101 | Introduction to Psychology | 3 |
| Total Credits: | | 14 |
| Semester 2 | | |
| ELE | Elective | 1 |
| ENG 112 | Grammar & Composition II | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| MTH 165 | College Algebra (or above) | 3 |
| PSY 220 | Life Span Development | 3 |
| SOC 213 | Social Issues in Healthcare Delivery | 3 |
| Total Credits: | | 16 |
| Semester 3 | | |
| BIO 211/211L | Anatomy & Physiology I w/Lab | 4 |
| ELE | Elective | 3 |
| ENG ELE | Literature Elective | 3 |
| HES 201 | Foundations of Health and Exercise Science | 1 |
| HES 223/223L | Group Exercise Activities w/Lab | 2 |
| PSY 230 or PSY 240 | Positive Psychology or Abnormal Psychology | 3 |
| Total Credits: | | 16 |
| Semester 4 | | |
| BIO 212/212L | Anatomy & Physiology II w/Lab | 4 |
| HUM ELE | Humanities Elective | 3 |
| HES 272 | Injury Prevention and Post Rehabilitative Exercise | 2 |
| HES 224/224L | Muscle Fitness Activities w/Lab | 2 |
| IDS 112 | Basic First Aid & CPR | 1 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| MTH 265 | Introductory Statistics | 3 |
| Total Credits: | | 16 |
| Semester 5 | | |
| ELE | Elective | 3 |
| HES 302/302L | Exercise Physiology w/Lab | 4 |

| PREFIX | COURSE TITLE | CREDITS |
|-------------------------|--|----------------|
| HES 311C | Clinical I | 2 |
| HES 365 | Psychosocial Aspects of Exercise | 3 |
| HLT 301 | Nutrition | 3 |
| | Total Credits: | 15 |
| Semester 6 | | |
| HES 312C | Clinical II | 2 |
| HES 323 | Concepts of Strength and Conditioning | 3 |
| HES 334/334L | Kinesiology w/Lab | 3 |
| HES 345/345L | Exercise Testing and Prescription w/Lab | 3 |
| IDS 253 | Introduction to Research Methods | 3 |
| IPE 300 | Interprofessional Healthcare Discovery and Collaboration | 1 |
| | Total Credits: | 15 |
| Semester 7 | | |
| ELE | Electives | 4 |
| HES 411C | Clinical III | 2 |
| HES 422 | Organization and Administration in HES | 3 |
| HES 426C OR HES 427C | Professional Fieldwork in HES 426C or HES 427C: Scholarly Fieldwork in Health and Exercise Science | 2 |
| HES 445 | Program Development for the Aging and Special Populations | 3 |
| IPE 400 | Interprofessional Healthcare Experience | 1 |
| | Total Credits: | 15 |
| Semester 8 | | |
| ELE | Electives | 4 |
| HES 413C | Clinical IV | 4 |
| HES 452 | Community Health and Physical Activity Promotion | 3 |
| HES 485 | Professional Seminar in HES | 3 |
| | Total Credits: | 14 |
| | Credits from Non-Major Courses | 68 |
| | Credits from Major Courses | 53 |
| | Total Credits: | 121 |

Bachelor of Science in Health and Exercise Science (PTA/OTA Track) Program of Study (122 credit hours)

HES classes must be taken sequentially in the order presented.

| PREFIX | COURSE TITLE | CREDITS |
|--|--|-----------|
| Validation of previous PTA or OTA clinical coursework | | 10 |
| Semester 1 | | |
| BUS 131 | Computer Concepts & Applications | 3 |
| CHM 110/110L or 111/111L | Chemistry for Health Sciences or General Chemistry I | 4 |
| ENG 111 | Grammar & Composition I | 3 |
| GEN 100 | Academic Seminar | 1 |
| MTH 165 | College Algebra or above | 3 |
| PSY 101 | Introduction to Psychology | 3 |
| Total Credits: | | 17 |
| Semester 2 | | |
| ENG 112 | Grammar & Composition II | 3 |
| IDS 112 | Basic First Aid & CPR for Healthcare Providers | 1 |
| PHL 115 | Foundations of Ethics | 3 |
| PSY 220 | Life Span Development | 3 |
| SOC 213 | Social Issues in Healthcare Delivery | 3 |
| Total Credits: | | 13 |
| Semester 3 | | |
| BIO 211/211L | Anatomy & Physiology I w/Lab | 4 |
| ENG ELE | Literature Elective | 3 |
| HES 201 | Foundations of Health and Exercise Science | 1 |
| HES 223/223L | Group Exercise Activities w/Lab | 2 |
| ELE | Elective | 3 |
| PSY ELE | PSY 230 or 240 | 3 |
| Total Credits: | | 16 |
| Semester 4 | | |
| BIO 212/212L | Anatomy & Physiology II w/Lab | 4 |
| HUM ELE | Humanities Elective | 3 |
| HES 272 | Injury Prevention and Post Rehabilitative Exercise | 2 |
| HES 224/224L | Muscle Fitness Activities w/Lab | 2 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| MTH 265 | Introductory Statistics | 3 |
| Total Credits: | | 15 |
| Semester 5 | | |
| ELE | Elective | 3 |
| HES 302/302L | Exercise Physiology | 4 |
| HES 365 | Psychosocial Aspects of Exercise | 3 |
| HLT 301 | Nutrition | 3 |
| Total Credits: | | 13 |

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------------------|--|----------------|
| Semester 6 | | |
| HES 323 | Concepts of Strength and Conditioning | 3 |
| HES 334/334L | Kinesiology | 3 |
| HES 345/345L | Exercise Testing and Prescription | 3 |
| IDS 253 | Introduction to Research Methods | 3 |
| IPE 300 | Interprofessional Healthcare Discovery and Collaboration | 1 |
| Total Credits: | | 13 |
| Semester 7 | | |
| ELE | Elective | 3 |
| HES 422 | Organization and Administration in HES | 3 |
| HES 426C OR HES 427C | Professional Fieldwork in HES 426C or HES 427C: Scholarly Fieldwork in Health and Exercise Science | 2 |
| HES 445 | Program Development for the Aging and Special Populations | 3 |
| IPE 400 | Interprofessional Healthcare Experience | 1 |
| Total Credits: | | 12 |
| Semester 8 | | |
| ELE | Electives | 6 |
| HES 452 | Community Health and Physical Activity Promotion | 3 |
| HES 485 | Professional Seminar in HES | 3 |
| Total Credits: | | 12 |
| Credits from Non-Major Courses | | 78 |
| Credits from Major Courses | | 43 |
| Total Credits: | | 121 |

**Bachelor of Science in Health and Exercise Science
Program of Study Non-Clinical Track (121 credit hours)**

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------------|---|----------------|
| Semester 1: Fall | | |
| BUS 131 | Computer Concepts & Applications | 3 |
| CHM 110/110L or CHM 111/111L | Chemistry for Health Sciences or General Chemistry | 4 |
| ENG 111 | Grammar and Composition I | 3 |
| GEN 100 | Academic Seminar | 1 |
| PSY 101 | Introduction to Psychology | 3 |
| | Total | 14 |
| Semester 2: Spring | | |
| ENG 112 | Grammar and Composition II | 3 |
| MTH 165 | College Algebra | 3 |
| PHL 115 | Foundations in Ethics | 3 |
| PSY 220 | Lifespan Development | 3 |
| SOC 213 | Social Issues in Healthcare | 3 |
| | Total | 15 |
| Semester 3: Fall | | |
| BIO 211/211L | Anatomy & Physiology I w/Lab | 4 |
| ENG ELE | Literature Elective | 3 |
| HUM ELE | Humanities Elective | 3 |
| PYS 230 or 240 | Positive Psychology or Abnormal Psychology | 3 |
| HES 201 | Foundations of Health & Exercise Science | 1 |
| HES 223/223L | Group Exercise Activities w/Lab | 2 |
| | Total | 16 |
| Semester 4: Spring | | |
| BIO 212/212L | Anatomy & Physiology II w/Lab | 4 |
| IDS 112 | First Aid & CPR for Healthcare Providers | 1 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| MTH 265 | Introductory Statistics | 3 |
| HES 224/224L | Muscle Fitness Activities w/Lab | 2 |
| HES 272 | Injury Prevention and Post-Rehabilitative Exercise | 2 |
| ELE | Elective | 3 |
| | Total | 16 |
| Semester 5: Fall | | |
| HLT 301 | Nutrition | 3 |
| SOC 340 | Appalachian Health Culture | 3 |
| ELE | Elective | 3 |
| HES 302/302L | Exercise Physiology w/Lab | 4 |
| HES 365 | Psychosocial Aspects of Exercise | 3 |
| | Total | 16 |
| Semester 6: Spring | | |
| ELE | Elective | 1 |
| PHL 320 | World Religions | 3 |
| IDS 253 | Introduction to Research Methods | 3 |

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|--|----------------|
| IPE 300 | Interprofessional Healthcare Discovery & Collaboration | 1 |
| HES 323 | Concepts of Strength and Conditioning | 3 |
| HES 345/345L | Exercise Testing and Prescription | 3 |
| | Total | 16 |
| Semester 7: Fall | | |
| ELE | Elective | 3 |
| HSC 450 | Global Health Issues | 3 |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| HES 422 | Organization and Administration in HES | 3 |
| HES 426C or HES 427C | Professional Fieldwork in HES or Scholarly Fieldwork in HES | 2 |
| HES 445 | Program Development for Aging & Special Populations | 3 |
| | Total | 15 |
| Semester 8: Spring | | |
| ELE | Elective | 4 |
| HCM 300 | US Healthcare Systems | 3 |
| HES 452 | Community Health and Physical Activity Promotion | 3 |
| HES 485 | Professional Seminar in HES | 3 |
| | Total | 13 |
| | Credits from Non-Major Courses: | 81 |
| | Credits from Major Courses: | 40 |
| | Total Credits: | 121 |

Bachelor of Science in Health Psychology

Introduction

The Health Psychology baccalaureate program offers a well-rounded education in psychological theory and research, as well as a specialization in health psychology. Health Psychology, simply put, is the scientific study of the impact of the mind on well-being. Health Psychology identifies links between people's well-being and how they feel, think, and behave. It also seeks to understand the impact of physical factors on human behavior and to work to improve health and prevent illness with biopsychosocial interventions.

The Jefferson Health Psychology program offers the flexibility of customization to fit the student's long-term career goals. Students who graduate with a Bachelor of Science degree in Health Psychology are prepared for graduate study in psychology and related disciplines.

Program Mission

The mission of the Health Psychology program is to prepare, within a scholarly environment, ethical, knowledgeable, competent, and caring graduates who are well positioned for graduate study in Psychology and other health professions.

Program Vision

The Health Psychology program will excel as an undergraduate source of Psychology PhDs.

Program Outcomes

Upon completion of the program, students will demonstrate the knowledge, skills, and values consistent with the science and application of psychology, as adapted from the *American Psychological Association Guidelines 2.0 for the Undergraduate Psychology Major* (APA,2013). These include:

1. Knowledge Base of Psychology

- 1.1 Describe key concepts, principles, and overarching themes in psychology.
- 1.2 Develop a working knowledge of psychology's content domains.
- 1.3 Describe applications of psychology.

2. Scientific Inquiry and Critical Thinking

- 2.1 Use scientific reasoning to interpret psychological phenomena.
- 2.2 Demonstrate psychology information literacy.
- 2.3 Engage in innovative and integrative thinking and problem solving.
- 2.4 Interpret, design, and conduct basic psychological research.
- 2.5 Incorporate sociocultural factors in scientific inquiry.

3. Ethical and Social Responsibility in a Diverse World

- 3.1 Apply ethical standards to evaluate psychological science and practice.
- 3.2 Build and enhance interpersonal relationships.
- 3.3 Adopt values that build community at local, national, and global levels.

4. Communication

- 4.1 Demonstrate effective writing for different purposes.
- 4.2 Exhibit effective presentation skills for different purposes.
- 4.3 Interact effectively with others.

5. Professional Development

- 5.1 Apply psychological content and skills to career goals.
- 5.2 Exhibit self-efficacy and self-regulation.
- 5.3 Refine project-management skills.
- 5.4 Enhance teamwork capacity.
- 5.5 Develop meaningful professional direction for life after graduation.

6. Health Psychology Focus

- 6.1 Evaluate the psychological and social determinants of health and wellness
- 6.2 Demonstrate insight into their own behavior and mental processes.
- 6.3 Apply effective strategies for behavior change techniques for the purpose of achieving healthy lifestyles.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the *Health Psychology Student Handbook*. This handbook is available electronically on the program blackboard site and may be requested from the department secretary.

Program Progression

Health Psychology students are required to obtain a “C” or better in all program-specific (PSY) classes and MTH 265: Introductory Statistics and MTH 254: Introduction to Research Design.

Psychology Minor

Students who are majoring in disciplines other than Health Psychology may choose to minor in Psychology. The following are the requirements for a psychology minor.

Required

- 15 credit hours, of which 9 must be earned at Jefferson
- PSY 101 Introduction to Psychology (or PSY 120 Introductory and Developmental Psychology) (3 credit hours)
- Psychology course work at any level (3 credit hours)

- Any level Research Methods course (3 credit hours)
- Psychology 300/400 level* (6 credit hours)

*Note: Students wishing to take a Psychology course with a lab must take IDS 254: Research Design as a prerequisite.

**Bachelor of Science in Health Psychology
Program of Study (120 credit hours)**

The following plan of study is a sample plan of study; the actual order in which classes are taken may vary.

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|--|-----------|
| Semester 1: Fall | | |
| ELE | Elective | 3 |
| BUS 131 | Computer Concepts and Applications | 3 |
| ENG 111 | Grammar and Composition I | 3 |
| GEN 100 | Academic Seminar | 1 |
| PSY 101 | Introduction to Psychology | 3 |
| PSY 110 | Introduction to the Field of Health Psychology | 1 |
| Total Credits: | | 14 |
| Semester 2: Spring | | |
| ELE | Elective | 3 |
| ENG 112 | Grammar and Composition II | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| MTH 165 | College Algebra | 3 |
| PSY 240 | Abnormal Psychology | 3 |
| Total Credits: | | 15 |
| Semester 3: Fall | | |
| CHM 110/110L | Introduction to Chemistry | 4 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| MTH 265 | Introductory Statistics | 3 |
| PSY 220 | Lifespan Development | 3 |
| PSY 230 | Positive Psychology | 3 |
| Total Credits: | | 14 |
| Semester 4: Spring | | |
| HUM ELE | Humanities Elective | 3 |
| ENG 220 | Public Speaking | 3 |
| ELE ENG | English Elective (Literature) | 3 |
| IDS 254 | Introduction to Research Design | 3 |
| PSY 235 | Social Psychology | 3 |
| Total Credits: | | 15 |
| Semester 5: Fall | | |
| BIO 211/211L | Anatomy & Physiology I w/Lab | 4 |
| HUM ELE | Humanities Elective | 3 |
| HUM 308 | Critical Thinking | 3 |
| PSY 300 | Career Options in Psychology | 1 |
| PSY 340/340L | Health Behavior Change Methods & Laboratory | 4 |
| Total Credits: | | 15 |

| PREFIX | COURSE TITLE | CREDITS |
|--|--|----------------|
| Semester 6: Spring | | |
| IPE 300 | Interprofessional Healthcare Discovery & Collaboration | 1 |
| PBH 350 | Principles of Public Health | 3 |
| PSY 215 | Introductory Fieldwork | 2 |
| PSY 215C | Introductory Fieldwork Placement | 1 |
| PSY 355/355L | Health Psychology & Laboratory | 4 |
| PSY 380/380L | Learning & Memory & Laboratory | 4 |
| Total Credits: | | 15 |
| Semester 7: Fall | | |
| ELE | Elective | 2 |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| PSY 401 | Senior Research I | 3 |
| PSY 415 | Senior Fieldwork I | 2 |
| PSY 415C | Field Placement I | 2 |
| PSY 470 | Neuroscience | 3 |
| PSY 491 | Senior Seminar in Psychology | 3 |
| Total Credits: | | 16 |
| Semester 8: Spring | | |
| ELE | Elective | 3 |
| ELE | Elective | 3 |
| PSY ELE | Psychology Elective (400 Level) | 3 |
| PSY 402 | Senior Research II | 3 |
| PSY 425 | Senior Fieldwork II | 2 |
| PSY 425C | Field Placement II | 2 |
| Total Credits: | | 16 |
| Credits from Non-Major Courses: | | 65 |
| Credits from Major Courses: | | 55 |
| Total Credits: | | 120 |

Bachelor of Science in Health Sciences

Program Description

The Bachelor of Science in Health Sciences (BSHS) is a foundational degree for the student seeking to complete a Bachelor's degree. The program serves students seeking entry into undergraduate or graduate programs in a specific healthcare profession, or educational enhancement for individuals wishing to advance their education/career.

Program Mission

The mission of the Health Sciences program is to provide a solid foundation of coursework in the health sciences for students seeking to enter the workforce, advance their prior educational accomplishments or to prepare those seeking a post-baccalaureate or graduate degree in a health-related field.

Program Outcomes

Upon completion of the BSHS program, the graduate will:

1. Demonstrate a basic foundation in the behavioral, natural, social, and health sciences.
2. Integrate basic knowledge of the core principles in public health.
3. Examine the social, economic, political, ethical, and professional factors that influence individual and population health and healthcare delivery systems.
4. Demonstrate effective oral and written communication skills that display competency and professionalism in the health sciences.
5. Apply problem solving, critical thinking, and decision making skills based on empirical evidence and contextual frameworks.

Academic Policies

Students are expected to follow the policies published in the Jefferson Catalog and Jefferson Student Handbook.

Program Progression

All students must complete the requirements for at least one minor offered at Jefferson College. The student must achieve a minimum grade of "C" in all HSC and PBH courses along with all courses required for the minor. The student must complete two semesters of Service Learning in Community Health or complete the Health Sciences Capstone Project. The student must also complete a minimum of 25% of the Health Sciences plan of study at Jefferson College.

Bachelor of Science in Health Sciences (121 credit hours)

The following is a sample plan of study. The actual order in which classes are taken may vary and students are encouraged to work closely with their faculty advisor to develop a specific plan of study.

Students who are transferring credits from other institutions may be able to use these credits as their electives. Transfer of credit is subject to the Transfer Credit Policy.

| PREFIX | COURSE TITLE | CREDITS |
|-----------------------|--|----------------|
| Semester 1 | | |
| ENG 111 | Grammar & Composition I | 3 |
| GEN 100 | Academic Seminar | 1 |
| MTH ELE | Math Elective | 3 |
| PSY 101 | Introduction to Psychology | 3 |
| ELE | Elective | 3 |
| Total Credits: | | 13 |
| Semester 2 | | |
| ENG 112 | Grammar & Composition II | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| ELE | Electives | 9 |
| Total Credits: | | 15 |
| Semester 3 | | |
| ENG ELE | Literature Elective | 3 |
| NS ELE | Natural Science Elective | 3 |
| PSY ELE | Psychology Elective | 3 |
| SOC ELE | Sociology Elective | 3 |
| ELE | Elective | 3 |
| Total Credits: | | 15 |
| Semester 4 | | |
| HSC 200 | Issues in Community Health | 3 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| MTH 265 | Introductory Statistics | 3 |
| NS ELE | Natural Science Elective | 3 |
| ELE | Electives | 6 |
| Total Credits: | | 16 |
| Semester 5 | | |
| HCM 300 | U.S. Healthcare System | 3 |
| MINOR | Minor Course | 3 |
| HUM ELE | Humanities Elective | 3 |
| ELE | Electives | 6 |
| Total Credits: | | 15 |
| Semester 6 | | |
| HSC 300 | Foundations in Healthcare Research | 3 |
| IPE 300 | Interprofessional Healthcare Discovery & Collaboration | 1 |
| PBH 350 | Principles of Public Health | 3 |

| PREFIX | COURSE TITLE | CREDITS |
|-----------------------|--|------------|
| MINOR | Minor Course | 3 |
| ELE | Electives | 6 |
| Total Credits: | | 16 |
| Semester 7 | | |
| HSC 490 or HSC 485 | Service Learning in Community Health I or Health Sciences Capstone Project I | 3 |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| MINOR | Minor Courses (300 or 400 level) | 6 |
| ELE | Electives | 6 |
| Total Credits: | | 16 |
| Semester 8 | | |
| HSC 491 or HSC 486 | Service Learning in Community Health II or Health Sciences Capstone Project II | 3 |
| HSC 450 | Global Health Issues | 3 |
| MINOR | Minor Courses | 3 |
| ELE | Electives | 6 |
| Total Credits: | | 15 |
| Total Credits: | | 121 |

Bachelor of Science in Health Sciences (121 credit hours) Community Health Track (online)

The following is a sample plan of study. The actual order in which classes are taken may vary and students are encouraged to work closely with their faculty advisor to develop a specific plan of study. Program Director approval is required to declare this track.

Students who are transferring credits from other institutions may be able to use these credits as their electives. Transfer of credit is subject to the Transfer Credit Policy.

| PREFIX | COURSE TITLE | CREDITS |
|-----------------------|----------------------------------|-----------|
| Semester 1 | | |
| ENG 111 | Grammar & Composition I | 3 |
| GEN 100 | Academic Seminar | 1 |
| MTH ELE | Math Elective | 3 |
| PSY 101 | Introduction to Psychology | 3 |
| SCI 101 | Introduction to Natural Sciences | 3 |
| Total Credits: | | 13 |
| Semester 2 | | |
| ENG 112 | Grammar & Composition II | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| HUM ELE | Humanities Elective | 3 |
| ELE | Electives | 6 |
| Total Credits: | | 15 |
| Semester 3 | | |
| ENG ELE | Literature Elective | 3 |
| PSY ELE | Psychology Elective | 3 |

| PREFIX | COURSE TITLE | CREDITS |
|-------------------|--|----------------|
| SOC ELE | Sociology Elective | 3 |
| ELE | Electives | 6 |
| | Total Credits: | 15 |
| Semester 4 | | |
| HSC 200 | Issues in Community Health | 3 |
| MTH 265 | Introduction to Health Sciences Statistics | 3 |
| ELE | Electives | 9 |
| | Total Credits: | 15 |
| Semester 5 | | |
| ENG 325 | Communication in Professional Practice | 3 |
| HCM 300 | US Healthcare System | 3 |
| HLT 301 | Nutrition | 3 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| PBH 350 | Principles of Public Health | 3 |
| ELE | Elective | 3 |
| | Total Credits: | 16 |
| Semester 6 | | |
| HSC 300 | Foundations in Healthcare Research | 3 |
| IPE 300 | Interprofessional Healthcare Discovery & Collaboration | 1 |
| PBH 370 | Fundamentals of Epidemiology | 3 |
| SOC 301 | Race & Ethnicity in Healthcare | 3 |
| ELE | Electives | 6 |
| | Total Credits: | 16 |
| Semester 7 | | |
| HSC 455 | Marketing & Public Relations in Health Organizations | 3 |
| HSC 490 | Service Learning in Community Health I | 3 |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| PBH 415 | Population Health Management | 3 |
| ELE | Electives | 6 |
| | Total Credits: | 16 |
| Semester 8 | | |
| HSC 450 | Global Health Issues | 3 |
| HSC 491 | Service Learning in Community Health II | 3 |
| PBH 425 | Environmental Health | 3 |
| ELE | Electives | 6 |
| | Total Credits: | 15 |
| | Total Credits: | 121 |

Note: Students in this track fulfill the requirements for the Public Health Minor.

Bachelor of Science in Health Sciences: Pre-Graduate Track (122 credit hours)

The Pre-Graduate track is designed for students who plan to attend graduate schools in healthcare-related fields which require prerequisites courses in both chemistry and biology.

The following is a sample plan of study. The actual order in which classes are taken may vary and students are encouraged to work closely with their faculty advisor to develop a specific plan of study. Program Director approval is required to declare this track.

Students who are transferring credits from other institutions may be able to use these credits as their electives. Transfer of credit is subject to the Transfer Credit Policy.

| PREFIX | COURSE TITLE | CREDITS |
|-----------------------|--|-----------|
| Semester 1 | | |
| CHM 111 | General Chemistry I | 4 |
| ENG 111 | Grammar & Composition I | 3 |
| GEN 100 | Academic Seminar | 1 |
| BIO ELE | Biology Elective 100-200 Level | 4 |
| Total Credits: | | 12 |
| Semester 2 | | |
| CHM 112 | General Chemistry II | 4 |
| ENG 112 | Grammar & Composition II | 3 |
| HLT 215 | Medical Terminology | 3 |
| MTH 165 or 170 | College Algebra or Precalculus with Trigonometry | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| Total Credits: | | 16 |
| Semester 3 | | |
| BIO 211 | Anatomy & Physiology I | 4 |
| CHM 244 | Organic Chemistry I | 4 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| PHY 201 | Physics I | 4 |
| PSY 101 | Introduction to Psychology | 3 |
| Total Credits: | | 16 |
| Semester 4 | | |
| BIO 212 | Anatomy & Physiology II | 4 |
| HSC 200 | Issues in Community Health | 3 |
| CHM/PHY ELE | Chemistry or Physics Elective | 4 |
| PSY ELE | Psychology Elective | 3 |
| SOC ELE | Sociology Elective | 3 |
| Total Credits: | | 17 |
| Semester 5 | | |
| BIO 253 | Microbiology | 4 |
| CHM 360 | Biochemistry I | 4 |
| IPE 300 | Interprofessional Healthcare Discovery & Collaboration | 1 |

| PREFIX | COURSE TITLE | CREDITS |
|--------------------|--|------------|
| MTH 265 | Introduction Health Science Statistics | 3 |
| HUM ELE | Humanities Elective | 3 |
| | Total Credits: | 15 |
| Semester 6 | | |
| HCM 300 | U.S. Healthcare System | 3 |
| HSC 300 | Foundations in Healthcare Research | 3 |
| PBH 350 | Principles of Public Health | 3 |
| BIO/CHM ELE | Biology or Chemistry Elective 300-400 Level | 3 |
| ELE | Elective | 3 |
| | Total Credits: | 15 |
| Semester 7 | | |
| HLT 301 | Nutrition | 3 |
| HSC 490 or HSC 485 | Service Learning in Community Health I or Health Sciences Capstone Project I | 3 |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| BIO ELE | Biology Elective 300-400 Level | 3 |
| PBH/SOC ELE | Public Health or Sociology Elective | 3 |
| ELE | Elective | 3 |
| | Total Credits: | 16 |
| Semester 8 | | |
| HSC 450 | Global Health Issues | 3 |
| HSC 491 or HSC 486 | Service Learning in Community Health II or Health Sciences Capstone Project II | 3 |
| BIO ELE | Biology Elective 300 – 400 Level | 3 |
| ENG ELE | Literature Elective | 3 |
| ELE | Elective | 3 |
| | Total Credits: | 15 |
| | Total Credits: | 122 |

Note: Students in this track can fulfill the requirements for the Biology Minor.

Bachelor of Science in Health Sciences: Pre-Graduate Track

Science/Math (54-55 credits):

| | |
|-------------|-------------|
| BIO | 22 credits |
| CHM | 16 credits |
| BIO/CHM/PHY | 6-7 credits |
| PHY | 4 credits |
| MTH | 6 credits |

Suggested BIO & CHM

Electives: 100-200 Level

| | |
|---------|--|
| BIO 101 | General Biology I |
| BIO 102 | General Biology II |
| BIO 220 | Introduction to Cell and Molecular Biology |

300-400 Level

BIO 300 Pathophysiology
 BIO 304 Genetics
 BIO 309 Physiological Foundations of Pharmacology
 BIO 321 Gross Anatomy I
 BIO 322 Gross Anatomy II
 BIO 401 Molecular Biology
 BIO 404 Cell Biology
 BIO 405 Cancer Biology
 BIO 430 Neuroanatomy & Neurophysiology
 BIO 412 Immunology
 CHM 361 Biochemistry II

Bachelor of Science in Health Sciences: 3+1 Program

To be eligible for admission into the BSHS 3+1 program, students must have successfully completed a minimum of 86 credits, which include the bachelor's core requirements for Jefferson College, and have a minimum cumulative 3.0 GPA. The 34 credits in the plan of study must be completed at Jefferson College.

| PREFIX | COURSE TITLE | CREDITS |
|---|---|------------|
| Semester 1 | | |
| HSC 490 or ELE 300-400 Level | Service Learning in Community Health I or Elective 300-400 Level* | 3 |
| HCM 300 | U.S. Healthcare System | 3 |
| HSC 300 | Foundations in Healthcare Research | 3 |
| HSC 450 | Global Health Issues | 3 |
| PBH 350 | Principles of Public Health | 3 |
| IPE 200 | Teamwork | 1 |
| Total Credits: | | 16 |
| Semester 2 | | |
| HSC 491 or HSC 499 | Service Learning in Community Health II or Special Topics in Health Sciences | 3 |
| HCM 302 or HCM 420 | Healthcare Management or Legal & Ethical Issues in Healthcare | 4 |
| PBH 370 | Fundamentals of Epidemiology | 3 |
| PBH 415 | Population Health Management | 3 |
| PBH 425 | Environmental Health | 3 |
| IPE 300 | Interprofessional Healthcare Discovery & Collaboration | 1 |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| Total Credits: | | 18 |
| Transfer & PLA credits, included required BS Core Requirements | | 86 |
| Total credits for BS Health Sciences 3+1 General Track | | 120 |

*Elective determined by consultation between advisor and student to strengthen transcript for academic and career goals.

*Meets requirements for the Public Health Minor.

Health Sciences Minor

Must complete a minimum of 15 credit hours, of which, 9 credits must be at the 300/400 level and 6 credits must be completed at Jefferson.

| | |
|----------|---|
| HLT 215: | Medical Terminology (3 cr.) |
| HSC 221: | Concepts of Disease (3 cr.) |
| HLT 301: | Nutrition (3 cr.) |
| HUM 201: | The Experience of Illness (3 cr.) |
| IDS 203: | Applied Spanish - Healthcare Profession (3 cr.) |
| IDS 302: | Statistics and Epidemiological Methods for Healthcare (4 cr.) |
| HCM 300: | U.S. Healthcare System (3 cr.) |
| IDS 307: | Topics in Interdisciplinary Healthcare (3 cr.) |
| HUM 308: | Critical Thinking (3 cr.) |
| IDS 320: | Transcultural Healthcare (2 cr.) |
| PBH 350: | Principles of Public Health (3 cr.) |
| HSC 450: | Global Health Issues (3 cr.) |
| SOC 301: | Race and Ethnicity in Healthcare (3 cr.) |
| SOC 320: | Deviance and Medicalization (3 cr.) |

Public Health Minor (15-16 credits)

Required Courses (9 credits)

| | | |
|-----------|------------------------------|-----------|
| PBH 350 | Principles of Public Health | 3 credits |
| PBH 370 | Fundamentals of Epidemiology | 3 credits |
| PBH 415 | Population Health Management | 3 credits |
| OR | | |
| PBH 425 | Environmental Health | 3 credits |

Elective Courses (6-7 credits)_Select 2 courses from the following:

| | | |
|-----------------|--|-----------|
| HCM 300 | U.S. Healthcare System | 3 credits |
| HES 452 | Community Health & Phys.I Activity Promotion | 3 credits |
| HSC 450/NSG 450 | Global Health Issues | 3 credits |
| NSG 420 | Community Health Nursing | 3 credits |
| NSG 421 | Promoting Health in the Community | 4 credits |
| PSY 235 | Social Psychology | 3 credits |
| PSY 340 | Health Behavior Change Methods | 4 credits |
| PSY 355 | Health Psychology | 4 credits |
| PSY 445 | Community Psychology | 3 credits |
| SOC 210 | Medical Sociology | 3 credits |
| SOC 213 | Social Issues in Healthcare | 3 credits |
| SOC 301 | Race & Ethnicity | 3 credits |
| SOC 340 | Appalachian Health and Culture | 3 credits |

Forensic Science Minor

Required Courses (12 credits):

| | | |
|---------|---------------------------------------|-----------|
| FOR 300 | Introduction to Forensic Science | 3 credits |
| FOR 310 | Crime Scene Investigation | 3 credits |
| FOR 320 | Introduction to Courts & Criminal Law | 3 credits |
| FOR 410 | Special Topics in Forensic Science | 3 credits |

Elective Course: Select one of the following (3-4 credits)

ELE (BIO/CHM) Biology (BIO) or Chemistry (CHM) elective* 3-4 credits

*Excluding BIO 211, BIO 212, BIO 230, BIO 240



Bachelor of Science in Healthcare Management

Introduction

The Healthcare Management (HCM) program educates a diverse community of students who have varying levels of work experience and education. The four year curriculum provides a broad base of knowledge and skills to prepare students with the needed general analytical and communication competencies, as well as management competencies for professional jobs in the field of healthcare management.

To meet the diverse needs of our student body, the HCM program offers a 100% online curriculum. Online courses are taught using technology that supports both synchronous and asynchronous course instruction. This methodology provides for meaningful interaction among students and the instructor while eliminating the need to attend class on campus. Synchronous instruction is usually scheduled during the evening hours to facilitate student availability. HCM faculty are available for student support as needed.

Healthcare Management students have the opportunity to specialize in two specialty tracks.

The **Long Term Care track** has an internship component that places students at a center for 400 hours or 8 credits. The internship hours can be completed in one semester or over multiple semesters to better meet student needs. Once the degree and internship hours are complete, graduates are eligible to sit for licensure as a Nursing Home Administrator. This licensure allows for both Nursing Home and Assisted Living Administration.

Our **Medical Practice Management track** offers a 120 hour internship or 3 credit course in a Medical Practice. Once the degree and internship are complete, the graduate will need two years of experience in a Medical Practice to sit for certification as a Certified Medical Practice Executive.

Mission Statement

Consistent with the College's mission, the HCM program mission is to develop ethical and competent managers and leaders who are committed to improving the organization and delivery of healthcare services.

Program Accreditation, Approval, and Memberships

The Baccalaureate of Science in Healthcare Management is an associate member of the Association of University Programs in Health Administration (AUPHA) (2000 14 Street North, Suite 780, Arlington, VA 22201, Telephone: 703-894-0940). The program is a chapter member in the Upsilon Phi Delta Honor Society in Healthcare Management.

Program Outcomes

Consistent with all undergraduate students at Jefferson College of Health Sciences, HCM students are expected to be able to

1. Demonstrate knowledge of a broad range of social, behavioral, and environmental factors that influence individual and population health in the U.S.
2. Demonstrate knowledge and critical thinking skills in general business management concepts and practices.
3. Demonstrate knowledge and skills to effectively manage healthcare organizations within complex, competitive, regulatory, and legal environments.
4. Demonstrate the ability to apply, integrate, and synthesize acquired knowledge and skills toward the resolution of practical managerial issues and problems.
5. Demonstrate effective professional communication, cultural sensitivity, and a commitment to lifelong learning.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, Healthcare Management students are expected to follow the program policies as published in the *BS Healthcare Management Student Handbook*. This handbook is available electronically on the program blackboard site and may be requested from the program secretary.

Program Progression

All Healthcare Management students are expected to successfully complete the following courses prior to beginning junior level HCM professional courses:

- ENG 111 and ENG 112
- MTH 165 or 210

Additionally, healthcare management students are required to obtain a “C” or better in all 300-400 level classes required by the applicable healthcare management plan of study.



Healthcare Organizational Management Minor

Students who are majoring in disciplines other than Healthcare Management (HCM) may choose to minor in Healthcare Management. The following are requirements for a Healthcare Organizational Management minor.

Required:

Minimum of 15 credit hours (below), all of which must be earned at Jefferson.

- HCM 300 – U.S. Healthcare System - 3 credits
- HCM 302 – Healthcare Management – 4 credits
- HCM 325 – Health Information Systems – 3 credits
- HCM 330 – Human Resources Management in Healthcare – 4 credits
- HCM 420 – Legal and Ethical Issues in Healthcare – 4 credits
- HCM 430 – Managerial Communications – 3 credits

The above courses are typically taught as accelerated, online classes over 7 ½ weeks. Instructors may require students to participate in synchronous sessions to facilitate communication in addition to asynchronous class participation using Blackboard.

Bachelor of Science in Healthcare Management Program of Study

(121 credits)

The following is a sample plan of study. The actual order in which HCM and non HCM classes are taken may vary and HCM students are encouraged to work closely with their faculty advisor to develop a specific plan of study.

Students who are transferring credits from other institutions may be able to use these credits as their electives. The transfer of credit is subject to the Transfer Credit policy. At least 25 credits of upper division courses must be completed at Jefferson.

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|--------------------------------------|-----------|
| Semester 1: Fall | | |
| ENG 111 | Grammar and Composition I | 3 |
| GEN 100 | Academic Seminar | 1 |
| PHL 115 | Foundations of Ethics | 3 |
| ELE | Social/Behavior Sciences Elective | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 2 |
| Total Credits: | | 15 |
| Semester 2: Spring | | |
| ENG 112 | Grammar and Composition II | 3 |
| ELE | Elective | 3 |
| SOC/PSY/HUM ELE | Social/Behaviors/Humanities Elective | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 3 |
| Total Credits: | | 15 |
| Semester 3: Fall | | |
| MTH ELE | Math Elective | 3 |
| NS ELE | Natural Science Elective | 3 |
| SOC/PSY ELE | Social/Behavioral Sciences Elective | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 3 |
| Total Credits: | | 15 |
| Semester 4: Spring | | |
| IPE 200 | Foundations of Teamwork | 1 |
| ENG ELE | Literature Elective | 3 |
| CHM/BIO/SCI or MTH ELE | Natural Science or Math Elective | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 2 |
| Total Credits: | | 15 |

| PREFIX | COURSE TITLE | CREDIT |
|--|--|------------|
| Semester 5: Fall | | |
| HCM 300 | US Healthcare Systems | 3 |
| HCM 302 | Healthcare Management | 4 |
| HCM 325 | Health Information Systems | 3 |
| HSC 300 | Foundations in Healthcare research | 3 |
| PBH 350 | Principles of Public Health | 3 |
| Total Credits: | | 16 |
| Semester 6: Spring | | |
| IPE 300 | Interprofessional Healthcare Discovery and Collaboration | 1 |
| HCM 330 | Human Resource Management in Healthcare | 4 |
| HCM 375 | Long-Term Care & Special Populations | 4 |
| HCM 380 | Healthcare Economics & Policy | 3 |
| PBH 370 | Fundamentals of Epidemiology | 3 |
| Total Credits: | | 15 |
| Semester 7: Fall | | |
| HCM 420 | Legal and Ethical Issues in Healthcare | 4 |
| HCM 430 | Managerial Communications | 3 |
| HCM 442 | Healthcare Revenue, Expense, & Reimbursement | 4 |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| PBH 415 | Population Health Management | 3 |
| Total Credits: | | 15 |
| Semester 8: Spring | | |
| HCM 411 | Healthcare Quality Management | 4 |
| HCM 460 | Healthcare Operations Management | 3 |
| HCM 485 | Strategic Management & Marketing | 4 |
| HCM 490 | Organizational Development & Leadership | 4 |
| Total Credits: | | 15 |
| Credits from Non-Major Courses: | | 61 |
| Credits from Major Courses: | | 60 |
| Total Credits: | | 121 |

Program of Study-BS in Healthcare Management – Long-Term Care Track

| PREFIX | COURSE TITLE | CREDIT |
|---------------------------|---|---------------|
| Semester 1: Fall | | |
| GEN 100 | Academic Seminar | 1 |
| ENG 111 | Grammar and Composition I | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| SOC/PSY | Social/Behavioral Science Elective | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 2 |
| Total Credits: | | 15 |
| Semester 2: Spring | | |
| ENG 112 | Grammar & Composition II | 3 |
| ELE | General Elective | 3 |
| SOC/PSY or HUE | Social/Behavioral Science or Humanities Elective | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 3 |
| Total Credits: | | 15 |
| Semester 3: Fall | | |
| NS ELE | Natural Science Elective – see defined | 3 |
| MTH | Math – Prefer MTH 165 or 265 or see defined | 3 |
| SOC/PSY or HUE | Social/Behavioral Science or Humanities Elective | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 3 |
| Total Credits: | | 15 |
| Semester 4: Spring | | |
| IPE 200 | Foundations of Teamwork | 1 |
| CHM/BIO/S CI or MTH | Natural Science or Math Elective | 3 |
| ENG ELE | Literature Elective - see defined | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 2 |
| Total Credits: | | 15 |
| Semester 5: Fall | | |
| HCM 300 | US Healthcare Systems | 3 |
| HCM 302 | Healthcare Management | 4 |
| HCM 325 | Health Information Systems | 3 |
| HSC 300 | Foundations in Healthcare Research | 3 |
| PBH 350 | Principles of Public Health | 3 |
| Total Credits: | | 16 |

| PREFIX | COURSE TITLE | CREDITS |
|----------------------------|---|-----------|
| Semester 6: Spring | | |
| IPE 300 | Inter-Professional Healthcare Discovery and Communication | 1 |
| HCM 330 | Human Resource Management in Healthcare | 4 |
| HCM 375 | Long-Term Care & Special Populations | 4 |
| HCM 380 | Healthcare Economics & Policy | 3 |
| PBH 370 | Fundamentals of Epidemiology | 3 |
| Total Credits: | | 15 |
| INTERNSHIP OPTION 1 | | |
| Semester 7: Summer | | |
| HCM 491 | Long-Term Care Internship I | 8 |
| Total Credits: | | 8 |
| Semester 8: Fall | | |
| IPE 400 | Inter-Professional Healthcare Experience | 1 |
| PBH 415 | Population Health Management | 3 |
| HCM 420 | Legal & Ethical Issues in Healthcare | 4 |
| HCM 430 | Managerial Communications | 3 |
| HCM 442 | Healthcare Revenue, Expense, & Reimbursement | 4 |
| Total Credits: | | 15 |
| Semester 9: Spring | | |
| HCM 411 | Healthcare Quality Management | 4 |
| HCM 485 | Strategic Management & Marketing | 4 |
| HCM 490 | Organizational Development & Leadership | 4 |
| Total Credits: | | 12 |
| INTERNSHIP OPTION 2 | | |
| Semester 7: Summer | | |
| HCM 492 | Long-Term Care Internship II | 4 |
| Total Credits: | | 4 |
| Semester 8: Fall | | |
| IPE 400 | Inter-Professional Healthcare Experience | 1 |
| PBH 415 | Population Health Management | 3 |
| HCM 420 | Legal & Ethical Issues in Healthcare | 4 |
| HCM 430 | Managerial Communications | 3 |
| HCM 442 | Healthcare Revenue, Expense, & Reimbursement | 4 |
| Total Credits: | | 15 |
| Semester 9: Spring | | |
| HCM 493 | Long-Term Care Internship III | 4 |
| HCM 411 | Healthcare Quality Management | 4 |
| HCM 485 | Strategic Management & Marketing | 4 |
| HCM 490 | Organizational Development & Leadership | 4 |
| Total Credits: | | 16 |

INTERNSHIP OPTION 3

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|--|----------------|
| Semester 7: Summer | | |
| HCM 492 | Long-Term Care Internship II | 4 |
| | Total Credits: | 4 |
| Semester 8: Fall | | |
| HCM 494 | Long-Term Care Internship IV | 2 |
| IPE 400 | Inter-Professional Healthcare Experience | 1 |
| PBH 415 | Population Health Management | 3 |
| HCM 420 | Legal & Ethical Issues in Healthcare | 4 |
| HCM 430 | Managerial Communications | 3 |
| HCM 442 | Healthcare Revenue, Expense, & Reimbursement | 4 |
| | Total Credits: | 17 |
| Semester 9: Spring | | |
| HCM 495 | Long-Term Care Internship V | 2 |
| HCM 411 | Healthcare Quality Management | 4 |
| HCM 485 | Strategic Management & Marketing | 4 |
| HCM 490 | Organizational Development & Leadership | 4 |
| | Total Credits: | 14 |
| | Credits from Non-Major Courses: | 61 |
| | Credits from Major Courses: | 65 |
| | Total Credits: | 126 |

Program of Study-BS in Healthcare Management Medical Practice Management Track

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|---|-----------|
| Semester 1: Fall | | |
| GEN 100 | Academic Seminar | 1 |
| ENG 111 | Grammar and Composition I | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| SOC/PSY | Social/Behavioral Science Elective – see defined | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 2 |
| Total Credits: | | 15 |
| Semester 2: Spring | | |
| ENG 112 | Grammar & Composition II | 3 |
| ELE | Elective | 3 |
| SOC/PSY or HUE | Social/Behavioral Science or Humanities Elective- see defined | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 3 |
| Total Credits: | | 15 |
| Semester 3: Fall | | |
| NS ELE | Natural Science Elective – see defined | 3 |
| MTH | Math – Prefer MTH 165 or 265 or see defined | 3 |
| SOC/PSY or HUE | Social/Behavioral Science or Humanities Elective – see defined | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 3 |
| Total Credits: | | 15 |
| Semester 4: Spring | | |
| IPE 200 | Foundations of Teamwork | 1 |
| CHM/BIO/S CI or MTH | Natural Science or Math Elective – see defined | 3 |
| ENG ELE | Literature Elective - see defined | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 3 |
| ELE | Elective | 2 |
| Total Credits: | | 15 |
| Semester 5: Fall | | |
| HCM 300 | US Healthcare Systems | 3 |
| HCM 302 | Healthcare Management | 4 |
| HCM 325 | Health Information Systems | 3 |
| HSC 300 | Foundations in Healthcare Research | 3 |
| PBH 350 | Principles of Public Health | 3 |
| Total Credits: | | 16 |

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|---|------------|
| Semester 6: Spring | | |
| IPE 300 | Inter-Professional Healthcare Discovery and Communication | 1 |
| HCM 330 | Human Resource Management in Healthcare | 4 |
| HCM 375 | Long-Term Care & Special Populations | 4 |
| HCM 380 | Healthcare Economics & Policy | 3 |
| PBH 370 | Fundamentals of Epidemiology | 3 |
| | Total Credits: | 15 |
| Semester 7: Summer | | |
| HCM 390 | Medical Practice Management Internship | 3 |
| | Total Credits: | 3 |
| Semester 8: Fall | | |
| IPE 400 | Inter-Professional Healthcare Experience | 1 |
| PBH 415 | Population Health Management | 3 |
| HCM 420 | Legal & Ethical Issues in Healthcare | 4 |
| HCM 430 | Managerial Communications | 3 |
| HCM 442 | Healthcare Revenue, Expense, & Reimbursement | 4 |
| | Total Credits: | 15 |
| Semester 9: Spring | | |
| HCM 411 | Healthcare Quality Management | 4 |
| HCM 460 | Healthcare Operations Management | 3 |
| HCM 485 | Strategic Management & Marketing | 4 |
| HCM 490 | Organizational Development & Leadership | 4 |
| | Total Credits: | 15 |
| | Credits from Non-Major Courses: | 61 |
| | Credits from Major Courses: | 63 |
| | Total Credits: | 124 |

Certificate in Medical Practice Management

This certificate is designed for students who already have an Associates or Bachelor's degree in another area. The certificate consists of 6 courses and provides core knowledge to be eligible to sit for the certification exam. The 6 courses can also be applied towards the Bachelor of Science in HCM.

Program of Study- Certificate in Medical Practice Management

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|---|-----------|
| Semester 1: Fall | | |
| HCM 430 | Managerial Communications | 3 |
| HCM 442 | Healthcare Revenue, Expense & Reimbursement | 4 |
| | Total Credits: | 7 |
| Semester 2: Spring | | |
| HCM 411 | Healthcare Quality Management | 4 |
| HCM 460 | Healthcare Operations Management | 3 |
| | Total Credits: | 7 |
| Semester 3: Summer | | |
| HCM 325 | Health Information Management | 3 |
| HCM 330 | Human Resource Management in Healthcare | 4 |
| | Total Credits: | 7 |
| | | |
| | Total Credits: | 21 |

Humanities and Social Sciences Program

Introduction

The Humanities and Social Sciences Program at Jefferson provides core curriculum courses and elective courses that provide students with opportunities to learn and develop humanistic approaches to the study of health sciences and professional excellence in the healthcare field.

Courses in disciplines such as philosophy, sociology, English, and interdisciplinary studies provide students with the skills necessary for problem-solving, communicating effectively in the workplace, and interacting with individuals from all walks of life. Humanities and social sciences classes provide the general foundation of knowledge upon which solid healthcare skills are built.

Mission

The mission of Humanities and Social Sciences is to support the development of our healthcare community through the provision of learning opportunities to think critically and creatively, to communicate effectively, to seek meaningful information, to adapt to change, and to respect diversity.

Healthcare Humanities Minor

The Healthcare Humanities Minor at Jefferson provides broad-based interdisciplinary learning that includes and supports personal and professional integrity, social and cultural competency, the ethical and spiritual dimensions of healthcare, and the holistic development of the individual which is so highly valued in the healthcare community.

Required: a minimum of 15 credit hours, 12 of which must be earned at Jefferson

- HUM 201 The Experience of Illness (3 credit hours)
- PHL 215 Bioethics (3 credit hours)

PLUS

At least 9 credit hours from the following:

- ENG 301 Women's Studies in Literature and Culture (3 credit hours)
- ENG 340: PTSD in the History of Literature (3 credit hours)
- HUM 215: Film and Society (3 credit hours)
- HUM 245: Science, Culture, and Human Nature (3 credit hours)
- HUM 308 Critical Thinking (3 credit hours)
- SOC 340 Appalachian Health and Culture (3 credit hours)
- SOC 301 Race and Ethnicity in Healthcare (3 credit hours)
- PHL 320 World Religions (3 credit hours)

Bachelor of Science in Medical Laboratory Sciences Program

Introduction

Medical Laboratory Scientists are healthcare professionals who perform diagnostic testing, usually in a clinical laboratory setting. Our profession has previously been referred to as Clinical Laboratory Science and as Medical Technology. Students who successfully complete this program will be eligible for the national certification examination administered by American Society of Clinical Pathology (ASCP).

Students in the MLS program experience a blend of traditional lecture courses, laboratory classes, and clinical rotations to prepare them for employment in the medical laboratory field. While engaged in clinical rotations, students will be supervised by certified laboratory professionals, and will achieve entry level competency in each department of the clinical laboratory.

Employment opportunities exist in clinical laboratories, physician office laboratories, research laboratories, industry, sales, test and instrument development, and veterinary laboratories. Program faculty actively assist students with job searches and help students prepare for interviews.

Mission

The mission of the Medical Laboratory Science Program is to prepare ethical, knowledgeable, competent, and caring laboratory scientists who possess a broad knowledge base in the laboratory science field, and are prepared to provide excellent patient care to a diverse population of individuals.

Vision

Graduates of the Jefferson College of Health Sciences Medical Laboratory Science Program will be nationally recognized as employees of choice for the medical, research and reference laboratory fields.

Program Accreditation

The Medical Laboratory Science Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Rd., Suite 720, Rosemont, IL 60018-5119. Website: www.naacls.org

Physical Demands

- Repetitive movement to include keyboarding, pipetting, twisting/turning, bending.
- Possible lifting and carrying of supplies and equipment up to approximately 10 pounds.
- Intermittent standing, walking and sitting.

- Potential stair ascending and descending.
- Visual ability to observe equipment performance, read computer screens and paperwork, perceive depth and color etc.

Working Conditions

- May be exposed to infectious diseases.
- May require extensive standing, sitting, bending, walking and some heavy lifting.
- May work with hazardous chemicals or noxious odors.
- May require travel between facilities.
- May require working different shifts.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the *Medical Laboratory Science Program Handbook*. These handbooks are available electronically on the program's blackboard site.

Certification Information

Upon graduation from this program graduates are eligible sit for a national certification examination administered by the American Society of Clinical Pathology. Their offices are headquartered at 33 West Monroe Street, Suite 1600, Chicago, IL 60603. Phone: (312) 541-4999. www.ascp.org

Some states also require licensure; requirements are different in each state.

Medical Laboratory Science Program of Study (122 credits)

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|---------------------------------|-----------|
| Semester 1: Fall | | |
| ENG 111 | Grammar and Composition II | 3 |
| BIO 101/L | General Biology I with Lab | 4 |
| CHM 111/L | General Chemistry I with Lab | 4 |
| GEN 100 | Academic Seminar | 1 |
| PHL 115 | Foundations of Ethics | 3 |
| Total Credits: | | 15 |
| Semester 2: Spring | | |
| ENG 112 | Grammar and Composition II | 3 |
| BIO 102/L | General Biology II with Lab | 4 |
| CHM 112/L | General Chemistry II with Lab | 4 |
| MTH 165 | College Algebra | 3 |
| Total Credits: | | 14 |
| Semester 3: Fall | | |
| BIO 211/L | Anatomy & Physiology I with Lab | 4 |
| CHM 244/L | Organic Chemistry I with Lab | 4 |
| IPE 200 | Foundations of Teamwork | 1 |

| PREFIX | COURSE TITLE | CREDITS |
|--|--|----------------|
| MTH 265 | Introductory Statistics | 3 |
| HUM ELE | Humanities Elective | 3 |
| Total Credits: | | 15 |
| Semester 4: Spring | | |
| BIO 212/L | Anatomy & Physiology II with Lab | 4 |
| CHM 245/L | Organic Chemistry II with Lab | 4 |
| PSY 101 | Introduction to Psychology | 3 |
| SOC 101 | Introduction to Sociology | 3 |
| IPE 300 | Interprofessional Healthcare Discovery and Collaboration | 1 |
| Total Credits: | | 15 |
| Semester 5: Fall | | |
| BIO 253/L | Microbiology with Lab | 4 |
| ELE | Elective | 3 |
| ENG ELE | Literature Elective | 3 |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| IDS 253 | Introduction to Research Methods | 3 |
| Total Credits: | | 14 |
| Semester 6: Spring | | |
| BIO 412 | Immunology | 3 |
| BIO 300 | Pathophysiology | 3 |
| PBH 350 | Principles of Public Health | 3 |
| IDS 112 | Basic First Aid/CPR Healthcare Provider | 1 |
| HUM ELE | Humanities Elective | 3 |
| Total Credits: | | 13 |
| Semester 7: Fall | | |
| MLS 401 | Medical Laboratory Science Foundations | 14 |
| MLS 421C | Medical Laboratory Clinical Rotations I | 4 |
| Total Credits: | | 18 |
| Semester 8: Spring | | |
| MLS 411 | Medical Laboratory Science Operations | 14 |
| MLS 431C | Medical Laboratory Clinical Rotations II | 4 |
| Total Credits: | | 18 |
| Credits from Non-Major Courses: | | 86 |
| Credits from Major Courses: | | 36 |
| Total Credits: | | 122 |

Medical Laboratory Science Certificate Plan of Study

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|--|----------------|
| Semester 1: Fall | | |
| MLS 401 | Medical Laboratory Science Foundations | 14 |
| MLS 421C | Medical Laboratory Clinical Rotations I | 4 |
| | Total Credits | 18 |
| Semester 2: Spring | | |
| MLS 411 | Medical Laboratory Science Operations | 14 |
| MLS 431C | Medical Laboratory Clinical Rotations II | 4 |
| | Total Credits | 18 |
| | Total Credits: | 36 |

Bachelor of Science in Nursing

Introduction

The Bachelor of Science in Nursing (BSN) program prepares graduates for the professional roles of provider, designer, manager, and coordinator of care. In addition, the graduate is prepared as a member of the profession of nursing. The BSN program prepares the graduate to deliver and evaluate patient-centered care while demonstrating clinical competency, critical thinking skills and caring behaviors. The BSN graduate promotes health to individuals, families, groups and communities and implements evidenced based interventions when health is altered. The BSN graduate works in a variety of health care and community settings. Graduates of the BSN program are prepared to pursue graduate education. The College offers three tracks to the BSN degree.

The ***Pre-licensure Traditional BSN Track (TBSN)*** is designed for the student who does not have a previous degree in nursing. The track builds on a strong foundation of general education courses which provides students with the knowledge and cognitive skills necessary to enter the nursing program. Graduates of the TBSN track will be prepared to take the National Council Licensing Examination-Registered Nurse (NCLEX-RN).

The ***Pre-licensure Accelerated BSN Track (ABSBN)*** is designed for students who have earned a bachelors degree in another field, but who desire to pursue a career in nursing. This track gives students the opportunity to earn a BSN degree at Jefferson in 4 semesters (16 months) following completion of 33 hours of prerequisites listed on the ABSN Program of Study. Due to the full-time demands of this program, it is strongly recommended that students not work while enrolled in the nursing courses. Graduates of the Accelerated BSN Track will be prepared to take the National Council Licensing Examination-Registered Nurse (NCLEX-RN).

The ***Post-licensure RN to BSN Track*** is designed to provide Registered Nurses the opportunity to obtain a Bachelor in Science Degree in Nursing in preparation for professional leadership and career enhancement. This track builds upon previous education and experiences of Registered Nurses and features personalized advisement, support and convenient course scheduling. This track is offered in online learning format, allowing students to continue working while they pursue their educational objectives. Validation of requisite knowledge is achieved through performance in specified nursing courses.

Nursing Programs Mission

Jefferson Nursing Programs promote excellence in nursing education, practice, scholarship, and service. Through innovative interprofessional practice and education experiences, graduates are empowered to provide leadership in the rapidly changing and culturally diverse healthcare environment. Graduates contribute to the health of all populations as ethical clinicians, educators, researchers, and leaders.

Program Accreditation, Approval, and Memberships

The BSN program is accredited by the Commission on Collegiate Nursing Education (One DuPont Circle, NW, Suite 530 Washington, DC 20036, Phone 202-887-6791). The pre-licensure BSN program is approved by the Virginia Board of Nursing, Perimeter Center, 9960 Maryland Dr., Suite 300, Henrico, VA 23233-1463. Phone: 804-367-4515. The Department of Nursing is a member of the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN).

Program Outcomes

Graduates of the Bachelor of Science in Nursing program will be able to

1. Provide safe, quality patient-centered care while integrating cultural competence, and evidence-based practice,
2. Integrate knowledge and skills in informatics and patient care technology into the delivery of patient-centered care,
3. Demonstrate skills in leadership, quality improvement, and patient safety to provide high quality care within interprofessional teams,
4. Incorporate strategies to improve and promote individual, family and population health in a variety of health care settings,
5. Examine the impact of socio-cultural, legal, economic, regulatory and political factors influencing healthcare delivery and practice, and
6. Demonstrate a commitment to professionalism, professional values and lifelong learning.

Minimum Performance Standards

In compliance with the Americans with Disabilities Act, nursing students must be, with reasonable accommodations, physically and mentally capable of performing minimal standards to meet program objectives. Any student who may require accommodations should schedule an appointment with the Coordinator of Services for Students with Disabilities. The Minimum Performance Standards for Admission and Progression include:

Essential Mental Abilities:

- Follow instructions and rules.
- Maintain reality orientation accompanied by short and long term memory.
- Apply basic mathematical skills.
- Demonstrate safe nursing practice within the defined clinical time period.
- Display gross and fine motor abilities sufficient to provide safe and effective nursing care.
- Utilize sufficient critical thinking abilities for clinical judgment.

Essential Communication Skills:

- Speak clearly in order to communicate with patients, families, healthcare team members, peers and faculty.
- Effectively utilize interpersonal abilities to interact with diverse individuals, families and groups.
- Demonstrate communication abilities sufficient for clear interaction with others in verbal and written form.
- Read and accurately interpret written communications (i.e., test questions, MD orders, etc.) without assistance.

Essential Physical Abilities:

- Stand and walk for six to twelve hours/day.
- Walk for prolonged periods from one area to another over an eight to twelve hour period.
- Bend, squat and kneel.
- Assist in lifting or moving clients of all age groups and weights.
- Perform CPR (i.e., move above patient to compress chest and manually ventilate patient).
- Work with arms fully extended overhead.
- Use hands for grasping, pushing, pulling and fine manipulation.
- Demonstrate eye/hand coordination for manipulation of equipment (i.e., syringes, procedures, etc.).
- Utilize auditory abilities sufficient to monitor and assess health needs.
- Demonstrate visual abilities sufficient for observation and assessment necessary for nursing care.
- Display sufficient tactile abilities for physical assessment.

Program Progression

Pre-licensure accelerated BSN and traditional BSN students are required to purchase NCLEX-RN preparation resources each semester beginning with the first nursing course.

All BSN Students (in any track)

To continue in the BSN Program, the student must:

- Maintain at least a 2.50 cumulative GPA
- Earn a grade of “C” or better in all required interdisciplinary, interprofessional, nursing, English, math, and science courses
- Follow the academic policies provided in the BSN Student Handbook

Pre-licensure BSN Students (non-accelerated)

To register for the first Nursing courses the pre-licensure BSN student must meet the following criteria:

- A cumulative GPA of 2.50 or higher
- Completion of all first year courses in the program of study
- Enrollment in all required third semester courses
- A “C” or higher in all required interdisciplinary, interprofessional, English, math and science courses
- Required science courses must have been completed within the past 5 years.
- Students who fail any required science course twice within the five (5) year time-frame are not eligible for entry into nursing courses.
- Students who fail two required science courses within the five (5) year time-frame are not eligible for entry into nursing courses.

Pre-Licensure Traditional BSN Program Tiered Placement Criteria for Upper Division Nursing Courses

Progression to upper division (300-level) nursing courses is based on meeting the following criteria:

- Score at or above the 51st percentile on the Kaplan Admissions test
- Pass NSG 255 and NSG 203 on the first attempt with a final course grade of “C” or above
- Cumulative Grade Point Average as follows:
 - 3.0 and above: Guaranteed progression
 - 2.5-2.9: Ranked for placement on space available basis
 - Less than 2.5: Not eligible for progression

Post-licensure RN to BSN Students

To enroll in upper division nursing courses, the RN-BSN student must meet the following criteria:

- Current RN licensure. Students are expected to submit licensure renewal as necessary.
- Completion of prerequisite courses with a minimum cumulative program GPA of 2.50
- Earn a grade of “C” or better in all required interdisciplinary, interprofessional, nursing, English, math, and science courses

Licensing Information

The application for registered nurse (RN) licensure in the Commonwealth of Virginia includes questions regarding previous licensure as an LPN or RN, violations of the law constituting a felony or misdemeanor, alcohol or chemical dependency and treatment for physical or mental disorders. According to Section 54.1-3007 of the statutes and regulations of the Board of Nursing, Code of Virginia:

The Board may refuse to admit a candidate to any examination, refuse to issue a license, certificate, or registration to any applicant and may suspend any license, certificate, registration, or multistate licensure privilege for a stated period or indefinitely, or revoke any license, certificate, registration, or multistate licensure privilege, or censure or reprimand any licensee, certificate holder, registrant, or multistate licensure privilege holder, or place him on probation for such time as it may designate for any of the following causes:

- Fraud or deceit in procuring or attempting to procure a license, certificate, or registration;
- Unprofessional conduct;
- Willful or repeated violation of any of the provisions of this chapter;
- Conviction of any felony or any misdemeanor involving moral turpitude;
- Practicing in a manner contrary to the standards of ethics or in such a manner as to make his practice a danger to the health and welfare of patients or to the public;
- Use of alcohol or drugs to the extent that such use renders him unsafe to practice, or any mental or physical illness rendering him unsafe to practice;
- The denial, revocation, suspension or restriction of a license, certificate, registration, or multistate licensure privilege to practice in another state, the District of Columbia or a United States possession or territory; or
- Abuse, negligent practice, or misappropriation of a patient's or resident's property.

(Code 1950, § 54-353; 1970, c. 116; 1979, c. 5, § 54-367.32; 1982, c. 598; 1988, c. 765; 1989, c. 278; 2003, c. 249; 2005, cc. 610, 924.)

For questions regarding individual situations pertaining to the above, students should contact: Virginia Board of Nursing Perimeter Center, 9960 Maryland Dr., Suite 300, Henrico, VA 23233-1463. Phone: (804) 367-4515; Fax: (804) 527-4455; Complaints: (800) 533-1560. E-mail: nursebd@dhp.virginia.gov Website: <http://www.dhp.state.va.us/nursing>

Validation of Requisite Knowledge

Licensure as a Registered Nurse (RN) is required for admission to the Post- licensure RN to BSN track. The RN licensure examination (NCLEX-RN) is administered by the National Council of State Boards of Nursing (NCSBN), which has established required criteria for nursing education programs that “enable the student to develop the nursing knowledge, skills and competencies necessary for the level, scope and standards of nursing practice consistent with the level of licensure” (NCSBN, 2006, Article IX, 9.1.2). These required criteria serve as the foundation for a validation process in which 54 credit hours are awarded for courses taken in an AD or diploma nursing program, thus allowing RN to BSN students to receive credit for their basic nursing preparation.

As described in the following program of study, this (validation) works by a process of knowledge validation that is linked to completion of the capstone course with a grade of “C” or better: The validation credit hours are held in escrow and are awarded in the final semester of the program of study.

Challenge Credit

For post-licensure RN to BSN students, a written challenge examination may be taken for the Pharmacology course. If not successfully completed prior to enrolling in the final semester nursing courses, the Pharmacology course must then be taken. There is a fee to cover the cost of administering the exam. After successfully passing the exam, the student will be charged a fee for the Pharmacology course and at this time, challenge credit is awarded. Students may arrange to take the challenge exam by contacting the Nursing Department secretary.

Credit for Certification

Many post-licensure RN to BSN students hold certifications in specialty areas of nursing practice. The Nursing Department recognizes that certification represents the attainment of significant knowledge in areas of nursing beyond basic practice. A written request for elective credit with evidence of current certification must be submitted to the BSN Post-Licensure Program Director. Students admitted on the Plan of Study prior to Fall 2015 are eligible for only one certification/3 credit elective.

**Bachelor of Science in Nursing: Pre-licensure Track
Program of Study (122 Credits)**
Courses must be taken sequentially in the order presented.

| PREFIX | COURSE TITLE | CREDITS |
|-----------------------|------------------------------------|-----------|
| Semester 1 | | |
| BIO 211/211 L | Anatomy & Physiology I with Lab | 4 |
| ENG 111 | Grammar & Composition I | 3 |
| GEN 100 | Freshman Seminar | 1 |
| PSY 101 | Introduction to Psychology | 3 |
| SOC 101 | Introduction to Sociology | 3 |
| Total Credits: | | 14 |
| Semester 2 | | |
| BIO 212/212 L | Anatomy & Physiology II with Lab | 4 |
| ENG 112 | Grammar & Composition II | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| PSY 220 | Lifespan Development | 3 |
| IDS 100 | Introduction to Healthcare Systems | 1 |
| Total Credits: | | 14 |
| Semester 3 | | |
| BIO 253/253 L | Microbiology with Lab | 4 |
| ENG ELE | Literature Elective | 3 |
| HLT 301 | Nutrition | 3 |
| IDS 101 | Intro to Patient Care Skills* | 1 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| MTH 165 | College Algebra | 3 |
| Total Credits: | | 15 |

| PREFIX | COURSE TITLE | CREDITS |
|-------------------|--|---|
| Semester 4 | | |
| BIO 300 | Pathophysiology | 3 |
| BIO 309 | Physiological Foundations of Pharmacology | 3 |
| MTH 265 | Introductory Statistics | 3 |
| NSG 201 | Dosage Calculations | 1 |
| NSG 203 | Foundations for Professional Nursing Practice | 3 |
| NSG 255/255L | Health Assessment | 3 |
| | | Total Credits: 16 |
| Semester 5 | | |
| IPE 300 | Interprofessional Healthcare Discovery and Collaboration | 1 |
| NSG 302 | Professional Nursing Skills I | 2 |
| NSG 314 | Nursing Process in Psychiatric/Mental Health | 3 |
| NSG 316 | Nursing Process in Gerontology | 3 |
| NSG 326 | Nursing Process Applications TBSN I | 4 |
| NSG 328C | Clinical Practicum TBSN I | 3 |
| | | Total Credits: 16 |
| Semester 6 | | |
| NSG 308 | Professional Nursing Skills II with Lab | 2 |
| NSG 320 | Informatics & Technology in Healthcare | 3 |
| NSG 327 | Nursing Process Applications TBSN II | 4 |
| NSG 331 | Nursing Process for Families with Children | 4 |
| NSG 338C | Clinical Practicum TBSN II | 3 |
| | | Total Credits: 16 |
| Semester 7 | | |
| NSG 309 | Prof Nursing Practice I | 1 |
| NSG 410 | Research Applications in Health Care | 3 |
| NSG 421 | Promoting Health in the Community | 4 |
| NSG 426 | Nursing Process Applications TBSN III | 4 |
| NSG 429C | Clinical Practicum TBSN III | 4 |
| | | Total Credits: 16 |
| Semester 8 | | |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| NSG 409 | Professional Nursing Practice II | 1 |
| NSG 427 | Nursing Process Applications TBSN IV | 4 |
| NSG 438C | Clinical Practicum TBSN IV | 3 |
| NSG 473 | Leadership & Health Policy in Nursing TBSN | 3 |
| NSG ELE | Nursing Elective | 3 |
| | | Total Credits: 15 |
| | | Credits from Non-Major Courses: 54 |
| | | Credits from Major Courses: 68 |
| | | Total Credits: 122 |

*IDS 101 Intro to Patient Care Skills waived for CNA with current certification who passes pre-course check-off.

**Bachelor of Science in Nursing: Accelerated Track (Fall Cohort)
Program of Study (122 Credits)**

| PREFIX | COURSE TITLE | CREDITS |
|--|---|-----------|
| Required for Admission to the Program | | |
| | Baccalaureate Degree | 18 |
| | English Credits (Grammar and Composition I and II) | 9 |
| Prerequisites: The following MUST be completed prior to beginning Nursing Courses | | |
| SOC/PSY ELE | Social/Behavioral Sciences Elective | 3 |
| HUM ELE | Humanities Elective | 3 |
| BIO 211/211L | Anatomy and Physiology I | 4 |
| BIO 212/212L | Anatomy and Physiology II | 4 |
| PSY 220 | Lifespan Development | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| BIO 253/253L | Microbiology | 4 |
| BIO 300* | Pathophysiology* (may be taken concurrently in 1 st Fall semester) | 3 |
| HLT 301 | Nutrition | 3 |
| MTH 265 | Introductory Statistics | 3 |
| Total Prerequisite Credits: | | 33 |
| Nursing Courses | | |
| Semester 1: Fall | | |
| IDS 101 | Intro to Patient Care Skills* | 1 |
| IPE 401 | Foundations in Interprofessional Leadership I | 2 |
| NSG 204 | Foundations for Professional Nursing Practice for ABSN | 3 |
| NSG 256/256L | Health Assessment for ABSN | 3 |
| NSG 300 | Pharmacology | 3 |
| NSG 350 | Professional Nursing Skills for ABSN | 3 |
| Total Credits: | | 15 |
| Semester 2: Spring | | |
| IPE 402 | Foundations in Interprofessional Leadership II | 2 |
| NSG 311 | Nursing Process Aging and Mental Health for ABSN | 4 |
| NSG 410 | Research Applications in Healthcare | 3 |
| NSG 354 | Nursing Process Applications for ABSN I | 3 |
| NSG 358C | Clinical Practicum for ABSN I | 4 |
| Total Credits: | | 16 |
| Semester 3: Summer | | |
| NSG 320 | Informatics and Technology in Health Care | 3 |
| NSG 333 | Nursing Process for Families with Children for ABSN | 4 |
| NSG 361 | Nursing Process Applications for ABSN II | 3 |
| NSG 369C | Clinical Practicum for ABSN II | 4 |
| Total Credits: | | 14 |
| Semester 4: Fall | | |
| NSG 412 | Professional Nursing Capstone for ABSN | 2 |
| NSG 419 | Promoting Health in the Community for ABSN | 4 |

| PREFIX | COURSE TITLE | CREDITS |
|----------|--|------------|
| NSG 461 | Nursing Process Applications for ABSN III | 3 |
| NSG 474 | Leadership and Health Policy in Nursing for ABSN | 3 |
| NSG 479C | Clinical Practicum for ABSN III | 5 |
| | Total Credits: | 17 |
| | Credits from Non-Major Courses: | 38 |
| | Credits from Major Courses: | 57 |
| | Credits from Previous Degree (includes ENG credits) | 27 |
| | Total Credits: | 122 |

*IDS 101 Intro to Patient Care Skills waived for CNA with current certification who pass the pre-course check-off.

Bachelor of Science in Nursing: Accelerated Track (Spring Cohort) Program of Study (122 Credits)

| PREFIX | COURSE TITLE | CREDITS |
|--|---|-----------|
| Required for Admission to the Program | | |
| | Baccalaureate Degree | 18 |
| | English Credits (Grammar and Composition I and II) | 9 |
| Prerequisites: The following MUST be completed prior to beginning Nursing Courses | | |
| SOC/PSY ELE | Social/Behaviors Sciences Elective | 3 |
| HUE ELE | Humanities Elective | 3 |
| BIO 211/211L | Anatomy and Physiology I | 4 |
| BIO 212/212L | Anatomy and Physiology II | 4 |
| PSY 220 | Lifespan Development | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| BIO 253/253L | Microbiology | 4 |
| BIO 300* | Pathophysiology* (may be taken concurrently in 1 st Fall semester) | 3 |
| HLT 301 | Nutrition | 3 |
| MTH 265 | Introductory Statistics | 3 |
| | Total Prerequisite Credits: | 33 |
| Nursing Courses | | |
| Semester 1: Spring | | |
| IDS 100 | Introduction to Healthcare Delivery Systems | 1 |
| IDS 101 | Intro to Patient Care Skills* | 1 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| NSG 204 | Foundations for Professional Nursing Practice for ABSN | 3 |
| NSG 256/256L | Health Assessment for ABSN | 3 |
| NSG 300 | Pharmacology | 3 |
| NSG 350 | Professional Nursing Skills for ABSN | 3 |
| | Total Credits: | 15 |
| Semester 2: Summer | | |
| NSG 311 | Nursing Process Aging and Mental Health for ABSN | 4 |
| NSG 320 | Informatics and Technology in Healthcare | 3 |
| NSG 354 | Nursing Process Applications for ABSN I | 3 |
| NSG 358C | Clinical Practicum for ABSN I | 4 |
| | Total Credits: | 14 |

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|--|------------|
| Semester 3: Fall | | |
| IPE 300 | Interprofessional Healthcare Discovery and Collaboration | 1 |
| NSG 307 | Professional Nursing Practice I for ABSN | 1 |
| NSG 333 | Nursing Practice for Families with Children for ABSN | 4 |
| NSG 361 | Nursing Process Applications for ABSN II | 3 |
| NSG 369C | Clinical Practicum for ABSN II | 4 |
| NSG 410 | Research Applications in Healthcare | 3 |
| | Total Credits: | 16 |
| Semester 4: Spring | | |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| NSG 408 | Professional Nursing Practice II for ABSN | 1 |
| NSG 419 | Promoting Health in the Community for ABSN | 4 |
| NSG 461 | Nursing Process Applications for ABSN III | 3 |
| NSG 474 | Leadership and Health Policy in Nursing for ABSN | 3 |
| NSG 479C | Clinical Practicum for ABSN III | 5 |
| | Total Credits: | 17 |
| | Credits from Non-Major Courses | 38 |
| | Credits from Major Courses | 57 |
| | Credits from Previous Degree (includes ENG credits) | 27 |
| | Total Credits: | 122 |

**Bachelor of Science in Nursing: Post-licensure Track (Full-time)
Program of Study (122 Credits)**

| PREFIX | COURSE TITLE | CREDITS |
|--|--|-----------|
| <i>Courses with an * must be taken prior to beginning nursing courses. Nursing courses must be taken sequentially.</i> | | |
| BIO 300 | Pathophysiology | 3 |
| ENG 111* | Grammar & Composition I | 3 |
| ENG 112 | Grammar & Composition II | 3 |
| ENG ELE | Literature Elective | 3 |
| GEN 100 | Freshman Seminar (Exempt for students with 30 college credits from a regionally accredited institution.) | 1 |
| IDS 255* | Introduction to Library Research | 1 |
| MTH 265 | Introductory Statistics | 3 |
| MTH or NS ELE | Math or Natural Science Elective | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| PSY ELE | Psychology Elective | 3 |
| SOC/PSY or HUM ELE | Social or Behavioral or Humanities Elective | 6 |
| | Total Credits: | 32 |
| Semester 1: Spring | | |
| IPE 200 | Fundamentals of Teamwork | 1 |
| NSG 300 | Pharmacology (may challenge) | 3 |

| PREFIX | COURSE TITLE | CREDITS |
|--|--|------------|
| NSG 312 | RN Nursing Concepts, Roles and Issues | 3 |
| NSG 320 | Informatics & Technology in Healthcare | 3 |
| NSG 334 | RN Writing in Professional Nursing | 2 |
| | Total Credits: | 12 |
| Semester 2: Fall | | |
| IPE 300 | Interprofessional Healthcare Discovery & Collaboration | 1 |
| NSG 342 | RN Health Assessment | 3 |
| NSG 410 | Research Applications of Healthcare | 3 |
| NSG 475 | RN Leadership & Health Policy in Nursing | 3 |
| NSG 475C | RN Leadership & Health Policy Clinical | 2 |
| | Total Credits: | 12 |
| Semester 3: Spring | | |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| NSG 375 | RN Gerontological Nursing | 3 |
| NSG 420 | RN Community Health Nursing | 3 |
| NSG 422C | RN Community Health Nursing-Clinical | 2 |
| NSG 486 | RN Capstone | 3 |
| | Total Credits: | 12 |
| Validation Credits for Requisite Knowledge | Students who successfully complete NSG 486 will be awarded 54 credit hours | |
| | Validation Total Credits: | 54 |
| | Credits from Non-Major Courses: | 35 |
| | Credits from Major Courses: | 33 |
| | Total Credits: | 122 |

**Bachelor of Science in Nursing: Post-licensure Track (Part-time)
Program of Study (122 Credits)**

| PREFIX | COURSE TITLE | CREDITS |
|--|--|-----------|
| <i>Courses with an * must be taken prior to beginning nursing courses. Nursing courses must be taken sequentially.</i> | | |
| BIO 300 | Pathophysiology | 3 |
| ENG 111* | Grammar & Composition I | 3 |
| ENG 112 | Grammar & Composition II | 3 |
| ENG ELE | Literature Elective | 3 |
| GEN 100 | Freshman Seminar (Exempt for students with 30 college credits from a regionally accredited institution.) | 1 |
| IDS 255* | Introduction to Library Research | 1 |
| MTH 265 | Introductory Statistics | 3 |
| MTH or NS ELE | Math or Natural Science Elective | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| PSY ELE | Psychology Elective | 3 |
| SOC/PSY or HUM ELE | Social or Behavioral or Humanities Elective | 6 |
| | Total Credits: | 32 |

| PREFIX | COURSE TITLE | CREDITS |
|--|--|------------|
| Semester 1: Spring | | |
| NSG 300 | Pharmacology (may challenge) | 3 |
| NSG 312 | RN Nursing Concepts, Roles and Issues | 3 |
| NSG 334 | RN Writing in Professional Nursing | 2 |
| | Total Credits: | 8 |
| Semester 2: Fall | | |
| IPE 200 | Fundamentals of Teamwork | 1 |
| NSG 320 | Informatics & Technology in Healthcare | 3 |
| NSG 342 | RN Health Assessment | 3 |
| | Total Credits: | 7 |
| Semester 3: Spring | | |
| IPE 300 | Interprofessional Healthcare Discovery & Collaboration | 1 |
| NSG 375 | RN Gerontological Nursing | 3 |
| NSG 410 | Research Applications in Healthcare | 3 |
| | Total Credits: | 7 |
| Semester 4: Fall | | |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| NSG 475 | RN Leadership & Health Policy in Nursing | 3 |
| NSG 475C | RN Leadership & Health Policy Clinical | 2 |
| | Total Credits: | 6 |
| Semester 5: Spring | | |
| NSG 420 | RN Community Health Nursing | 3 |
| NSG 422C | RN Community Health Nursing Clinical | 2 |
| NSG 486 | RN Capstone | 3 |
| | Total Credits: | 8 |
| Validation Credits for Requisite Knowledge | Students who successfully complete NSG 486 will be awarded 54 credit hours | |
| | Validation Total Credits: | 54 |
| | Credits from Non-Major Courses: | 35 |
| | Credits from Major Courses: | 33 |
| | Total Credits: | 122 |



Bachelor of Science in Respiratory Therapy

Introduction

Respiratory Therapy (RT) is a unique, growing healthcare profession in which highly-skilled individuals think critically while consulting with physicians and other allied health professionals to diagnose and treat patients with disorders associated with the respiratory and cardiovascular systems.



The Bachelor of Science in Respiratory Therapy (BSRT) program provides students with the knowledge, skills and hands-on experience to begin and advance their career in clinical, managerial, educational, and research positions. The program produces graduates with the knowledge and skills expected of modern respiratory therapists.

Mission Statement

The mission of the RTH program is to prepare professional, ethical, knowledgeable, competent, and compassionate registered respiratory therapists.

Program Accreditation

The Respiratory Therapy program is accredited by the Committee on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road, Bedford, Texas 76021-4244, Phone 817-283-2835. For information regarding the field, go to www.AARC.org.

Program Outcomes

Upon completion of the Bachelor of Science in Respiratory Therapy program our graduates will demonstrate competency in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory therapy as performed by registered respiratory therapists. Graduates will be able to

1. Demonstrate critical thinking skills with a comprehensive knowledge base (cognitive skills) by assessing the patient's condition, developing a plan of treatment, and modifying that treatment as needed so that safe and quality cardio-respiratory therapy is given,
2. Demonstrate competency in diagnostic and therapeutic clinical (psychomotor) skills necessary to perform the expanding number of procedures that fall under cardiopulmonary care,

3. Demonstrate professional, ethical, caring, and culturally competent behaviors (affective skills) toward the patient, family members, and other members of the interdisciplinary team,
4. Integrate health promotion and disease prevention strategies into current healthcare practice while focusing on quality and cost-effective protocols,
5. Demonstrate effective professional communication,
6. Use empirical, evidence-based literature to support decisions within the scientific field,
7. Pursue graduate education in education, management, research, and other health care related fields.

Minimum Performance Standards

In compliance with the Americans with Disabilities Act, respiratory therapy students must be, with reasonable accommodations, physically and mentally capable of performing minimal standards to meet program objectives. Any student who may require accommodations should schedule an appointment with the Coordinator of Services for Students with Disabilities. The Minimum Performance Standards for Admission and Progression include:

Essential Mental Abilities:

- Follow instructions and rules.
- Maintain reality orientation accompanied by short and long term memory.
- Apply basic mathematical and algebraic skills without the use of a calculator.
- Demonstrate safe practice within the defined clinical time period.
- Critical thinking ability sufficient for clinical judgment and for making quick lifesaving decisions.

Essential Communication Skills:

- Speak clearly in order to communicate with patients, families, healthcare team members, peers and faculty.
- Interpersonal abilities sufficient to interact with diverse individuals, families and groups.
- Communication abilities sufficient for clear interaction with others in verbal and written form.
- Ability to independently read and accurately interpret written communications (e.g., test questions, MD orders).

Essential Physical Abilities:

- Gross and fine motor abilities sufficient to provide safe and effective care.
- Stand and walk for eight to twelve hours/day.
- Walk quickly in response to emergencies and lifesaving procedures.
- Bend, squat, kneel, and twist upper and lower back.
- Assist in lifting or moving clients of all age groups and weights.
- Lift small equipment up to 35 pounds.

- Perform CPR (e.g., move above patient to compress chest and manually ventilate patient).
- Work with arms fully extended overhead.
- Use hands for grasping, pushing, pulling and fine manipulation.
- Demonstrate eye/hand coordination for manipulation of equipment (e.g., syringes, procedures, etc.).
- Auditory abilities sufficient to hear alarms, beepers, and pages.
- Ability to withstand sudden alarms, sounds, and flashing lights.
- Auditory abilities to monitor breath sounds with a stethoscope and assess health needs.
- Visual abilities to see all colors of the spectrum, distinguish calibrated markers of 0.1 mm, identify digital displays and controls in low light conditions, determine depth of instrumentation placement, and read small print on medicine containers.
- Tactile ability sufficient for physical assessment.

Professional Behavior

The faculty expects students to exhibit professional behavior. The following is a list of expected professional behaviors:

- Demonstrates safety and honesty in all situations.
- Incorporates professional and ethical standards, including the Patient Bill of Rights, and the AARC Statement of Ethics and Professional Behavior.
- Incorporates respiratory therapy policies and procedures, standards of care, and clinical practice guidelines as appropriate.
- Demonstrates professional demeanor (e.g., dress code and smoking policies per college and program handbook, respect for others, accepts criticism, cooperative, controls temper, attentive and uses professional language).

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the Respiratory Therapy Program Handbook. This handbook is available electronically on the program blackboard site and may be requested from the department secretary.

Program Progression

In addition to the “Minimum Performance Standards” listed above, RTH students must adhere to the following college probation and dismissal policies and the RTH program standards to remain in good academic standing:

Academic Probation from a Program/Major

Should a student earn less than a minimum grade of “C” in a program-specific

(RTH) or upper level biology course (BIO 253, 300), or earn an “Unsatisfactory” in a clinical component, the student will be placed on program probation and may be ineligible to take further program specific courses. The student may retake the course during the next academic session in which the course is offered. When the student completes the course with a grade of “C” or better or “Satisfactory,” probationary status will be removed. If the student is otherwise eligible to remain at the College during program probation, the student may continue to be enrolled in general education courses.

Academic Dismissal from a Program/Major

An unsatisfactory evaluation is a course grade of "D" or "F" and/or a clinical “Unsatisfactory.” The accumulation of two unsatisfactory final course grades, either sequentially or concurrently, in program-specific (RTH) or upper level biology courses (BIO 253, 300) will result in program dismissal.

Even if the student has retaken a program-specific course or upper-level biology course in which an initial unsatisfactory evaluation was received, that initial unsatisfactory evaluation will still count in the accumulation of two unsatisfactory evaluations.

Petition for re-admission to the program will be considered on an individual basis by the program's admissions committee. (A student must go through the College's general admission procedure for readmission to the College if the student has not attended in 12 months or more).

Upon written notification of the program dismissal, the student’s status will be changed by the Registrar’s office to “non-major” status. While in “non- major” status the student will be ineligible for financial aid. The student will be referred for advising by a counselor in the Student Affairs Department and then must submit a Change of Major Request form for another major. The student will have until the last date of the drop-add period in the following semester to submit an approved and signed Change of Major Request form to the Registrar’s office.

RTH Program Additional Standards

- Complete coursework within the first two years of the plan of study (exceptions with Program Director approval) with a cumulative GPA of 2.5 or above to progress to junior status.
- Junior level status is based on cohort space availability (internal candidates maintain priority)

Licensing Information

Upon completion of the program and upon successful completion of the Therapist Multiple Choice (TMC) examination, the student is eligible to apply for licensure in any state in which they plan to obtain employment. In the Commonwealth of Virginia, licensure can be obtained by applying to the Virginia State Board of Medicine. Following completion of the TMC examination, the student is able to take

the Clinical Simulation Exam (CSE) to be credentialed as a Registered Respiratory Therapist.

**Bachelor of Science in Respiratory Therapy
Program of Study (120 credit hours)**

| PREFIX | COURSE TITLE | CREDITS |
|-------------------------|---|-----------|
| Semester 1 | | |
| GEN 100 | Academic Seminar | 1 |
| ENG 111 | Grammar and Composition I | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| SOC/PSY ELE | Social/Behavioral Science Elective | 3 |
| ELE | Elective | 2 |
| Total Credits: | | 12 |
| Semester 2 | | |
| ENG 112 | Grammar and Composition II | 3 |
| HLT 215 | Medical Terminology | 3 |
| SOC/PSY ELE | Social/Behavioral Science Elective | 3 |
| ELE | Elective | 3 |
| Total Credits: | | 12 |
| Semester 3 | | |
| BIO 211/211L | Anatomy and Physiology I | 4 |
| MTH 165, 170, or 201 | College Algebra or above | 3 |
| HUM or SOC/PSY ELE | Humanities or Social/Behavioral Science Elective | 3 |
| ELE | Elective | 2 |
| TOTAL | | 12 |
| Semester 4 | | |
| BIO 212/212L | Anatomy and Physiology II | 4 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| ENG ELE | Literature Elective | 3 |
| ELE | Elective | 4 |
| Total Credits: | | 12 |
| Semester 5 | | |
| IPE 300 | Interprofessional Healthcare Discovery and Collaboration | 1 |
| RTH 302/302L | Respiratory Therapy Procedures I/Lab | 4 |
| RTH 304 | Cardiopulmonary Anatomy & Physiology | 3 |
| RTH 305 | Integrated Sciences for Respiratory Therapy | 3 |
| RTH 308C | Clinical Practice I | 1 |
| RTH 309 | Patient Assessment | 3 |
| Total Credits: | | 15 |
| Semester 6 | | |
| BIO 253/253L | Microbiology | 4 |
| RTH 310 | Cardiopulmonary Pharmacology | 3 |

| PREFIX | COURSE TITLE | CREDITS |
|-------------------|---|----------------|
| RTH 311/311L | Respiratory Therapy Procedures II/Lab | 4 |
| RTH 318C | Clinical Practice II | 3 |
| RTH 332 | Pulmonary Function Studies | 2 |
| | Total Credits: | 16 |
| Semester 7 | | |
| BIO 300 | Pathophysiology | 3 |
| HCM 300 | U.S. Healthcare Systems | 3 |
| RTH 320/320L | Mechanical Ventilation/lab | 4 |
| | Total Credits: | 10 |
| Semester 8 | | |
| IPE 400 | Interprofessional Healthcare Experiences | 1 |
| MTH 265 | Introductory Statistics or Statistics Class | 3 |
| RTH 330 | Cardiopulmonary Pathophysiology | 3 |
| RTH 420 | Neonatal/Pediatric Respiratory Therapy | 3 |
| RTH 430 | Patient Case Management I | 3 |
| RTH 448C | Clinical Practice III | 3 |
| | Total Credits: | 16 |
| Semester 9 | | |
| IDS 253 or 254 | Introduction to Research Methods or Introduction to Research Design | 3 |
| RTH 411 | Patient Education and Rehabilitation | 2 |
| RTH 450 | Patient Case Management II | 3 |
| RTH 478C | Clinical Practice IV | 3 |
| RTH 488C | Clinical Specialty Rotation | 1 |
| RTH 490 | Professional Seminar | 3 |
| | Total Credits: | 15 |
| | Credits from Non-major | 66 |
| | Credits from major | 54 |
| | Total Credits: | 120 |

Associate of Applied Science in Occupational Therapy Assistant

Introduction

The mission of the Occupational Therapy Assistant Program at Jefferson College of Health Sciences is to prepare within a scholarly environment, ethical, knowledgeable, competent, and caring occupational therapy assistants who value lifelong learning, client advocacy, and evidence-based practice as an instrument and testament of professionalism.

“Occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation. The use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy.”

“The focus and outcome of occupational therapy are individuals’ engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end to therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.”

American Journal of Occupational Therapy, November/December 2011, Vol. 65, S65. doi:10.5014/ajot.2011.65S65

To accomplish the goals of the profession, as well as the mission of our program, the Occupational Therapy Assistant program at Jefferson College of Health Sciences offers a two-year Associate of Applied Science degree program designed to prepare students for careers as occupational therapy assistants (OTAs). The OTA works under the supervision of an occupational therapist to assist in the evaluation process and carry out interventions in a wide variety of clinical settings. OTAs have opportunities to obtain employment in current and emerging practice settings such as, but not limited to hospitals, skilled nursing facilities, rehabilitation centers, outpatient clinics, private practices, home health agencies, community agencies, and schools.

Program Accreditation

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA’s telephone number is 301-652-AOTA. Website: <http://www.aota.org> and www.acoteonline.org

Program Outcomes

To fulfill its mission, the OTA program strives to produce graduates who:

1. Demonstrate an adherence to the professions' code of ethics as established by AOTA.
2. Demonstrate competency in the technical skills necessary to perform entry-level OTA intervention.
3. Demonstrate interaction that reflects respect for others' cultural backgrounds and behaviors.
4. Communicate effectively through use of technology.
5. Articulate the importance of scholarly activities and demonstrate basic skills required in scholarly activities.
6. Advocate for occupational therapy services and for clients who receive those services.
7. Serve their communities and the profession.
8. Identify the benefits of interdisciplinary and interprofessional collaboration.

Minimum Performance Standards

In compliance with the Americans with Disabilities Act, occupational therapy students must be, with reasonable accommodations, physically and mentally capable of performing minimal standards to meet program objectives in all learning environments, i.e. classroom, laboratory, fieldwork, and community experiences. Any student who may require accommodations should schedule an appointment with Coordinator of Services for Students with Disabilities. The Minimum Performance Standards for admission and progression include:

- Attend and successfully pass all occupational therapy assistant, general education, and supporting courses, and maintain a minimum grade point average of 2.0.
- Attend and successfully pass all Level I and Level II fieldwork experiences.
- Comprehend and use the English language, both verbally and in writing, in a way that is understandable and adheres to English rules of grammar, spelling, punctuation, and sentence and paragraph composition and that reflects an understanding of complex and technical information.
- Communicate by completing written assignments in standard organized English in a timely manner.
- Use professional terminology correctly and accurately interpret its meaning to others.
- Demonstrate clinically appropriate judgment, flexibility, problem solving, and reasoning skills to achieve the learning objectives and fulfill responsibilities of the academic program and fieldwork sites.
- Attend to, prioritize, and complete multiple task responsibilities in an effective, accurate, and timely manner.
- Apply effective and therapeutic teaching, dyadic, and group skills to complete the learning objectives and responsibilities of the academic

program and the fieldwork sites.

- Demonstrate accurate, comprehensive documentation skills that adhere to agency, funding, and occupational therapy guidelines.
- Demonstrate sensorimotor skills, mobility, and general endurance necessary to effectively and safely complete the learning tasks, contribute to the occupational therapy evaluation process, and implement intervention techniques in the academic and fieldwork environments.
- Navigate to and around the learning environments associated with the academic and fieldwork components of the program.
- Demonstrate personal, consumer, and environmental safety precautions.
- Work independently and collaboratively to achieve the learning objectives and responsibilities of the academic program and fieldwork sites.
- Demonstrate effective and adequate coping skills regarding the learning processes, fieldwork experiences, supervisory relations, interpersonal interactions, and professional and personal responsibilities associated with an intensive educational program, in a timely and professional manner.
- Abide by the Occupational Therapy Code of Ethics, Standards of Practice, and policies and procedures of the College, the Program, and previously stated learning environments.
- Respect and demonstrate sensitivity to the contributions and cultural diversity of peers, faculty, supervisors, other professionals, clients, their significant others, and the public.
- Participate appropriately and effectively in the assessment and direction of one's own learning processes and needs.
- Modify one's own behavior/performance in response to feedback from instructors, fieldwork educators, and peers to achieve the learning objectives and the responsibilities of the program and fieldwork sites.

Working Conditions:

- Exposure to contagious diseases, body fluids, and cleaning materials.
- Patient care environments, office environments, and patients' homes.
- Out-of-doors in all weather conditions as required to complete learning objectives and activities.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the *Occupational Therapy Assistant Program Handbook*. This handbook is available electronically on the OTA Program's Blackboard site.

Program Progression

The OTA program of study is designed to occur in a specific sequence. Courses with the OTA prefix must be taken sequentially, in the order and during the semester presented in the program of study. It is critical that information learned be retained, as it then becomes the building blocks for acquisition of future skills. All courses continue to build on one another until the entry-level skills of an occupational therapy assistant are achieved.

If a student does not pass the OTA and/or BIO courses with a grade of “C” or better, during the semester in which they are listed in the Program of Study, the student will either be placed on “Program Probation” or “Program Dismissal” depending on the circumstance. If the student is placed on “Program Probation”, he may or may not be able to progress with his cohort, and may be required to return to the program of study when the course is offered again, which is typically in one year. More specific guidelines regarding program progression and dismissal is published in the OTA Program Student Handbook.

Program Probation

Program probation results if one of the following occurs:

- A student receives a grade lower than a C in any course with an OTA prefix or BIO 211/L or BIO 212/L.
- A student receives a grade lower than a C in two courses with an OTA prefix and/or one OTA prefix and BIO 211/L or BIO 212/L **within the same semester.**

Program Dismissal

Program dismissal results if a student receives 2 or more grades lower than a C in courses with OTA prefixes and/or BIO 211/211L and/or BIO 212/212L, across the plan of study. Students dismissed from the OTA Program are not allowed to continue within the OTA program or be readmitted to the OTA program. The department of Student Affairs will assume academic advising at this point.

The OTA Program reserves the right to place students on probation or dismiss them from the Program, if they demonstrate unprofessional behaviors.

A three-year track is also offered for individuals who wish to extend their academic program. Students should work closely with their advisor to develop an adjusted program of study. Courses must continue to be taken in sequence, noting appropriate prerequisite and corequisite courses. Typically, the three-year track allows students to take general education courses the first year and OTA courses the second and third years. All College and Program policies apply to this three-year track plan of study.

Certification and Licensure Information

Upon graduation from the Program, graduates are eligible to take the national certification examination for the Occupational Therapy Assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT).

Information about the National Certification Exam can be found at

<http://www.nbcot.org>.

After notification of passing the exam, the individual is a Certified Occupational Therapy Assistant (COTA). Most states, including Virginia, require licensure in order to practice, and state licenses are usually based on the results of the NBCOT Certification Examination. Each state has its own criteria for granting licensure. Graduates who plan to obtain a license from other states, must contact that state's licensing agency. Information about licensure for Virginia

Occupational Therapy Assistants can be found at

<http://www.dhp.virginia.gov/medicine/>.

NOTE: NBCOT's certification examination application contains "Character Questions" that must be answered by all exam candidates applying for the certification examination. Applicants who answer "yes" to any of these questions must look for further detail regarding documentation requirements to be submitted to and reviewed by NBCOT before the examination application will be approved. For early review, an individual who is considering entering an educational program or has already entered an educational program can have his or her background reviewed prior to actually applying for the exam by requesting an early determination review. There is a fee for this review. For additional information contact <http://www.nbcot.org>, click on "Certification Candidates," then "Early Determination".

Associate of Applied Science in Occupational Therapy Assistant Program of Study (72 credit hours) *Major specific (OTA) courses must be taken sequentially in the order presented*

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|---|-----------|
| Semester 1: Fall | | |
| GEN 100 | Academic Seminar | 1 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| HLT 215 | Medical Terminology | 3 |
| PSY 120 | Introductory and Developmental Psychology | 4 |
| BIO 211/211L | Anatomy & Physiology I | 4 |
| OTA 110 | Human Movement for Occupation I | 1 |
| OTA 120 | Foundations of the Profession I | 3 |
| Total Credits: | | 17 |
| Semester 2: Spring | | |
| PSY 240 | Abnormal Psychology | 3 |
| BIO 212/212L | Anatomy & Physiology II | 4 |
| OTA 130/130L | Human Movement for Occupation II | 3 |

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|--|----------------|
| OTA 140 | Foundations of the Profession II | 3 |
| OTA 170/170L | Behavioral Health – Principles & Techniques | 3 |
| OTA 170C | Behavioral Health Fieldwork – Level I | 1 |
| | Total Credits: | 17 |
| Semester 3: Summer | | |
| ENG 111 | Grammar and Composition I | 3 |
| PHL 115 | Foundations of Ethics | 3 |
| SOC 213 | Social Issues in Healthcare Delivery (20 volunteer hrs. required) | 3 |
| OTA 201L | Therapeutic Media Lab | 1 |
| OTA 203 | Pathologic Conditions – Effects on Occupation | 2 |
| | Total Credits: | 12 |
| Semester 4: Fall | | |
| OTA 220/220L | Pediatrics – Principles & Techniques | 4 |
| OTA 220C | Pediatric Fieldwork – Level I | 1 |
| OTA 235/235L | Physical Dysfunction – Principles & Techniques | 5 |
| OTA 235C | Adult/Geriatric Fieldwork – Level I | 1 |
| OTA 255/255L | Assistive Technology | 2 |
| | Total Credits: | 13 |
| Semester 5: Spring | | |
| OTA 270C | Fieldwork Level II-A | 6 |
| OTA 271C | Fieldwork Level II-B | 6 |
| OTA 285 | Professional Seminar | 1 |
| | Total Credits: | 13 |
| | Credits from Non-Major Courses: | 29 |
| | Credits from Major Courses: | 43 |
| | Total Credits: | 72 |

Associate in Applied Science in Physical Therapist Assistant

Introduction

The Physical Therapist Assistant Program at the Jefferson College of Health Sciences (Jefferson) is a two-year, five-semester Associate in Applied Science degree program. The blend of classroom, lab, and clinical components is designed to prepare students for careers as Physical Therapist Assistants.

A Physical Therapist Assistant (PTA) is a highly educated and skilled professional who works under the supervision of a Physical Therapist to provide physical therapy interventions. Physical Therapist Assistants work with a wide range of patients in many types of venues including acute care hospitals, skilled nursing facilities, home health, and outpatient clinics. Duties of a PTA may include, but are not limited to, rehabilitation of adult and pediatric patients with orthopedic, neurological, traumatic injuries and various medical-surgical conditions through application of therapeutic exercise, physical agents, functional activities and education. The scope of work of the PTA is dependent upon the state in which the PTA practices.

Program Philosophy and Mission

The Physical Therapist Assistant Program at the Jefferson College of Health Sciences has as its foundation the doctrine that the physical therapy profession is an essential and worthy component of society, particularly that aspect of society that deals with the physical health and well-being of society's members. Jefferson provides a program for the Physical Therapist Assistant student that strives to graduate individuals who are competent, ethical and qualified to assume roles in the healthcare field as Physical Therapist Assistants.

The mission of the Physical Therapist Assistant Program is to provide a curriculum which meets the needs of its students and employers of our graduates in its service area through quality didactic coursework and clinical education experiences that are reflective of contemporary physical therapy practice. The Program is committed to preparing competent, ethical and knowledgeable graduates who are life-long learners.

Program Accreditation

The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), 1111 North Fairfax Street, Alexandria, VA 22314, Phone 703-684-7282, e-mail, accreditation@apta.org, website: <http://www.capteonline.org>.

Program Outcomes

Graduates of the Physical Therapist Assistant program will be able to

1. Begin work as an entry-level Physical Therapist Assistant,
2. Display ethical and professional behavior and awareness in patient care
3. Collect data on patient through interviews, observations, screenings, and the administration of prescribed tests and assessments within the scope of work of the Physical Therapist Assistant,
4. Provide physical therapy services as specified in the plan of care prescribed by the Physical Therapist, including modifying treatment techniques as indicated with the plan of care and within the parameters of state law and the scope of work of the Physical Therapist Assistant,
5. Perform in a safe and effective manner within the scope of work of the Physical Therapist Assistant,
6. Appropriately interact with patients and families,
7. Understand basic principles and levels of authority and responsibility as it relates to functioning as an entry-level Physical Therapist Assistant,
8. Appreciate the responsibility for continued personal and professional growth and a desire for life-long learning, and
9. Demonstrate appropriate and effective, written, oral and non-verbal communications.

Minimum Performance Standards

Technical Standards: The Physical Therapist Assistant Program has identified technical standards that PTA students are expected to possess. These standards reflect reasonable expectations of the PTA student for the performance of common physical therapy functions and what may be required of a PTA on the job. They are not all inclusive nor do they reflect what may be required for employment as a graduate PTA.

Sensory/Observation Skills: ability to see, hear and feel in order to assess patient condition, provides interventions, and assess patient response to treatment.

Communication Skills: ability to communicate in English, both orally and in writing. Must have sufficient communication skills (nonverbal, speech, reading and writing) to interact with individuals and communicate effectively.

Motor Skills: must have motor control to be able to lift, carry, adjust and use equipment, perform physical therapy tasks such as patient transfers, provide for patient's safety, and the physical endurance to work a 40 hour work week.

Intellectual Conceptual Skills: must have the ability to pass courses in a rigorous program, manage time effectively, the ability to concentrate with distractions, demonstrate critical thinking skills and problem solving skills, prioritize, collect, analyze and assess data, perform complex tasks or follow

complex instructions.

Behavioral Social Skills: must interact appropriately with all individuals and demonstrate good judgment, maturity, and possess emotional health and stability to cope effectively with the stress of academic demands and clinical situations.

A deficiency in the abilities listed above can severely diminish a student's chances of success in school and in the profession. The PTA Program faculty will assist a student's compliance with these technical standards, but the responsibility for meeting the technical standards rests with the student.

If a student cannot demonstrate the ability to meet the technical standards, it is the responsibility of the student to request appropriate accommodations. The College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation. This includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodations would jeopardize clinician or patient safety, the institution, or the educational process of the student, including all coursework, and clinical experiences deemed essential for graduation.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the Physical Therapist Assistant Program Student Handbook. This handbook is available electronically on the program blackboard site and may be requested from the department secretary.

Program Progression

Jefferson Curriculum Requirement: PTA courses (with a PTA prefix) must be taken in the sequence listed. Students must successfully complete the first-year courses before advancing to the second year. The student must achieve a minimum grade of *C* in the professional courses, as well as meeting prerequisite or corequisite requirements in order to advance to the next semester. Please refer to the course descriptions published in the catalog for co-requisite and prerequisite requirements.

Licensing Information

In the final semester of the PTA Program, students will be provided information and assistance in completing license exam applications. After successfully completing all required coursework in the PTA Program, an Associate in Applied Science degree in Physical Therapist Assisting is awarded. This degree allows the student to sit for the State PTA licensure exam. Each state has its own criteria for granting licensure (some states do not license PTAs). If you plan to obtain a license from other states, you will need to contact that state's licensing agency.

Each state determines laws, rules and regulations governing the practice of physical therapy. This includes levels of supervision, restrictions on performance of physical therapy interventions and practice settings for the PTA. States also determine their requirements for initial licensure, continued competency and licensure renewal.

Details about the PTA licensing examination and contact information for state licensing agencies can be found on the Federation of State Boards of Physical Therapy website: www.fsbpt.org.



**Associate in Applied Science in Physical Therapist Assistant
Program of Study (74 credit hours)**

Classes must be taken sequentially in the order presented.

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|---|----------------|
| Semester 1: Fall | | |
| BIO 211/211L | Anatomy & Physiology I and Lab | 4 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| ENG 111 | Grammar and Composition I | 3 |
| GEN 100 | Academic Seminar | 1 |
| PSY 120 | Introductory and Developmental Psychology | 4 |
| PTA 106/106L | Basic Skills for the Physical Therapist Assistant | 3 |
| PTA 110 | Integrated Sciences for the PTA | 2 |
| | Total Credits: | 18 |
| Semester 2: Spring | | |
| BIO 212/212L | Anatomy & Physiology II and Lab | 4 |
| ELE | Elective | 1 |
| PHL 115 | Foundations of Ethics | 3 |
| PTA 108L | Clinical Assessment Skills | 2 |
| PTA 150/150L | Functional and Applied Anatomy | 4 |
| SOC 213 | Social Issues in Healthcare Delivery | 3 |
| | Total Credits: | 17 |
| Semester 3: Summer | | |
| HPE 104 | Therapeutic Massage I | 1 |
| HPE 105 | Therapeutic Massage II | 1 |
| PTA 161/161L/161C | Principles and Procedures of Physical Therapy I | 6 |
| PTA 201/201L | Principles of Therapeutic Exercise | 2 |
| | Total Credits: | 10 |
| Semester 4: Fall | | |
| PTA 203 | Pathology for the Physical Therapist Assistant | 2 |
| PTA 221 | Psychosocial Aspects of Therapy for the PTA | 2 |
| PTA 235/235L | Principles & Procedures of Physical Therapy II | 4 |
| PTA 236/236L | Principles & Procedures of Physical Therapy III | 4 |
| PTA 251C | Clinical Education I | 3 |
| | Total Credits: | 15 |
| Semester 5: Spring | | |
| PTA 241/241L | Pediatric Physical Therapy | 2 |
| PTA 242/242L | Adult Neurological Rehabilitation | 3 |
| PTA 252C | Clinical Education II | 7 |
| PTA 285 | Professional Seminar | 2 |
| | Total Credits: | 14 |
| | Credits from Non-Major Courses: | 26 |
| | Credits from Major Courses: | 48 |
| | Total Credits: | 74 |

Associate in Applied Science in Surgical Technology

Introduction

The Surgical Technology program prepares students to become an integral part of the team of medical practitioners providing surgical care to patients in a variety of settings. The Surgical Technology (ST) Program prepares competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The ST program builds upon a strong foundation of general education courses. The program provides a balanced approach of theoretical and practical application in the classroom, laboratory, and clinical settings. The clinical environment allows the student to apply theory and practice in state-of-the-art surgical settings. The program provides students with the opportunity to develop the knowledge, skills and behaviors necessary for entry-level employment as surgical technologists, acceptance as a professional, and career advancement.

Job description

Surgical technologists prepare the operating room by selecting and opening sterile supplies. Preoperative duties also include assembling, adjusting, and checking nonsterile equipment to ensure that it is in proper working order. Common duties include operating sterilizers, lights, suction machines, electrosurgical units, and diagnostic equipment.

When patients arrive in the surgical suite, surgical technologists assist in preparing them for surgery by providing physical and emotional support, checking charts, and observing vital signs. They have been educated to properly position the patient on the operating table, assist in connecting and applying surgical equipment and/or monitoring devices, and prepare the incision site. Surgical technologists have primary responsibility for maintaining the sterile field, being constantly vigilant that all members of the team adhere to aseptic technique.

They most often function as the sterile member of the surgical team who passes instruments, sutures, and sponges during surgery. After “scrubbing,” they don sterile gown and gloves and prepare the sterile setup for the appropriate procedure. After other members of the sterile team have scrubbed, they assist them with gowning and gloving and with the application of sterile drapes that isolate the operative site.

In order that surgery may proceed smoothly, surgical technologists anticipate the needs of surgeons, passing instruments and providing sterile items in an efficient manner. They share with the circulator the responsibility of accounting for sponges, needles, and instruments before, during, and after surgery.

Surgical technologists may hold retractors or instruments, sponge or suction the operative site, or cut suture materials as directed by the surgeon. They connect drains and tubing and receive and prepare specimens for subsequent pathologic

analysis. They are responsible for preparing and applying sterile dressings following the procedure and may assist in the application of nonsterile dressings, including plaster or synthetic casting materials. After surgery, they prepare the operating room for the next patient.

Surgical technologists are most often members of the sterile team but may function in the nonsterile role of circulator. The circulator is not gowned and gloved during the surgical procedure but is available to respond to the needs of the anesthesia provider, keep a written account of the surgical procedure, and participate jointly with the scrubbed person in counting sponges, needles, and instruments before, during, and after surgery. In operating rooms where local anesthetics are administered, they meet the needs of the conscious patient.

Certified surgical technologists with additional specialized education or training also may act in the role of the surgical first assistant. The surgical first assistant provides aid in exposure, hemostasis, and other technical functions under the surgeon's direction that will help the surgeon carry out a safe operation with optimal results for the patient.

Surgical technologists also may provide staffing in postoperative recovery rooms where patients' responses are carefully monitored in the critical phases following general anesthesia.

Program Accreditation

The surgical technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33756, which allows graduates to take the national certifying examination sponsored by the National Board for Surgical Technology and Surgical Assisting (NBSTSA).

Jefferson College of Health Sciences has degree-granting authority accorded by the State Council of Higher Education in Virginia (SHCEV) and is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS CoC). The Surgical Technology Program has been approved by SACS CoC.

Program Outcomes (Learning Objectives):

Upon program completion, the graduate will be able to:

1. Correlate the knowledge of anatomy, physiology, pathophysiology, and microbiology to their role as a Surgical Technologist.
2. Demonstrate a safe and professional level of practice and knowledge in their role as a Surgical Technologist.
3. Acquire an understanding of the ethical, legal, moral, and medical values related to the patient and the surgical team during the perioperative experience.

4. Correlate the elements, actions, and use of medications and anesthetic agents used during the perioperative experience.
5. Implement safe practice techniques in regard to perioperative routines, patient transportation, positioning, and emergency procedures.
6. Integrate principles of surgical asepsis as part of the perioperative experience.
7. Accurately apply knowledge and skills of a professional Surgical Technologist to address the biopsychosocial needs of the surgical patient.
8. Perform proficiently and competently as an entry-level Surgical Technologist in the cognitive, psychomotor, and affective learning domains.
9. Exhibit accountability for continued personal and professional growth and a desire for life-long learning.

Minimum Performance Standards

In compliance with the Americans with Disabilities Act, surgical technology students must be, with reasonable accommodations, physically and mentally capable of performing minimal standards to meet program objectives. The Minimum Performance Standards for Admission and Progression include:

Essential Mental Abilities:

- Follow instructions and rules.
- Maintain reality orientation accompanied by short and long term memory.
- Apply basic mathematical skills.
- Demonstrate safe practice within the defined clinical time period.
- Display gross and fine motor abilities sufficient to provide safe and effective surgical care.
- Utilize sufficient critical thinking abilities for clinical judgment.

Essential Communication Skills:

- Speak clearly in order to communicate with patients, families, healthcare team members, peers and faculty.
- Effectively utilize interpersonal abilities to interact with diverse individuals, families and groups.
- Demonstrate communication abilities sufficient for clear interaction with others in verbal and written form.
- Read and accurately interpret written communications (e.g., test questions, written surgeon's preference cards, orders, etc.) without assistance.

Essential Physical Abilities:

- Stand and walk for prolonged periods from one area to another over an eight to twelve hour period.

- Bend, squat and kneel.
- Lift and move surgical instrument trays of 25 pounds and move equipment.
- Assist in lifting or moving clients of all age groups and weights.
- Perform CPR (e.g., move above patient to compress chest and manually ventilate patient).
- Work with arms fully extended.
- Use hands for grasping, pushing, pulling and fine manipulation.
- Demonstrate eye/hand coordination for manipulation of instruments and equipment.
- Utilize auditory abilities sufficient to accurately hear speech during surgical procedures.
- Demonstrate visual abilities sufficient for observation necessary for participating in surgical procedures.
- Display sufficient tactile abilities for safe instrument handling.

Accommodations

Any student who may require accommodations should refer to the Jefferson Student Handbook. Students should contact the College's Disability Coordinator in the Student Affairs Department to coordinate reasonable accommodations and discuss documentation.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the *Surgical Technology Program Student Handbook*. This handbook is available electronically on the program blackboard site and may be requested from the department secretary.

To register for the first surgical technology courses the student must meet the following criteria:

- A cumulative GPA of 2.0 or higher
- Completion of all required prerequisite courses in the program of study.
- A "C" or higher in all required science courses.
- Required science courses must have been completed within the past five (5) years.

Once enrolled in the first surgical technology course, ST students have up to five (5) years to complete degree requirements.

Program Progression

The ST program of study is designed in a specific sequence. Earlier surgical technology courses (with a SUR prefix) serve as a foundation for later courses

and must be taken sequentially. Students must successfully complete the courses in each semester as well as meet prerequisite or corequisite requirements in order to advance to the next semester. Please refer to the course descriptions published in the catalog for corequisite and prerequisite requirements.

Any student admitted to the program must maintain satisfactory progress and be considered in good academic standing to remain in the program. Satisfactory progress requires a minimum of final grade of “Satisfactory” in clinical courses, a “C” in all required science and professional courses (SUR prefix) and a cumulative Grade Point Average (GPA) of at least 2.0.

Certification

Graduates of the Surgical Technology Program are prepared to deliver patient-centered care while demonstrating clinical competency, critical thinking skills and caring behaviors within the surgical setting. Graduates will be prepared to meet or exceed the criteria set forth in the current CAAHEP *Standards and Guidelines for the Accreditation of Educational Programs in Surgical Technology* and will be prepared to take the Certified Surgical Technologist (CST)® exam through the National Board of Surgical Technology and Surgical Assisting (NBSTSA).



**Associate of Applied Science in Surgical Technology
Program of Study (66 credit hours)**

*Courses must be taken sequentially in the order presented. * Prerequisite course marked with an * must be completed prior to the first semester.*

With approval from the Advisor, other prerequisite courses may be taken at a later time.

| PREFIX | COURSE TITLE | CREDITS |
|-----------------------------|--|----------------|
| Prerequisite Courses | | |
| BIO 211/211L | Anatomy & Physiology I* | 4 |
| BUS 111 | Introduction to Computers | 1 |
| ENG 111 | Grammar & Composition I | 3 |
| GEN 100 | Academic Seminar | 1 |
| HLT 215 | Medical Terminology* | 3 |
| IPE 200 | Fundamentals of Teamwork | 1 |
| | Total Credits: | 13 |
| Semester 1: Spring | | |
| BIO 212/212L | Anatomy & Physiology II | 4 |
| SUR 100 | Introduction to Surgical Technology | 2 |
| SUR 103/103L | Practices of Surgical Technology | 7 |
| SUR 108 | Principles of Asepsis | 2 |
| | Total Credits: | 15 |
| Semester 2: Summer | | |
| BIO 253/253L | Microbiology | 4 |
| SUR 201 | Surgical Procedures I | 3 |
| SUR 111C | Surgical Practicum I | 3 |
| | Total Credits: | 10 |
| Semester 3: Fall | | |
| PHL 115 | Foundations of Ethics | 3 |
| SUR 113 | Surgical Pharmacology | 2 |
| SUR 210 | Surgical Procedures II | 3 |
| SUR 214C | Surgical Practicum II | 6 |
| | Total Credits: | 14 |
| Semester 4: Spring | | |
| PSY 101 | Introduction to Psychology | 3 |
| SUR 221 | Surgical Procedures III | 3 |
| SUR 215C | Surgical Practicum III | 6 |
| SUR 228 | Surgical Technology Seminar | 2 |
| | Total Credits: | 14 |
| | Credits from Non-Major Courses: | 27 |
| | Credits from Major Courses: | 39 |
| | Total Credits: | 66 |

School of Graduate and Professional Studies



Graduate and Professional Studies Programs

Jefferson College of Health Sciences offers graduate programs in Nursing, Healthcare Administration, Occupational Therapy, and Physician Assistant.

The purpose of graduate education at Jefferson College of Health Sciences is to provide opportunity for advanced study in the healthcare professions. Upon graduation, students will demonstrate fluency in the language of science and inquiry specific to their professional disciplines. Graduates will be prepared to engage in collaborative practice, leadership and scholarship to improve the health of the communities they serve.

The College strives to provide excellence in graduate education in the healthcare disciplines. Upon completion of the requirements for a graduate degree, students will demonstrate a broad knowledge of the literature of their field and the specialized knowledge, skills and critical thinking abilities to practice and contribute to their professions.

The graduate programs emphasize the following as the basis for effective, professional practice:

- leadership
- communication
- technological competency
- interprofessional practice
- information literacy
- evidence-based knowledge and
- ethical practice with respect for diversity



Graduate Admissions

Admission to a graduate program at Jefferson is a competitive process. The candidate must complete the appropriate application process to be considered.

Graduate Admission Process

The application process allows the applicant to manage the collection and submission of all supporting documentation required for application to the graduate programs. In this way, the applicant is assured that the application process is complete (with the exception of test scores).

Each graduate program makes its own admission decisions. Applicants should pay close attention to the requirements for the specific program of interest as specified below. Official transcripts are required. The College reserves the right to deny admission to any applicant when such denial is determined to be in the best interest of the College.

Application Procedure

The graduate application form is available free online at www.jchs.edu. Applicants to the **Doctor of Health Sciences, Master of Healthcare Administration, and Master of Science in Occupational Therapy** programs should use this form to begin the graduate application process electronically. There is no application fee when this method is used.

Please submit all required supporting documentation in a single envelope to:

Office of Graduate Admissions
Jefferson College of Health Sciences
101 Elm Ave. S.E.
Roanoke, VA 24013

Applicants for the **Doctor of Nursing Practice** and the **Master of Science in Nursing** programs must apply through the Centralized Application for Nursing Programs (NursingCAS). Please see the program sections below for information related to this process. Applicants interested in the **Doctor of Occupational Therapy** program should refer to the College website for application information.

Applicants for the **Physician Assistant** program must apply through the Central Application Service for Physician Assistants (CASPA). Please see the section below, titled “Master of Science in Physician Assistant” for specific information related to this process.

Applicants accepted graduate programs must pay a non-refundable admissions deposit to confirm their position in the program. This deposit will be credited to the student’s account.

Graduate Admission Requirements

Doctor of Health Sciences

- Applications are received for admission on a rolling basis.
- Masters degree from a regionally accredited college or university.
- Three letters of reference.
- A professional resume or Curriculum Vitae.
- A Master's level statistics course or research methods and design or equivalent.
- Five years combined experience working and/or teaching as a(an):
 - professional clinician (licensed, nationally registered or certified)
 - public health practitioner
 - educator in a healthcare related field
 - educator in healthcare administration
- Experience working as a healthcare administrator with increasing levels of responsibility as evidenced by an organizational chart, letter from manager, and/or evidenced by certification or fellowship by a nationally recognized body in healthcare administration
- Be available and prepared for an interview if requested.

Doctor of Nursing Practice (DNP)

Applicants for the DNP program must apply through the Centralized Application for Nursing Programs (NursingCAS). Jefferson College does not require a supplemental application.

- Applications are received for admission on a rolling basis.
- Master of Science in Nursing degree from a nationally accredited CCNE or ACEN school in a regionally accredited institution.
- MSN program GPA of 3.0 or higher.
- Current unrestricted RN license in the state(s) in which student's clinical practice will occur.
- Official documentation of practicum hours completed at the master's level.
- A professional curriculum vitae or resume to include education, professional practice, and scholarship.
- [Recommendation forms](#) from three professional references who can address the applicant's potential for doctoral level work. At least one reference should come from a former faculty member if possible.
- A 2-page typed statement describing career goals and how a DNP degree will assist in meeting those goals. One possible final DNP project idea should be presented in the statement. The writing style (i.e. grammar, punctuation, spelling, word use) and content of the essay will be used in the overall evaluation of the application.
- Be available and prepared for an interview if requested.
- The number of credits a student may transfer will be determined on an individual basis, but will be no greater than 35% of the total program credits. Transfer courses must have been completed at a regionally accredited institution.

Doctor of Occupational Therapy (DOT)

Applicants interested in admission to DOT program should refer the College website for admission information.

Master of Healthcare Administration

- The recommended deadline for priority admission is March 15.
- Baccalaureate degree from a regionally accredited institution with a recommended GPA of 3.0 or higher.
- All applicants must have completed a college level statistics course with a grade C or higher prior to or during the first semester of the program.
- Completed recommendation forms from two references.
- A professional resume.
- Students may transfer up to twelve (12) graduate credit hours to the MHA program (*Please refer to the Transfer Credit policy in the Graduate Information, Policies, and Procedures section of this Catalog*)

Applicants are not required to have previous healthcare experience prior to admission, but any student without a minimum of one year of healthcare experience, will be required to take HA 670, a healthcare practicum, prior to graduation.

Master of Science in Nursing: Family Nurse Practitioner

Applicants for the MS-FNP program must apply through the Centralized Application for Nursing Programs (NursingCAS). Jefferson College does not require a supplemental application.

- The recommended deadline for priority admission is November 30.
- Graduate of a nationally accredited BSN or MSN nursing program with a minimum cumulative GPA of 3.0 or higher (based on a 4.0 scale).
- Current unrestricted Registered Nurse Licensure in the state or territory in which the student's clinical practice will occur.
- A College-level statistics course (3 credits) with a C or higher.
- Recommendation forms from three professional references who can address the applicant's potential for advanced practice nursing. References should come from recent employers and a former faculty member if possible.
- Curriculum vitae or resume. This document should include education and professional practice.
- Official scores from the Miller Analogies Test or Graduate Record Examination from the last five years if no master's degree. (School codes: GRE/5099; MAT/2522). If the CUM GPA is 3.0 or higher, this MAT or GRE requirement is waived.
- A two-page essay describing career goals and how a graduate credential will assist in meeting those goals. The writing style (i.e. grammar, punctuation, spelling, word use) and content of the essay will be used in

the overall evaluation of the application.

- A minimum of 2,000 documented hours of nursing practice to have occurred no longer than three years prior to beginning the FNP clinical courses.
- Selected applicants will be scheduled for a personal interview. Applications received on or before November 30 will be considered first.
- The number of credits a student may transfer will be determined on an individual basis, but will be no greater than 35% of the total program credits. (Please refer to the Transfer Credit policy in the Graduate Information, Policies, and Procedures section of this Catalog.)

In compliance with the State Authorization and Reciprocity Agreement (SARA), Jefferson College of Health Sciences cannot confirm whether the program meets the requirements for professional licensure outside of Virginia. For additional information you should contact the state licensing board for the state in which you reside. The following web address provides contact information for each state. <https://www.ncsbn.org/47.htm>

Master of Science in Nursing: Nursing Administration

Applicants for the MS-NA program must apply through the Centralized Application for Nursing Programs (NursingCAS). Jefferson College does not require a supplemental application.

- The recommended deadline for admission is March 15.
- A Baccalaureate degree from a regionally accredited institution with a minimum cumulative GPA of 3.0 or higher.
- Current unrestricted Registered Nurse Licensure from any state or territory of the United States.
- A College-level statistics course (3 credits) with a C or higher
- Applicants who have earned a bachelor's degree in a field of study other than nursing must meet the following program course prerequisites.
 - Completion of NSG 490, Contemporary Nursing Issues, with a B or better.
 - Completion of a college-level research course with a C or better.
- Recommendation forms from three professional references who can address the applicant's potential for advanced practice nursing. References should come from recent employers and a former faculty member if possible.
- Curriculum vitae or resume. This document should include education and professional practice.
- Official scores from the Miller Analogies Test or the Graduate Record Examination from the last five years if no master's degree. (School codes: GRE/5099; MAT/2522). If the CUM GPA is 3.0 or higher, this MAT or GRE requirement is waived.
- A two-page essay describing career goals and how a graduate credential will assist in meeting those goals. The writing style (i.e. grammar, punctuation, spelling, word use) and content of the essay will be used in the overall evaluation of the application.
- The number of credits a student may transfer will be determined on an

individual basis, but will be no greater than 35% of the total program credits. (Please refer to the Transfer Credit policy in the Graduate Information, Policies, and Procedures section of this Catalog.)

Master of Science in Occupational Therapy

- The deadline for admission is November 1 by 5:00 pm.
- A Baccalaureate degree from a regionally accredited institution with a GPA of 3.0 or higher.
- Completion of the following pre-requisite coursework:
 - 3 credit course in statistics or a research design course.
 - 6-8 credits in courses pertaining to anatomical systems such as human anatomy, kinesiology, human physiology, and exercise science.
 - 3 credit course in sociology or anthropology.
 - 3 credit course in human growth and development throughout the lifespan.
 - 3 credit course in abnormal psychology.
- Completion of Recommendation Forms from three references
- Completion of a 1000 word essay describing your personal story. Please use APA style, double spaced, Times New Roman 12 point font.
- A minimum of 50 documented hours of observation is preferred using the form available on the OT web page on the Jefferson College website.
- Interviews for admission take place on campus. Applicants who are selected to be interviewed will be scheduled for an interview session several weeks ahead of time. Interview sessions begin in January and run through March.
- Transfer credit is not accepted in the MSOT program.

Master of Science in Physician Assistant

Applicants for the MSPA program must apply through the Central Application Service for Physician Assistants (CASPA). *Jefferson does not require a supplemental application.* **DO NOT** send application materials directly to the College or Program. **The application deadline is November 1.** We have a rolling admissions process, i.e., admission decisions are made and decision letters are sent after each interview session instead of all decisions being made at the end of the season.

Outstanding candidates are accepted within 30 days after the interview, so we highly recommend that you apply early. Interviews for admission take place on campus. Applicants who are selected to be interviewed will be informed of their interview session several weeks ahead of time.

The decision to admit a candidate rests with the admissions committee. Decisions are based on grade point average, prerequisites, healthcare experience, essay, Graduate Record Examination (GRE) scores, references, and the interview.

Application Procedure

- **CASPA.** Applicants must apply through CASPA, the Central Application Service for Physician Assistants. Jefferson does not require a supplemental application. *DO NOT* send application materials directly to the College or Program. Deadline for submission is November 1
- **References.** We recommend three references: one each from an academic advisor, a clinical supervisor and an employer. Substitutions may be made if all three are not available, but at least one reference should be from someone familiar with you in a work or professional setting. Submit these directly to CASPA using CASPA's forms.
- **Essay.** The CASPA application includes a written essay, which will be reviewed by our admissions committee. The essay should be of high quality and demonstrate graduate-level writing.
- **Bachelor Degree.** A bachelor degree from a regionally accredited institution is required. We accept degrees from all disciplines provided you meet the Program's course prerequisites.
- **GPA.** The minimum overall GPA accepted is 2.8 on all undergraduate work. A GPA of at least 3.0 is recommended. You must have earned a "C" or better on all prerequisite courses. Pass/Fail or placing out of a required prerequisite is not permitted.
- **Advanced Placement Credit.** Credit for AP courses taken in high school, and appearing on a college transcript will be accepted for prerequisite credit. However, we give no advanced placement or prior learning credit to take the place of PA program coursework. Each PA student must complete the entire curriculum at Jefferson.
- **Transcripts.** Send all transcripts to CASPA, not to the College. Students are to send transcripts to the College only after they are accepted and have paid their deposit.
- **Healthcare Experience.** All successful candidates must have 500 hours of healthcare experience, paid, volunteer, or as a student, prior to enrollment in the PA program. This experience should be in areas with direct patient or client contact, for example, EMT, medical technology, nursing, and phlebotomy. Patient contact in fields such as health education, health promotion, and social work may be considered as long as work was in areas of patient or client services. The 500 hours need not be completed by the time of application. Applicants with formal certifications in a health-related field should provide a copy of license or certification upon request.
- **GRE.** The Graduate Record Exam (GRE) is required and should have been taken within the last five years. The applicant must arrange to have GRE scores submitted directly to CASPA. Our Designated Institution (DI) Code is 0597.
- **Prerequisite Courses.** Applicants must have completed the following prerequisite coursework before beginning the program. At least 12 hours of this coursework must have been completed within the past three years.

- Anatomy and Physiology I & II with lab: 8 hours
- General Chemistry I & II with lab: 8 hours
- Biochemistry or Cell Biology: 3 hours
- Microbiology with lab: 4 hours
- Genetics or Immunology: 3 hours
- Statistics: 3 hours
- Medical Terminology: 1 hour
- Psychology: 6 hours; at least one upper-level course is required (Abnormal Psychology or Developmental Psychology is accepted as an upper-level course)
- Requests for waivers of any of these requirements will be considered on an individual basis, must be made in writing to the program, and must be supported with excellent reasons.
- **Interviews** for admission take place on campus. Applicants who are selected to be interviewed will be scheduled for an interview session several weeks ahead of time. Interview sessions begin in November.

Graduate Certificate in Biology

- The recommended deadline for admissions is May 15.
- A Baccalaureate degree from a regionally accredited institution with a recommended GPA of 3.0 or higher. *Applicants who have earned a bachelor's degree in a major other than biology must have successfully completed at least 12 credit hours in appropriate biology courses to undertake graduate-level biology courses.*
- Completion of Recommendation Forms from three professional references
- A Professional Resume
- Completion of a Personal Statement explaining the applicant's interest in the program
- Students may transfer up to six (6) pre-approved graduate credit hours to the program (*Please refer to the Transfer Credit policy in the Graduate Information, Policies, and Procedures section of this Catalog*)

Graduate Certificate in Healthcare Administration

- A Baccalaureate degree from a regionally accredited institution with a recommended GPA of 3.0 or higher
- A Professional Resume demonstrating at least two (2) years of work experience in a healthcare organization

Graduate Certificate in Healthcare Informatics

- A Baccalaureate degree from a regionally accredited institution with a recommended GPA of 3.0 or higher
- A Professional Resume demonstrating at least two (2) years of work experience in a healthcare organization

International Applicants

International students must have their transcripts submitted for independent

evaluation of equivalency by an acceptable credentialing evaluation agency. The *World Education Service* is suggested. Students for whom English is not their primary language are required to submit their **Test of English as a Foreign Language (TOEFL)** score. The minimum score accepted for admission is 550 for the paper-based test (equivalent requirements are 80 for internet-based and 215 for computer-based tests). We encourage international applicants to have some coursework at an accredited U.S. or Canadian institution. If the student needs an I-20, all other international applicant requirements must also be met. These may be found in the Undergraduate Admissions section of this catalog.

Non-Degree Seeking Students

An applicant who seeks to take up to 12 credits of graduate level coursework at Jefferson College of Health Sciences without applying to a degree program is a non degree-seeking Student. The student must have a minimum of a bachelor's degree from a regionally accredited institution.

Your completed application should include:

- Completion of the graduate application (not required of current Jefferson students).
- Meeting with the program director and instructor responsible for the course(s) wishing to enroll in.

Graduate Finances

Please refer to the finances section of the catalog.



Graduate Information, Policies and Procedures

Academic Advising

A graduate academic advisor is assigned to help the student with the program of study. The advisor should approve all academic plans. It is the student's responsibility to schedule advising appointments with the advisor as necessary to plan a course of study to complete a graduate program, or to discuss current academic questions and problems.

Academic Honor Code and Personal Integrity

Jefferson College of Health Sciences expects students to exhibit high levels of integrity in all activities. The College reserves the right to deny admission to or remove students from any program if they have a record of misconduct or demonstrate behavior that would jeopardize their professional performance.

Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to: cheating on an assignment or examination; using materials during a quiz or examination other than those specifically permitted by the instructor; stealing, accepting or studying from stolen quizzes or examination materials; plagiarism; forgery of signatures; falsification of official documents; falsification of data; falsification of clinical records; misrepresentation of academic qualifications; misuse of materials which belong to the College; stealing or copying of computer programs and presenting them as one's own or misrepresenting completion of clinical hours or assignments. Students who violate the Academic Honor Code may receive a failing grade for the assignment or the course. They will not be granted a grade of "W" in the course and may, depending on the nature of the offense, be suspended or dismissed from a program or the College. For additional detail, refer to the *Jefferson Student Handbook*.

Falsification of official documents or misrepresentation of academic qualifications may result in denial or annulment of admission.

It is the student's responsibility to know what constitutes academic dishonesty, cheating or plagiarism.

Academic Responsibility

While Jefferson College of Health Sciences makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements of a degree.

Adding and Dropping Courses

Adding or dropping courses must be completed in accordance with the designated periods on the official College Calendar. Students must confer with their academic advisor if they desire to add or withdraw from a course.

After the Add/Drop deadline, student may withdraw from a class or classes according to the policies and procedures outlined under *Withdrawal* in this section of the catalog.

Accommodations for Students with Disabilities

Please refer to *Services for Students with Disabilities* under *Student Affairs* in this catalog.

Catalog of Entry

In general, a student must fulfill the degree requirements set forth in the Catalog current during the student's first term enrolled in a graduate program at Jefferson College of Health Sciences. Academic policies amended while a student is enrolled in courses at Jefferson may be deemed to apply regardless of the policies stated in the Catalog at time of entry. The College reserves the right to modify degree requirements from those listed at the time of entry due to curricular exigencies. If students are readmitted, they re-enter under the Catalog in effect at the time of readmission.

Change in Program of Study

Changes in the planned program of study for candidacy must be approved by the academic advisor and program director. Forms for program changes are available through the Registrar's Office.

Course Load

A full-time graduate academic load is a minimum of nine credit hours per semester.

Credit Hours

The semester credit is the standard unit of credit awarded by Jefferson. To provide students time to travel between courses, one hour equals 50 minutes. One semester credit is equal to 15 hours of instruction. For on-campus laboratory courses, one semester credit is equal to 30 hours of instruction. The semester credit hours awarded for practica, externships, and clinical experiences range from 45 to 55 hours of instruction for each one semester credit, in accordance with professional accrediting agency expectations.

Programs leading to the Master of Science Degree or Master of Healthcare Administration Degree consist of a minimum of 30 semester credit hours.

Emergency Class Cancellation

The College will close for weather emergencies, disasters, or incidents based on the decision of the College Administration. Notification of emergency class cancellation is made via the emergency alert system (e2Campus), college web site, and main phone number. Students are encouraged to sign up for e2Campus. Students may also listen for cancellation notices on local radio and television stations. Please note that the college has no control over how rapidly or accurately the radio and television stations report closings.

Grading

Graduation requirements are based on the quantity and quality of the student's work. The number of credits is a measure of quantity, with a credit normally representing fifteen hours per semester of course work, thirty hours per semester of lab, and not less than forty-five hours per semester of clinical. The grade is a measure of quality. The College uses the following system for grading graduate courses:

Grading Scale

| | | |
|----|-------|------------------------|
| A | 4.000 | Satisfactory/Passing |
| A- | 3.700 | Satisfactory/Passing |
| B+ | 3.300 | Satisfactory/Passing |
| B | 3.000 | Satisfactory/Passing |
| B- | 2.700 | Satisfactory/Passing |
| C+ | 2.300 | Marginal*/Passing |
| C | 2.000 | Marginal*/Passing |
| C- | 1.700 | Marginal*/Passing |
| D+ | 1.300 | Unsatisfactory/Failing |
| D | 1.000 | Unsatisfactory/Failing |
| D- | 0.700 | Unsatisfactory/Failing |
| F | 0.000 | Unsatisfactory/Failing |

Special Grading Symbols

| | | |
|----|-------|------------------------|
| I | 0.000 | Course Work Incomplete |
| IE | 0.000 | Incomplete Extended |
| NJ | 0.000 | No Judgment |
| P | 0.000 | Pass |
| W | 0.000 | Student Withdrawal |

**Although a C may be considered passing for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.*

Grade Point Average

The grade point average is used to determine eligibility for admission, progression, and graduation. It is calculated by dividing the total number of quality points by the total number of graded credit hours attempted. Courses with grades or status of “P”, “W”, “I”, “IE”, and “NJ” are not figured in the grade point average. A student’s cumulative grade point average at Jefferson is based solely on academic work at Jefferson and is not affected by course credit earned at another institution.

Pass/Fail

Some graduate classes may be offered on a Pass / Fail. Pass in a graduate course is equivalent to “A” or “B”. A graduate course may not be taken on a Pass / Fail basis unless this grade status is specified in the course description.

Incomplete Status

Only the faculty member may assign a course status of Incomplete “I”. When a faculty member assigns a grade status of “I” in a course for a student, the faculty member must complete the appropriate form in the Registrar’s Office. A status of Incomplete “I” may be assigned if a student is passing the course and has a justifiable reason for not completing the work on time. This status must be changed by midterm of the following semester. Otherwise, the instructor or the Registrar will change the status to an F. No student with a status of “I” may receive a degree. Neither credit hours nor grade points are awarded for a course whose status is “I.”

Incomplete Extended

The time limit for the completion of a grade of Incomplete may be adjusted due to extenuating circumstances. The faculty member and the Registrar must approve the extension of an Incomplete.

No Judgment

The designation of “NJ” indicates satisfactory progress in project courses taken by students in cases where such courses are not completed during a term and when there is need for a grade to indicate that the student has been actively engaged in scholarship. Students may enroll in such courses according to the policies of their degree program.

Grade Reports and Final Grades

Grade reports are issued to students each semester through each student’s Self-Service account. Some courses may issue midterm grades through Self-Service. The mid-term grade report, if course and program appropriate, indicates a student’s progress and serves to identify potential academic problems. Neither midterm nor final grades are mailed to the student.

Graduation

Graduation requirements

Students may receive a graduate degree only after meeting all of their program requirements. A cumulative grade point *average* of 3.00 or better is required by all programs for completion of a graduate degree. A minimum of sixty-five (65) percent of the course work required to earn a graduate degree must be taken at Jefferson College of Health Sciences. Transfer courses must be approved by the Program Director and the Registrar. Students must also complete the electronic Graduation Survey and the online Exit Form.

Application for Graduation

It is the student’s responsibility to be aware of progress toward the degree. Students **must** file an Application for Graduation form with the Registrar’s Office two semesters before the date of graduation. A program of study, signed by the advisor and program director, must be forwarded to the Registrar.

Commencement Exercises

Ceremonies for all graduates who have completed degree requirements in the previous summer and current fall terms are held in December. Ceremonies for all graduates who have completed degree requirements in the current spring term are held in May of each year.

Students who plan to complete degree requirements at the end of the Summer Semester may participate in the preceding Spring Graduation ceremonies pending completion of degree requirement under the following

policy:

- At the time of Spring Graduation, the student may not have more than 3 credit hours pending.
- The outstanding credits must be completed by the last day of final exams of the Summer Semester immediately following the Spring graduation in which the student participated. A written plan of completion of these credits must be filed with the Registrar's Office before participation in the Spring ceremony.
- The student will not be eligible to participate in any other graduation ceremony for conferral of the same degree.

Hooding Ceremony

All graduate students who are eligible for participation in the College commencement ceremony will be eligible to participate in the hooding ceremony.

Interdisciplinary Studies/Interprofessional Education

Jefferson has identified broad-based interdisciplinary learning as a component of its mission, believing that it is essential to improve healthcare outcomes. To accomplish this, elective and required courses in Interdisciplinary Studies (IDS) and Interprofessional Education (IPE) are interwoven with the discipline-specific courses in the curriculum. IDS and IPE courses integrate theory, innovative practice, and technology into classroom, laboratory, and clinical settings. IDS courses provide students from all curricula with knowledge that transcends the boundaries of specific healthcare disciplines. Students in IPE courses engage in interprofessional teamwork around problems specific to the topic of the course.

Master's Scholarly Project

Some master's degree programs involve a Master's project that is a culminating experience, which includes an integrating activity and a comprehensive evaluation of the student's performance:

- The integrating activity is intended to help the student synthesize knowledge and skills acquired throughout the degree curriculum. The form of this activity will vary according to the particular discipline and will be specified in the appropriate program handbook.
- The Master's Project should demonstrate the ability of the student to select a specific problem or topic, to assemble pertinent data, to do research appropriate to the topic, to organize ideas and data acceptable; to synthesize, analyze and interpret results; and to produce a document in clear and effective English.
- The student's performance on the Master's Scholarly Project may be classified into one of three (3) categories: (1) Pass; (2) No Judgment – the student is provided an opportunity for further study and re-examination by the committee; (3) Fail with no opportunity for re-examination or re-evaluation. The nature of further study and a schedule

for re-evaluating the student's performance will be established by the program faculty.

Minimum Performance Standards for Admission and Progression

In compliance with the Americans with Disabilities Act, students must be, with reasonable accommodations, physically and mentally capable of performing minimal standards to meet program objectives. If a student cannot demonstrate the ability to meet the technical standards, it is the responsibility of the student to request appropriate accommodations by scheduling an appointment with the Coordinator of Services for Students with Disabilities. The College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation. This includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodations would jeopardize clinician or client safety, the institution, or the educational process of the student, including all coursework and clinical experiences deemed essential for graduation. Students should see their program descriptions for program-specific Minimal Performance Standards.

Non-Degree Seeking Policy for Graduate Courses

Non-degree seeking students may enroll in no more than a total of 12 credit hours of graduate level coursework without being formally accepted into a graduate program (see Non-Degree Seeking Students in the Graduate Admissions section). Acceptance in the course requires the consent of both the instructor of the course and the program director offering the course. Application of these credits to a Jefferson graduate program will be according to the policies of that program.

Readmission

Inactive students who were in good standing and who wish to re-enroll should submit a new application and any additional materials requested, including transcripts from all colleges attended since leaving Jefferson College of Health Sciences. Readmitted students adhere to the requirements of the Catalog at the time of re-entry.

Reinstatement

Students who have been dismissed for academic or professional reasons from a graduate program at Jefferson are **generally** not eligible for reinstatement to that program.

Standards of Satisfactory Academic Progress

Students are expected to maintain a minimum cumulative GPA of 3.0 for all graduate coursework. Failure to maintain a cumulative GPA of 3.0 will result in academic probation for one semester. Students on academic probation must

meet with their financial aid representative to determine how this status impacts their financial aid awards.

Specific policies pertaining to those students who are unable to raise their cumulative GPA to 3.0 at the end of the probation semester and to students whose cumulative GPA falls below for a second time are published in each program's handbook.

Student Complaints/Grievances

Students who believe that they have been treated unfairly with respect to the application of the laws, rules, policies, procedures or regulations under which the College operates or because of race, religion, color, national origin, age, gender, sexual orientation, veteran status or disabilities may file a formal complaint. A complaint/grievance is an internal matter subject to the guidelines located in the Student Handbook, which is published on the College website (www.jchs.edu) under "Campus Life" and is also available in the Office of Student Affairs, located on the 4th floor of the Carilion Roanoke Community Hospital Building.

Student Exit Form

A Student Exit Form must be submitted to the Registrar's Office if a student is completely withdrawing from the college or requesting a Leave of Absence. The form is available online or in the Registrar's Office.

Seniors planning to graduate must complete the online Exit Form no sooner than two weeks before the graduation date but no later than the last official day of classes prior to the anticipated graduation.

The exiting student must obtain clearance from all departments listed to verify that all obligations to Jefferson College of Health Sciences have been satisfied before the student can be eligible for graduation or have any requests for transcripts honored.

Students' Rights of Access to Their Educational Record

The College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (often referred to as the "Buckley Amendment"), which protects the privacy of educational records, establishes students' rights to inspect their records, provides guidelines for correcting inaccurate or misleading data, and permits students to file complaints with the Family Educational Rights and Privacy Act Office. *Portions of this policy were adapted from the recommendations of the American Association of Collegiate Registrars and Admissions Officers (2013), Family Educational Rights and Privacy Act 2013 Guide, Washington, DC.*

Educational records are defined as any record maintained by the institution in which a student can be personally identified. Record formats may include handwritten, printed, computer images or data, e-mail, video/photos, audio tapes, and microfilm/microfiche. However, education records do not include private

notes maintained by a College official that are not accessible or released to other personnel, law enforcement or campus security records, medical records, employment records, and alumni records.

Students are afforded the following rights with respect to their educational records:

- The right to inspect and review his/her education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Dean for Academic Affairs, Dean for Student Affairs, Department Chair, or Program Director a written request that identifies the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place when the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed
- The right to request the amendment of his/her education records that the student believes to be inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent. Access to students' records, except directory information, which may be released, is never granted to individuals from off campus requesting information, unless the student involved has given written permission or as applicable law requires. Directory information is defined as the student's name, address, phone number, dates of attendance, curriculum, honors, degrees granted, graduation dates, and participation in officially approved activities. Students may restrict access to their directory information by contacting the Registrar's Office and filing a written request. To minimize the risk of improper disclosure, academic and disciplinary records are kept separate.

Students may authorize disclosure of information to parents or anyone else by completing a *Student Permission to Release Information Form* available in the Registrar's Office. This authorization for disclosure may also be revoked by the student through written notification to the Registrar's Office.

The College may also exercise its discretion to disclose information from the student's educational records without written authorization from the student under the following circumstances:

- to federal, state, and local authorities involved in the audit or evaluation of compliance with education programs;
 - to comply with a judicial order or subpoena;
 - in connection with financial aid;
 - to organizations conducting studies for or on behalf of educational institutions;
 - to accrediting organizations;
 - to the parents of a dependent student (special guidelines apply);
 - when a health or safety emergency is apparent;
 - when directory information is being released;
 - to an alleged victim of a crime of violence, the results of a disciplinary hearing may be disclosed; and
 - to school officials who have a legitimate educational interest. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.
- The right to file a complaint with the U.S. Department of Education concerning the alleged failures by the College to comply with requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Offices, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

Time Limit for Degree Requirement

All course work for the Master's degree must be completed within seven (7) years of matriculation. Exceptions to these time limits may be granted following appeal by the student.

Transfer Credit

The number of transfer credits is determined by each program. The actual transfer of credit, if permitted by a specific program, is governed by the following conditions.

Application for the transfer of credit completed at international institutions must be evaluated by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or the World Educational Service (WES) before submission to the Program Director and the Registrar. Any grade received from another institution will not be included in the Jefferson College of Health Sciences grade point average.

Transfer credits are subject to the following conditions:

- Courses must be comparable to Jefferson College of Health Sciences course requirements or be acceptable as appropriate for the student's program of study. The graduate student must make this request in writing to the faculty advisor.
- Courses must have been completed at a regionally accredited institution within the prior five calendar years.
- Courses must be fully acceptable and applicable to comparable degree programs at the offering institutions; however, transfer credit is not allowed for a course counted within a graduate degree program completed at another institution.
- Courses must be reflected on an official transcript that indicates regular disciplinary prefixes, graduate-level course numbers, and titles. An official transcript of the transfer course and a copy of the course description from the appropriate academic years catalog must be submitted with the student's written request to the faculty advisor.
- Continuing education, professional development, and in-service courses are not transferable unless the course(s) is (are) fully acceptable and applicable to a comparable degree program at the offering institution.
- Any courses proposed for transfer credit, whether taken before or after admission to Jefferson College of Health Sciences, must have the approval of the program director and registrar.

Undergraduate Students Enrolling in Graduate Courses

Senior undergraduate students may enroll in no more than a total of 12 credit hours of graduate level coursework. Acceptance in the course requires the consent of both the instructor of the course and the program director offering the course. Application of these credits to a Jefferson graduate program will be according to the policies of that program.

Withdrawal

Withdrawal from a Course

The withdrawal period is limited. The deadline for course withdrawal is published each term in the term College Calendar. After the deadline for withdrawal, a student who does not intend to complete a course and wishes to receive a grade status of "W" must apply to the Dean of Academic Affairs

for an administrative withdrawal. A student who simply stops attending class during the term will receive a grade of “F” for the course.

Administrative Withdrawal

Students wishing to drop a class after the final withdrawal date (the last date to withdraw with a “W”) must complete a request for Administrative Withdrawal, which is only authorized by the Dean for Academic Affairs for extenuating circumstances.

The student must submit a request for administrative withdrawal in writing to the Dean for Academic Affairs. The request must be placed on an official form provided by the Dean’s Office. The form may be supplemented by additional documentation.

The request must:

- identify circumstances beyond the student’s control that have occurred after the final drop date (date must be specified) and prevent successful completion of the course. If such circumstances occurred prior to the final drop date, the request must also document the extenuating circumstances leading to a failure to drop the course before the final drop date. Lack of awareness of the final drop date is not considered an extenuating circumstance,
- include documentation verifying all extenuating circumstances,
- indicate the last day of class attendance or online activity in an online course, and
- be accompanied by a letter/e-mail from instructors of all courses involved in the request indicating their recommendation regarding the request.

The Dean will respond within five business days of receipt of the student’s letter and written recommendation from all involved instructors. A written copy of this decision will be sent to the student with copies to the Registrar, course instructors and advisor. The decision of the Dean is final.

Withdrawal from the College By the Student

A student who wishes to withdraw from the College must notify the office of the Dean for Academic Affairs and complete the appropriate form. The Drop/Add dates for the term apply. A student who simply stops attending classes will receive a grade of “F” for all courses.

By the College

If a student does not register for a course for three consecutive terms, the student will be administratively withdrawn from the College and considered an inactive student. An inactive student must apply to the Admissions Office for readmission, and may resume studies under the Catalog in effect at the

time of readmission. The College reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

Leave of Absence

Graduate students may request a leave of absence for a number of terms not to exceed one calendar year. A request for a leave of absence should be sent in writing to the academic advisor of the program. Students who return on the agreed-upon date re-enter the program with the same status held at the time they left. Students who do not obtain a formal leave of absence, or those who do not return in the agreed upon term, shall be considered withdrawn from the College and will have to reapply to gain readmission.

School of Graduate and Professional Studies Program Descriptions



Doctor of Health Sciences

Introduction

The Doctor of Health Sciences (DHSc) program is a post-professional advanced degree designed for masters prepared clinicians, educators, healthcare administrators and healthcare practitioners desiring to increase their evidence based knowledge in healthcare, health professions education, global health, professionalism and ethics.

Program Mission:

The mission of the DHSc program is to develop capable leaders that can evaluate, manage, and implement improvements in the current healthcare system and to be prepared to seek employment opportunities in an academic, clinical or management setting.

Program Outcomes:

Upon completion of the DHSc program, the graduate will be able to:

1. Evaluate, synthesize, and apply an integrative approach to solving healthcare problems.
2. Analyze and assess strategies to influence public policy related to healthcare.
3. Use community health assessment to develop strategies to improve the health of our communities.
4. Pursue a scholarly activity in an emphasis area that is suitable for dissemination to a peer-reviewed venue.

Course Format

Courses are offered as online classes, supported by synchronous and asynchronous technology resources. The program is designed to accommodate the needs of both full time and part time adult professionals. Full-time students will take two to three courses per semester for a minimum of seven semesters. Professional academic advisors will work with part time students to develop an individualized academic plan of study.

Doctor of Health Sciences Program of Study
(42 Credits)

| PREFIX | COURSE TITLE | CREDITS |
|------------------------------|---|----------------|
| Semester 1: Fall | | |
| HA 510 | Foundations of Healthcare Administration | 3 |
| HA 520 | Advanced Health Information Systems | 3 |
| Total Credits: | | 6 |
| Semester 2: Spring | | |
| HSC 700 | Research Methods for Health Science | 3 |
| EDUC 840 | Healthcare Education | 3 |
| Total Credits: | | 6 |
| Semester 3: Summer | | |
| HA 620 | Strategic Healthcare Economics and Policy | 3 |
| HSC 720 | Legal and Ethical Issues Affecting Healthcare Organizations | 3 |
| Total Credits: | | 6 |
| Semester 4: Fall | | |
| HSC 740 | Global Epidemiologic Health Issues | 3 |
| HSC 750 | Cultural Competence | 3 |
| Total Credits: | | 6 |
| Semester 5: Spring | | |
| HSC 810 | Community Health Assessment & Management | 3 |
| EDUC 825 | Curriculum Development and Design | 3 |
| Total Credits | | 6 |
| Semester 6: Summer | | |
| HSC 830 | Organizational Leadership in Healthcare | 3 |
| HSC 850 | Capstone I-Special Projects | 3 |
| Total Credits | | 6 |
| Semester 7: Fall | | |
| HSC 710 | Occupational and Environment Health | 3 |
| HSC 860 | Capstone II-Special Projects | 3 |
| Total Credits | | 6 |
| Total Master Credits: | | 9 |
| Total DHSc Credits: | | 33 |
| TOTAL CREDITS: | | 42 |

Doctor of Nursing Practice

Introduction

The Doctor of Nursing Practice program is designed for those who have already completed a Master's degree in Nursing. The program meets the needs of both the clinically and administratively oriented post-masters degree professional by building on previously acquired skills and knowledge. This online program is based on the Essentials of Doctoral Education for Advanced Nursing Practice established by the American Association of Colleges of Nursing. Graduates of the DNP program are well prepared to develop, expand and apply their expertise in evidence based scholarship to their leadership and/or clinical practice role. DNP graduates are prepared to identify, develop, and evaluate solutions to today's challenges and contribute to the evolution of the future of healthcare. Experiences are designed to integrate collaboration in an environment that has been innovative in applying the concepts of interprofessionalism.

Nursing Programs Mission

Jefferson Nursing Programs promote excellence in nursing education, practice, scholarship, and service. Through innovative interprofessional practice and education experiences, graduates are empowered to provide leadership in the rapidly changing and culturally diverse healthcare environment. Graduates contribute to the health of all populations as ethical clinicians, educators, researchers, and leaders.

Accreditation

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (One DuPont Circle, NW, Suite 530, Washington, DC 20036. Phone: 202-887-6791).

DNP Program Outcomes

Upon completion of the Doctor in Nursing Practice program, the graduate nurse will be able to:

1. Synthesize science-based theories, concepts and evidence from nursing and other disciplines to develop and evaluate new practice approaches.
2. Demonstrate expertise in assessing organizations, identifying systems issues, and leading organization-wide changes in practice delivery to achieve patient safety and quality.
3. Provide leadership for evidence-based nursing practice characterized by discovery, translation, application and evaluation of new knowledge in complex practice situations.
4. Utilize information systems/technology to support, lead and improve patient care within healthcare systems and/or academic settings.

5. Critically analyze health policy proposals and provide politically competent leadership for healthcare policy that shapes healthcare financing, regulation, and delivery.
6. Employ effective collaborative leadership skills in interprofessional practice to create change in healthcare and complex healthcare delivery systems.
7. Synthesize concepts related to clinical prevention and population health to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care.
8. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the DNP Student Handbook. This handbook is available electronically on the program blackboard site and may be requested from the department secretary.

Program of Study

The DNP Program of Study is designed to accommodate the needs of both full and part time adult professionals. Non clinical courses are delivered in a primarily online format. During the course of the program, precepted experiences will occur at sites arranged in partnership with Jefferson faculty.

Doctor of Nursing Practice – Post MSN Part-time Program of Study (36 credit hours minimum)

*The following is a sample plan of **part time** study, the actual order in which classes are taken may vary. A full time plan of study may be developed with a faculty advisor.*

| PREFIX | COURSE TITLE | CREDITS |
|-------------------|--|----------|
| Semester 1 | | |
| Fall-01 | | |
| IDS 503 | Advanced Statistics (graduate level) | 3 |
| DNP 701 | Advanced Practice Roles, Concepts and Theory Analysis (didactic 2 cr, clinical 1 cr.) | 3 |
| Credits: | | 6 |
| Semester 2 | | |
| Spring-01 | | |
| DNP 702 | Research I: Foundations for Evidence-Based Practice | 3 |
| DNP 703 | Educational Leadership Roles, Concepts and Theories (didactic 2 cr, clinical 1 cr.) | 3 |
| Credits: | | 6 |
| Semester 3 | | |
| Summer-01 | | |
| DNP 704 | Population Health and Health Policy | 3 |
| Credits: | | 3 |

| PREFIX | COURSE TITLE | CREDITS |
|-------------------|---|------------------------------------|
| Semester 4 | | Fall-02 |
| DNP 705 | Leadership in Complex Organizations (didactic 2 cr, clinical 1 cr.) | 3 |
| DNP 801 | Research II: Methods for Evidence-based Practice | 3 |
| | | Credits: 6 |
| Semester 5 | | Spring-02 |
| DNP 802C | DNP Resident Practicum* | 2 |
| DNP 803 | DNP Project Proposal | 1 |
| DNP 804 | Healthcare Economics and Resource Planning | 3 |
| | | Credits: 6 |
| Semester 6 | | Summer-02 |
| DNP 805 | Interprofessional Strategies for Improving Health Outcomes (didactic 2 cr, clinical 1 cr.) | 3 |
| | | Credits: 3 |
| Semester 7 | | Fall-03 |
| DNP 802C | DNP Resident Practicum* | 3 |
| DNP 806 | DNP Project | 3 |
| | | Credits: 6 |
| | | Total Credits (minimum): 36 |

* DNP Resident Practicum and Residency Project hours/credits may vary contingent upon # of clinical hours previously completed at the master's level. A minimum of 1000 total graduate level clinical hours are required for the DNP degree. One credit of clinical work equals 55 hours. Nine credits (495 hours) are built into the curriculum. DNP 802C may be repeated for as many credits as are needed by an individual student to achieve the minimum of 1000 total graduate level clinical hours. Negotiable portions of the DNP Project may also be considered as clinical hours.
Approved: January 27, 2015

Bioethics Graduate Certificate

The Post-Baccalaureate Certificate in Bioethics is collaboratively offered by Jefferson College and Radford University and is designed for working healthcare and biomedical professionals such as physicians, nurses, social workers, chaplains, patient advocates and representatives, risk managers, hospital administrators, healthcare attorneys, and others. The goal of the program is to provide students with the ethical competency needed for ensuring patient safety, building community trust, and supporting best practices in the expanding fields of healthcare, medicine, and biomedical research.

Bioethics Graduate Certificate Plan of Study

| PREFIX | COURSE TITLE | CREDITS | SEMESTER |
|---------|--|--------------------------|--------------------|
| ETH 510 | Advanced Bioethics | 3 | Fall (Jefferson) |
| ETH 520 | Bioethics in Organizational Leadership | 3 | Spring (Jefferson) |
| ETH 530 | Emerging Trends in Bioethics | 3 | Fall (Radford) |
| ETH 540 | Cultural Perspectives in Bioethics | 3 | Spring (Radford) |
| | | Total Credits: 12 | |

Biology Graduate Certificate

The graduate biology certificate program is designed for individuals, such as high school science teachers, seeking to obtain graduate credit hours in biology. Achievement of this certificate will provide the individual with preparation in

biology that will enhance their ability to teach biology related course work. The curriculum emphasizes molecular and cellular aspects of biological systems, application of quantitation to biological and physiological principles and remaining current through life-long commitment to reading contemporary research publications relevant to these disciplines. The graduate certificate includes 18 semester hours that are taught online and in campus laboratories, using both synchronous and asynchronous methodology.

Biology Graduate Certificate Plan of Study

| PREFIX | COURSE TITLE | CREDITS |
|--------------|------------------------------------|-----------|
| BIO 501 | Principles of Cellular Biology | 3 |
| BIO 515 | Comparative Anatomy for Biologists | 3 |
| BIO 535/535L | Human Anatomy for Biologists | 4 |
| BIO 545/545L | Microbial Genetics | 4 |
| BIO 555 | Human Physiology | 4 |
| | Total Credits: | 18 |

Master of Healthcare Administration

Introduction

The MHA program offers an avenue for healthcare professionals who have graduated from an accredited baccalaureate degree program to acquire a master's degree for career advancement opportunities, as well as for individuals seeking future careers in healthcare.

Today, many healthcare organizations are strongly encouraging their healthcare professionals to obtain a master's degree. The result is that experienced and entry-level professionals with baccalaureate degrees are searching for a master's degree completion program that will allow them to complete degree requirements while working part-time or full-time. The Master of Healthcare Administration program is especially designed for adult learners who are working in their professions, while completing the required coursework for the MHA degree.

In keeping with the Mission of Jefferson, the MHA program supports broad-based interdisciplinary learning, personal and professional integrity, commitment to life-long learning; advancement of knowledge through scholarship; and a holistic development of the individual.

Mission

The mission of the Master of Healthcare Administration (MHA) program is to develop healthcare leaders who will possess the attributes, values and competencies needed to lead healthcare organizations today and into the future.

Program Outcomes

Upon completion of the MHA program, graduates will be able to:

1. Comprehend and analyze a broad range of social, behavioral and environmental factors that influence individual and population health in the United States.
2. Assimilate and integrate acquired knowledge and critical thinking skills in general business management and leadership concepts and practices.
3. Model and apply knowledge and skills to effectively and ethically lead healthcare organizations within complex, competitive, regulatory and legal environments.
4. Synthesize acquired knowledge and skills toward the resolution of practical healthcare leadership issues and problems in an evidenced based practice environment.
5. Formulate and promote effective professional communication, cultural sensitivity and a commitment to acquire the skills to support lifelong learning.

Admission Requirements

The following requirements must be met for admission to the MHA Program:

- Baccalaureate degree from a regionally accredited institution with a recommended GPA of 3.0 or higher.
- All applicants must have completed a college level statistics course with a grade C or higher prior to or during the first semester of the program.
- Completed recommendation forms from two references.
- A professional resume.
- Students may transfer up to twelve (12) graduate credit hours to the MHA program (*Please refer to the Transfer Credit policy in the Graduate Information, Policies, and Procedures section of this Catalog*)
- Applicants are not required to have previous healthcare experience prior to admission, but any student without a minimum of one year of healthcare experience, will be required to take HA 670, a healthcare practicum, prior to graduation.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the MHA Student Handbook. This handbook is available electronically on the program blackboard site and may be requested from the department secretary.

Course Format

The MHA Program of Study is designed to accommodate the needs of both full and part time adult professionals. Courses are offered as online classes, supported by synchronous and asynchronous technology resources. Full-time students will take three to four courses per semester for a minimum of four semesters. Students may complete the program on a part time basis. Advisors will work with part time students to develop a course plan that allows for systematic completion of the program within the timeframes required by the college.

Synchronous class meetings may be held to support active student learning and are typically scheduled during evening hours. Additionally, IPE 507, an interprofessional educational course, is taken with graduate students from the Master of Science programs in Nursing, Occupational Therapy and Physician Assistant, and medical students from the Virginia Tech Carilion School of Medicine.

**Master of Healthcare Administration
Program of Study (39 – 42 credit hours)**

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|---|----------------|
| Semester 1: Fall | | |
| HA 510 | Foundations of Healthcare Administration | 3 |
| HA 520 | Advanced Health Information Systems | 3 |
| HA 530 | Organizational Theories and Leadership | 3 |
| | Total Credits: | 9 |
| Semester 2: Spring | | |
| HA 540 | Human Resource Administration | 3 |
| HA 550 | Research Methods and Analysis | 3 |
| HA 560 | Advanced Financial Management in Healthcare | 3 |
| | Total Credits: | 9 |
| Semester 3: Summer | | |
| HA 610 | Legal Issues Affecting Healthcare Organizations | 3 |
| HA 620 | Strategic Healthcare Economics and Policy | 3 |
| HA 630 | Seminar in Healthcare Administration | 3 |
| | Total Credits: | 9 |
| Semester 4: Fall | | |
| HA 640 | Operations & Performance Management | 3 |
| HA 650 | Quality Assessments and Improvement | 3 |
| HA 660 | Strategic Leadership and Marketing | 3 |
| IPE 507 | Ethical and Legal Practice in Healthcare | 3 |
| | Total Credits: | 12 |
| | Credits from Non-Major Courses: | 3 |
| | Credits from Major Courses: | 36 |
| | Total Credits: | 39 |
| HA 670 | Healthcare Administration Practicum (Optional) | 3 |
| | Total HA Credits with Optional Practicum | 42 |

Healthcare Administration Graduate Certificate

The graduate certificate in Healthcare Administration (HA) is designed to offer core healthcare administration content to healthcare managers and other healthcare professionals. The graduate certificate in HA is taught in a learning environment where students with management and professional experience can supplement their existing practical knowledge with new theoretical knowledge of healthcare organizations, healthcare organizational behavior, healthcare financial management, and related healthcare administration topics. The graduate certificate in HA includes six courses (18 semester hours) which are taught online, using both synchronous and asynchronous methodology.

Admission Requirements

Applicants applying for the graduate certificate in HA must have graduated with a bachelor's degree from an accredited college or university and have at least two (2) years of work experience in a healthcare organization. Applicants must provide a current resume during the application process.

The certificate program is designed as part-time plan of study. Students may take one or two courses per semester. Once accepted, students must complete a six-course (18 semester hour) program of study with a 3.0 or better GPA and no grade lower than "C". In most cases, coursework taken for the graduate certificate with an earned grade of "B" or better can be transferred to the Master of Healthcare Administration degree program if the student is admitted to the MHA program and the courses meet degree requirements.

Healthcare Administration Graduate Certificate Program of Study (18 credit hours)

| PREFIX | COURSE TITLE | CREDITS |
|-------------------|---|-----------|
| Semester 1 | | |
| HA 510 | Foundations of Healthcare Administration | 3 |
| HA 530 | Organizational Theories and Leadership | 3 |
| | Total Credits: | 6 |
| Semester 2 | | |
| HA 560 | Advanced Financial Management in Healthcare | 3 |
| HA 640 | Operations & Performance Management | 3 |
| | Total Credits: | 6 |
| Semester 3 | | |
| HA 630 | Seminar in Healthcare Administration | 3 |
| HA ELE | Healthcare Administration Elective | 3 |
| | Total Credits: | 6 |
| | Total Major Credits with Elective: | 18 |

Healthcare Informatics Graduate Certificate

The graduate certificate in Healthcare Informatics (HI) is designed to educate healthcare managers, and other professionals interested in a career move, to be effective users and managers of health information. Students will learn how to identify and provide the health information needed by hospital and system executives, governmental planners, public health officials, and other healthcare professionals. Applications of outcome measures provide students with the ability to evaluate the effectiveness of decision making regarding both health and healthcare status. The graduate certificate in HI includes six courses (18 semester hours) which are taught online, using both synchronous and asynchronous methodology.

Admission Requirements

Applicants applying for the graduate certificate in HI must have graduated with a bachelor's degree from an accredited college or university and have at least two (2) years of work experience in a healthcare organization. Applicants must provide a current resume during the application process. Students are expected to be proficient in basic computer skills, including use of Microsoft Office Suite.

Requirements for Successful Completion of Certificate Program

The certificate program is designed as a part time plan of study. Students may take one or two classes per semester. Students must complete the program of study with a 3.0 or better GPA and earn a grade of no less than C in each course. While the grade of C or better will satisfy Certificate requirements, only grades of B or better may be subsequently transferred to the Master of Healthcare Administration program at Jefferson, should the student later seek admission to the MHA program.

Healthcare Informatics Graduate Certificate Program of Study (18 credit hours)

| PREFIX | COURSE TITLE | CREDITS |
|-----------------------|--|----------|
| Semester 1 | | |
| HA 510 | Foundations of Healthcare Administration | 3 |
| HA 520 | Advanced Health Information Systems | 3 |
| Total Credits: | | 6 |
| Semester 2 | | |
| HA 565 | Information Systems Life Cycle | 3 |
| HA Elective | Elective | 3 |
| Total Credits: | | 6 |
| Semester 3 | | |
| HA 665 | Healthcare Informatics | 3 |

| PREFIX | COURSE TITLE | CREDITS |
|--------|---|-----------|
| HA 667 | Decision Support Systems for Healthcare Organizations | 3 |
| | Total Credits: | 6 |
| | Total Credits with Elective | 18 |



Master of Science in Nursing

Introduction

The purpose of the Master of Science in Nursing (MSN) program is to prepare nurses for leadership roles within healthcare organizations and clinical and academic education; to influence the provision of high quality healthcare; initiate and manage change; and contribute to improving nursing knowledge and practice.

The graduate program is built upon the foundation of baccalaureate education. Graduate nursing education provides an opportunity for professional nurses to develop specialty practice in the area of Nursing Administration or Family Nurse Practitioner to meet the needs of an evolving healthcare delivery system. A common core of knowledge provides a foundation for nurses in both tracks. This core includes the Essentials of Master's Education in Nursing and the Institute of Medicine reports on health professions education.

In the Nursing Administration track, students develop the knowledge and skills needed in an evolving healthcare environment. Students analyze and apply organization and leadership theory, develop expertise in the areas of personnel and financial management, quality improvement, and evidence-based practice. In addition, the student, through didactic and supervised practice, gains the competencies required to implement change within complex healthcare environments using collaborative, interdisciplinary teams.

The Family Nurse Practitioner track is designed to prepare registered nurses to fulfill the role of ethical, knowledgeable, competent, and caring healthcare providers for families in the primary care setting. The focus of the FNP program is to provide the academic knowledge and clinical skills necessary for health promotion, disease prevention, assessment, interprofessional collaboration, and management of common acute and chronic conditions and illnesses.

Nursing Programs Mission

Jefferson Nursing Programs promote excellence in nursing education, practice, scholarship, and service. Through innovative interprofessional practice and education experiences, graduates are empowered to provide leadership in the rapidly changing and culturally diverse healthcare environment. Graduates contribute to the health of all populations as ethical clinicians, educators, researchers, and leaders.

Accreditation

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (One DuPont Circle, NW, Suite 530, Washington, DC 20036. Phone: 202-887-6791).

MSN Program Outcomes

Upon completion of the MSN program, the graduate nurse will:

1. Analyze and integrate theories of nursing, education, leadership, and other sciences to guide professional role development and improve nursing practice across diverse settings.
2. Provide organizational and system leadership that emphasizes the importance of professional accountability, ethical decision making, collaborative relationships, and protection of human dignity and diversity.
3. Synthesize and apply the principles, methods, tools, performance measures, and standards related to quality and safety within the healthcare system.
4. Contribute to nursing knowledge by applying current research outcomes within the practice setting: resolving practice problems; working as a change agent; and disseminating results.
5. Integrate patient-care and communication technologies to improve delivery and enhance coordination of care.
6. Analyze the impact of system policies on healthcare, participate in policy development, and use advocacy strategies to influence the quality of health care.
7. Communicate, collaborate, and consult with clients and health professionals to manage and coordinate care as a member and leader of interprofessional teams.
8. Integrate organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based health promotion and population care.
9. Demonstrate and integrate advanced nursing knowledge and relevant sciences into safe advanced nursing practice.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the MSN Student Handbook. This handbook is available electronically on the program blackboard site and may be requested from the department secretary.

Program of Study

The MSN Program of Study is designed to accommodate the needs of both full and part time adult professionals. Non clinical courses are delivered in a primarily online format. During the course of the program, precepted experiences will occur at sites arranged in partnership with Jefferson faculty. FNP nursing students will visit the Jefferson campus to learn and participate in skills assessments. These academic visits are called On-Campus Intensives (OCI).

Prerequisite Courses for Nursing Administration Students with Non-Nursing Baccalaureate Degrees

- Completion of NSG 490, Contemporary Nursing Issues, with a B or better.
- Completion of a college level research course with a C or better.

Master of Science in Nursing: Nursing Administration Program of Study (36 credit hours)

| PREFIX | COURSE TITLE | CREDITS |
|--|--|-----------|
| Semester 1: Fall | | |
| NSG 549 | Organizational Behavior and Theory | 3 |
| NSG 516 | Quality and Safety in Healthcare | 3 |
| NSG 660 | Human Resources | 3 |
| Total Credits: | | 9 |
| Semester 2: Spring | | |
| NSG 502 | Healthcare Systems and Policy | 3 |
| NSG 509 | Translation of Evidence | 3 |
| NSG 523 | Population Diversity | 3 |
| Total Credits: | | 9 |
| Semester 3: Fall | | |
| IPE 507 | Ethical and Legal Practice in Healthcare | 3 |
| NSG 671C | Administrative Residency | 3 |
| NSG 605 | Collaboration and Interprofessional Leadership | 3 |
| Total Credits: | | 9 |
| Semester 4: Spring | | |
| NSG 620 | Informatics & Data Management | 3 |
| NSG 655 | Financial Management in Healthcare | 3 |
| NSG 654 | Advanced Practice Roles & Leadership | 1 |
| NSG 696 | Integration of Evidence into Advanced Nursing Practice | 2 |
| Total Credits: | | 9 |
| Credits from Non-Major Courses: | | 3 |
| Credits from Major Courses: | | 33 |
| Total Credits | | 36 |

Master of Science in Nursing: Family Nurse Practitioner Program of Study (50 credit hours)

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|--|----------|
| Semester 1: Fall | | |
| NSG 510 | Principles of Primary Care and Family Health | 3 |
| NSG 516 | Quality and Safety in Healthcare | 3 |
| Total Credits: | | 6 |
| Semester 2: Spring | | |
| NSG 502 | Healthcare Systems and Policy | 3 |

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------|---|----------------|
| NSG 531 | Advanced Physiology and Pathophysiology | 3 |
| | Total Credits: | 6 |
| Semester 3: Summer | | |
| NSG 509 | Translation of Evidence | 3 |
| NSG 545 | Advanced Pharmacology | 3 |
| | Total Credits: | 6 |
| Semester 4: Fall | | |
| IPE 507 | Ethical and Legal Issues in Practice | 3 |
| NSG 550 | Advanced Health Assessment | 2 |
| NSG 554L | Advanced Health Assessment and Diagnostics Lab | 2 |
| | Total Credits: | 7 |
| Semester 5: Spring | | |
| NSG 614 | Primary Care of Adults and Geriatrics I | 3 |
| NSG 615C | Practicum I: Primary Care of Adults and Geriatrics | 2 |
| NSG 654 | Advanced Practice Roles and Leadership | 1 |
| | Total Credits: | 6 |
| Semester 6: Summer | | |
| NSG 624 | Primary Care of Adults and Geriatrics II | 3 |
| NSG 625C | Practicum II: Primary Care of Adults and Geriatrics | 2 |
| | Total Credits: | 5 |
| Semester 7: Fall | | |
| NSG 634 | Primary Care of Children & Adolescents | 3 |
| NSG 635 | Primary Care in Reproductive Health | 2 |
| NSG 636C | Practicum III: Primary Care of Children/Adolescents and Women | 3 |
| | Total Credits: | 8 |
| Semester 8: Spring | | |
| NSG 696 | Integration of Evidence into Advanced Nursing Practice | 2 |
| NSG 675C | FNP Preceptorship | 4 |
| | Total Credits: | 6 |
| Total clinical hours: 605 | | |
| | Credits from Non-Major Courses: | 3 |
| | Credits from Major Courses: | 47 |
| | Total Credits: | 50 |

Master of Science in Occupational Therapy

Introduction

Occupational Therapy (OT) is an allied health profession. Its primary aims are to provide intervention to individuals whose lives have been disrupted by adverse circumstance, assist them in gaining or improving their quality of life, and make them capable, using specific skills required of them, to function effectively within their own dynamic environments. To this end occupational therapist use meaningful / purposeful “occupations” (those tasks and functions of life that require time and energy and which otherwise able-bodied individuals take for granted) to develop or redevelop necessary and/or desired skills for life. These life tasks include, but are not limited to, self-care skills such as bathing, dressing, and toileting; interpersonal communication skills such as carrying on a telephone conversation or speaking with family members or an employer about sensitive issues; everyday living tasks such as the roles of a homemaker, vocational interactions and the roles of employee; paying personal bills, balancing a checkbook, purchasing groceries, driving, planning for the future, enjoying leisure pursuits, etc.

Occupational therapists function in a variety of settings. Graduates may work in a hospital, rehabilitation center, extended care facility, nursing home, public schools, developmental daycare facility, adult day care program, mental health clinic, out-patient facilities, home health agencies, industrial rehabilitation programs, hospice programs, private practice and in various community agencies that aid individuals with specific disabilities.

Program Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, Maryland, 20824-1220. AOTA’s phone number is (301) 652-2682. Websites: www.aota.org and www.acoteonline.org

Licensing Information

Upon graduation from this program graduates must sit for a national registry exam administered by the National Board for Certification in Occupational Therapy (NBCOT). Their offices are located at 12 S. Summit Avenue, Suite 100, Gaithersburg, Maryland, 20877-4150. NBCOT’s phone number is (301) 990-7979. Website: www.nbcot.org.

All candidates must complete an application for this exam which includes information concerning any previous charges or convictions of a felony, revocation or suspension of a professional license by a regulatory board, or involvement in any disciplinary action due to malpractice, negligence or

misconduct. An affirmative response to any of the above questions may prohibit the candidate's permission to sit for the exam. Upon entry to this program, if any of the above situations have occurred, the student may contact NBCOT and request an EARLY DETERMINATION where the facts may be presented and the Board will respond stating whether the student would be able to take the test or not.

All Occupational Therapists must be licensed by the Virginia Board of Medicine BEFORE practicing in the state of Virginia. Licensure requirements may be obtained by contacting: The Department of Health Professions, Perimeter Center, 9960 Maryland Drive, Suite 300, Richmond, Virginia 23233.

Program Outcomes

Graduates from the Master of Science in Occupational Therapy program will be able to:

1. Apply occupational therapy theories with evidenced-based evaluations and interventions to achieve expected outcomes as related to their client's participation in their daily lives,
2. Demonstrate life-long learning by applying the latest research and professional knowledge that supports the practice of occupational therapy,
3. Contribute to the occupational therapy profession through the analysis and application of current occupational therapy theories and other related healthcare knowledge,
4. Communicate effectively with other healthcare professionals, agencies, and other members of the healthcare team to foster interdisciplinary collaboration,
5. Articulate and model the ethical standards, values, and attitudes of the occupational therapy profession,
6. Advocate in various settings for both the services occupational therapy may provide and the recipients of those services, and
7. Effectively manage the delivery of occupational therapy services through the coordination and supervision of staff and the prudent utilization of resources.

Minimum Performance Standards

In an average academic day a Student must be able to:

- Sit: 2 - 6 hours
- Attend to tasks: 1 – 2 hours (without a break)
- Walk on level surfaces and/or use stairs
- Provide one's own transportation to and from assigned fieldwork placements or clinical instruction sites within a 2 hour driving radius of the college. (100- 150 miles)

Key: Rarely (R) = 1-10%
Occasionally (O) = 11 - 33%
Frequently (F) = 34 - 66%
Continuously (C) = 67 - 100%

The student is required throughout the 5-semester academic program to:

- Lift less than 10 pounds (F)
- Lift 10 - 25 pounds (O)
- Lift 25 - 50 pounds (R)
- Twist (F)
- Bend/Stoop (F)
- Squat (O)
- Climb stairs (R)
- Reach above shoulder level (O)
- Kneel (R)
- Push/Pull (O)
- Use hand repetitively (C)
- Simple Grasping (C)
- Firm grasp (O)
- Manual dexterity (O)
- Finger dexterity (manipulation of objects less than 1in.) (F)
- Use auditory/tactile/visual senses to evaluate status of an individual (F)

Physical Demands:

- Lift, boost, turn, or transfer patients weighing up to approximately 300 pounds in and out of bed, car, on and off of mats, wheelchairs, toilet or tub/shower, and average of 15 times per day.
- Frequent (>15 times daily) lifting and carrying of supplies and equipment up to approximately 20 pounds.
- Frequently (>25 times daily) twisting, bending, reaching, stooping, pushing, and pulling.
- Intermittent sitting, kneeling, half-kneeling, standing, and walking.
- Applying resistance/providing support during exercise and activities of daily living training and independent living skills training.
- Stair ascending and descending up to approximately 10 times daily.
- Visual ability to observe compensatory strategies, functional performance, read medical records, etc.
- Hand dexterity to palpate levels of muscle activity, manipulate treatment tools and supplies, and document fine-motor skills.

Working Conditions:

- Possible exposure to contagious diseases, body fluids, and cleaning materials.
- Patient care environment: hospital, clinic, outpatient setting.
- Office environment: indoors.
- Client's home.
- Out of doors in all weather conditions if performing home evaluations.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the *Occupational Therapy Student Handbook*. These handbooks are available electronically on the program's blackboard site.

Master of Science in Occupational Therapy Program of Study (81 Credits)

| PREFIX | COURSE TITLE | CREDITS |
|---------------------------------------|--|----------------|
| Semester 1 | | |
| BIO 521 | Gross Anatomy for Clinical Applications | 4 |
| OT 531 | Occupational Response to Pathological Conditions | 3 |
| OT 501 | Fundamentals of Occupation | 3 |
| OT 510 | Use of Occupations in Mental Health | 3 |
| OT 554 | Fieldwork I-A | 1 |
| Total Credits: | | 14 |
| Semester 2 | | |
| BIO 530 | Functional Clinical Neuroanatomy | 4 |
| OT 520 | Humans in Motion | 3 |
| OT 502 | Research Methodologies | 3 |
| OT 555 | Fieldwork I-B | 1 |
| OT 670 | Occupational Fitness for Life | 2 |
| Total Credits: | | 13 |
| Semester 3 | | |
| OT 540 | Occupation using Adaptation | 3 |
| OT 560 | Client Advocacy/Public Policy | 3 |
| Total Credits: | | 6 |
| Semester 4 | | |
| IPE 507 | Ethical and Legal Decision Making | 3 |
| OT 556 | Fieldwork I-C | 1 |
| OT 602 | Occupations thru the Lifespan I | 4 |
| OT 602L | Pediatric Lab | 0 |
| OT 615 | Client Care Techniques | 3 |
| OT 615L | Client Care Techniques Lab | 0 |
| OT 631 | Research Project Decisions | 3 |
| OT 635 | Program Development | 3 |
| Total Credits: | | 17 |
| Semester 5 | | |
| OT 557 | Fieldwork I-D | 1 |
| OT 603 | Occupations thru the Lifespan II | 4 |
| OT 603L | Geriatric Lab | 0 |
| OT 610 | Clinical Reasoning | 3 |
| OT 640 | Topics in Administration | 3 |
| OT 650 | Research Implementation | 3 |
| Total Credits: | | 14 |
| Semester 6 | | |
| OT 682 | Fieldwork Level II –A | 8 |
| Total Credits: | | 8 |
| Semester 7 | | |
| OT 692 | Fieldwork Level II – B | 8 |
| OT 695 | Senior Seminar | 1 |
| Total Credits: | | 9 |
| Credits from Non-Major Courses | | 11 |
| Credits from Major Courses | | 70 |
| Total Credits: | | 81 |

Master of Science in Physician Assistant

Introduction

Physician assistants (PAs) are healthcare professionals licensed (or when employed by the federal government, credentialed) to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and write prescriptions. Within the physician-PA relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. A PA's practice may also include education, research, and administrative services. PAs increase patient access to primary care, promote cost savings, and improve practice efficiency and productivity.

Mission Statement

The mission of the Jefferson College Physician Assistant Program is to graduate ethical, competent and compassionate physician assistants who are well versed in the art and science of medicine and are prepared to effectively function as members of the healthcare team.

Program Accreditation, Approval and Memberships

The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the recognized accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards.

Program Outcomes

Graduates of the Master of Science in Physician Assistant program will be able to:

1. Demonstrate the application of current, evidence-based medical knowledge to provide the most appropriate patient-centered care (Medical Knowledge),
2. Communicate effectively with patients, physicians, and other members of the healthcare team to foster interprofessional collaboration (Communication),
3. Demonstrate patient-centered care that is effective, timely, efficient, and equitable for the treatment of health problems and promotes wellness across the lifespan, regardless of individual characteristics (Patient Care),

4. Model the use of bioethical and legal principles pertaining to the delivery of healthcare (Professionalism),
5. Positively impact and advocate for the appropriate provision of healthcare for patients, their families, and communities (Professionalism),
6. Exemplify a commitment to personal growth and development as well as growth and development of the physician assistant profession (Professionalism),
7. Demonstrate scholarship and commitment to lifelong learning through critical analysis, interpretation, and evaluation of current medical research and literature to enhance the delivery of health care (Practice-Based Learning and Improvement), and
8. Demonstrate an ability to provide optimal medical care within a complex medical system (Systems Based Practice).

Minimum Performance Standards

In addition to the Academic Standards described in “Program Progression” all students in the Jefferson College of Health Sciences Physician Assistant Program must possess the intellectual ability to learn, integrate, analyze, and synthesize data. They must have functional use of the senses of vision, hearing, equilibrium, and smell, with or without reasonable accommodations. Their exteroceptive (touch, pain, temperature) and proprioceptive (position, pressure, movement, stereognosis, and vibratory) senses must be sufficiently intact to enable them to carry out all activities required for completion of the physician assistant curriculum. These standards for admission establish the expectations and abilities considered essential for students to complete and graduate from our Program. These technical standards will be necessary for successful clinical practice.

The student must possess and be able to demonstrate the following abilities and skills:

- **Intellectual:** A student must have the mental capacity to assimilate and learn a large amount of complex and technical information, be able to conceptualize and solve clinical problems, and to synthesize and apply concepts and detailed information from various disciplines in order to formulate diagnostic and therapeutic plans. Students must be able to learn to read and comprehend technical materials, medication, and laboratory reports.
- **Observation:** The ability to observe well is required for demonstrations and visual presentations, laboratory evidence, and microscopic studies of microorganisms and tissues in normal and pathologic states. A student must be able to observe patients accurately and completely, at a distance and closely. This requires functional vision and somatic sensation, enhanced by a sense of smell.
- **Communication:** Students must be able to speak with, hear, and observe patients in order to elicit information, perceive nonverbal communication, and describe changes in mood, activity, and posture. The student must be able to communicate effectively and sensitively in English with patients from different socioeconomic and cultural backgrounds. Students must be able to develop professional rapport, and efficiently and effectively communicate with the

- health-care team, orally and in writing.
- **Motor:** Students must have motor function to elicit information from patients by palpation, auscultation, and percussion, and to carry out diagnostic maneuvers. They must be able to execute movements required to provide general care and emergency treatment. Such skills require coordination of gross and fine muscular movements, equilibrium, and sensation. Students must have sufficient postural control, neuromuscular control and eye-to-hand coordination to use standard medical/surgical instruments. They must possess sufficient control of the upper extremities to meet the physical requirements for training and performing a safe physical examination procedure.
 - **Emotional:** Students must have the emotional health to use fully their intellectual ability, exercise good judgment, and carry out all responsibilities attendant to the diagnosis and care of patients. The Physician Assistant Program at Jefferson College is demanding both intellectually and emotionally. Students must display sufficient emotional health to withstand stress, uncertainties and changing circumstances that characterize the rigors of our Program and the reality of life as a dependent practitioner. Physician assistant students must be able to work cooperatively with other students, staff, faculty, and patients. These qualities will be assessed during the course of study.
 - **Interpersonal:** A student must be able to develop mature, sensitive, and effective relationships with patients and colleagues. The ability to tolerate physical and emotional stress and continue to function effectively is necessary. Students must be adaptable, flexible, and able to function in the face of uncertainty during the course of study and with patients. He or she must have integrity, the motivation to serve, a high level of compassion, and a consciousness of social values. Students need the interpersonal skills to interact positively with people from all levels of society, ethnic backgrounds, and beliefs. These skills will be assessed on an ongoing basis during the Program.

Academic Policies

In addition to those policies published in the Jefferson Catalog and Jefferson Student Handbook, students are expected to follow the program policies as published in the PA Program Student Handbook. This handbook is available electronically on the program blackboard site and may be requested from the department secretary.

Program Progression

In addition to the “Minimum Performance Standards” listed above, PA students must adhere to the following to remain in good academic standing:

- Maintain a minimum GPA of 3.0 and make a minimal grade of C minus in all courses.
- If a student falls below a cumulative GPA of 3.0, they will be placed on Academic Probation. The policy governing Academic Probation for PA

students can be found in the PA Student Handbook.

- PA students are allowed one failing course grade (less than a C minus) during the program. In the event that a failing grade is earned, the student will be required to enroll in and successfully pass PHA 575 before the start of the next semester. The student will also be placed on academic probation, and will be required to follow policy governing Academic Probation for PA students, which can be found in the PA Student Handbook.
- In the event that a student earns a second failing course grade, he/she will be dismissed from the program.
- PA students will exhibit satisfactory evidence of professional behaviors and interpersonal skills as outlined in the Jefferson Student Handbook and the PA Student Handbook.
- Earn a passing grade on all proficiency exams (clinical check sheets, Observed Structured Clinical Exams, etc.)

Licensing Information

To be licensed, physician assistants must first complete a course of study approved and accredited by the ARC-PA. The PANCE is the entry-level exam PAs must pass in order to become nationally certified. Prior to PA licensure in Virginia, the physician defines, with approval from the Virginia Board of Medicine, a PA's scope of practice based on that individual's competencies, education, experience, and the state law. Although licensure regulations and procedures vary by state, physician assistants perform medical tasks delegated to them by the supervising physician.

Master of Science in Physician Assistant Program of Study (101 credits)

Courses must be taken sequentially in the order presented.

| PREFIX | COURSE TITLE | CREDITS |
|-----------------------|--|-----------|
| Semester 1 | | |
| BIO 509 | Clinical Anatomy I | 2 |
| IPE 501 | Foundations of Interprofessional Leadership I | 2 |
| PHA 506 | Clinical Medicine I | 4 |
| PHA 514 | Clinical Pathophysiology I | 2 |
| PHA 525 | Clinical Skills I | 4 |
| PHA 533 | Behavioral Medicine I | 2 |
| PHA 541 | Clinical Pharmacotherapeutics I | 2 |
| Total Credits: | | 18 |
| Semester 2 | | |
| BIO 510 | Clinical Anatomy II | 2 |
| IPE 502 | Foundations of Interprofessional Leadership II | 2 |
| PHA 507 | Clinical Medicine II | 4 |
| PHA 515 | Clinical Pathophysiology II | 2 |
| PHA 526 | Clinical Skills II | 4 |
| PHA 538 | Research and Evidence-Based Practice | 2 |

| PREFIX | COURSE TITLE | CREDITS |
|-------------------|--|----------------|
| PHA 534 | Behavioral Medicine II | 1 |
| PHA 542 | Clinical Pharmacotherapeutics II | 2 |
| | Total Credits: | 19 |
| Semester 3 | | |
| BIO 511 | Clinical Anatomy III | 2 |
| PHA 508 | Clinical Medicine III | 4 |
| PHA 516 | Clinical Pathophysiology III | 2 |
| PHA 527 | Clinical Skills III | 2 |
| PHA 545 | Clinical Pharmacotherapeutics III | 1 |
| PHA 551 | Introduction to Masters Project I | 1 |
| | Total Credits: | 12 |
| Semester 4 | | |
| IPE 507 | Ethical & Legal Issues in Practice | 3 |
| PHA 509 | Clinical Medicine IV | 2 |
| PHA 529 | Clinical Skills IV | 4 |
| PHA 552 | Introduction to Masters Project II | 1 |
| PHA 601 | Internal Medicine I Clinical Rotation | 3 |
| PHA 602 | Internal Medicine II Clinical Rotation | 3 |
| | Total Credits: | 16 |
| Semester 5 | | |
| PHA 553 | Introduction to Masters Project III | 1 |
| PHA 603 | Primary Care I Clinical Rotation | 3 |
| PHA 604 | Primary Care II Clinical Rotation | 3 |
| PHA 605 | Pediatric Medicine Clinical Rotation | 3 |
| PHA 606 | Women's Health Clinical Rotation | 3 |
| PHA 607 | General Orthopedics Clinical Rotation | 3 |
| | Total Credits: | 16 |
| Semester 6 | | |
| PHA 554 | Introduction to Masters Project IV | 1 |
| PHA 608 | General Surgery Clinical Rotation | 3 |
| PHA 609 | Psychiatry/Behavioral Medicine Clinical Rotation | 3 |
| PHA 611 | Emergency Medicine Clinical Rotation | 3 |
| | Total Credits: | 10 |
| Semester 7 | | |
| PHA 612 | Elective Clinical Rotation I | 3 |
| PHA 613 | Elective Clinical Rotation II | 3 |
| PHA 621 | Masters Capstone | 4 |
| | Total Credits: | 10 |
| | Credits from Non-Major Courses: | 13 |
| | Credits from Major Courses: | 88 |
| | Total Credits: | 101 |

Student Affairs



Jefferson College of Health Sciences is committed to providing student services that support educational programs and the College mission: "to prepare within a scholarly environment, ethical, knowledgeable, competent and caring healthcare professionals." The institution provides a quality educational environment founded on sound standards, policies and accessibility to College programs of study.

The mission of Student Affairs is to facilitate learning and development by providing opportunities for students to achieve their goals, including mastery of knowledge, the ability to think critically, enhancement of interpersonal skills, cultural awareness and a sense of community. Specifically, Student Affairs provides programs and services that:

- Promote students' increased self-understanding and personal development;
- Increase students' understanding of their roles and responsibilities to others, to society and to themselves;
- Assist students in overcoming barriers that may prevent them from completing their education;
- Integrate students' classroom and non-classroom living and learning experiences within the College community;
- Promote student appreciation of human diversity;
- Provide guidance in areas of advising, counseling, and career development.

Student Affairs supports students academically, developmentally and socially through tutoring, counseling, academic support, testing, wellness programming, student activities and Residence Life. Students can make an appointment for any of these services by calling (540) 985-8395.

For more information, please refer to the *Jefferson College Student Handbook*.

Residence Life

The residence hall is located within the newly renovated Patrick Henry Hotel, which is a historic landmark in downtown Roanoke. After the hotel closed, the building underwent extensive renovations and in 2011 was re-opened with luxury apartments for urban living. Students from Jefferson College of Health Sciences reside on the third through sixth floors. Each apartment unit within the Patrick Henry features the following:

- Hardwood Floors
- Granite Countertops
- Full Kitchen Featuring Stainless Steel Appliances, Including a Dishwasher and Garbage Disposal
- Washer and Dryer

The Patrick Henry residence hall is managed by a staff of Resident Advisors and the Coordinator of Residence Life. The Residence Life staff works together to promote community within the residence hall and to uphold College standards and policies.

Students living in the residence hall have the option of participating in a meal plan offered at Carilion Roanoke Community Hospital and Carilion Roanoke Memorial Hospital.

Student Life

The College sponsors activities and student organizations as a means to enrich student life and enhance the college experience. These include participation in civic, cultural, social, club athletic, and recreational programs. Co-curricular pursuits enable students to better internalize the College mission and values and apply them to personal and professional growth. More information on these activities can be found in the *Student Handbook*.

Security

The College and surrounding parking lots are patrolled by Carilion Clinic police officers 24 hours a day. A security officer is on College premises 24 hours a day, seven days a week. Each floor is monitored via closed-circuit security cameras. For students living in the residence hall within the Patrick Henry, there is a Resident Advisor on duty each night of the week beginning at 8pm and ending at 7am the following morning. Resident Advisors may contact Carilion Clinic Police or the Coordinator of Residence Life for assistance as necessary.

New Student Orientation

New Student Orientation (NSO) is required for every new student who will be attending Jefferson College for the first time. Students must complete an online NSO course on Blackboard prior to arriving to campus for the face to face portion of orientation. Students who are enrolled in fully online programs will only need to complete the online portion of NSO. Information pertaining to both the online and on campus components are sent to students directly. This information is also posted on the College website. The New Student Orientation page can be found under the “Student Life” section on the homepage. Additionally, all new students, with the exception of students enrolled in online programs, are required to attend the College Convocation Ceremony and academic program orientations, which are typically scheduled for the week prior to the beginning of fall semester classes. Students who are in fully online programs are not required to attend the Convocation Ceremony.

Code for Student Conduct

The College expects students to uphold high standards of ethical behavior, academic excellence, and personal conduct and to embrace the Community

Values and Standards found in the *Jefferson College Student Handbook*. Students, therefore, will be held accountable for their behaviors and actions. Failure to abide by the Student Code of Conduct or honor code, as set forth in the *Jefferson College Student Handbook* will result in sanctions appropriate to the violation.

Counseling Services

Counseling and Wellness is a department within the Division of Student Affairs. Counseling is a free and confidential service, provided for Jefferson students, that seeks to assist in the development and maintenance of students' academic and personal growth. While students are expected to accept the responsibility for making their own decisions, counselors are available to assist them in making necessary adjustments for improving academic skills, learning to better communicate, strengthening relationships, and solving problems that interfere with learning. Counseling can often provide assistance in dealing with loneliness, anxiety, frustrations and depression associated with the college experience.

Professional counselors and graduate students enrolled in master's and doctoral degree counseling programs provide services at the College. Confidentiality is strictly maintained for all personal information shared in counseling.

Specific services include:

- Individual counseling
- Academic skills development
- Career counseling
- Assistance with disability accommodations
- Referral for educational testing for learning disabilities
- Crisis intervention

Eligibility for Services

All College students are eligible for Counseling Services.

Limits of Service

Counselors provide primarily short-term or brief therapy. If more intensive care, certain specializations or hospitalization services are needed, the staff can assist in making referrals to outside mental health providers.

Appointments

Initial, non-emergency appointments are usually scheduled within one week to two weeks of the request. Appointments are generally made between normal business hours.

To make an initial appointment, stop by the Student Affairs Suite on the 4th floor of Community Hospital, call (540) 985-8395, or email Jennifer Slusher, Director of Counseling at jjslusher@jchs.edu. **In the event of an after-hours emergency, please call RESPOND 776-1100 or CONNECT 981-8181.**

Confidentiality

Communication with Counseling and Wellness is confidential. Contact made with the Counseling Department and information resulting from individual sessions does not become a part of one's student record in the Registrar's Office.

No counseling information can be released without the written permission of the client. The exceptions to confidentiality, as mandated by state law, include: when the information relates to clear and imminent danger to an individual; when there is reason to believe that a child or vulnerable adult has been, or is likely to be, abused or neglected; or when the information is requested by a valid court order. Any disclosure in these situations will be made to an appropriate authority and will be limited to material directly related to the issue involved.

It is important to note that College counselors are allowed to discuss academic information with appropriate College faculty and staff according to FERPA regulations. No other, non-academic information will be released without the student's written consent.

PASS (Pathways to Academic Student Success)

PASS is designed to help students achieve their academic goals, by helping them to improve their study and test-taking skills. Faculty, advisors, program directors, or any Jefferson College staff member can refer a student to PASS. Students who feel they would benefit from academic coaching are also strongly encouraged to come to PASS on their own. After referral, PASS students meet with an academic coach for an assessment and decide on mutually agreed upon goals and methods to achieve them. Resources for PASS students may include, but are not limited to, academic coaching to improve study skills, test taking skills, time management and organization, referral to personal counseling, regular meetings with advisors, and tutoring. For more information on PASS or to set up an appointment, log into Starfish and click on the Success Network link. You may also contact the Director of Academic Support Services (awoverstreet@jchs.edu), schedule through Starfish within Blackboard, call Lisa Graves, Department Secretary for Student Affairs, at (540) 985-8395, or stop by the Student Affairs Suite, Fourth Floor, CRCH.

Learning and Writing Center (LWC)

The Learning and Writing Center (LWC) provides tutoring and writing assistance for students who want additional academic support. Tutoring is provided by trained peer tutors on a one-on-one or small group basis. Writing assistance is provided by the LWC staff in person, through email, or online through

Blackboard Collaborate. Appointments for tutoring and/or writing assistance should be scheduled online through Starfish. During an appointment, LWC staff will provide suggestions and guidance to help students improve their academic performance and skills. Students will meet their peer tutors in the LWC, which is located in the Learning Commons on the 5th floor (room 507), in the designated tutoring room in Student Affairs (room 420), or online through Blackboard Collaborate. If a student needs help with tutoring and/or writing assistance, they should contact the LWC Coordinator.

Services for Students with Disabilities

The College is committed to serving students with disabilities by providing appropriate accommodations in compliance with federal and state regulations. Under College policy and federal and state laws, qualified people with disabilities are entitled to reasonable accommodations that will allow them access to College programs, jobs, services, and activities, unless the accommodations would pose an undue hardship on the College. An individual is considered to have a "disability" if she/he has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment that substantially limits a major life activity (such as learning, caring for oneself, seeing, breathing, walking or working). A qualified person with a disability is someone whose experience, education, and training enable the person to perform the fundamental job duties and/or meet essential course and program requirements, with or without a reasonable accommodation. An accommodation is any change in the work or learning environment, or in the way things are customarily done, that enables a person with a disability to have equal employment or educational opportunities.

Jefferson is equipped to provide needed accommodations for most programs. Jefferson has designated the Coordinator for Disability Services, in Room 506 (across from the Learning and Writing center) as the person who coordinates services for students with disabilities. Students with disabilities who desire accommodations must schedule a meeting with the Coordinator for Disability Services to discuss program accessibility and individual needs. Reasonable accommodations will be made when requested and supported by appropriate documentation. For more information, request a guide for students with disabilities by calling Katie Bouchard at (540) 985-8215 or emailing her at kwbouchard@jchs.edu.

A request for accommodation is deemed reasonable if it:

- is based on individual documentation;
- allows the most integrated experience possible;
- does not compromise essential requirements of a course or program;
- does not pose a threat to personal or public safety;
- does not impose undue financial or administrative burden on the College; and
- is not of a personal nature (i.e. hiring of personal care attendants).

It is the student's responsibility in the accommodation process to do the following:

- Declare a disability. Students may voluntarily contact the Coordinator for Disability Services to declare a disability prior to the completion of the admissions process for the purpose of providing information concerning their disability;
- Or the Admissions acceptance packet provides an opportunity for students with disabilities to declare. Responses are addressed directly to the Coordinator for Disability Services, kept confidential, and used only to assist in planning reasonable accommodations;
- Contact the Coordinator for Disability Services for formal disclosure at any time during his enrollment. The point in time at which a student chooses to identify a disability remains at the student's discretion. However, the College is not responsible for making retroactive accommodations;
- Provide, at the student's expense, current appropriate documentation of the disability from a medical or other licensed professional qualified to diagnose the disabling condition;
- Examples of valid documentation of a disability would be as follows:
 - Individualized Education Plan with diagnoses of the disability
 - Psychological assessment performed by a doctor and diagnoses of the disability
 - Letter or other documentation from a Primary Care Physician informing of disability and restrictions

Student Discrimination Complaint Procedure

Under 34 C.F.R. § 104.7(b) the College is required to adopt a grievance procedure providing for the prompt and equitable resolution of complaints alleging noncompliance with Section 504 or its implementing regulations that incorporate appropriate due process standards. Jefferson College of Health Sciences has a complaint procedure to deal promptly and fairly with concerns and complaints about discrimination based on disability as well as other areas of discrimination. The procedure may be used by any student who believes that he or she has been discriminated against or harassed based on race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran's status.

Anyone may bring forward information or a concern about discrimination or harassment. Complaints are handled as confidentially as possible to protect the rights of both the complainant and the person accused. Retaliation against anyone who makes a complaint or participates in a complaint process will not be tolerated.

Disability Grievance Procedure

All Section 504 complaints, excluding those filed against the Section 504 Coordinator, should be addressed to:

Coordinator for Disability Services, Fifth Floor CRCH, Office #506
Jefferson College of Health Sciences
101 Elm Avenue S. E.
Roanoke, VA 24013

All complaints filed against the Coordinator for Disability Services should be addressed to:

Dean for Student Affairs, Student Affairs Suite, Fourth Floor CRCH
Jefferson College of Health Sciences
101 Elm Avenue S. E.
Roanoke, VA 24013

Complaints must be filed in writing within 180 days after the complainant becomes aware of the alleged violation. It must contain the name and address of the person(s) filing the complaint and a description of the alleged violation.

An investigation, as may be appropriate, shall follow the filing of the complaint. The Coordinator for Disability Services or the Office of the Dean for Student Affairs, depending upon the nature of the grievance, shall conduct the investigation. All interested persons and their representatives will have an opportunity to submit evidence relevant to the complaint.

Either the Coordinator for Disability Services or the Dean for Student Affairs will issue a written determination as to the validity of the complaint and a description of the resolution. A copy will be forwarded to the complainant no later than thirty (30) working days after receipt of the complaint.

Upon receipt of the decision of the Coordinator for Disability Services, if the student is not satisfied, he/she may file an appeal to the Dean for Student Affairs. The Office of the Dean must receive the appeal no later than thirty (30) working days after the date of the written determination by the Section 504 Coordinator. The Office of the Dean for Student Affairs, as may be appropriate, shall conduct an investigation and the Dean shall issue a written determination as to the validity of the complaint and a description of the resolution. A copy will be forwarded to the complainant no later than thirty (30) working days after receipt of the complaint.

If the student wishes to appeal a decision of the Dean for Student Affairs, he/she may file an appeal to the President of the College. The Office of the President must receive the appeal no later than thirty (30) working days after the date of the written determination by the Dean. The Office of the President, as may be appropriate, shall conduct an investigation and the President shall issue a written determination as to the validity of the complaint and a description of the resolution. A copy will be forwarded to the complainant no later than thirty (30) working days after receipt of the complaint. The decision of the President is final.

OR

The student may file a complaint with the Office of Civil Rights by accessing the complaint form and instructions at:

<http://www.ed.gov/offices/OCR/complaintintro.html>.

Or, by writing to:

Washington DC (Metro)
Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1475

Telephone: 202-453-6020
FAX: 202-453-6021; TDD: 877-521-2172
E-mail: OCR.DC@ed.gov

OR

The student may initiate legal proceedings through the attorney of his/her choosing.

Educational Testing Center

The Educational Testing Center (ETC) is a 25 station computer lab located in room 509 on the 5th floor. The ETC provides test proctoring services for all Jefferson College students.

Student Technology Use Policies

These policies ensure that all students have access to important technology resources and electronically delivered communication. Jefferson College of Health Sciences reserves the right to limit, restrict, or extend computing privileges and access to its technology resources. All college technology resources are to be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to these policies may result in suspension or revocation of access and/or accounts. These policies are published in the *Jefferson College Student Handbook*, which is posted on the college website (www.jchs.edu) under the "Student Life" tab. Questions or comments about these policies should be directed to the Dean for Student Affairs.

Technology Account Policy

The College Admissions Office sends an email to applicants providing them information on how to create their Jefferson Self-Service account (student information and registration system). Once the student deposits into a program, an email is sent from Jefferson College Admissions which provides them with information regarding their email and Blackboard (Learning Management System) accounts. Students are expected to utilize all three systems during their enrollment at Jefferson and are responsible for content and information provided

through these systems.

College Owned Computers and Computer Labs

Computers in the student computer labs are available to current Jefferson College of Health Sciences students. Students may be asked to show an ID when using the labs to verify their status as a student. Students must use headphones when utilizing software with audio components. Food and drink are not permitted in any of the computer labs. Children are not permitted in any of computer labs.

All lab computers have connections to the College's computer network. This network provides access to the Internet. This service is provided free of charge to all current students. While on campus, student personal computers can only be connected to the public wifi or student wireless network. Students utilizing the network from residence halls should refer to the policy Technology Support for Students Living in Residence Halls for additional information.

Use of computers and network resources is a privilege, not a right. Appropriate use of Jefferson computers and network resources means 1) respecting the rights of other computer users; 2) protecting the integrity of the physical and software facilities; 3) complying with all pertinent license and contractual agreements; and 4) obeying all Jefferson policies, state, and federal laws.

Examples of misuse of Jefferson computers and network resources include but are not limited to:

- Duplicating or using copyrighted materials without appropriate licenses and/or permission.
- Copying, renaming, altering, examining, or deleting the files, programs, or work of another person or Jefferson without permission.
- Attempting to disrupt services of the computing and network systems, including the knowing propagation of computer viruses.
- Moving, reconfiguring, or tampering with equipment or engaging in activity of any kind that could disrupt services or damage computers or printers.
- Utilizing the computers or network for commercial purposes.
- Attempting to bypass the print-card system on Jefferson printers.
- Knowingly transferring or allowing to be transferred to, from, or within the College's network, textual or graphical material commonly considered to be pornography or obscene.

Misuse of computers or network resources may result in disciplinary action and may also result in criminal prosecution.

Electronic Communications Policy

Electronic mail or "e-mail" is considered an official method for communication at Jefferson because it delivers information in a convenient, timely, cost effective,

and environmentally-aware manner. The policies discussed in this section also apply to e-mail systems used in Blackboard and Starfish. Included with each e-mail account is a virtual storage space, ability to send and receive instant messages, and other electronic communications areas. All of these policies apply to any usage of this account not just the e-mail feature. This account is set up to provide communications related to your academic and student life here at Jefferson. Other uses of this account should be limited.

Expectations Regarding Student Use of Electronic Communications

Students are expected to check their official Jefferson e-mail on a frequent and consistent basis in order to remain informed of college-related communications. The College recommends checking e-mail daily. Students are responsible for any consequences of not reading their mail in a timely manner.

Jefferson offices cannot validate that a communication coming by e-mail is from a student unless it comes from a valid Jefferson e-mail address. If students contact administrative offices or faculty from outside e-mail accounts (Hotmail, AOL, etc.), they may be asked to resubmit their query using an official Jefferson account.

Faculty Expectations and Educational Uses of E-mail

Faculty members may require e-mail for course content delivery, class discussion, class communication, and instructor conferencing and may specify course-related e-mail policies in their syllabi.

Appropriate Use of Student Electronic Communications

All use of electronic communications will be consistent with other college policies and local, state, and federal law; the Family Educational Rights and Privacy Act of 1974 (FERPA); and all applicable contracts and licenses.

Privacy of Electronic Communications

Privacy of electronic communication is not guaranteed. Authorized Jefferson personnel may monitor e-mail system usage for purposes of planning and managing resources, evaluating system performance, troubleshooting purposes, or investigating suspected abuse.

Students should also be aware that communication via blogs or social networking sites are not private communication and they can be held liable for their actions both under College policies and applicable local, state, and federal laws. Threats, slander, and other inappropriate comments or actions made on social networking sites against the College, its faculty and staff, and other students may be addressed through the College's student judicial process. Students should also take care not to present

personal opinions and feelings as if endorsed by the College.

Misuse of Electronic Communications Systems

Examples of misuse of Jefferson-provided electronic communications systems include, but are not limited to:

- Circulating chain letters;
- Using college e-mail systems for: "for-profit" activities; "non-profit" or public, professional, or service organization activities unrelated to Jefferson;
- Large-scale distributions of unsolicited e-mail (sometimes called "spam");
- Sending fraudulent e-mail, breaking into another user's e-mail account, or reading someone else's e-mail without his or her permission;
- Disclosing proprietary information, without permission of the owner; and
- Knowingly transferring or allowing to be transferred to, from, or within the College's e-mail system, textual or graphical material commonly considered to be pornography or obscene.

Misuse of the College electronic communications system may result in disciplinary action and/or criminal prosecution.

Students Living In Residence Halls

Students living at the Patrick Henry, may choose at their own risk to connect a router or other devices to the high speed Ethernet connection provided. Students are responsible for all activity that takes place from their IP address and cable television connection. They are expected to follow all local, state, and federal laws including copyright laws. Downloading of any copyrighted materials on the College network is strictly prohibited and may result in judicial sanctions and/or criminal prosecution. The College will not shield students from the consequences of their actions if outside agencies seek prosecution or sanctions for illegally downloaded material.

All students are responsible for having up-to-date virus protection on any devices connected via the residence hall. Failure to do so may result in disconnection from the internet.

Violations of any of the technology and related policies may result in loss of the connections and other disciplinary action and/or criminal prosecution.

Students should report any trouble issues with their connection to their Resident Advisor.



Financing Your College Education



Finances

The Bursar's Office

Student Central across from Financial Aid, 4th Floor

Phone: (540) 985-8272

Fax: (540) 855-3585

Hours: 8:30 a.m. to 4:30 p.m. Monday-Friday

Meet the Staff

Tonia Andrews

Bursar

Phone: (540) 224-4508

E-mail: tyandrews@jchs.edu

Jackie Kinsey
 Associate Bursar
 Phone: (540) 985-9784
 Email: jkinsey@jchs.edu

Chyrel Gregorieff Business
 Office Assistant Phone:
 (540) 985-8272
 E-mail: csgregorieff@jchs.edu

2016-2017 Tuition and Fees Chart

| Under Graduate | Price |
|---|----------|
| Full Time Tuition Undergraduate Fall and Spring (excludes RN-BSN) | \$24,700 |
| Part Time Undergraduate Per Credit (excludes RN-BSN) | \$715 |

| RN-BSN | Price |
|---|-------|
| Full Time and Part-time per credit hour | \$350 |

| Graduate Tuition | Price |
|-----------------------------|-------|
| Graduate Tuition Per Credit | \$775 |

| Residence Hall | Price |
|---|---------|
| Fall/Spring (Per Semester) | \$2,935 |
| Summer | \$1,500 |
| Price does not include meals - optional meal plan is available and can be purchased in the Bursar's Office - funds are added to the student's ID card in \$100 increments. Unspent dollars can be carried over from fall to spring semesters but any remaining balance at the end of the spring semester will be forfeited. | |

| Other Fees | Price |
|--|-------|
| Application fee (paper copy) | \$35 |
| Technology fee - All students - Fall and Spring | \$225 |
| Technology Fee – All Students - Summer | \$75 |
| Deposit fee PA and OT programs | \$500 |
| Deposit fee all other programs | \$200 |
| Deposit fee - Residence Hall | \$250 |
| Audit fee (per credit hour) | \$100 |
| Laboratory/Clinical/Externship fees - Part-time Undergraduate students per class, per semester | \$60 |
| Background check fee | \$60 |
| Late payment fee | \$50 |
| Returned check fee (NSF) | \$25 |
| Diploma replacement fee | \$60 |
| General education challenge exam fee | \$10 |
| Per Credit fee if the student pass general education challenge exam | \$100 |
| Nursing challenge exam fee | \$50 |
| Per Credit fee if the student passes nursing challenge exam | \$100 |

Billing Procedure

Each student can view their invoice on their Self-Service account which lists the charges for each semester.

Payment of College expenses is the responsibility of the student. All charges are due on the date stated on the invoice. All tuition, fees and residence hall charges must be paid prior to class attendance.

The student must clear his or her account by the due date stated on the invoice in order to maintain valid registration.

Students receiving financial aid will receive an award letter from the Office of Financial Aid. If charges exceed the financial aid award, payment is expected prior to the due date stated on the invoice. If the financial aid award exceeds the charges, the student will receive a refund for the excess amount.

Refunds, are processed 30 to 45 days after the start of the semester, can be picked up in the Bursar's office. Direct Deposit is available and is encouraged. Direct Deposit forms may be completed on self-service or in the Bursars office. Students will find that Direct Deposit is the fastest, safest, and most convenient method to receive your refund. Students who do not enroll will have their refunds issued by check.

Payments and Payment Plan

Make checks and money orders payable to: Jefferson College of Health Sciences. We also accept cash, checks, Visa, MasterCard, Discover, and American Express.

Payments should be mailed to:

Jefferson College of Health Sciences
Attn: Bursar's Office
101 Elm Ave. S.E.
Roanoke, VA 24013

All tuition, fees and residence hall charges must be paid prior to class attendance. Students receiving financial aid must pay any balance that exceeds their anticipated financial aid award. Late financial aid applicants are required to pay tuition and fees upon registration.

A tuition payment option is available to Jefferson College of Health Sciences students. This plan is administered through Higher One.

The Higher One tuition pay plan enables students to pay all or part of their expenses in monthly installments without interest. The only cost to the student is an enrollment fee for each plan. You can enroll for one (1) semester at a time

at www.tuitionpay.higherone.com.

Returned Checks

A returned check fee in the amount of \$25 will be added to the student account along with the amount of the returned check.

Tuition Refund Policy

A statutory schedule based upon the percentage of the semester completed before the withdrawal date is used to determine the amount of tuition and fees that will be refunded if a student withdraws from class. If a student withdraws after 60% of the semester has passed, no refund will be given.

The percentage of semester completed is calculated using the total number of calendar days in the semester divided into the number of calendar days completed in that semester, as of the day the student withdraws.

Refund and Repayment Policies and Procedures

Refund and repayment policies and procedures for financial aid recipients are consistent with requirements specified by federal guidelines and regulations. The following information outlines how refunds and repayments of financial aid monies will be assessed for students who completely withdraw, drop out, take an unapproved leave of absence, are expelled from classes or otherwise fail to complete the period of enrollment for which they were charged after receiving financial aid disbursements for a semester.

Terms used in the “Refund/Repayment Policies” are defined as:

Refund – The amount of money credited to a student’s account, which the school is not entitled to keep based on the length of time the student attended classes. The refund amount is defined as the difference between the amount paid towards school charges (including financial aid and/or cash) and the amount the school can retain under the appropriate refund policy.

Repayment – The amount of cash disbursements given to a student for a semester to cover off-campus room, board, transportation, books, supplies, child care, and miscellaneous personal expenses which the student is not entitled to keep based on class attendance prior to withdrawal.

Information

A 1098-T will be mailed to students in January. The 1098-T informs the student of the possibility of a tax credit. The amount of eligible charges, along with scholarships and grants are provided on each 1098-T. It is the student's responsibility to determine eligibility for the tax credit. Students may obtain a copy of their 1098-T by visiting www.tra.vangent.com.

Refunds for Residence Hall Rooms

Residence Life Contracts are binding for the entire academic year. There are a limited number of reasons that a student may be released from the responsibility of paying for both the fall and spring semesters once a contract has been submitted:

- Graduation from the College
- Marriage
- Withdrawal from the College for a reason other than an honor violation or potential expulsion

Those interested in living in the Patrick Henry should review the Residence Life Contract thoroughly before signing in order to understand all terms and conditions listed therein. The Residence Life Contract is the document that will take precedence in any situation that arises in which clarification of the refund policy for residence hall rooms is sought.

Financial Aid

The Financial Aid office at Jefferson is here to provide financial access for students to attend Jefferson College of Health Sciences. Our objective is to use all financial resources available to help students and their families realize their educational and career goals. It is our commitment to make the financial aid application process easy to understand and easy to obtain for families who are eligible.

Financial Aid is available from state and federal agencies, civic organizations, health agencies, foundations and institutional aid sources. Specific policies and/or laws regulate each program. A financial aid "package" is created for the student based upon their level of eligibility for these programs. This package includes aid from various sources (depending on the availability of funds) and will not exceed the amount of the student's direct cost. In most aid packages, the assistance offered covers only a portion of the total cost of education.

You are responsible for completing your aid applications by the published deadline and for asking questions when information is unclear. Each student applying for aid should complete the Free Application for Federal Student Aid (FAFSA). We encourage students and their families to complete this application at the beginning of each year as soon as their Federal Income Tax Return has been filed. The application can be filed electronically at www.fafsa.ed.gov.

Please call our office with any questions that you may have regarding Financial Aid assistance at Jefferson.

Staff Contact and Office Information

Location: 4th Floor of the Carilion Roanoke Community Hospital (across from the Bursar's Office)

Office Hours: 8 a.m. to 4:30 p.m., Monday through Friday

Address: 101 Elm Avenue, SE
Roanoke, VA 24013

E-mail: financialaid@jchs.edu

Phone: (540) 985-8267

Fax: (540) 224-6916

Staff:

- Debra Johnson, Director of Financial Aid
- Nathan Habecker, Assistant Director of Financial Aid
- David Bachelder, Financial Aid Representative
- Hunter Parks, Financial Aid Representative
- Adonna Brooks, Department Secretary

Our School Code

The Jefferson College of Health Sciences FAFSA school code is 009893.

Completing the Financial Aid Steps

The Financial Aid Process:

Step 1:

Obtain your FSA ID and Password for the Free Application for Federal Student Aid (FAFSA) at www.fsaaid.ed.gov. Then Complete the FAFSA at www.fafsa.ed.gov. The Jefferson College of Health Sciences' FAFSA school code is 009893

Step 2:

Apply for additional sources of Financial Aid. The Virginia Tuition Assistance Grant (VTAG) (<http://www.schev.edu/forms/TAGApplication1617.pdf>), Institutional Scholarships, outside scholarships, and the Federal Work Study program are just some of the additional student funding opportunities available.

Step 3:

Review and apply for Federal Direct Loans as needed. Student loans are made available by the Department of Education Direct Loan program. To begin the process, visit www.studentloans.gov and complete a Master Promissory Note (MPN) and Entrance Counseling. The Jefferson College of Health Sciences' federal school code for Direct Loans is 00662200.

Step 4:

Complete any outstanding requirements for your Financial Aid package. Check your Jefferson College e-mail or self-service account for information

regarding additional requirements for your Financial Aid. Some students must provide additional information for the FAFSA Verification process, VTAG applications, or to resolve issues with the student's FAFSA. You will be contacted by the Financial Aid Office if any of these apply to you.

Helpful Hints:

- If you are receiving **Veteran's Benefits**, please contact the VA Certifying Official located in the Financial Aid Office to fill out the appropriate paperwork.
- If you are interested in a **Federal Work Study (FWS)** position, contact the College Human Resources Representative Office (Administration) and then fill out the FWS Application at <http://chsweb.carilion.com>
- If you want anyone else to be able to see or talk about your Financial Aid information with the Financial Aid Office (e.g. your mother, your father, etc.), you must complete the electronic **Permission to Release Information** form through your self-service account.
- You will receive an **Award Letter** via mail or through e-mail that details the specifics of your Financial Aid package
- Keep a copy of **all** your Financial Aid documentation in a folder for future reference.

To complete the FAFSA application online is a 3-step process.

- Create a Federal Student Aid (FSA) ID username and password at www.faid.ed.gov You will need this to electronically sign your FAFSA application.
- Complete the electronic FAFSA at www.fafsa.ed.gov and review your answers carefully.
- When you receive the results of your application, the Student Aid Report (SAR), review it for accuracy. Provide any needed information requested by the school as quickly as possible.

The Free Application for Federal Student Aid is your doorway to all federal aid. Eligibility for the student loans and grants are determined using the FAFSA.

The Virginia Tuition Assistance Grant (VTAG) Program application for Virginia residents must be completed to gain access to the Virginia Tuition Assistance Grant program.

Financial Aid at Jefferson College of Health Sciences is awarded based upon financial need and other awarding criteria. Need is determined by the following calculation:

$$\begin{array}{l} \text{Cost of Attendance} \\ - \text{Expected Family Contribution (better known as "EFC")} \\ \hline = \text{Financial Need} \end{array}$$

The income, assets, and household information you report on the Free Application for Federal Student Aid (FAFSA) is used in a formula developed by

the U.S. Congress to determine your eligibility for Federal Student Aid. Your Expected Family Contribution (EFC) is the amount of resources you should have to contribute toward your education, based on the information from your FAFSA application.

The Financial Aid staff creates a “financial aid package” based upon the student’s eligibility that comes as close as possible to meeting the student’s needs, up to direct cost.

This awarding policy allows the Office of Financial Aid to assist a broad base of students with limited funds.

To receive the balance of an award through Direct Deposit into your checking or savings account, please fill out the Direct Deposit Authorization Form (form available on our website).

For additional academic requirements for Continuance of Financial Aid Policy, please visit our website.

Financial Aid Sources

State

Virginia Tuition Assistance Grant Program, (VTAG)

Federal

Federal Pell Grant
Federal Supplemental Education Opportunity Grant (SEOG)
Federal Direct Stafford Loan (Subsidized and Unsubsidized)
Federal Direct Parent Loan for Undergraduate Students (PLUS)
Federal Direct Graduate PLUS Loan
Federal Work Study (FWS)

Veterans' Benefits

Most Programs are approved for veterans’ training. Amounts of benefits payable vary with eligibility and enrollment status. Contact the Office of Financial Aid for details.

Please note: Jefferson College of Health Sciences does not participate in the Perkins Loan Program.

Institutional Scholarships and Grants

Jefferson offers institutional aid, scholarships, and grants in addition to the many

federal financial aid programs available. These include:

Debra Kimmel McNamara Nursing Scholarship
Seavor Scholars Fund
Donna Mathews Scholarship
Dr. Robert L.A. Keeley Scholarship in Respiratory Care
Stanley Kamm Memorial Nursing Scholarship
Theresa Thomas Memorial Scholarship
S. Lynn Marshall Emergency Fund
Dr. Hugh Trout, Sr. Endowment
Rita M. Bishop Scholarship
James I. Sublett Nursing Scholarship
Dorothy L. Gibboney Memorial Scholarship
Dr. Frederick Louis Troxel Nursing Scholarship
George Solonevich Scholarship
James H. Neuhoff Memorial Scholarship
Friendship Retirement Community Scholarship
Carilion Clinic Life-Guard Scholarship
Kirsten Akehurst Memorial Scholarship
Jefferson College of Health Sciences Scholarship
Jefferson College of Health Sciences Grant
Jefferson College of Health Sciences Award
Jefferson College of Health Sciences MSN Grant
Jefferson College of Health Sciences Wellness Grant

Virginia Tuition Assistance Grant (VTAG) - The Virginia Tuition Assistance Grant Program application for Virginians must be completed to gain access to the Commonwealth of Virginia assistance program. The VTAG is available to both undergraduate and graduate students. Eligibility for the Virginia Tuition Assistance Grant is limited to four years or eight (8) semesters for undergraduate degree completion, and no more than three years at for all post-undergraduate programs. The Virginia Tuition Assistance Grant is limited to tuition assistance.

Student Loans

Students must maintain half-time enrollment (6 credit hours) to participate in the Federal Student Loan Program. This Program includes the Direct Stafford Subsidized Loan, Direct Stafford Unsubsidized Loan, the Direct Parent Plus Loan and the Direct Grad Plus loan.

Federal Direct Subsidized Stafford - Low-interest loans, must be at least half-time, repayment begins 6 months after graduation, withdrawal or falling below half-time, government pays interest while student is enrolled in school, not based on credit history. Maximum eligibility period is equal to 150% of the published length of the academic program. For annual loan limits see the chart below.

Federal Direct Unsubsidized Stafford - Low-interest loans, must be at least half

time, repayment begins 6 months after graduation, withdrawal or falling below half time, and interest is the responsibility of the student, not based on credit history. For annual loan limits see the chart below. You will be charged interest from the day the loan is disbursed until it's paid in full, including in school, grace, and deferment and forbearance periods.

Direct Stafford Loan Chart of Loan Limits for Undergraduate Students

| AWARD YEAR | DEPENDENT STUDENT | INDEPENDENT STUDENT |
|----------------|--|--|
| 1st Year | Subsidized: \$3,500.00 Unsubsidized: \$2,000.00 | Subsidized: \$3,500.00 Unsubsidized: \$6,000.00 |
| 2nd Year | Subsidized: \$4,500.00 Unsubsidized: \$2,000.00 | Subsidized: \$4,500.00 Unsubsidized: \$6,000.00 |
| 3rd Year | Subsidized: \$5,500.00 Unsubsidized: \$2,000.00 | Subsidized: \$5,500.00 Unsubsidized: \$7,000.00 |
| 4th & 5th Year | Subsidized: \$5,500.00 Unsubsidized: \$2,000.00 | Subsidized: \$5,500.00 Unsubsidized: \$7,000.00 |

Direct Stafford Loan Chart of Loan Limits for Graduate Students

| AWARD YEAR | GRADUATE STUDENT |
|------------|---------------------------|
| | Unsubsidized: \$20,500.00 |

Federal Direct Plus & Grad Plus Loan - Low-interest loans for Parents of dependent students or Graduate students, repayment begins 30-45 days after last payment is released or credited to student account. The Plus/Grad Plus loan is based on credit history. The yearly limit on a PLUS/Grad PLUS loan is equal to the cost of attendance minus any other financial aid received. If the parent is denied a loan the dependent student is allowed to request additional unsubsidized loan funds. Interest is charged on the loan from the date the first disbursement is made until the loan is paid in full.

Alternative Loans - Alternative loans are funds available to students who are not eligible for financial aid or who need additional funds to meet educational expenses. The student's eligibility is determined by the cost of attendance minus financial aid.

Tracking the Status of Your Loan

You may track the status of your federal loan at:

<https://studentloans.gov/myDirectLoan/index.action>

Entrance and Exit Interviews

All students who receive federal student loans must complete entrance and exit counseling. Please go to the student loan counseling section of the Direct Loan website for all information on loans.

Aid for International Students

International students are awarded Institutional Awards based upon Admissions criteria.

Financial Aid Links

These links are great resources of information about federal and state financial aid.

- www.ed.gov
- www.schev.edu
- www.collegeboard.com
- www.finaid.org

Title IV Funds – The following aid sources are federal monies governed by Title IV, U. S. Department of Education (USDE) regulations:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study Program
- Federal William D. Ford Direct Loan Program

Non-Title IV Funds – The following aid sources are categorized as non-Title IV funds:

- Virginia Tuition Assistant Grant Program (VTAG)
- Other state, private, or institutional sources of aid

Return of Title IV Policy

Federal law requires students who withdraw from the College after receiving federal financial aid to return funds not earned to the U.S. Department of Education. If a student receives more funds than he or she earned, the College and, in some cases, the student must return the funds.

A statutory schedule is used to determine the amount of Student Financial Aid Program (SFA) funds a student has earned if withdrawal from classes occurs prior to the end of the term. If the student withdraws from class after 60% of the semester has passed, no refund of SFA funds is required to be made to the funding agency. Withdrawals prior to this 60% threshold require refunds of SFA Program assistance to the funding agency in an amount equal to the percentage of time the student was enrolled in and attending classes.

The percentage of the semester completed is calculated using the total number

of calendar days in the semester for which the College awards the assistance, divided into the number of calendar days completed in that semester, as of the day the student withdraws.

The College refund of SFA Program funds does not mitigate the student's obligation to make payments to the College for services provided, in accordance with College policy.

Order of Return of SFA Program Funds

Funds credited to outstanding loan balances for the semester for which a return of funds is required must be returned in the following order:

- Federal Direct Unsubsidized Stafford loans
- Federal Direct Subsidized Stafford loans
- Federal Direct PLUS/GRAD PLUS loans

If funds remain after repaying all loan amounts, those remaining funds must be credited in the following order:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Other assistance under this Title for which a return of funds is required

Students may contact the Office of Financial Aid to receive details and examples of the Title IV refund policy.

Satisfactory Academic Progress for Continuance of Financial Aid

In order to receive federal and state financial aid, students must be in an eligible program of study and making satisfactory progress in their course of study as outlined in the *Academic Information* section of this catalog. All entering students at the College, including those returning after a period of non-enrollment, are admitted with the confidence that they will make satisfactory progress.

All students who receive federal financial aid must be making satisfactory progress toward graduation. Satisfactory academic measurable progress for financial aid purposes is defined as a passing grade ("A," "B," "C," "D" or "P") in at least two-thirds of the credit-hour load in which the student is enrolled each semester. Undergraduate students are required to maintain a cumulative grade point average of 2.00 ("C") or better. Graduate students are required to maintain a cumulative grade point average of 3.00 ("B") or better. Students may receive financial aid for up to 150% of the length of an academic program.

If a student has not maintained the minimum standards by the end of the semester, financial aid assistance will continue in a warning status for a period of one (1) semester. If a student is on warning and satisfactory progress is attained, then financial aid is continued and the warning status is removed. If a student has been placed on warning and at the end of the warning semester satisfactory academic progress is not attained the student is "ineligible" for Financial Aid

Suspension and no Federal aid is awarded. Students re-enrolling after periods of non-enrollment or changing academic programs following program dismissal or becoming “ineligible” will be evaluated based on their last period of enrollment.

A student will be terminated from Financial Aid without a warning period semester if he/she:

- Has attempted 150% of their program of study. All attempted hours will be considered, including transfer hours from other institutions.
- Fails to maintain a minimum 2.0 cumulative grade point average midway through their program of study.

Appeal Process for Students on Financial Aid

Students placed on Financial Aid Ineligible Status may appeal their status. Students who choose to appeal must submit a letter clearly outlining the unusual circumstances with supporting documents to the Office of Financial Aid. The Financial Aid Appeals Committee will review the student appeal request on an as needed basis. The student may request to attend the committee meeting to explain their situation. The Committee will review the appeal and the student will be notified in writing of the decision. All decisions are final.

The Reinstatement Process

Reinstatement means that the student has resolved his/her ineligible status and will be considered for Federal Aid another term. In case of less than satisfactory academic progress, reinstatement of aid in full is atypical and is based on unusual circumstances affecting academic progress that were not within the student’s control and are not of a recurring nature.

A student may be reinstated:

- If a grade change results in an increase in the cumulative grade point average and/or percent of cumulative credits completed.
- After completing credits to raise the cumulative grade point average and/or completion rate of credit hour attempted.

The student must notify the office of financial aid of any changes that may result in reinstatement.

Student Withdrawals and Refunds

The College incurs costs based on student registration data. Since many of the costs cannot be recovered, refunds to students are limited. A student who completely withdraws from the College is eligible for a refund of tuition and refundable fees as described in the institutional refund based on withdrawal date policy. Tuition refunds for individual classes are addressed in the Drop/Add section.

Add/Drop

Adding or dropping courses must occur in accordance with the *Academic Information* section of this catalog. Changes to the number of credit hours enrolled may affect the status of some financial aid. The student is responsible for any additional cost incurred due to a change in credit hours.

Withdrawal Date

The withdrawal date policy listed below is strictly for the purposes of financial aid. For academic purposes, see the *Academic Information* section of this catalog.

The withdrawal date, as determined from the attendance records is usually:

- The date the student began the withdrawal process prescribed by the school
- The date the student otherwise provided official notification to the school of the intent to withdraw; or
- If the student did not begin the withdrawal process or otherwise notified the school of the intent to withdraw, the midpoint of the semester for which SFA Program assistance was disbursed or a later date documented by the school.

If the school determines that a student did not begin the withdrawal process or otherwise notify the school of the intent to withdraw due to illness, accident, serious personal loss, or other circumstances beyond the student's control, the school may determine the appropriate withdrawal date.

Course Descriptions



ART 210 Visual Thinking Strategies**CREDITS: 3**

Using some of history's most important works of art, this course explores Visual Thinking Strategies as a means of enhancing visual acuity, increasing sensitivity to surroundings, and building collaboration skills.

ART 211 Drawing I**CREDITS: 3**

This is a one-semester studio course concentrating on perspective, portraiture, figure drawing and composition using pencil and charcoal as the primary media. The course offers a means by which the student may develop independent thinking, environmental awareness and self-expression.

Prereq: ART 210

ART 212 Drawing II**CREDITS: 3**

This is a one-semester studio course that expands on the experiences and processes of Drawing I. The student will gain additional knowledge and skill through work with pen and ink, stipple and ink washes.

Prereq: ART 211

BIO 101 General Biology I**CREDITS: 4**

This is the first of a two-semester lecture and laboratory study of general biology. The course focuses on the basic cellular processes common to living organisms. These include aspects of molecular and cell biology, metabolism and photosynthesis, genetics, and biotechnology. The laboratory component of the course focuses on principles of basic experimental design, data collection, data graphing, and methods of biochemical analysis. The structure and function of nucleic acids, as well as basic cell structure and function are also considered. Mendelian genetics is developed in detail. Experimental work in the laboratory is closely correlated with the lecture component.

Coreq: BIO 101L

BIO 101L General Biology I Laboratory**CREDITS: 0**

This is the first of a two-semester lecture and laboratory study of general biology. The course focuses on the basic cellular processes common to living organisms. These include aspects of molecular and cell biology, metabolism and photosynthesis, genetics, and biotechnology. The laboratory component of the course focuses on principles of basic experimental design, data collection, data graphing, and methods of biochemical analysis. The structure and function of nucleic acids, as well as basic cell structure and function are also considered. Mendelian genetics is developed in detail. Experimental work in the laboratory is closely correlated with the lecture component.

Coreq: BIO 101

BIO 102 General Biology II**CREDITS: 4**

This is the second of a two-semester lecture and laboratory study of general biology. The course focuses on population, speciation, systematics, cladistics, and invertebrate and vertebrate evolution. Animal systems from Porifera through Primates are considered in detail to elaborate the phylogeny of invertebrates through vertebrates. Experimental work in the laboratory is closely correlated with the lecture component.

Prereq: BIO 101

Coreq: BIO 102L

BIO 102L General Biology II Laboratory**CREDITS: 0**

This is the second of a two-semester lecture and laboratory study of general biology. The

course focuses on population, speciation, systematics, cladistics, and invertebrate and vertebrate evolution. Animal systems from Porifera through Primates are considered in detail to elaborate the phylogeny of invertebrates through vertebrates. Experimental work in the laboratory is closely correlated with the lecture component.

Coreq: BIO 102

BIO 199L Biology Supervised Study I CREDITS: 1

This course allows students an opportunity to engage in supervised study of a topic of mutual interest to the student and the faculty supervisor. Students must complete a proposal for the project and receive approval from the supervisor and the Biomedical Sciences Program Director prior to enrolling in the course. This variable-credit course may be taken for one (1) to three (3) credits in a given semester and may be repeated for a maximum of six (6) credits.

Prereq: BIO 101

BIO 211 Anatomy & Physiology I CREDITS: 4

This is a lecture and lab course that focuses on the basic structure and function of the human body for students preparing for professions in the healthcare field. This is the first of in a sequence of two courses in anatomy and physiology. The course will prepare students for continued study of human physiology and disease processes in subsequent courses. The content includes detailed consideration of basic cellular processes, integumentary, skeletal, muscular, and nervous system anatomy and physiology. The laboratory component closely follows lecture and is designed to support the lecture with a laboratory experience that will require student participation in animal dissection and experimentation in basic physiology.

Coreq: BIO 211L

BIO 211L Anatomy & Physiology I Laboratory CREDITS: 0

This is a lecture and lab course that focuses on the basic structure and function of the human body for students preparing for professions in the healthcare field. This is the first of in a sequence of two courses in anatomy and physiology. The course will prepare students for continued study of human physiology and disease processes in subsequent courses. The content includes detailed consideration of basic cellular processes, integumentary, skeletal, muscular, and nervous system anatomy and physiology. The laboratory component closely follows lecture and is designed to support the lecture with a laboratory experience that will require student participation in animal dissection and experimentation in basic physiology.

Coreq: BIO 211

BIO 212 Anatomy & Physiology II CREDITS: 4

This is the second in a sequence of two courses in anatomy and physiology for students preparing for professions in the healthcare field. Students are provided with a study of the basic structure and function of the human body with an emphasis on system anatomy and current theories of physiology. Students focus on the anatomy and physiology of endocrine, blood, lymphatic/immunity, cardiovascular, respiratory, digestive, urinary systems and reproductive systems. The laboratory component closely follows lecture and is designed to improve student knowledge of the anatomy of the systems addressed in lecture.

Prereq: BIO 211

Coreq: BIO 212L

BIO 212L Anatomy & Physiology II Laboratory CREDITS: 0

The laboratory component closely follows lecture and is designed to support the lecture with a laboratory experience that will require student participation in animal dissection and experimentation in basic physiology.

Coreq: BIO 212

BIO 215 Introduction to Scientific Literature CREDITS: 2

This course introduces further learning of scientific research through the understanding of key elements in the biological scientific literature. A survey of the different bodies of reference materials available for research in the biological literature will be offered. This course will provide the opportunity to gain proficiency in accessing, interpreting and synthesizing messages from different research efforts in the life sciences. The student will ultimately be able to learn how to use the biological literature in order to evaluate specific scientific publications.

BIO 220 Introduction Cell and Molecular Biology CREDITS: 4

The current understanding of molecular events that regulate cellular function is introduced. Students focus on connecting experimental methods and results to key concepts. Emphasis is placed on relating cellular mechanisms to normal and disease conditions in humans, including gene expression, signal processing, and bioenergetics. The course is taught in a lecture/lab format.

Prereq: BIO 102 and CHM 112

Coreq: BIO 220L

BIO 220L Cell and Molecular Biology Laboratory CREDITS: 0

The current understanding of molecular events that regulate cellular function is introduced. Students focus on connecting experimental methods and results to key concepts. Emphasis is placed on relating cellular mechanisms to normal and disease conditions in humans, including gene expression, signal processing, and bioenergetics. The course is taught in a lecture/lab format.

Coreq: BIO 220

BIO 230 Comparative Anatomy CREDITS: 4

This course focuses on the anatomical study and dissection of representative chordates. Laboratory will illustrate and expand on lecture.

Prereq: BIO 102

Coreq: BIO 230L

BIO 230L Comparative Anatomy Laboratory CREDITS: 0

This course focuses on the anatomical study and dissection of representative chordates. Laboratory will illustrate and expand on lecture.

Coreq: BIO 230

BIO 240 Comparative Physiology CREDITS: 4

This course will introduce the student to the concept of homeostasis and compare the physiological processes in various chordates. The following systems will be examined: nervous, muscular, cardiovascular, respiratory, endocrine, digestive and renal. In addition, integrative topics such as fluid and pH balance, thermoregulation and

metabolism will be considered. Laboratory will expand on and illustrate lecture material.

Prereq: BIO 102

Coreq: BIO 240L

BIO 240L Comparative Physiology Laboratory CREDITS: 0

This course will introduce the student to the concept of homeostasis and compare the physiological processes in various chordates. The following systems will be examined: nervous, muscular, cardiovascular, respiratory, endocrine, digestive and renal. In addition, integrative topics such as fluid and pH balance, thermoregulation and metabolism will be considered. Laboratory will expand on and illustrate lecture material.

Coreq: BIO 240

BIO 253 Microbiology CREDITS: 4

This course provides a detailed study of the definition, scope, history and significance of microbiology to students preparing for professions in healthcare. The lecture focuses on microbial taxonomy, microbial structure, genetics and life history. It also considers the basic aspects of microbial physiology and their ability to cause infection. The course has emphasis on the human immune process, modes of microbial transmission and virulence. The laboratory component is designed to examine basic concepts of taxonomy, microbial morphology, staining characteristics, population studies, isolation methods and the control of microbes. The laboratory will require student participation in experimentation and observation of results in these basic microbiology concepts.

Prereq: BIO 212 or BIO 240

Coreq: BIO 253L

BIO 253L Microbiology Laboratory CREDITS: 0

This course provides a detailed study of the definition, scope, history and significance of microbiology to students preparing for professions in healthcare. The lecture focuses on microbial taxonomy, microbial structure, genetics and life history. It also considers the basic aspects of microbial physiology and their ability to cause infection. The course has emphasis on the human immune process, modes of microbial transmission and virulence. The laboratory component is designed to examine basic concepts of taxonomy, microbial morphology, staining characteristics, population studies, isolation methods and the control of microbes. The laboratory will require student participation in experimentation and observation of results in these basic microbiology concepts.

Coreq: BIO 253

BIO 299L Biology Supervised Study II CREDITS: 1

This course allows students an opportunity to engage in supervised study of a topic of mutual interest to the student and the faculty supervisor. Students must complete a proposal for the project and receive approval from the supervisor and the Biomedical Sciences Program Director prior to enrolling in the course. This variable-credit course may be taken for one (1) to three (3) credits in a given semester and may be repeated for a maximum of six (6) credits.

Prereq: BIO 199L

BIO 300 Pathophysiology CREDITS: 3

This course provides the student with conceptual and theoretical information applicable to pathological conditions resultant in disordered physiology. Mechanisms of production of signs and symptoms of different disease syndromes will be discussed. A body systems approach will be used to present the mechanisms underlying the disease, and the clinical

manifestations exhibited.

Prereq: BIO 253

BIO 306 Genetics CREDITS: 4

Students are introduced to the concepts of inheritance, encompassing the concepts of Mendelian genetics in both plants and animals. Emphasis is on the application of molecular concepts focused on gene expression. This course is taught in a lecture/lab format.

Prereq: (BIO 102 or BIO 212) and CHM 112

Coreq: BIO 306L

BIO 306L Genetics Laboratory CREDITS: 0

Students are introduced to the concepts of inheritance, encompassing the concepts of Mendelian genetics in both plants and animals. Emphasis is on the application of molecular concepts focused on gene expression. This course is taught in a lecture/lab format.

Coreq: BIO 306

BIO 309 Physiological Foundations Pharmacology CREDITS: 3

This course is designed to address physiological foundations of pharmacology. The course includes and develops concepts in pharmacokinetics, pharmacodynamics, drug development, drug safety, drug selection and monitoring for safety issues. The course addresses drug classifications and appropriate uses and applications.

Prereq: BIO 253

BIO 312 Research Methodology CREDITS: 3

This course expands upon students' knowledge concerning the role of research in the biomedical sciences. The scientific method as well as research methods and processes are examined in detail. Students critically review healthcare-specific, empirical literature. Emphasis is placed upon the student's development of abilities to read, understand, and critically respond to current research from scientific journals. Emphasis is also placed on the ethics of the use of human subjects in biomedical research. Students are expected to evaluate critically and discuss research designs, sampling designs, data collection methods, and data analyses.

Prereq: MTH 265 and BIO 215

BIO 320 Special Topic in Biomedical Sciences CREDITS: 3

Students explore a selected topic in Biomedical Science not currently offered either as a Biomedical core curriculum or elective course. Special topics may include: embryology, medical parasitology, human histology, mathematical models in biology, bioinformatics, instrumental analysis, neurobiology, molecular pharmacology, or biophysics. The topic for a semester offering will be selected, and the expanded syllabus approved at least one semester in advance by the biomedical faculty. BIO 320 may be taken, with a different topic, up to two (2) times (total 6 credits).

Prereq: BIO 215 and BIO 220

BIO 321 Gross Anatomy I CREDITS: 3

This course is the first of a two semester lecture and laboratory study of human gross anatomy. It is designed to enhance and develop the general knowledge base received in a college-level anatomy and physiology course. Lecture discussions will support the laboratory. During the laboratory, students will be required to participate in the dissection

of the entire musculoskeletal system of a human cadaver. Emphasis will be on osseous anatomical features, skeletal muscles, tendons, ligaments, nerves, and blood vessels that supply the skeletal muscles. Additional emphasis will be placed on body surface anatomy as it relates to skeletal features and to the underlying skeletal muscles.

Prereq: BIO 211 or BIO 230

Coreq: BIO 321L

BIO 321L Gross Anatomy I Laboratory

CREDITS: 0

This course is the first of a two semester lecture and laboratory study of human gross anatomy. It is designed to enhance and develop the general knowledge base received in a college-level anatomy and physiology course. Lecture discussions will support the laboratory. During the laboratory, students will be required to participate in the dissection of the entire musculoskeletal system of a human cadaver. Emphasis will be on osseous anatomical features, skeletal muscles, tendons, ligaments, nerves, and blood vessels that supply the skeletal muscles. Additional emphasis will be placed on body surface anatomy as it relates to skeletal features and to the underlying skeletal muscles.

Coreq: BIO 321

BIO 322 Gross Anatomy II

CREDITS: 3

This course is the second of a two-semester lecture and laboratory detailed study of human anatomy. It is designed to enhance and develop the knowledge base from the first semester of gross anatomy. Lecture discussion will support the laboratory. During the laboratory students will be required to participate in the dissection of a human cadaver. Lecture and laboratory emphasis will be on the dissection of the entire thoracic, abdominal and pelvic cavities. Lecture and dissection focus will also be on visceral structures, nerves and blood supply. In addition, the brain, brainstem and cranial nerves will be considered in anticipation of laboratory dissection.

Prereq: BIO 321

Coreq: BIO 322L

BIO 322L Gross Anatomy II Laboratory

CREDITS: 0

During the laboratory students will be required to participate in the dissection of a human cadaver. Lecture and laboratory emphasis will be on the dissection of the entire thoracic, abdominal and pelvic cavities. Lecture and dissection focus will also be on visceral structures, nerves and blood supply. In addition, the brain, brainstem and cranial nerves will be considered in anticipation of laboratory dissection.

Coreq: BIO 322

BIO 325 Spring Flora of Virginia

CREDITS: 3

This course addresses vernal plants commonly encountered in Virginia. The course focuses on the identification of a variety of plants observed in the field. Emphasis is on spring wildflowers, trees, and some non-vascular plants. Students work individually to produce a collection of digital photographs that illustrate the plants they identify. The course requires students to work in the field in order to obtain photographs. Students learn basic plant anatomy, taxonomy, and the use of dichotomous keys to identify common plants. Students learn which common plants are used as medicinal plants and which plants have application in common herbal remedies.

Prereq: BIO 102 or BIO 212

BIO 326 Summer Flora of Virginia

CREDITS: 3

This course addresses plants commonly encountered in Virginia during the estival

involved in the initiation, progression, and spread of cancer. Specific types of cancer are used to illustrate how normal regulatory systems have been altered in neoplastic cells. The role of genes involved in the development or prevention of cancer is also described as well as new strategies for treatment.

Prereq: BIO 306

BIO 410 Capstone Research CREDITS: 3

This course uses the fundamental concepts of research developed in BIO 312 Research Methodology. Students select and develop a topic within biomedical sciences. The literature relevant to the selected topic is investigated to produce an extensive, critical review paper.

Prereq: BIO 312

BIO 412 Immunology CREDITS: 3

This course is designed to provide an introduction to the science of immunology by focusing on the tissues, cells and mechanisms involved in the normal immune response. Emphasis will be placed on the mechanisms of B and T cell sensitization, and cellular specialization of immune cells. Detailed consideration of active and passive immunities will focus on the human system. Outside reading will provide supplemental information on various immunological disorders and pathologies.

Prereq: BIO 253

BIO 420 Radiographic Human Anatomy CREDITS: 3

This course focuses on understanding and visualizing normal internal human anatomy with the aid of radiographic images and procedures. Given appropriate anatomical preparation, proper interpretation of radiographic images presupposes a detailed knowledge of anatomy. Radiography is valuable in the detection of early disease stages. This course develops student appreciation for radiographic diagnosis.

Prereq: BIO 322

BIO 430 Neuroanatomy and Neurophysiology CREDITS: 4

This course is a comprehensive study of the human nervous system, including anatomy, physiology and pathophysiology. Particular attention will focus on embryological development and the resulting pathological consequences of abnormal development. Students will focus on cause and effect relationships that are known to exist in neurological disorders. The class will also examine both CNS and PNS lesions and their associated symptoms. The laboratory portion of the course will focus on structures as related to function, assessment of neurological function and evaluation using common neurological instruments. The laboratory will emphasize the neurological exam as a part of the comprehensive physical examination and the recognition of common deficits.

Prereq: BIO 300

Coreq: BIO 430L

BIO 430L Neuroanatomy & Neurophysiology Lab CREDITS: 0

The laboratory portion of the course will focus on structures as related to function, assessment of neurological function and evaluation using common neurological instruments. The laboratory will emphasize the neurological exam as a part of the comprehensive physical examination and the recognition of common deficits.

Coreq: BIO 430

BIO 450 Current Issues in Biology**CREDITS: 1**

This course is designed to promote discussion of current biology topics, how those topics can be related or applied to healthcare disciplines, and potential ethical considerations. Through a format of guided discussions, current literature searches, and written surveys centered on recent biology findings, discoveries, or controversial issues students enhance their understanding of the scientific method as it relates to biology. The course is designed to increase the student's awareness of the contributions which are being made in biology and applied in other areas, and to further reinforce the student's critical thinking and oral and written communication skills.

Prereq: BIO 312

BIO 499L Biology Supervised Study IV**CREDITS: 1**

This course allows students an opportunity to engage in supervised study of a topic of mutual interest to the student and the faculty supervisor. Students must complete a written proposal for the project and receive approval from the supervisor and the Biomedical Sciences Program Director prior to enrolling in the course. This variable-credit course may be taken for one (1) to three (3) credits in a given semester and may be repeated for a maximum of six (6) credits.

Prereq: BIO 399L

BIO 501 Principles of Cell Biology**CREDITS: 3**

A foundation in the fundamental molecular and cellular processes that underlie biological systems is established in this course. Students are prepared for advanced coursework in molecular basis of cellular structure. Topics include cells and genomes, cell chemistry and biosynthesis, macromolecules, basic genetic mechanisms, cellular and molecular techniques used in contemporary research, the internal organization of the cell, and cell-cell interactions. Quantitative analysis is utilized to emphasize the usefulness of calculations in understanding cellular function. Analyses of relevant, recent publications are included.

BIO 509 Clinical Anatomy I**CREDITS: 2**

This course is the first in a two-course sequence devoted to the study of clinical anatomy. Emphasis will be given to the clinical significance of anatomical features, and their interrelationships. This course will follow an organ system approach in order to facilitate concordance with core clinical courses (Clinical Medicine and Clinical Pharmacology). Lectures will provide a synopsis for the laboratory component, which will include detailed observation of human cadaver prosections, performance of dissections, and study of various anatomical models.

Coreq: BIO 509L

BIO 509L Clinical Anatomy I Laboratory**CREDITS: 0**

The laboratory component of this course includes detailed observation of human cadaver prosections, performance of dissections, and study of various anatomical models.

Coreq: BIO 509

BIO 510 Clinical Anatomy II**CREDITS: 2**

This course is the second in a two-course sequence devoted to the study of clinical anatomy. Emphasis will be given to the clinical significance of anatomical features, and their interrelationships. This course will follow an organ system approach in order to facilitate concordance with core clinical courses (Clinical Medicine and Clinical Pharmacology). Lectures will provide a synopsis for the laboratory component, which will include detailed observation of human cadaver prosections, performance of dissections,

and study of various anatomical models.

Prereq: BIO 509

Coreq: BIO 510L

BIO 510L Clinical Anatomy II Laboratory CREDITS: 0

The laboratory component of this course includes detailed observation of human cadaver prosections, performance of dissections, and study of various anatomical models.

Coreq: BIO 510

BIO 511 Clinical Anatomy III CREDITS: 2

This course is the third in a three-course sequence devoted to the study of clinical anatomy. Emphasis will be given to the clinical significance of anatomical features, and their interrelationships. This course will follow an organ system approach in order to facilitate concordance with core clinical courses (Clinical Medicine and Clinical Pharmacology). Lectures will provide a synopsis for the laboratory component, which will include detailed observation of human cadaver prosections, performance of dissections, and study of various anatomical models.

Prereq: BIO 510

Coreq: BIO 511L

BIO 511L Clinical Anatomy III Laboratory CREDITS: 0

The laboratory component of this course includes detailed observation of human cadaver prosections, performance of dissections, and study of various anatomical models.

Coreq: BIO 511

BIO 515 Comparative Anatomy CREDITS: 3

This course is a study of the structural/functional relationships of vertebrate organs and systems. Taxonomy, evolutionary relationships and morphological adaptations of fish, amphibians, reptiles, birds and mammals are emphasized. Specific biochemical and cellular mechanisms associated with the morphological development of vertebrates are examined in terms of cellular structure and function of tissue and organ systems among the vertebrate classes. Selected readings from recent scientific literature are analyzed with a focus on key contemporary research questions related to the above topics.

Prereq: BIO 501

BIO 521 Clinical Gross Anatomy for Clin Apps CREDITS: 4

Clinical Gross Anatomy is a cadaver-based course focusing on human gross anatomy with a clinical emphasis. Lecture will provide background and synopsis for use with virtual dissections. The laboratory component will include dissection and observation of cadaver prosections combined with the study of various anatomical models.

Coreq: BIO 521L

BIO 521L Clinical Gross Anatomy Laboratory CREDITS: 0

The laboratory component includes dissection and observation of cadaver prosections combined with the study of various anatomical models.

Coreq: BIO 521

BIO 530 Func Clin Neuroanatomy & Neurophys CREDITS: 4

This course is a comprehensive exploration of the human nervous system (both CNS and PNS) and is an integrated, multi-disciplinary, functional neuroscience course,

BIO 555 Human Physiology**CREDITS: 4**

This course explores the basic principles of human physiology and pathophysiology, from the molecular level to the whole organism, with emphasis on: (a) skeletal muscle and exercise physiology, (b) cardio-vascular, (c) renal and urinary, (d) respiratory, (e) gastrointestinal, (f) endocrine, and (g) reproductive systems. Each system includes a discussion of the body's integrated response and adaptation to common environmental challenges and pathophysiological diseases. Quantitative analysis is emphasized to enhance understanding of physiological processes and maintenance of homeostatic balance in the body.

Prereq: BIO 535

BUS 111 Introduction to Computers**CREDITS: 1**

This course introduces students to microcomputers covering the following topics: basic computer concepts (types of computers, hardware, data communications, and computer software), basics of the Microsoft® operating system, file management, Microsoft® Internet Explorer browsing software, the layout of Microsoft® Office suite, and Microsoft® Word.

BUS 131 Computer Concepts & Applications**CREDITS: 3**

This course introduces the student to the Windows operating system, File Management skills, the web browser Internet Explorer, the current Microsoft® Office layout and the following Microsoft® applications: word processing (Word), spreadsheets (Excel), and multimedia presentations (PowerPoint). This course provides the opportunity to apply newly learned skills in a final project.

CHM 110 Chemistry for Health Sciences**CREDITS: 4**

Students focus on developing an understanding of states of matter, the physical properties of inorganic and organic compounds, chemical reactivity, and the fundamental characteristics of biological compounds. Classroom discussion through practical application in skills-based laboratory activities is reinforced. This course does not satisfy requirements for graduation with a B.S. in Biomedical Sciences.

Coreq: CHM 110L

CHM 110L Chemistry for Health Sciences Lab**CREDITS: 0**

Students focus on developing an understanding of states of matter, the physical properties of inorganic and organic compounds, chemical reactivity, and the fundamental characteristics of biological compounds. Classroom discussion through practical application in skills-based laboratory activities is reinforced. This course does not satisfy requirements for graduation with a B.S. in Biomedical Sciences.

Coreq: CHM 110

CHM 111 General Chemistry I**CREDITS: 4**

This course is the first of a two-semester lecture and laboratory study of general chemistry. It examines the fundamental properties of elements, compounds and their quantitative relationships. Stoichiometry and molecular structure are stressed. The laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory will require students to be involved in experimentation that measure basic chemical reactions and develop fundamental skills important to introductory chemistry.

Coreq: CHM 111L

CHM 111L General Chemistry I Laboratory CREDITS: 0

This course is the first of a two-semester lecture and laboratory study of general chemistry. It examines the fundamental properties of elements, compounds and their quantitative relationships. Stoichiometry and molecular structure are stressed. The laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory will require students to be involved in experimentation that measure basic chemical reactions and develop fundamental skills important to introductory chemistry.

Coreq: CHM 111

CHM 112 General Chemistry II CREDITS: 4

This course is the second of a two-semester lecture and laboratory study of the principles of general chemistry. It emphasizes the study of modern principles of general chemistry, chemical kinetics, chemical equilibrium and chemical thermodynamics. The laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory will require students to be involved in exercises that measure basic chemical reactions and develop fundamental skill important to introductory chemistry.

Prereq: CHM 111

Coreq: CHM 112L

CHM 112L General Chemistry II Laboratory CREDITS: 0

The laboratory will require students to be involved in exercises that measure basic chemical reactions and develop fundamental sill important to introductory chemistry.

Coreq: CHM 112

CHM 199L Chemistry Supervised Study I CREDITS: 1

This course allows students an opportunity to engage in supervised study of a topic of mutual interest to the student and the faculty supervisor. Students must complete a written proposal for the project and receive approval from the supervisor and the Biomedical Sciences Program Director prior to enrolling in the course. This variable-credit course may be taken for one (1) to three (3) credits in a given semester and may be repeated for a maximum of six (6) credits.

Prereq: CHM 111

CHM 215 Introduction to Scientific Literature CREDITS: 2

This course introduces further learning of scientific research through the understanding of key elements in the scientific literature related to chemistry. A survey of the different bodies of reference materials available in chemistry research will be offered. This course will provide the opportunity to gain proficiency in accessing, interpreting and synthesizing messages from different research efforts in the life sciences. The student will ultimately learn how to use the literature in order to evaluate specific chemistry-related scientific publications.

Prereq: IDS 255 or GEN 100

CHM 244 Organic Chemistry I CREDITS: 4

This course is the first of a two-semester lecture and laboratory study of organic chemistry. The lecture component is designed to provide a detailed study of carbon containing compounds, their properties and characteristics. Emphasis is placed on organic compound nomenclature, isomerism and characteristics of organic structure. Compounds of importance to biological systems and biochemistry are stressed. The

laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory requires students to be involved in exercises that involve basic reactions fundamental to organic chemistry.

Prereq: CHM 112

Coreq: CHM 244L

CHM 244L Organic Chemistry I Lab CREDITS: 0

This course is the first of a two-semester lecture and laboratory study of organic chemistry. The lecture component is designed to provide a detailed study of carbon containing compounds, their properties and characteristics. Emphasis is placed on organic compound nomenclature, isomerism and characteristics of organic structure. Compounds of importance to biological systems and biochemistry are stressed. The laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory requires students to be involved in exercises that involve basic reactions fundamental to organic chemistry.

Coreq: CHM 244

CHM 245 Organic Chemistry II CREDITS: 4

This course is a continuation of a two semester study of organic chemistry. The course focuses on the synthesis and reaction mechanisms of organic compounds. Emphasis is placed on compounds of biological importance. The laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory requires students to be involved in exercises that involve basic reactions fundamental to organic chemistry.

Prereq: CHM 244

Coreq: CHM 245L

CHM 245L Organic Chemistry II Laboratory CREDITS: 0

This course is a continuation of a two semester study of organic chemistry. The course focuses on the synthesis and reaction mechanisms of organic compounds. Emphasis is placed on compounds of biological importance. The laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory requires students to be involved in exercises that involve basic reactions fundamental to organic chemistry.

Coreq: CHM 245

CHM 299L Chemistry Supervised Study II CREDITS: 1

This course allows students an opportunity to engage in supervised study of a topic of mutual interest to the student and the faculty supervisor. Students must complete a written proposal for the project and receive approval from the supervisor and the Biomedical Sciences Program Director prior to enrolling in the course. This variable-credit course may be taken for one (1) to three (3) credits in a given semester and may be repeated for a maximum of six (6) credits.

Prereq: CHM 199L

CHM 300L Chemistry Methods Laboratory CREDITS: 2

This laboratory course is designed to demonstrate the principles studied in analytical chemistry and organic chemistry II.

Prereq: CHM 242 or CHM 351

CHM 360 Biochemistry I**CREDITS: 4**

This course presents the biochemical principles and processes that govern living systems. Chemical structures and functional relationships of proteins, enzymes, lipids, and carbohydrates are emphasized. In addition, emphasis is placed on cellular bioenergetics, chemical pathways of metabolism, and the regulation of metabolism. The laboratory component supports the lecture component with laboratory exercises that demonstrate the biochemical processes discussed during lecture.

Prereq: CHM 244

Coreq: CHM 360L

CHM 360L Biochemistry I Laboratory**CREDITS: 0**

This laboratory component will support the lecture component with laboratory exercises that demonstrate the biochemical processes discussed during lecture.

Coreq: CHM 360

CHM 361 Biochemistry II**CREDITS: 4**

This course is a continuation of Biochemistry I. The material covered during the lecture component of the class focuses on fundamental biochemical pathways of human metabolism. Emphasis is placed on lipid metabolism, nitrogen metabolism, nucleic acid structure, and the synthesis of proteins. The material covered in the laboratory component of the course supports and complements the lecture material. In the laboratory, students are expected to conduct biochemical procedures, collect, and interpret data.

Prereq: CHM 360

Coreq: BIO 365 and CHM 361L

CHM 361L Biochemistry II Laboratory**CREDITS: 0**

The material covered in this laboratory component of the course will support and compliment the lecture material. The laboratory students will be expected to conduct biochemical procedures, collect and interpret data.

Prereq: CHM 360

Coreq: CHM 361

CHM 399L Chemistry Supervised Study III**CREDITS: 1**

This course allows students an opportunity to engage in supervised study of a topic of mutual interest to the student and the faculty supervisor. Students must complete a written proposal for the project and receive approval from the supervisor and the Biomedical Sciences Program Director prior to enrolling in the course. This variable-credit course may be taken for one (1) to three (3) credits in a given semester and may be repeated for a maximum of six (6) credits.

Prereq: CHM 299L

CHM 450 Current Issues in Chemistry**CREDITS: 1**

This course is designed to promote discussion of current chemistry topics, how those topics can be related or applied to healthcare disciplines, and potential ethical considerations. Through a format of guided discussions, current literature searches, and written surveys centered on recent chemistry findings, discoveries, or controversial issues, students enhance their understanding of the scientific method as it relates to chemistry. The course is designed to increase the student's awareness of the contributions which are being made in chemistry and applied in other areas, and to

further reinforce the student's critical thinking and oral and written communication skills.

Prereq: BIO 312

CHM 499L Chemistry Supervised Study IV CREDITS: 1

This course allows students an opportunity to engage in supervised study of a topic of mutual interest to the student and the faculty supervisor. Students must complete a written proposal for the project and receive approval from the supervisor and the Biomedical Sciences Program Director prior to enrolling in the course. This variable-credit course may be taken for one (1) to three (3) credits in a given semester and may be repeated for a maximum of six (6) credits.

Prereq: CHM 399L

DNP 701 Adv Pract Roles Concepts & Theory CREDITS: 3

Roles, concepts, and theory are examined as related to advanced nursing practice. Principles, values, and beliefs that provide a framework for advanced nursing practice are analyzed. The process of concept analysis and its application to practice is explored. (2 didactic, 1 clinical)

DNP 702 Research I: Found Evidence-Based Pract CREDITS: 3

This is the first in a series of two courses that provide the foundation and methods for evidence-based advanced practice. Theory, research methods, and the relationship of theory to research are analyzed. Students identify an issue that culminates in a final scholarly project.

Prereq: IDS 503

DNP 703 Educ Leadershp Roles, Concepts & Theory CREDITS: 3

Educational leadership roles, concepts, and theories are analyzed. Students critically examine teaching-learning concepts in client populations, staff development, and academic settings. (2 didactic, 1 clinical)

DNP 704 Population Health & Health Policy CREDITS: 3

Concepts of population health and health policy are examined and analyzed. Students evaluate the effectiveness of health systems and health policy in improving the health of individuals and populations.

DNP 705 Leadership in Complex Organizations CREDITS: 3

Leadership concepts and theories related to advanced nursing practice in current and emerging complex organizations are critically examined. (2 didactic, 1 clinical)

DNP 801 Research II: Methods Evid-Based Pract CREDITS: 3

In this second of two research courses, scientific methods for evidence-based advanced practice are examined and applied to an identified practice issue that will culminate in a final scholarly project.

Prereq: DNP 702

DNP 802C DNP Resident Practice CREDITS: 3

Practice immersion experiences afford the opportunity to integrate and synthesize the knowledge and skills necessary to demonstrate competency in an area of advanced nursing practice. Students engage in a practicum experience with a mentor in an area of advanced practice (repeatable course).

DNP 803 DNP Project Proposal CREDITS: 1

A scholarly project proposal to address an advanced practice issue is developed. The

project proposal provides evidence of the student's critical thinking and the ability to translate research into practice.

DNP 804 Healthcare Economics & Resource Planning CREDITS: 3

Policy and resource planning implications related to healthcare economics are critiqued. Theories, concepts and empirical methods are analyzed from the perspective of the patient, provider, insurer and health systems, and government organizations.

DNP 805 Strategies for Improving Health Outcomes CREDITS: 3

Opportunities, drivers, and barriers for effective interprofessional teams are examined. Interprofessional strategies for effective communication and collaborative skills that improve healthcare outcomes are implemented. (2 lecture, 1 clinical)

DNP 806 DNP Project CREDITS: 3

A scholarly project is implemented and evaluated. Outcomes of the student's overall educational experiences are demonstrated. A final paper is developed following author instructions from an appropriate journal (repeatable course). (Variable credit 1 to 6)

Prereq: DNP 803

EDUC 825 Curriculum Development and Design CREDITS: 3

Students develop skills essential for curriculum restructuring, planning, and implementation within the higher education setting. Essential processes of curriculum development, assessment, and instruction are considered with respect to relevant theory, research, and practice. Emphasis is placed on the role of responsible leadership in assuring that these processes function effectively. Students are provided with experiences designed to provide a setting for the demonstration of theory applied to practice.

EMC 300 Principles of Critical Care Medicine CREDITS: 3

This course introduces the student to the functions of a critical care transport team. Students gain an understanding of the special needs of critical patients during transport, and the purpose of hospital procedures. Additional areas of study include history of critical care and medevac operations, medevac safety, critical care transport orientation, communications, and crew resource management.

EMC 340 Flight Physiology & Assessment CREDITS: 3

This course covers the intricacies of flight medicine, gas laws, barometric pressure, and specific management techniques to alleviate patient stressors during transport. The student also learns how to obtain comprehensive subjective and objective data from patients, their records, referring hospital staff, and/or prehospital personnel.

EMC 340L Flight Physiology & Assessment Lab CREDITS: 0

This course covers the intricacies of flight medicine, gas laws, barometric pressure, and specific management techniques to alleviate patient stressors during transport. The student also learns how to obtain comprehensive subjective and objective data from patients, their records, referring hospital staff, and/or prehospital personnel.

EMC 345 Critical Care Medicine I CREDITS: 3

This course introduces the student to the functions of a critical care transport team. Students gain an understanding of the special needs of critical patients during transport, and the purpose of hospital procedures. Additional areas of study include history of critical care and medevac operations, medevac safety, flight physiology, critical care transport orientation, communications, and crew resource management.

EMC 350 Critical Care Pharmacology

CREDITS: 3

This course provides advanced exposure to pharmacokinetics and pharmacological interventions for conditions commonly encountered by the critical care paramedic. Students learn common medication protocols for various medical and trauma diagnoses, as well as develop critical thinking strategies to determine protocol initiation, monitoring, and discontinuance.

EMC 400 Advanced Medical Care

CREDITS: 3

This course provides advanced cognitive diagnostic and treatment skills for medical diagnoses. Students learn in-depth pathophysiology and prescribed protocol treatment for common diagnoses seen in critical care transport. Psychomotor skills include advanced assessment, central line placement, arterial line placement, venous cut-downs, aortic balloon pumps, ventilatory management, and other tertiary medical care procedures. (1 credit lecture, 1 credit lab)

EMC 400L Advanced Medical Care Lab

CREDITS: 0

This course provides advanced cognitive diagnostic and treatment skills for medical diagnoses. Students learn in-depth pathophysiology and prescribed protocol treatment for common diagnoses seen in critical care transport. Psychomotor skills include advanced assessment, central line placement, arterial line placement, venous cut-downs, aortic balloon pumps, ventilatory management, and other tertiary medical care procedures.

EMC 421C Critical Care Clinical I

CREDITS: 2

This clinical course provides the student with approximately 100 hours of supervised patient care opportunities in critical care patient assessment, lab value recognition, advanced medication administration, surgical procedures, and extended care techniques of the critical care patient.

EMC 422C Critical Care Clinical

CREDITS: 3

This clinical course provides the student with approximately 100 hours of supervised patient care opportunities in critical care patient assessment, lab value recognition, advanced medication administration, surgical procedures, and extended care techniques of the critical care patient.

EMC 445 Critical Care Medicine II

CREDITS: 3

This course provides advanced cognitive diagnostic and treatment skills for medical diagnoses. Students learn in-depth pathophysiology and prescribed protocol treatment for common medical and traumatic diagnoses seen in critical care transport.

EMC 460 Advanced Trauma Care

CREDITS: 3

This course provides advanced diagnostic and treatment skills for trauma diagnoses. Students learn in-depth pathophysiology and prescribed protocol treatment for common trauma diagnoses seen in critical care transport. Additional topics include advanced assessment, chest-tube placement, rapid sequence intubation, applied flight physiology, advanced airway management, and other tertiary trauma care procedures.

EMC 460L Advanced Trauma Care Lab

CREDITS: 0

This course provides advanced diagnostic and treatment skills for trauma diagnoses. Students learn in-depth pathophysiology and prescribed protocol treatment for common trauma diagnoses seen in critical care transport. Additional topics include advanced assessment, chest-tube placement, rapid sequence intubation, applied flight physiology, advanced airway management, and other tertiary trauma care procedures.

EMC 471C Critical Care Clinical II

CREDITS: 2

This clinical course provides the student with approximately 100 hours of supervised patient care opportunities in critical care patient assessment, lab value recognition, advanced medication administration, surgical procedures, and extended care techniques of the critical care patient. This course also includes field internship opportunities with regional critical care transport services.

EMF 131 Fire Behavior and Combustion

CREDITS: 3

This course explores the theories and fundamentals of how and why fires start and spread, and how they are controlled.

EMF 205 Building Construction for Fire Protection

CREDITS: 3

This course explores the components of building construction relating to fire, life safety, and firefighter safety. Additional content includes key elements of construction and design of structures to consider when inspecting buildings, preplanning fire operations, and operating during emergencies.

EMF 225 Fire Protection Hydraulics/Water Supply

CREDITS: 3

This course provides a foundation of theoretical knowledge of the principles of water use in fire protection. Applications of hydraulic principles and how to analyze and solve water supply problems are also addressed.

EMF 300 Fire Protection Systems

CREDITS: 3

This course provides the student with theoretical framework on the design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection, and portable fire extinguishers.

EMF 305 Fire-Related Human Behavior

CREDITS: 3

This course examines how humans respond to fire and how that knowledge has been integrated into life-safety systems' design and development. Students examine current and past research on human behavior, systems models, life-safety education, and building design to determine the interactions of these areas in emergency situations.

EMF 311 Advanced Fire Suppression

CREDITS: 4

This course provides the student with advanced knowledge and skills required for the firefighter to assume the role of team leader under the supervision of an officer or incident commander (IC). The course also includes content on handling hazardous materials incidents at the operations level.

EMF 311L Advanced Fire Suppression Lab

CREDITS: 0

This course provides the student with advanced knowledge and skills required for the firefighter to assume the role of team leader under the supervision of an officer or incident commander (IC). The course also includes content on handling hazardous materials incidents at the operations level.

EMF 350 Fire Dynamics

CREDITS: 3

This course examines the underlying principles involved in structural fire protection system, building furnishings, and fire protection systems including water-based fire suppression systems, fire alarm and detection, special hazard suppression systems, and smoke management systems.

EMF 375 Fire Prevention Organization & Management

CREDITS: 3

This course examines factors that shape fire risk and tools for fire prevention including risk reduction education, codes and standards, inspection and plans review, fire

investigation, research, master planning, various types of influences, and strategies.

EMF 390I Fire Internship

CREDITS: 3

This course provides 150 hours of precepted time with an approved Fire-EMS agency. The course provides students with direct observation and hands-on experience as they are immersed into the work environment of an entry-level firefighter-paramedic. Students focus on engine company operations, ladder company operations, and daily station operations. Students are expected to perform daily station activities and emergency scene operation as directed by the preceptor.

EMF 410 Analytical Approaches Pub Fire Protect

CREDITS: 3

This course examines tools and techniques of rational decision making in Fire and Emergency Services agencies including data collection, statistics, probability, decision analysis, utility modeling, resource allocation, and cost-benefit analysis.

EMF 420 Applications of Fire Research

CREDITS: 3

This course examines basic principles of research and methodology for analyzing current fire-related research in the following areas: fire dynamics, fire test standards and codes, fire safety, fire modeling, structural fire safety, life safety, firefighter health and safety, automatic detection and suppression, transportation fire hazards, risk analysis and loss control, fire service applied research and new trends in fire-related research.

EMF 460 Managerial Issues of Hazard Materials

CREDITS: 3

This course presents issues in management of a department-wide hazardous materials program. It includes issues that are pertinent to officers and managers in public safety departments, encompassing regulations and requirements for hazardous materials preparedness, response, storage, transportation, handling and use, and emergency response to terrorism threat/incident. Subjects covered include local, state, and federal emergency response planning, personnel and training, and operational considerations such as determining strategic goals and tactical objectives.

EMS 100L Introduction to Emergency Services Lab

CREDITS: 2

This course is designed to verify competency and provide continuing education for the Emergency Medical Technician according to the 2009 National Standard Curriculum.

EMS 107 Principles of Emergency Services

CREDITS: 1

This course provides an overview of the Fire and Emergency Medical Services. Topics include history, roles and responsibilities, well being, illness and injury prevention, legal aspects, and ethics. Basic organizational structure and function of public and private fire and EMS services will be explored. Basic overviews of the National Response Plan and National Incident Management System are included.

EMS 110 Foundations Evidence-based Practice ES

CREDITS: 1

Students are introduced to the principles of evidence-based practice in the field of emergency services. Specific topics covered include: the historical deficiencies of evidence in prehospital care, sources of scientific knowledge, techniques for evaluating the quality of source material, levels of scientific evidence, and strategies for the translation of new knowledge and evidence into clinical practice.

EMS 113 Patient Assessment & Airway Management

CREDITS: 4

This course provides the student with the foundation to conduct a patient assessment and provide appropriate airway management. The course includes airway management, ventilation, history taking, physical examination, clinical decision making, communication,

and documentation. The course format includes lecture and laboratory components.

Coreq: EMS 113L

EMS 113L Patient Assess/Airway Management Lab CREDITS: 0

This course provides the student with the foundation to conduct a patient assessment and provide appropriate airway management. The course includes airway management, ventilation, history taking, physical examination, clinical decision making, communication, and documentation. The course format includes lecture and laboratory components.

Coreq: EMS 113

EMS 140 Introduction to Pharmacology CREDITS: 1

This course provides the foundations of pharmacology necessary for the entry-level paramedic to formulate a field impression and implement a pharmacological patient treatment plan. The course includes FDA drug classification, pharmacokinetics, pharmacodynamics, drug laws and drug administration concepts.

EMS 145 Cardiorespiratory Emergencies CREDITS: 3

This course provides the student with the knowledge and skills to assess, form a field impression and develop a treatment plan for patients affected by medical conditions of the following conditions or pathologies: cardiac and/or a respiratory illness. This course is taught in a lecture and lab format.

EMS 145L Cardiorespiratory Emergencies Lab CREDITS: 0

Proposed: This course provides the student with the knowledge and skills to assess, form a field impression and develop a treatment plan for patients affected by medical conditions of the following pathologies cardiac and/or a respiratory illness. This course is in a lecture and laboratory format.

EMS 146 Cardiac Emergencies CREDITS: 4

Students are introduced to the principles of evidence-based practice in the field of emergency services. Specific topics covered include: the historical deficiencies of evidence in prehospital care, sources of scientific knowledge, techniques for evaluating the quality of source material, levels of scientific evidence, and strategies for the translation of new knowledge and evidence into clinical practice.

Coreq: EMS 146L

EMS 146L Cardiac Emergencies Laboratory CREDITS: 0

Students are introduced to the principles of evidence-based practice in the field of emergency services. Specific topics covered include: the historical deficiencies of evidence in prehospital care, sources of scientific knowledge, techniques for evaluating the quality of source material, levels of scientific evidence, and strategies for the translation of new knowledge and evidence into clinical practice.

Coreq: EMS 146

EMS 151C Clinical Practice I CREDITS: 1

This clinical course provides the student with approximately 50 hours of supervised patient care experiences in areas appropriate to course work. Pass/Fail

EMS 159 Pharmacology Applications CREDITS: 2

This course provides the student with the knowledge to formulate a field impression and implement a pharmacological management plan for the patient requiring pre-hospital care.

EMS 160C Clinical Practice II

CREDITS: 2

This clinical course provides students with approximately 100 hours of supervised patient care experiences in areas appropriate to course work.

EMS 161I Field Internship I

CREDITS: 1

This course provides 50 hours of precepted time with an approved advanced life support (ALS) agency. Students participate as an observer and assist the preceptor as directed. Students shadow the preceptor to begin learning the roles and responsibilities of the paramedic while on duty.

EMS 165 Medical Emergencies I

CREDITS: 3

This course provides the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient affected by a medical condition of the following pathologies: Neurology, Endocrinology, Gastroenterology, Allergies and Anaphylaxis, Toxicology, Renal and Urological. The course is taught in a lecture and laboratory format.

EMS 165L Medical Emergencies I Lab

CREDITS: 0

This course provides the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient affected by a medical condition of the following pathologies: Neurology, Endocrinology, Gastroenterology, Allergies and Anaphylaxis, Toxicology, Renal and Urological. The course is taught in a lecture and laboratory format.

EMS 166 Medical Emergencies

CREDITS: 4

This course provides the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient affected by a medical condition of various pathologies. The course is taught in a lecture and laboratory format.

EMS 166L Medical Emergencies Lab

CREDITS: 0

This course provides the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient affected by a medical condition of various pathologies. The course is taught in a lecture and laboratory format.

EMS 171C Clinical Practice III

CREDITS: 1

This clinical course provides students with approximately 50 hours of supervised patient care experiences in areas appropriate to course work.

EMS 210 Prehospital Pharmacology

CREDITS: 3

This course provides the foundations of pharmacology necessary for the entry-level paramedic to formulate a field impression and implement a pharmacological patient treatment plan. The course includes FDA drug classification, pharmacokinetics, pharmacodynamics, drug laws, and drug administration concepts.

EMS 211 Pre-Hospital Pharmacology

CREDITS: 4

Students are provided with the foundations of pharmacology necessary for the entry-level paramedic to formulate a field impression and implement a pharmacological patient treatment plan. The course includes FDA drug classification, pharmacokinetics, pharmacodynamics, drug laws, and drug administration concepts. This course is taught in a lecture and lab format.

Coreq: EMS 211L

EMS 211L Pre-Hospital Pharmacology Laboratory

CREDITS: 0

Students are provided with the foundations of pharmacology necessary for the entry-level

paramedic to formulate a field impression and implement a pharmacological patient treatment plan. The course includes FDA drug classification, pharmacokinetics, pharmacodynamics, drug laws, and drug administration concepts. This course is taught in a lecture and lab format.

Coreq: EMS 211

EMS 215 Medical Emergencies II & Special Care CREDITS: 3

This course provides the knowledge and skills needed to assess, form a Field impression, and develop a treatment plan for the patient affected by medical conditions of the following conditions or pathologies: hematology, infectious and communicable diseases, and behavioral/psychiatric disorders. Other topics include abuse and assault, chronic care, environmental emergencies, geriatrics, and patients presenting special challenges. The course is in a lecture and laboratory format.

EMS 215L Medical Emergencies II & Spec. Care Lab CREDITS: 0

This course provides the knowledge and skills needed to assess, form a Field impression, and develop a treatment plan for the patient affected by medical conditions of the following conditions or pathologies: hematology, infectious and communicable diseases, and behavioral/psychiatric disorders. Other topics include abuse and assault, chronic care, environmental emergencies, geriatrics, and patients presenting special challenges. The course is in a lecture and laboratory format.

EMS 230 Obstetrics & Pediatrics Emergencies CREDITS: 2

This course provides the knowledge and skills needed to assess, form a field impression, and develop a treatment plan for the obstetric, gynecological, or pediatric patient. Topics include sexual assault, vaginal bleeding and infections, normal and abnormal delivery, pre- and post-partum complications, neonatal and pediatric resuscitation, and common pediatric emergencies.

EMS 230L Obstetrics & Pediatrics Emergencies Lab CREDITS: 0

This course provides the knowledge and skills needed to assess, form a field impression, and develop a treatment plan for the obstetric, gynecological, or pediatric patient. Topics include sexual assault, vaginal bleeding and infections, normal and abnormal delivery, pre- and post-partum complications, neonatal and pediatric resuscitation, and common pediatric emergencies.

EMS 231 Obstetrics/Pediatrics Emergencies CREDITS: 4

Students are provided with the knowledge and skills needed to assess, form a field impression, and develop a treatment plan for the obstetric, gynecological, or pediatric patient. Topics include sexual assault, vaginal bleeding and infections, normal and abnormal delivery, pre- and post- partum complications, neonatal and pediatric resuscitation, and common pediatric emergencies. This course is taught in a lecture and lab format.

Coreq: EMS 231L

EMS 231L Obstetrics/Pediatrics Emergencies Lab CREDITS: 0

Students are provided with the knowledge and skills needed to assess, form a field impression, and develop a treatment plan for the obstetric, gynecological, or pediatric patient. Topics include sexual assault, vaginal bleeding and infections, normal and abnormal delivery, pre- and post- partum complications, neonatal and pediatric resuscitation, and common pediatric emergencies. This course is taught in a lecture and lab format.

Coreq: EMS 231

EMS 245 Introduction Emergency Services Research CREDITS: 1

Students are introduced the unique characteristics of research in the emergency services profession. Students explore research problems in the clinical, systems, and education domains and will participate as a research assistant in a faculty led research project.

EMS 254 Trauma Emergencies CREDITS: 2

This course provides the knowledge and skills needed to assess, form a field impression, and develop a treatment plan for the patient affected by various trauma conditions: blunt and penetrating trauma, hemorrhage and shock, soft tissue trauma, burns, head and neck trauma, spinal, thoracic, abdominal, and musculoskeletal trauma. The course also addresses trauma systems and mechanisms of injury. The course is in a lecture and laboratory format.

EMS 254L Trauma Emergencies Lab CREDITS: 0

This course provides the knowledge and skills needed to assess, form a field impression, and develop a treatment plan for the patient affected by various trauma conditions: blunt and penetrating trauma, hemorrhage and shock, soft tissue trauma, burns, head and neck trauma, spinal, thoracic, abdominal, and musculoskeletal trauma. The course also addresses trauma systems and mechanisms of injury. The course is in a lecture and laboratory format.

EMS 255 Trauma Emergencies CREDITS: 4

Students are provided with the knowledge and skills needed to assess, form a field impression, and develop a treatment plan for the patient affected by various trauma conditions: blunt and penetrating trauma, hemorrhage and shock, soft tissue trauma, burns, head and neck trauma, spinal, thoracic, abdominal, and musculoskeletal trauma. Trauma systems and mechanisms of injury are addressed. The course is in a lecture and laboratory format.

Coreq: EMS 255L

EMS 255L Trauma Emergencies Laboratory CREDITS: 0

Students are provided with the knowledge and skills needed to assess, form a field impression, and develop a treatment plan for the patient affected by various trauma conditions: blunt and penetrating trauma, hemorrhage and shock, soft tissue trauma, burns, head and neck trauma, spinal, thoracic, abdominal, and musculoskeletal trauma. Trauma systems and mechanisms of injury are addressed. The course is in a lecture and laboratory format.

Coreq: EMS 255

EMS 271C Clinical Practice IV CREDITS: 1

This clinical course provides students with approximately 50 hours of supervised patient care experiences in areas appropriate to course work.

EMS 271I Field Internship II CREDITS: 1

This course provides 50 hours of precepted time with an approved advanced life support (ALS) agency. Students assume the role of attendant-in-charge (AIC) on non-emergent calls. They will continue to expand their knowledge base of the AIC roles and responsibilities as they observe and assist the paramedic preceptor during emergent care situations.

EMS 272C Clinical Practice III CREDITS: 2

This clinical course provides students with approximately 100 hours of supervised patient care experiences in areas appropriate to course work. (Pass/Fail)

EMS 281C Continuing Clinical & Internship I

CREDITS: 2

This clinical and internship course will provide the student with approximately 100 hours of supervised patient care experiences in areas appropriate to course work. The student's schedule will be customized individually based on the needs of the student and didactic course progression. (Pass/Fail)

EMS 301L Emergency Operations Lab

CREDITS: 2

This course provides the student with the skills and knowledge necessary to operate an emergency vehicle and participate in a rescue operation scene.

EMS 305L Test Prep Lab

CREDITS: 1

This course provides a review of the paramedic cognitive and psychomotor objectives. Summative written, practical, and oral examinations are included to assist in the validation of the student's competency to sit for the National Registry EMT-Paramedic Examination.

EMS 306L National Examination Review Lab I

CREDITS: 2

This course provides a review of the paramedic cognitive and psychomotor objectives. Summative written, practical, and oral examinations are included to assist in the validation of the student's competency to sit for the National Registry EMT-Paramedic Examination.

EMS 330 Obstetrics & Pediatrics Emergencies

CREDITS: 2

This course provides the knowledge and skills needed to assess, form a field impression, and develop a treatment plan for the obstetric, gynecological, or pediatric patient. Topics include sexual assault, vaginal bleeding and infections, normal and abnormal delivery, pre- and post-partum complications, neonatal and pediatric resuscitation, and common pediatric emergencies. This course is offered in a lecture and laboratory format.

EMS 330L Obstetrics & Pediatrics Emergencies Lab

CREDITS: 0

This course provides the knowledge and skills needed to assess, form a field impression, and develop a treatment plan for the obstetric, gynecological, or pediatric patient. Topics include sexual assault, vaginal bleeding and infections, normal and abnormal delivery, pre- and post-partum complications, neonatal and pediatric resuscitation, and common pediatric emergencies.

EMS 360 Educational Methods Emergency Services

CREDITS: 3

This course explores the various theories and applications of adult education in the practice of training, pre-professional education, and post-professional education of emergency services personnel. Critical analysis of the different methods of teaching and training emergency services professionals is accomplished through discussion, investigation, and application.

EMS 366 Medical Emergencies

CREDITS: 4

This course provides the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient affected by a medical condition of various pathologies. The course is taught in a lecture and laboratory format.

Coreq: EMS 366L

EMS 366L Medical Emergencies Lab

CREDITS: 0

This course provides the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient affected by a medical condition

of various pathologies. The course is taught in a lecture and laboratory format.

Coreq: EMS 366

EMS 370 Comm Risk Reduction/Emergency Services CREDITS: 3

This course provides a theoretical framework for understanding ethical, sociological, organizational, political, and legal components of community risk reduction. Methods for the development of a comprehensive community risk reduction plan are explored.

EMS 371C Clinical Practice V CREDITS: 2

This clinical course provides students with approximately 100 hours of supervised patient care experiences in areas appropriate to course work.

EMS 371I Field Internship III CREDITS: 2

This course provides 100 hours of precepted time with an approved advanced life support (ALS) agency. Students assume the role of attendant-in-charge (AIC) on all non-emergent calls and may serve as AIC on emergency calls as deemed appropriate by the preceptor. They continue to expand their knowledge base of the AIC roles and responsibilities as they assist the paramedic preceptor during emergent care situations.

EMS 381C Continuing Clinical/Internship Exp II CREDITS: 2

This clinical and internship course will provide the student with approximately 100 hours of supervised patient care experiences in areas appropriate to course work. The student's schedule will be customized individually based on the needs of the student and didactic course progression. (Pass/Fail)

EMS 381I Field Internship IV CREDITS: 5

This course provides 250 hours of precepted time with an approved advanced life support (ALS) agency and serves as the capstone field internship course. Students will be evaluated as an entry-level paramedic and serve as the attendant-in-charge (AIC) on all calls unless redirected by the preceptor.

EMS 390 Political and Legal Foundations of EMS CREDITS: 3

This course examines the legal, political, and social issues impacting emergency services including employment, personnel, administration, operations, planning, code enforcement, and legislative and political processes.

EMS 400 Advanced Principles of Safety Survival CREDITS: 2

This course examines Line of Duty Death (LODD) and injury data, including the history behind the development of the National Fallen Firefighters Foundation. Students review in depth the 16 Firefighter Life Safety Initiatives that have been adopted to ensure that Everyone Goes Home®.

EMS 405L National Exam Review Laboratory II CREDITS: 1

This course provides a review of the critical care cognitive and psychomotor objectives. Summative written, practical, and oral examinations are included to assist in the validation of the student's competency to sit for the Certified Intensive Care Provider (CICP).

EMS 410 Public Administration for ES CREDITS: 3

This course examines critical public policy and fiscal issues pertaining to emergency services at the local, state, and federal levels.

Coreq: EMS 425

EMS 425 Personnel Management for ES CREDITS: 3

This course examines issues in personnel administration and human resources development within the context of emergency services organizations. Topics include personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline, and collective bargaining.

Coreq: EMS 410

EMS 430 Senior Practicum Proposal CREDITS: 1

In this seminar course the student selects and writes a proposal for the senior practicum project.

EMS 431 Senior Practicum Proposal CREDITS: 2

The student selects and writes a proposal for the senior practicum project.

EMS 440 Current Issues in Emerg Med Services CREDITS: 3

This course prepares Emergency Services professionals to objectively evaluate and form an opinion on current issues pertaining to the field of emergency services, including having an understanding of emergency services related literature.

EMS 450 Disaster Planning and Control CREDITS: 3

This course examines the principles of community risk assessment, planning, response, mitigation, and recovery for man-made and natural disasters.

EMS 480 Emergency Services Administration CREDITS: 3

This course examines the skills and processes necessary to manage and lead an emergency services department through the challenges of the 21st century. Students develop leadership skills (persuasion, influence, budgeting, change process, problem analysis) needed to develop internal and external cooperation to create a coordinated approach for achieving the department's mission.

EMS 490 Senior Practicum CREDITS: 3

In this seminar course, the student integrates and synthesizes core concepts of emergency services in a management or research project. Students are supervised by an organization preceptor or faculty member.

Prereq: EMS 430

ENG 111 Grammar & Composition I CREDITS: 3

This course is designed to increase student awareness and aptitude in the composing process: invention, drafting, revision and editing. Included in this course are short, frequent writing assignments in various modes, prepared and extemporaneous speech opportunities, preparation of an information research paper and a review of grammar and mechanics.

ENG 112 Grammar & Composition II CREDITS: 3

This course is a continuation of English 111. The student will continue to develop the skills of essay writing and analysis of rhetorical modes and methods and techniques of formal research learned in Grammar and Composition I. The emphasis will be on literature and the skills of critical analysis, effective and correct methods of research writing and documentation, formal critical reading and analysis. The student will carefully examine literary samples of fiction, poetry and drama. The student will understand, identify and explain how rhetorical features reflect an author's or writer's purpose, audience and subtleties of style to impact readers or audiences. A formal

research paper will be written and documented.

Prereq: ENG 111

ENG 199 Writing for Publications CREDITS: 1

This course provides the student the opportunity to practice writing and layout skills while contributing to student publications.

Prereq: ENG 111

ENG 201 Survey of American Literature CREDITS: 3

This course provides a comprehensive introduction to the principle forms of fiction: short story, poetry, novel and drama, in a study of imaginative literature to include analysis of the genre and critical thinking. The literature will serve as a springboard for writing.

Prereq: ENG 111

ENG 202 Survey of English Literature CREDITS: 3

This course provides a comprehensive introduction to major English works from the Anglo-Saxon period to present. Ideas and characteristics of the British literary tradition are emphasized. Critical reading and writing are included.

Prereq: ENG 111

ENG 220 Public Speaking CREDITS: 3

This course is designed to develop the mutually dependent skills of speaking and listening in order to facilitate both formal and informal communication. Through careful preparation the student will learn self-confidence, organization and delivery of material. In addition, vocabulary and diction skills will be enhanced.

Prereq: ENG 111

ENG 230 Business & Technical Communications CREDITS: 3

This course is designed to teach clear, purposeful, effective writing and the forms different communications must take. Content includes attention to pre-writing considerations such as audience assessment, intent of the communication and research, as well as the mechanics of writing the draft. Among the forms considered in the course are memorandums, minutes, directions, reports and business letters.

Prereq: ENG 111

ENG 235 Introduction to Poetry CREDITS: 3

Students are introduced to a broad cross-section of poetry (classic and modern) as well as basic elements of craft. Throughout the semester, students also write, share, and critique peer poetry in a workshop format.

Prereq: ENG 111

ENG 240 Creative Writing CREDITS: 3

Students will examine works of established writers of fiction, poetry and essay while practicing techniques designed to enhance their own creativity. In conjunction, daily journal exercises will serve as a reflective tool. Group discussion and peer editing will facilitate learning. Each individual will design and complete a project in poetry, essay or fiction, or a combination of these genres.

Prereq: ENG 112

ENG 301 Women's Studies in Literature/Culture CREDITS: 3

Using a broadly feminist theoretical framework, this course examines historical and

contemporary texts (books, film, speeches, poetry, articles, etc.) that represent women's studies in literature and culture.

Prereq: ENG 112

ENG 315 Healthcare and The Media CREDITS: 3

Students are introduced to the current venues, principles and practices of journalism, and their interface with healthcare professionals.

Prereq: ENG 112

ENG 325 Communication in Professional Practice CREDITS: 3

This course stresses the principles of communication, including oral, non-verbal and written strategies important in the healthcare arena. The course is structured to provide the student with the opportunity to develop skills in these areas. Emphasis is placed on professional writing, oral presentations, and refined literature search methods. All writings and supporting documentation follow the format of the American Psychological Association (APA).

Prereq: ENG 112

ENG 340 PTSD in The History of Literature CREDITS: 3

Using a broadly humanistic theoretical framework, students examine historical and contemporary texts (books, film, speeches, poetry, plays, literary criticism, op-ed, etc.) that offer cultural representations of and context for PTSD.

Prereq: ENG 111

ETHC 510 Advanced Bioethics CREDITS: 3

Foundational theories, concepts, and principles of bioethics are analyzed and evaluated. Topics include patient/client autonomy, confidentiality, decision-making, quality of life, and the allocation of healthcare/biomedical resources.

ETHC 520 Bioethics in Organizational Leadership CREDITS: 3

Theories, principles, and methods of bioethics are applied to organizational contexts such as health systems, biomedical/biotechnical businesses, and institutional research settings.

Prereq: ETHC 510

ETHC 630 Emerging Trends Bioethics CREDITS: 3

This course introduces students to ethical theory and methods of moral reasoning as tools for analyzing bioethical problems of the twenty first century that arise from emerging medical technology and changes to law and health policy. The bioethical issues will vary to reflect current events and debates. Examples include the impact of the Patient Protection and Affordable Care Act on rural health and human service delivery, the efficacy and safety of telemedicine and telecounseling, and the ethical implications of new advances in genetic medicine. Through these analyses Health and Social Services professionals and other students will develop their ability to both directly provide and allow effective health care ethics consultations in specific cases.

ETHC 640 Cultural Perspectives in Bioethics CREDITS: 3

This course is typically conducted in a hybrid format. It introduces students to a set of interdisciplinary issues concerning intra- and inter-cultural value and perspectival differences, including their impact on healthcare treatment decisions and/or end of life issues. This "set of interdisciplinary issues" will vary. Examples are: the impact of religious and holistic healing practices on the medical profession; the worlds of injured

and PTSD-suffering veterans and their care; visual and performing arts in healthcare. Medical and Social Services professionals will develop useful understandings concerning these differences that enhance their ability to both directly provide and administratively allow effective health care ethics consultations in specific cases.

FOR 300 Introduction to Forensic Science CREDITS: 3

An introduction to the various fields in forensic science and the evaluation of different types of physical evidence used in criminal investigations are presented. The laboratory component includes the demonstration of proper techniques for collecting evidence and the examination and analysis of physical evidence used in criminal investigations.

Coreq: FOR 300L

FOR 300L Introduction Forensic Science Laboratory CREDITS: 0

An introduction to the various fields in forensic science and the evaluation of different types of physical evidence used in criminal investigations are presented. The laboratory component includes the demonstration of proper techniques for collecting evidence and the examination and analysis of physical evidence used in criminal investigations.

Coreq: FOR 300

FOR 310 Crime Scene Investigation CREDITS: 3

A hands-on approach to crime scene investigation methodologies, and tactics is provided. Emphasis is placed on evidence identification, documentation, collection, and chain of custody from the crime scene through trial.

FOR 320 Introduction to Courts and Criminal Law CREDITS: 3

This course familiarizes the student with the functions, structure, and organization of the agencies that are responsible for the administration of justice. Specifically, the course introduces students to the institutions and processes of law making with emphasis on criminal law and procedures, constitutional guarantees, the judicial system, and the process of enforcing laws.

FOR 410 Special Topics in Forensic Science CREDITS: 3

This course offers students the opportunity to study special topics in forensic science. Topics are based upon student needs and interests and may include topics such as forensic pathology, arson investigation, and criminal and death investigations. This course may be repeated once. Declared Minor in Forensic Science or approval from Health Sciences Program Director is required.

Prereq: FOR 300 and FOR 310

GEN 100 Academic Seminar CREDITS: 1

This course details specific classroom and individual study skills, appropriate for use at the college level, including ethical decision making, critical thinking, engagement with College resources, project management, self-reflection, and writing and communication. Students use individual assessment to design personal objectives. Students examine problem solving, relationship issues, conflict management and resolution, and self-management skills.

GEN 102 Stress Management for Students CREDITS: 1

This course is a lecture course designed to identify specific areas of stress and provide the student with functional skills needed to improve his/her stress management. Course will be graded pass/fail.

HA 510 Foundations of Healthcare Administration CREDITS: 3

Students gain an understanding of health services organizations and delivery systems in the United States. Key contextual and environmental factors affecting the practice of healthcare administration within a variety of settings are examined. Current regulatory and legislative issues impacting healthcare delivery are emphasized.

HA 520 Advanced Health Information Systems CREDITS: 3

The importance of information systems and information technology in improving decision-making in healthcare organizations is addressed. The student develops expertise in data management and analysis used by healthcare organizations in decision support used to improve and better coordinate patient care, allow for better management of medical records, improve cost controls, and enhance supply inventory and management.

HA 530 Organizational Theories & Leadership CREDITS: 3

An overview of structures and behaviors unique to healthcare organizations that impact organizational performance is examined. The theory and practice of leading and managing individuals and groups, through motivation, communications, teamwork, leadership styles, power, organizational change, coalition building, negotiation, and conflict management/resolution are considered.

HA 540 Human Resources Administration CREDITS: 3

Strategic human resource management within healthcare organizations is examined. Key roles of human resource personnel pertaining to organizational performance are assessed in terms of controlling costs, improving quality, and providing excellent customer service. Theoretical and empirical evidence is evaluated in relation to the administrative and strategic activities within human resource management, including legal and ethical considerations.

HA 550 Research Methods and Analysis CREDITS: 3

Students gain an understanding of research methods for collecting, analyzing, and interpreting healthcare data for the application of these methods in healthcare organizations. Students distinguish between types of research (quantitative and qualitative) with an emphasis on quantitative analysis in healthcare organizations. The student develops statistical skills applicable to understanding research and decision making processes used in organizational planning and policy development.

HA 560 Advanced Financial Management Healthcare CREDITS: 3

Theory, concepts, and techniques used in accounting and finance functions of healthcare organizations are examined. Students gain an understanding of the significance of finance in healthcare organizations and learn various techniques to develop, manage, and control finances. Students learn to develop, apply, and interpret various financial tools as part of the managerial decision-making process.

HA 562 Healthcare Finance CREDITS: 3

Theory, concepts, and techniques used in accounting and finance functions of healthcare organizations are examined. Students gain an understanding of the significance of finance in healthcare organizations and learn various techniques to develop, manage, and control finances. Students learn to develop, apply, and interpret various financial tools as part of the managerial decision-making process.

HA 565 Information Systems Life Cycle CREDITS: 3

The processes of selection and implementation of an information system within a healthcare facility are addressed. Students investigate and evaluate the phases of the life cycle: planning, analysis, design, implementation and evaluation.

HA 610 Legal Issues Affecting Healthcare Organiz CREDITS: 3

The foundations of our legal system as they pertain to healthcare organizations and the delivery of services are addressed. Students gain an understanding of key federal and state regulations, including tort and contract law. Legal and ethical issues related to fraud and abuse, risk management, and organizational governance are examined.

HA 620 Strategic Healthcare Economics & Policy CREDITS: 3

The application of health policy and economic principles to healthcare administrative decision-making is examined. Students gain knowledge of the process for policy development and implementation. Key health policy initiatives related to cost, quality, and access are explored. Students examine how economic principles, such as supply, demand, and the determination of market price impact strategic planning for healthcare organizations.

HA 630 Seminar In Healthcare Administration CREDITS: 3

Contemporary issues in healthcare management are examined. Current trends in healthcare are analyzed, as well as other topics of special interest.

HA 640 Operations and Performance Management CREDITS: 3

Factors that affect performance outcomes within healthcare organizations are explored. Students examine operational assessment, patient care and support-care processes, and system perspectives as they relate to delivery of services. Students use case-based analysis to examine problems and improvement opportunities using analytical techniques and decision support systems.

HA 650 Quality Assessment & Improvement CREDITS: 3

Principles and tools needed to integrate quality assessment into management decision-making processes are examined. Students gain an understanding of quality and performance measurement theory and methodology needed to improve organizational processes and outcomes.

HA 660 Strategic Leadership & Marketing CREDITS: 3

Marketing and strategic planning in healthcare is the focus of this course. The need for an organized approach that ties strategy to quantifiable objectives and a defined market position is examined. The importance of aligning market issues and needs to the achievement of the strategic plan is addressed.

HA 665 Healthcare Informatics CREDITS: 3

Databases, systems operations, and information systems are examined as they apply to healthcare informatics.

HA 667 Decision Supp Sys Healthc Orgs CREDITS: 3

The application of principles and techniques of decision support systems in healthcare is examined. Emphasis is placed on evidence-based practice and the design, evaluation, and application of clinical and managerial decision support systems.

HA 670 Practicum CREDITS: 3

The practicum provides an opportunity to apply acquired knowledge and skills and further develop key professional competencies. Experiences are aligned with student academic and professional goals. The practicum consists of a minimum of 120 hours of fieldwork, a project applicable to the host site and scheduled online seminars. The student works under the collaborative guidance of a qualified preceptor within the host organization and a faculty advisor. Students may enroll in this course during the last semester of study leading to graduation.

HCM 300 U S Healthcare System CREDITS: 3

Students receive a practical and conceptual picture of the organization, financing, and delivery of healthcare services. Additionally, policy changes at the state and national levels will be examined to assess their effects on individuals and organizations.

HCM 302 Healthcare Management CREDITS: 4

Students develop personal, interpersonal, and organizational communication skills that promote effective management and leadership. Evidence-based management practices are analyzed and a variety of hands-on assessments and exercises are used to help students develop effective interpersonal and organizational communications.

HCM 325 Health Information Systems CREDITS: 3

Students explore the role of the healthcare manager in relation to information technology in the healthcare setting, and how computers enhance healthcare practice. Health information exchanges, data standards, health informatics ethics, online resources, and E-search are examined.

HCM 330 Human Resources Management in Healthcare CREDITS: 4

This course explores the principles and practices of effectively managing people. An overview of the key issues that affect healthcare workforce planning and performance management will be examined and analyzed. An emphasis will be placed on practical techniques and tools to effectively implement human resources practices, as well as an examination of beliefs and traditions that impede implementation of sound human resources management.

HCM 350 Healthcare Management Internship CREDITS: 3

Off campus, pre-professional, experiential learning relating to principles of healthcare management are provided. Students complete a minimum of 120 hours of supervised observation/activity within approved healthcare facilities or other health-related organizations.

Prereq: HCM 330

HCM 375 Long-Term Care & Special Population CREDITS: 4

Students receive a global view of post-acute care while examining care and services offered to the aging population. Analysis of the differing operations of each type of organizations are included. Mental health, substance abuse, rehabilitation, and selected specialty services are examined. Focus is placed on interdisciplinary communication and safe transition planning to meet the patient's holistic well-being.

Prereq: ENG 112

HCM 380 Healthcare Economics and Policy CREDITS: 3

Students develop conceptual and analytical skills in the application of economic principles to the organization and delivery of healthcare services. Economic theory is applied to the supply and demand of healthcare, health insurance, payment mechanisms, and market structure. Economic measures are used to analyze the costs/benefits of healthcare systems. Students gain a deeper understanding of state, federal, and local governments' roles in healthcare.

Prereq: HCM 302

HCM 390 Medical Practice Management Internship CREDITS: 3

Off campus, pre-professional, experiential learning relating to principles of healthcare management are provided. Students complete a minimum of 120 hours of supervised

observation/activity within approved medical practice management facilities.

Prereq: HCM 330

HCM 411 Healthcare Quality Management CREDITS: 4

Students are introduced to methods used to improve healthcare processes, delivery, and outcomes. Specific focus is on analyzing cycle times, measuring productivity, streamlining process flow, and tracking outcomes and performance metrics, while improving health management process outcomes.

Prereq: HCM 442

HCM 420 Legal & Ethical Issues in Healthcare CREDITS: 4

Students are introduced to methods used to improve healthcare processes, delivery, and outcomes. Specific focus is on analyzing cycle times, measuring productivity, streamlining process flow, and tracking outcomes and performance metrics, while improving health management process outcomes.

HCM 430 Managerial Communications CREDITS: 3

Students examine the roles of communication networks and strategies in managerial decision making. There is an emphasis on the role of communication skills in managing change, organizational conflict, coaching, appraisal, and corporate cultures. Cases are used to analyze and address specific management problems.

HCM 442 Healthcare Revenue, Expense & Reimbursement CREDITS: 4

Students are provided with basic healthcare accounting principles needed to read, analyze, understand, and use financial statements and budgets. Focus is on the complex financial issues facing healthcare organizations as they formulate strategic plans, while anticipating incoming revenue, budgeting for expenses, and collecting reimbursements from payers.

Prereq: HCM 380

HCM 460 Healthcare Operations Management CREDITS: 3

Focus is on operations management and the strategic implementation of programs, techniques, and tools for reducing costs, improving financial performance, and improving quality. Students explore how operations and process improvement relate to contemporary healthcare trends, such as evidence-based medicine and pay-for-performance.

Prereq: HCM 442

HCM 485 HC Strategic Management & Marketing CREDITS: 4

As the capstone course for the HCM program, the purpose of this course is to integrate theories, principles and practices of health management and policy with practical situations and problems. Students will work in teams to develop strategic plans.

Prereq: HCM 442

HCM 490 Organizational Development/Leadership CREDITS: 4

Focus is on operations management and the strategic implementation of programs, techniques, and tools for reducing costs, improving financial performance, and improving quality. Students explore how operations and process improvement relate to contemporary healthcare trends, such as evidence-based medicine and pay-for-performance.

Prereq: HCM 330 and HCM 430

HCM 491 Long-Term Care Internship

CREDITS: 8

Students are provided with pre-professional experiential learning. The preceptor ensures hours are obtained in the required domains of practice. Projects are approved by HCM faculty and supervised by the preceptor onsite. Completion of the required hours will allow examination for board licensure as a Nursing Home Administrator.

Prereq: HCM 375

HCM 492 Long-Term Care Internship II

CREDITS: 4

Students are provided with pre-professional experiential learning. The preceptor ensures hours are obtained in the required domains of practice. Projects are approved by HCM faculty and supervised by the preceptor onsite. Completion of the required hours will allow examination for board licensure as a Nursing Home Administrator.

Prereq: HCM 375

HCM 493 Long-Term Care Internship III

CREDITS: 4

Students are provided with pre-professional experiential learning. The preceptor ensures hours are obtained in the required domains of practice. Projects are approved by HCM faculty and supervised by the preceptor onsite. Completion of the required hours will allow examination for board licensure as a Nursing Home Administrator.

Prereq: HCM 375

HCM 494 Long-Term Care Internship IV

CREDITS: 2

Students are provided with pre-professional experiential learning. The preceptor ensures hours are obtained in the required domains of practice. Projects are approved by HCM faculty and supervised by the preceptor onsite. Completion of the required hours will allow examination for board licensure as a Nursing Home Administrator.

Prereq: HCM 375

HCM 495 Long-Term Care Internship V

CREDITS: 2

Students are provided with pre-professional experiential learning. The preceptor ensures hours are obtained in the required domains of practice. Projects are approved by HCM faculty and supervised by the preceptor onsite. Completion of the required hours will allow examination for board licensure as a Nursing Home Administrator.

Prereq: HCM 375

HES 201 Foundation Health and Exercise Science

CREDITS: 1

This course facilitates a general understanding of health and exercise science (HES) as a field of study. Students are introduced to the history and origins of the academic discipline, current trends in the field, and future directions for research and practice. Physical activity, structured exercise, and health-related fitness behaviors and programs are discussed applying a social ecological framework across individual, group, organization, community, and policy levels. Students develop their portfolio framework.

HES 221 Group Exercise Activities

CREDITS: 1

Course content is designed to provide focused instruction and opportunities for sound application including, but not limited to, the following modes of group exercise class activities: high/low impact, step training, studio cycling, water aerobics, body pump, and cardio kickboxing. Each topic will be covered in detail with respect to physiological and biomechanical principles, class organization, choreography, safety, and modifications for involvement of individuals with varying abilities, including current trends and research in

the areas of group exercise.

Coreq: HPE 221

HES 222 Muscle Fitness Activities CREDITS: 1

Course content is designed to provide focused instruction and opportunities for sound application including, but not limited to, the following modes of group exercise class activities: high/low impact, step training, studio cycling, water aerobics, body pump, and cardio kickboxing. Each topic will be covered in detail with respect to physiological and biomechanical principles, class organization, choreography, safety, and modifications for involvement of individuals with varying abilities, including current trends and research in the areas of group exercise.

Prereq: HES 221

Coreq: HPE 222

HES 223 Group Exercise Activities CREDITS: 2

Students learn about physiological and biomechanical principles, class organization, choreography, safety, and modifications for involvement of individuals with varying abilities. Current trends and research in the areas of group exercise for a variety of formats are covered. Students apply their knowledge by developing a group exercise class plan. This course is taught in a lecture/lab format.

Coreq: HES 223L

HES 223L Group Exercise Activities Laboratory CREDITS: 0

Students learn about physiological and biomechanical principles, class organization, choreography, safety, and modifications for involvement of individuals with varying abilities. Current trends and research in the areas of group exercise for a variety of formats are covered. Students apply their knowledge by developing a group exercise class plan. This course is taught in a lecture/lab format.

Coreq: HES 223

HES 224 Muscle Fitness Activities CREDITS: 2

Students receive instruction on resistance training principles and program development. Special emphasis is placed on the physiological/biomechanical principles, training guidelines, and safety procedures in developing and administering programs in muscular fitness, core strength, and balance for populations with varying abilities. Students experience a variety of resistance training modalities and apply their knowledge in development and instruction of a resistance training program. This course is taught in a lecture/lab format.

Prereq: HES 223

Coreq: HES 224L

HES 224L Muscle Fitness Activities Laboratory CREDITS: 0

Students receive instruction on resistance training principles and program development. Special emphasis is placed on the physiological/biomechanical principles, training guidelines, and safety procedures in developing and administering programs in muscular fitness, core strength, and balance for populations with varying abilities. Students experience a variety of resistance training modalities and apply their knowledge in development and instruction of a resistance training program. This course is taught in a lecture/lab format.

Coreq: HES 224

HES 272 Injury Prevention/Post-Rehabilitative Ex CREDITS: 2

This course includes approaches involved in preventing common injuries that occur within the active population and concepts of post-rehabilitative exercise. Topics include risk management and safety within an exercise environment and post-rehabilitation principles for common injuries and illnesses. Emphasis is placed on prevention and recognition of and post-rehabilitative exercise recommendations for the injuries and illnesses most common in non-clinical exercise environments.

HES 302 Exercise Physiology CREDITS: 4

Course encompasses the acute physiological responses and chronic adaptations of the human body to exercise. Included in the context of this course are the neuromuscular, metabolic, cardiovascular, hormonal, and respiratory systems as they relate to the basic science of human movement and clinical applications. Methodology, procedures, quantification and measurement issues are emphasized in the laboratory component.

Prereq: BIO 212

Coreq: HES 302L

HES 302L Exercise Physiology Lab CREDITS: 0

Course encompasses the acute physiological responses and chronic adaptations of the human body to exercise. Included in the context of this course are the neuromuscular, metabolic, cardiovascular, hormonal, and respiratory systems as they relate to the basic science of human movement and clinical applications. Methodology, procedures, quantification and measurement issues are emphasized in the laboratory component.

Coreq: HES 302

HES 311C Clinical I CREDITS: 2

This clinical experience provides students with an opportunity to gain entry-level experience in commercial exercise science settings. Students complete a minimum of 100 hours of supervised clinical experience in a fitness center environment that includes land- and water-based group and individual exercise protocols for apparently healthy individuals of various ages and abilities. This rotation includes working with individuals of varying ages and abilities on health fitness tasks as well as with site supervisor and staff on various aspects of fitness center operations. (Pass/Fail)

Prereq: BIO 212 and HES 201

HES 312C Clinical II CREDITS: 2

Students are provided with an opportunity to apply the knowledge and skills learned in the classroom to a practical experience in a medically-directed, clinical setting. Students complete a minimum of 100 hours of supervised clinical experience that includes structured and rehabilitative exercise for populations of various ages and abilities with known disease and/or injuries. Experiences are documented in the students' portfolios demonstrating entry-level knowledge, skills, and abilities in clinical settings. (Pass/Fail)

Prereq: HES 311C

HES 323 Concepts Strength and Conditioning CREDITS: 3

Advanced study of scientific principles and theories related to strength and conditioning for varying populations. Discussions relative to concepts and applications in the exercise sciences, testing and evaluation, program design, implementation, and evaluation, strength and conditioning, facility organization and administration, as well as safety techniques are emphasized.

Prereq: BIO 212

HES 334 Kinesiology

CREDITS: 3

This course is designed to provide the student with an understanding of human movement and how developmental and pathological processes affect human movement. Content includes musculoskeletal anatomy, joint structure and function, biomechanics, posture analysis, and gait analysis. The student is prepared to identify the various phases of motion and explain the mechanical significance of each in producing the desired outcome.

Prereq: BIO 212

Coreq: HES 334L

HES 334L Kinesiology Lab

CREDITS: 0

This course is designed to provide the student with an understanding of human movement and how developmental and pathological processes affect human movement. Content includes musculoskeletal anatomy, joint structure and function, biomechanics, posture analysis, and gait analysis. The student is prepared to identify the various phases of motion and explain the mechanical significance of each in producing the desired outcome.

Coreq: HES 334

HES 345 Exercise Testing and Prescription

CREDITS: 3

This course focuses on the various procedures and protocols for testing and measuring components of fitness associated with optimal health - cardiorespiratory fitness, muscular fitness, flexibility, and body composition. Students will explore the associations among physical activity, health, and hypokinetic diseases; health screening and risk classification; principles of measurement, assessment, test administration and exercise prescription; various clinical and field-based test modes and protocols for determining levels of health fitness. Students will also practice exercise prescription specific to test outcomes.

Prereq: HES 302

Coreq: HES 345L

HES 345L Exercise Testing and Prescription Lab

CREDITS: 0

This course focuses on the various procedures and protocols for testing and measuring components of fitness associated with optimal health - cardiorespiratory fitness, muscular fitness, flexibility, and body composition. Students will explore the associations among physical activity, health, and hypokinetic diseases; health screening and risk classification; principles of measurement, assessment, test administration and exercise prescription; various clinical and field-based test modes and protocols for determining levels of health fitness. Students will also practice exercise prescription specific to test outcomes.

Coreq: HES 345

HES 365 Psychosocial Aspects of Exercise

CREDITS: 3

Students examine content and methods of inquiry from psychology and sociology to issues related to physical activity and exercise behaviors. Students focus on the psychosocial factors related to participants and their motivated behaviors, including adoption, adherence, and compliance, in leisure physical activity and exercise. Students gain comprehension of physical activity environments, group processes for enhancing participants' health and well being, applications of theories for enhancing client

psychosocial development, and physical activity behaviors for individuals with diverse cultural identities.

Prereq: PSY 101

HES 411C Clinical III CREDITS: 2

Students gain experience in health fitness or worksite program site under the direct supervision of a clinical instructor. All aspects of health fitness management, including assessment, programming, and facility administration are practiced. Students complete a minimum of 100 hours of supervised clinical applications, further develop requisite knowledge, skills, and abilities of an entry-level practitioner. (Pass/Fail)

Prereq: HES 312C

HES 413C Clinical IV CREDITS: 4

This capstone clinical placement is designed as a selected, structured clinical experience specific to the last semester of enrollment in the Health and Exercise Science (HES) program. Case study methodology, including theory and application, measurement and evaluation, and HES program strategies and outcomes are applied in the development of knowledge, skills, and abilities in a clinical placement specific to the post-baccalaureate goals of the learner. Students complete a minimum of 200 hours of supervised clinical experience, write and present a case study project documenting knowledge, skills, and abilities. (Pass/Fail)

Prereq: HES 411C

HES 422 Organization & Administration in HES CREDITS: 3

Students examine the various issues, policies, and procedures that influence the administration of health and exercise science across various settings, including clinical, corporate, commercial, and community. Topics include facility organization and design; legal liability issues; personnel management; equipment budgeting, purchasing, and maintenance; confidentiality, record keeping, and billing; health insurance and healthcare services; ethical standards and scope of practice; consulting, counseling and coaching, professional organizations and certifications; needs assessment evaluation approaches; promotion, advocacy, and public relations.

Prereq: HES 201

HES 426C Professional Fieldwork in HES CREDITS: 2

This course is designed to provide the student with the opportunity for a variety of applied health and exercise experiences in different settings. This professional field experience offers a challenge to students by testing their potential and interest in selected areas in the field of Health and Exercise Science.

Prereq: HES 312C

HES 427C Scholarly Fieldwork in HES CREDITS: 2

Students are provided an opportunity for an applied research experience in health and exercise science under the direction of HES research faculty. The directed research experience offers a challenge to the senior-level student and tests potential and interest in scholarly activity in the field of health and exercise science.

Prereq: IDS 253

HES 445 Program Devel Aging & Spec Populations CREDITS: 3

This course examines, in detail, the changes that transpire during exercise, both acute and chronic, as it influences the elderly and other individuals with special medical

considerations. The student will develop exercise programs based on evaluation of the results.

Prereq: HES 345

HES 452 Community Hlt & Physical Activity Promo CREDITS: 3

Students examine the practical applications of principles concerning community health and physical activity promotion. A history of community health organizations and activities is presented as well as the organization and responsibilities of community health agencies currently operating nationally and locally. Planning and evaluation frameworks, needs assessment approaches, and public health models will be covered. Current issues impacting community health and physical activity are targeted. Emphasis is on debate of controversial issues.

Prereq: IDS 253

HES 485 Professional Seminar in HES CREDITS: 3

Students are presented with an extensive overview of Health and Exercise Science as a profession and are provided an opportunity to complete their HES electronic portfolio for final presentation. Verbal and non-verbal communication skills, including resume writing, job interviewing, and professional presentations, professional goals and objectives, career opportunities, and graduate school selection are included. Major issues, future trends, and special topics in contemporary Health and Exercise Science are explored.

Prereq: HES 422

HIS 101 World History to 1650 CREDITS: 3

The student is introduced to world history from pre-civilization to the early modern era (1650). Topics will include the cradles of civilization, the ancient Greco-Roman world, the medieval and Byzantine eras, the Renaissance, Asian and African cultures, and the birth of modernity.

HIS 102 World History Since 1650 CREDITS: 3

The student is introduced to world history from the early modern era (1650) to the present. Topics will include the Age of Enlightenment, the era of global empires, the world wars, the Cold War, modern Asian and African cultures, and the arrival of the post-modern era.

HLT 111 Personal Health CREDITS: 3

This course introduces the concepts of personal health, including the health-illness continuum, fitness, stress management, nutrition, sexuality, substance abuse and safety with an emphasis on personal responsibility for health. The student will design and implement a balanced nutrition plan and a personal, safe, aerobic fitness plan.

HLT 215 Medical Terminology CREDITS: 3

Medical terms, root words (prefixes, suffixes and combining forms) and commonly used scientific/medical abbreviations are introduced and analyzed in this course. This is accomplished using different body systems and specialized areas of medicine and terms associated with the system. Root words are also analyzed for change of meanings, which occur when the parts are connected to form whole words. Special emphasis is placed on the terms associated with common disease states important to the healthcare provider.

HLT 301 Nutrition CREDITS: 3

This course explores major concepts of nutrition and health. Characteristics of adequate and inadequate nutrition, essential nutrients, and nutritional needs across the lifespan are discussed. Dietary modifications for therapeutic purposes and cultural variations are

included. Students who are licensed RNs may challenge this course using the NLN Challenge Exam.

Prereq: BIO 212

HLT 350 Medical Nutrition Therapy CREDITS: 3

In this course the student explores the connection between nutrition and specific disease states, focusing on the clinical nutrition management of patients with established disease. Current research will be utilized in the study of disease states that effect nutrition status and require the use of specialized nutrition (modified diets and/or nutrition support) as adjunct therapy to other medical, surgical, and pharmacological therapy. Understanding of the affect that each disease or altered health state has on nutrition requires basic knowledge of normal physiology, nutritional requirements, metabolism, digestion, and absorption.

Prereq: HLT 301

HNRS 200 Honors Seminar CREDITS: 3

Using an interdisciplinary approach to the arts and sciences, students will explore how intellectual inquiry is pursued across a variety of topics and fields. Emphasis is placed on close reading, analysis, writing, and the development of original ideas and their application within an Honors curriculum.

HPE 104 Therapeutic Massage I CREDITS: 1

This course is an introduction to the area of therapeutic massage. Topics of instruction will include general principles of therapeutic massage and basic techniques used in massage. Consideration of massage for specific purposes and specialized systems of massage will be discussed.

HPE 105 Therapeutic Massage II CREDITS: 1

This course is designed for students who have completed HPE 104 and would like to increase their knowledge of massage theory and skills for specific types of massage. Emphasis will be on the development of skills for Esalen, Sports and Deep Tissue Massage.

Prereq: HPE 104

HPE 106 Therapeutic Massage III CREDITS: 1

This course will provide students information and skills in Massage Therapy techniques for special populations, including but not limited to, pregnancy, medically fragile, hospital-based clients, and specific orthopedic conditions.

Prereq: HPE 105

HPE 122 Mindfulness and Yoga CREDITS: 2

This course introduces students to the concept of Yoga utilizing ancient complimentary techniques toward better health through mindfulness. The primary focus of the course is to develop an awareness of the body, mind and spirit as the student experiences simple, yet profound movement, relaxation, breathing practices, concentration, and meditation. Mindfulness practices include continued and expanded focus on body sensations through the practices of yoga techniques to facilitate the development of concentration and relaxation.

HPE 131 Physical Fitness & Wellness I CREDITS: 1

This course is designed to promote positive lifestyles through the concept of wellness. The wellness topics presented include the benefits of wellness, stress management, fitness, weight management, substance abuse and sexually transmitted diseases. At the

conclusion of the class, the student will compare his/her lifestyle habits existing at the beginning and at the end of the course. The student will affirm positive changes and identify areas of improvement for the future. Pass/Fail.

HPE 136 Running for Fitness CREDITS: 1

This course will introduce both the novice and experienced runner to the methods and considerations necessary for continued improvement of running. There will be lecture and analysis of proper running and training techniques. Students will keep an accurate training log as part of the grade and will run and workout outside of class time.

HPE 221 Aerobic Exercise Skills CREDITS: 1

This course is designed to provide focused instruction and opportunities aimed at the development of the cardiovascular system. Individual and group cardiovascular activities will consist of high/low impact, step, slide, water aerobics and cardio kick boxing. The merit of cardiovascular fitness as a lifetime physical fitness objective is highlighted.

Coreq: HES 221

HPE 222L Resistance Training Skills CREDITS: 1

This course is designed to provide focused instruction and opportunities aimed at the development of muscular strength and endurance. Individual and group strength training activities including, but not limited to, weight training, Pilates, and core strengthening activities. The merit of muscular strength and endurance as a lifetime physical fitness objective is highlighted.

HSC 200 Issues in Community Health CREDITS: 3

Students focus on the history and current status of community health, as well as the determinants of health in populations. The social, political, economic, and biomedical aspects of health and illness and key health issues facing communities today will be explored.

HSC 221 Concepts of Disease CREDITS: 3

This lecture course is designed to consider some of the basic characteristics of disease states in the human. Emphasis is placed on basic pathophysiologic principles and common mechanisms of disease. Representative disease states are addressed for all of the human systems. Consideration is given to diseases common in adults and children. Causation, symptoms and treatments are emphasized.

HSC 300 Foundations in Healthcare Research CREDITS: 3

Students focus on the foundations of healthcare research methodologies, including research designs, data collection, health analytics, data mining, and ethics. Students are introduced to basic research techniques that can be applied to healthcare management.

Prereq: MTH 130 or MTH 165 or MTH 170 or MTH 201

HSC 373 Chronic Disease Management CREDITS: 3

This course, focused on adult health, provides an introduction to the history of disease management, identifies key concepts of chronic disease management and explores chronic disease management models.

Prereq: BIO 212 or BIO 240

HSC 450 Global Health Issues CREDITS: 3

This course is intended to provide an interdisciplinary qualitative and quantitative review of global health issues. It will focus on cultural variations in healthcare delivery. It will provide a broad survey of the main facts, issues, perspectives, methods, results and

conclusions in the area of global populations and health. It will address some of the unique qualities of ethnomedicine, variations in socioeconomic status and the impact of societal variation on contemporary issues affecting global health. The course will provide an opportunity for students to engage in discussions of comparative regional health issues that impact healthcare delivery. The course will facilitate the student's ability to explain the significant role healthcare plays in the global community.

HSC 455 Marketing and Public Relations Healthcare CREDITS: 3

Students focus on effective, ethical, and professional marketing and public relations methods for healthcare and community health organizations. Students will acquire knowledge about the history of marketing and public relations and gain skills in market/audience research and analysis, campaign development, image and text design, media relations, crisis management, and communication ethics. Students will learn to develop market surveys, write news releases, produce public service announcements, conduct news conferences, and design web pages.

HSC 485 Health Sciences Capstone Project I CREDITS: 3

This capstone course is part of the culminating experience for the BSHS major. Health science concepts and applications are integrated through systematic examination of a selected issue or problem in the work setting. Students complete a comprehensive work that includes a focused problem/issue statement, situational analysis, study design, and action plan. This course is the first part of a year-long project.

Prereq: HSC 300

HSC 486 Health Sciences Capstone Project II CREDITS: 3

This capstone course is the culminating experience for the BSHS major. Health science concepts and applications are integrated through systematic examination of a selected issue or problem in the work setting. Students complete a comprehensive work that includes a focused problem/issue statement, situational analysis, study design, and an action plan. This course is the second part of a year-long project.

Prereq: HSC 485

HSC 490 Service Learning Community Health I CREDITS: 3

This course involves students in activities that address community-identified health needs while developing academic and critical thinking skills and commitment to community service. A community partnership is established that focuses on improving the health of citizens. Health science concepts and applications are integrated through systematic examination of an identified need within the community health organization. Students complete a comprehensive body of work that may include a needs assessment, situational analysis, and/or development of an action plan to address the community health problem. This course is the first of a two part series in service learning for Health Science majors.

HSC 491 Service Learning in Community Hlth II CREDITS: 3

This course involves students in activities that address community-identified health needs while developing academic and critical thinking skills and commitment to community service. A community partnership is established that focuses on improving the health of citizens. Health science concepts and applications are integrated through systematic examination of an identified need within the community health organization. Students complete a comprehensive body of work that may include a needs assessment, situational analysis, and/or development of an action plan to address the community

health problem. This course is the second of a two part series in service learning for Health Science majors.

Prereq: HSC 490

HSC 499 Special Topics in Healthcare CREDITS: 3

Students conduct an intensive study on a health science topic with faculty supervision. The course topic will vary with the faculty directing the course. The student prepares a written report on a topic related to the health sciences and presents the report findings in an online format. The course may be repeated two times with approval from the Program Director.

HSC 700 Research Methods for Health Sciences CREDITS: 3

Healthcare literature is critically evaluated to comprehend potential methodological problems and their implications for evidence-based practice. Quantitative and qualitative research methods are evaluated for designing and conducting research.

HSC 710 Occupational and Environmental Health CREDITS: 3

Physical, chemical, and biological hazards found in the environment and the occupational health risks associated with exposure to these hazards are examined.

HSC 720 Legal and Ethical Issues in HC Orgs CREDITS: 3

Laws and regulations impacting healthcare organizations are explored. Ethical dilemmas in healthcare are critically discussed.

HSC 740 Global Epidemiological Health Issues CREDITS: 3

The concepts and methods of epidemiology and how these can be applied to global public health issues are examined. Population health interventions are evaluated.

Prereq: HSC 700

HSC 750 Cultural Competence CREDITS: 3

Influences of social, biological, cultural, and geographic variables on healthcare delivery and outcomes are explored.

HSC 810 Community Health Assessment CREDITS: 3

Community health issues are critically assessed to identify factors that affect population health. Determinants of community health status and use of health services are analyzed to develop community health management improvement strategies.

HSC 820 Risk and Safety Management in HC CREDITS: 3

The concepts of risk management and safety within a healthcare organization are explored. Emphasis is placed on managing risk, quality improvement, and corporate compliance.

HSC 825 Curriculum Development and Design CREDITS: 3

Students develop skills essential for curriculum restructuring, planning, and implementation within the higher education setting. Essential processes of curriculum development, assessment, and instruction are considered with respect to relevant theory, research, and practice. Emphasis is placed on the role of responsible leadership in assuring that these processes function effectively. Students are provided with experiences designed to provide a setting for the demonstration of theory applied to practice.

HSC 830 Organizational Leadership in Healthcare CREDITS: 3

Theories of leadership in healthcare organizations are examined and applied to current

regulations, economics, and policies. Leadership principles and practices are discussed to navigate current issues and effectively manage change.

HSC 840 Healthcare Education CREDITS: 3

Educational theories and their role in the development of curriculum and instruction are explored. Challenges facing healthcare professionals in the role of educator are examined. Instructional design techniques are also explored.

HSC 850 Capstone Project I CREDITS: 3

A scholarly project proposal addressing a health sciences issue is developed. The project proposal provides evidence of the student's critical thinking and the ability to translate research into practice. This course is repeatable.

Prereq: HSC 700

HSC 860 Capstone Project II CREDITS: 3

A scholarly project proposed in HSC 850 is implemented and evaluated. Outcomes of the student's overall educational experiences are demonstrated. The student prepares a scholarly paper and presents the findings in an online format. This course is repeatable.

Prereq: HSC 850

HUE 215 Principles of Human Ecology CREDITS: 3

Human ecology is an inquiry into the patterns and process of interaction of humans with their environments. Students are introduced to the history, scope, content, and methods used in the study of the ways that human values, activities, life-styles, and resources affect and are affected by urban and rural environments.

Prereq: ENG 111

HUM 116 Introduction to the Humanities CREDITS: 3

Students explore and analyze the fields of mythology, religion, philosophy, literature, art, architecture, music, drama, and cinema, using the methods of interpretation and evaluation developed by scholars in the humanities.

HUM 201 The Experience of Illness CREDITS: 3

This course introduces and examines biographical accounts of illness and the hospital experience from the individual's perspective to students of nursing, medicine, and allied health professionals. A number of case studies will be reviewed and will emphasize the singular implications of illness and hospitalization and the ways in which individuals express their feelings and perceptions of the care they receive. Students will respond critically to the readings through discussion and personal essays.

Prereq: ENG 111

HUM 215 Film and Society CREDITS: 3

This course introduces and examines biographical accounts of illness and the hospital experience from the individual's perspective to students of nursing, medicine, and allied health professionals. A number of case studies will be reviewed and will emphasize the singular implications of illness and hospitalization and the ways in which individuals express their feelings and perceptions of the care they receive. Students will respond critically to the readings through discussion and personal essays.

HUM 245 Science, Culture and Human Nature CREDITS: 3

Using current theory and research in the fields of evolution, genetics, neuroscience, globalization, and ecological change, students examine the transformation of ideas about human nature. They investigate the relationship between science, technology, culture,

and human nature.

Prereq: ENG 111

HUM 308 Critical Thinking

CREDITS: 3

This course focuses on the development and application of systematic critical thinking skills. Students learn problem solving strategies, methods and frameworks for analysis of data, written documents, and the spoken word, and reasoning methods. This course facilitates interpretive and analytical skills, and reflective thought through an examination of data, texts, films, historical records, and case studies.

IDS 100 Intro to Healthcare Delivery Systems

CREDITS: 1

This course provides an introduction to healthcare delivery systems and settings in the United States. The course offers a historical perspective on the origins of our healthcare system and the forces that change and shape our healthcare delivery systems today. This course includes overview information on healthcare costs, accreditation, and key health professions competencies.

IDS 101 Introduction to Patient Care Skills

CREDITS: 1

This course will provide students with the opportunity to learn basic safety practices and infection control. Basic patient care principles and concepts will be discussed with emphasis on meeting selected hygiene and physical needs of the individual. Students will be given the opportunity to practice skills in a lab setting and demonstrate competency by completing the required skills through proficiency check offs. This course is offered in an integrated lecture / skills practice format. (0.5 credit lecture/0.5 credit skills practice)

IDS 102C Basic Patient Care Skills Clinical

CREDITS: 2

This course provides the student with the opportunity to develop and demonstrate basic patient care skills learned in previous coursework. This course will focus on practicing basic patient care principles and concepts to meet the physical, psychosocial and spiritual needs of the individual. Skills to be demonstrated include: therapeutic communication, infection control, safety practices and meeting the basic and special needs of the long term care patient.

IDS 107 Introduction to Sign Language

CREDITS: 1

This course is designed to teach basic sign language conversational skills to health care professionals. When appropriate, vocabulary are tailored for use in healthcare settings. This course includes a brief overview of deaf culture including the Americans with Disabilities Act (ADA) and the use of the Virginia Relay System to place calls between standard and text telephones.

IDS 111 Basic Cardiac Rhythm Interpretation

CREDITS: 1

This course will introduce the multi-skilled patient-focused provider to basic skills associated with cardiac rhythm recognition. The student learns basic cardiac anatomy and electrophysiology and the techniques of lead placements. The main focus is the recognition of basic dysrhythmias.

IDS 112 Basic First Aid/CPR Healthcare Providers

CREDITS: 1

This course will introduce the student to basic skills associated with emergency and cardiac care. Instruction will allow the provider to become competent in providing initial care and assisting other healthcare team members in the care of the patient who has specific needs during an emergency situation. This course is offered through a nationally recognized certifying body and includes topics such as interventions for bleeding, choking, poisoning, heart-related emergencies, and CPR. At the conclusion, the student

will be eligible to test for certification in First Aid and CPR.

IDS 114 Twelve-Lead ECG Interpretation CREDITS: 1

This course introduces the healthcare student to the basic skills of 12-Lead ECG interpretation. This course includes a review of ECG basics, acquisition of the 12-Lead ECG, recognition and localization of acute myocardial infraction. Basic treatment modalities with regard to acute coronary syndrome are addressed.

IDS 140 Integrated Sciences for Healthcare CREDITS: 3

This course is an integration of the major areas of scientific study with application to healthcare. It includes an introduction to the metric system, anatomy and physiology of the heart and lungs, physiologic chemistry, medical physics with emphasis upon the physics of gases and fluids, and basic microbiology.

IDS 201 The Experience of Illness CREDITS: 3

This course introduces and examines biographical accounts of illness and the hospital experience from the individual's perspective to students of nursing, medicine, and allied health professionals. A number of case studies will be reviewed and will emphasize the singular implications of illness and hospitalization and the ways in which individuals express their feelings and perceptions of the care they receive. Students will respond critically to the readings through discussion and personal essays.

Prereq: ENG 111

IDS 203 Applied Spanish - Healthcare Profession CREDITS: 3

This course teaches a basic understanding of the mechanics of spoken and written Spanish, and is constructed specifically for the healthcare setting. Students will learn common terms and phrases used in healthcare settings (e.g., exams, diagnoses, discharge instructions) as well as basic grammar, composition, conversation and culture.

IDS 253 Introduction to Research Methods CREDITS: 3

The student is introduced to research methodology for the purpose of understanding others' research in preparation for applying research to health care practice. The course includes information on research designs, sampling, and data collection and analysis. Various examples of research will be critiqued focusing on the student's concentration of study. This course is not available to students who are enrolled in or plan to enroll in IDS 254.

Prereq: MTH 265

IDS 254 Introduction to Research Design CREDITS: 3

The student is introduced to scientific research designs used by the health and human sciences. The student develops general research design methods and prepares to advance to actual data collection and analysis. This course is not available to students who are enrolled in or plan to enroll in IDS 253.

Prereq: MTH 265

IDS 255 Introduction to Library Research CREDITS: 1

This course is an introduction to methods of library research including use of print, electronic subscription and Web-based resources. Students learn how to effectively search, retrieve, evaluate, and document information for college-level research projects.

IDS 285 Special Topics CREDITS: 3

This course offers students the opportunity to study special topics based upon the students' needs and interests. This course is repeatable.

IDS 305 Complementary/Alternative Approaches CREDITS: 3

This course provides an overview of complementary and alternative therapies and their impact upon health care delivery. Lecture and discussions include the attributes and shortcomings of complementary and alternative approaches and conventional medicine. The history and maturation of complementary and alternative approaches are examined.

IDS 306 Arts in Healing CREDITS: 3

This course focuses on the use of the expressive arts in the practice of nursing and other healthcare disciplines. This experiential course provides a beginning understanding of how a variety of artistic media, techniques, and aesthetics are used to foster healing in clients as well as healthcare providers.

IDS 307 Topics in Interdisciplinary Healthcare CREDITS: 3

In this course, students are introduced to challenges facing the American healthcare system and current recommendations for change. Emphasis is placed on factors that contribute to positive interdisciplinary healthcare interventions. Students work in interdisciplinary groups to develop a client-centered healthcare intervention project.

Prereq: ENG 112 and SOC 213 and PHL 215

IDS 308 Critical Thinking CREDITS: 3

This course focuses on the development and application of systematic critical thinking skills. Students learn problem solving strategies using critical analysis and reasoning methods. This course facilitates independent thought through an examination of attitudes and processes that support sound decision-making.

IDS 320 Transcultural Healthcare CREDITS: 2

This course focuses on transcultural healthcare within a service learning framework. The emphasis is on assessing needs and providing healthcare in a medically underserved community using an interprofessional approach. Guidelines from the World Health Organization will provide a foundation for discussion. (Pass/Fail)

IDS 340 Appalachian Health and Culture CREDITS: 3

In this course students are introduced to the history of health and healthcare in the mountains of Appalachia and the engaging interface between Appalachian culture and health. The region's current health status is discussed with regard to problematic health conditions, leading causes of morbidity and mortality, and access to comprehensive healthcare.

Prereq: SOC 213 or PHL 215

IDS 350 Spanish Language & Culture CREDITS: 3

This course for healthcare professionals has been specifically designed using second language learning models. Lessons build upon each other, encouraging the use and re-use of newly acquired language. Emphasis is on the development of oral and aural skills and the practical use of the language for clinical settings. Cultural perspectives are written into each lesson of the course. The cultural perspectives emphasize awareness and sensitivity of the Hispanic client.

IDS 360 Introduction to Client Education CREDITS: 3

The nursing and allied health student will explore and apply learning theory and client teaching strategies to improve healthcare education in various environments. Students will analyze a variety of factors so they can design and develop client education materials and use available technologies to teach clients how to maintain optimal health, prevent disease and disability. These student-developed materials will assist clients to increase

independence and improve their quality of life. Students will explore strategies to evaluate learning outcomes to measure teaching effectiveness.

Prereq: ENG 325

IDS 370 End of Life Issues CREDITS: 3

This course will provide the student with the opportunity to examine issues related to end of life care. The nine modules of the End of Life Nursing Education Consortium (ELNEC) Curriculum will be incorporated into the course. Students will apply theory related to the physical, psychosocial and spiritual needs of patients near the end of life in clinical practice and/or case study situations.

IDS 372 Spirituality in Healthcare CREDITS: 3

In this course, the student will examine the role of spirituality in healthcare practice. Healthcare interventions from birth through end-of-life care will be analyzed to determine what impact the spirituality of the patient and/or healthcare provider has on clinical outcomes and the healing process itself. Added focus will be given to specific populations including children, dying persons, and those who are bereaved.

IDS 450 Global Health Issues CREDITS: 3

This course is intended to provide an interdisciplinary qualitative and quantitative review of global health issues. It will focus on cultural variations in healthcare delivery. It will provide a broad survey of the main facts, issues, perspectives, methods, results and conclusions in the area of global populations and health. It will address some of the unique qualities of ethnomedicine, variations in socioeconomic status and the impact of societal variation on contemporary issues affecting global health. The course will provide an opportunity for students to engage in discussions of comparative regional health issues that impact healthcare delivery. The course will facilitate the student's ability to explain the significant role of healthcare plays in the global community.

IDS 453 Research Methods CREDITS: 3

This course is designed to study research methodology pertaining to topics within the health professions. The course will deliver information on research designs, sampling, and data collection and analysis. Various examples of research will be critiqued focusing on the student's concentration of study.

IDS 502 Research Methodologies CREDITS: 3

Students will critically review and analyze generic research methods used in healthcare. Emphasis is placed upon the student being able to read and interpret the literature presented. Course content will introduce methods of scholarly research that will be used in their research project.

IDS 503 Advanced Statistics for Healthcare CREDITS: 3

This course examines statistical methods of analyses of variance and multiple linear regression as used in healthcare research. Content includes descriptive statistics, ANOVA, repeated measures analysis of variances, correlation analysis, and multiple linear regression. Learning statistical theories is coupled with practice of data analysis using statistical software.

Prereq: MTH 265

IDS 660 Human Resources CREDITS: 3

Human resource leadership and management practices in healthcare are explored. Advancing a culture of excellence through lifelong learning, building and leading collaborative interprofessional teams and designing innovative human resource practices are emphasized.

IPE 200 Fundamentals of Teamwork**CREDITS: 1**

This course introduces the basic elements of what a team is and how an effective team functions. Students engage in various exercises to experience the successes and failures associated with teamwork.

IPE 300 Interprofess Healthcare Discovery Collab**CREDITS: 1**

This course provides the framework to understand, value, and respect the contributions of various healthcare professionals in a team-based patient-centered environment.

Prereq: IPE 200

IPE 400 Interprofessional Healthcare Experiences**CREDITS: 1**

This course provides simulated experiences in the application and synthesis of effective interprofessional healthcare team dynamics focused on patient-centered outcomes.

Prereq: IPE 200

IPE 401 Foundations Interprofessional Leaders I**CREDITS: 2**

This course introduces concepts and skills necessary for interprofessional leadership. Students are introduced to interprofessional communication and collaboration for improving patient health outcomes. Through interprofessional group experiences, the student develops the foundation for organizational and systems leadership for quality care and patient safety. (lecture 1 credit, lab 1 credit) Pass/fail.

IPE 402 Foundations Interprofessional Leaders II**CREDITS: 2**

This course builds on the concepts and skills presented in Interprofessional Leadership I. Students experience complex interprofessional communication and collaboration through a community-based service-learning project. Through interprofessional group experiences, the student is prepared for organizational and systems leadership for quality care and patient safety. (lecture 1 credit, lab 1 credit) Pass/fail.

Prereq: IPE 401

IPE 507 Ethical and Legal Issues in Practice**CREDITS: 3**

This course focuses on the ethical and legal principles that impact healthcare systems. Special emphasis is placed on ethical and legal decision-making from a personal and organizational perspective. (Pass/fail)

IPE 509 Research & Evidence-Based Practice**CREDITS: 3**

In this course, students focus on utilization of new knowledge and evidence to provide quality healthcare, initiate change and improve healthcare practice. This includes problem identification, evaluation of research and awareness of patient management and practice outcomes. Students develop skill in accessing, assessing and applying current research to healthcare practice.

MLS 401 Foundations Medical Laboratory Science**CREDITS: 14**

Students receive instruction to prepare them for clinical practice in Medical Laboratory Science. Instruction in laboratory operations and quality control, regulatory agencies and requirements, stages of clinical testing, and professionalism is included. Students focus on theory, application, and interpretation of normal and abnormal body processes to determine diagnoses, applicable testing methodologies, and treatment options.

Coreq: MLS 421C

MLS 411 Medical Laboratory Science Operations**CREDITS: 14**

Students receive instruction to prepare them for clinical practice in Medical Laboratory

Science. Physiological biochemistry, normal and abnormal physiology, and interpretation of results using accepted methodologies are covered. Principles of clinical laboratory management and educational methods related to laboratory professionals are discussed.

Prereq: MLS 401 and MLS 421C

Coreq: MLS 431C

MLS 421C Medical Laboratory Science Rotation I CREDITS: 4

This is the first of two clinical rotation blocks required of Medical Laboratory Science students. Students spend time in the clinical laboratory training with certified laboratory scientists. Students must achieve competency equivalent to entry-level expectations in each laboratory department. (Pass/Fail)

Coreq: MLS 401

MLS 431C Med Lab Science Clinical Rotation II CREDITS: 4

This is the second of two clinical rotation blocks required of Medical Laboratory Science students. Students spend time in the clinical laboratory training with certified laboratory scientists. Students must achieve competency equivalent to entry-level expectations in each laboratory department. (Pass/Fail)

Prereq: MLS 401 and MLS 421C

Coreq: MLS 411

MTH 130 Applied Math Healthcare Professionals CREDITS: 3

The course develops basic math skills and expertise in math problems that use fractions, decimals, ratios, proportions, and percentages as applied to common healthcare-related calculations. It examines systems of measurement and conversions within and between those systems. It also develops the concepts of dilution, flow rate, and solving for x with basic algebraic formulas.

MTH 165 College Algebra CREDITS: 3

This course presents various topics from algebra within the complex number system. These include linear and quadratic equations and inequalities, functions and graphs, polynomials, logarithms and systems of equations and inequalities. Some topics from analytic geometry and discrete algebra also will be explored.

MTH 170 Precalculus with Trigonometry CREDITS: 3

This course presents basic concepts and methods necessary for the study of calculus. Topics include functions and their properties, systems of equations, matrices, and exponential, logarithmic, trigonometric, and inverse functions.

MTH 201 Calculus CREDITS: 3

This course presents differential calculus of one variable including limits, differentiation, and integration with numerous applications. The course is primarily designed for students in biology, behavioral sciences, and pre-professional studies.

Prereq: MTH 170

MTH 202 Calculus II CREDITS: 3

This course continues the study of one-variable calculus, including the analyses of definite and indefinite integrals with applications to algebraic and transcendental functions, areas, and volumes of solids. The course is primarily designed for students in biology and pre-professional studies

Prereq: MTH 201

MTH 265 Introductory Statistics

CREDITS: 3

The student focuses on basic statistical concepts and applications based upon conceptual as well as practical understanding of statistical analyses. Both descriptive and inferential analyses are presented, as well as parametric and nonparametric statistics, including correlation, regression, and group-comparison statistics through two-way factorial analysis of variance.

Prereq: MTH 130 or MTH 165 or MTH 170 or MTH 201

MUS 101 Music Appreciation

CREDITS: 3

Music appreciation is a course designed to introduce musical elements, forms and stylistic periods, and to stimulate curiosity and enthusiasm and heighten the appreciation of music.

NSG 201 Dosage Calculations

CREDITS: 1

This course reviews basic mathematics used by nurses for dosage calculation of medications and solutions. It focuses on calculating medication dosages (oral and parenteral), intravenous fluid flow rates and infusion time, and preparation of solutions. Students learn how to interpret medication orders and drug labels.

Prereq: MTH 165

NSG 203 Foundations for Profess Nursing Practice

CREDITS: 3

Students are introduced to the curriculum framework and foundational concepts for practice as a generalist in the nursing profession. The student explores the roles of provider, designer, manager, and coordinator of care. The nursing process is introduced as the model for critical thinking in evidence-based practice. The student considers the impact of nursing history, nursing theory, professional values, and human diversity on practice. The student develops therapeutic communication, interviewing, and documentation skills.

Prereq: BIO 253

NSG 204 Found Professional Nrsng Practice ABSN

CREDITS: 3

Students explore the curriculum framework and foundational concepts for practice as a generalist in the nursing profession. The student explores the roles of provider, designer, manager, and coordinator of care. The nursing process is introduced as the model for critical thinking in evidence-based practice. The student considers the impact of nursing history, nursing theory, professional values, and human diversity on practice. The student develops therapeutic communication, interviewing, and documentation skills.

NSG 255 Health Assessment

CREDITS: 3

Students are introduced to health assessment, which is the first step in understanding the nursing process. It focuses on the concepts, knowledge, and skills necessary to complete a health assessment for patients in all age groups. The major elements, sequence, and methodology of health assessment are emphasized. (2 lecture, 1 laboratory)

Prereq: BIO 253

Coreq: NSG 255L

NSG 255L Health Assessment Laboratory

CREDITS: 0

Students are introduced to health assessment, which is the first step in understanding the nursing process. It focuses on the concepts, knowledge, and skills necessary to complete a health assessment for patients in all age groups. The major elements,

sequence, and methodology of health assessment are emphasized. (2 lecture, 1 laboratory)

Coreq: NSG 255

NSG 256 Health Assessment for ABSN CREDITS: 3

Students are introduced to health assessment, which is the first step in understanding the nursing process. It focuses on the concepts, knowledge, and skills necessary to complete a health assessment for patients in all age groups. The major elements, sequence, and methodology of health assessment are emphasized. (2 lecture, 1 laboratory)

Coreq: NSG 256L

NSG 256L Health Assessment for ABSN CREDITS: 0

Students are introduced to health assessment, which is the first step in understanding the nursing process. It focuses on the concepts, knowledge, and skills necessary to complete a health assessment for patients in all age groups. The major elements, sequence, and methodology of health assessment are emphasized. (2 lecture, 1 laboratory)

Coreq: NSG 256

NSG 300 Pharmacology CREDITS: 3

Students are provided with a foundation in basic pharmacological principles. Students focus on how the knowledge base and nursing process are applied to safely administer and monitor the effects of drugs in patient care across the lifespan.

NSG 302 Professional Nursing Skills I CREDITS: 2

Students develop the psychomotor, cognitive, and affective nursing skills necessary to practice safely and competently across the lifespan. Students are provided the theoretical basis for professional nursing skills and the course is offered in an integrated lecture/skills practice format. (1 credit lecture, 1 credit skills practice)

Prereq: NSG 255 and NSG 203

NSG 306 Arts in Healing CREDITS: 3

This course focuses on the use of the expressive arts in the practice of nursing and other healthcare disciplines. This experiential course provides a beginning understanding of how a variety of artistic media, techniques, and aesthetics are used to foster healing in clients as well as healthcare providers.

NSG 307 Professional Nrsng Practice I ABSN CREDITS: 1

Students are provided with the opportunity to assess progress toward achievement of program outcomes and readiness for entry level nursing practice. Students demonstrate progress toward achievement of program outcomes via standardized testing. Students develop strategies related to preparation for professional licensure examination and readiness for entry-level nursing practice.

Prereq: NSG 354

NSG 308 Professional Nursing Skills II CREDITS: 2

This course develops the advanced psychomotor, cognitive, and affective nursing skills necessary to practice safely and competently across the lifespan in diverse healthcare settings. This course provides students with the theoretical basis for professional nursing

skills and is offered in an integrated lecture / skills practice format. (1 credit lecture, 1 credit skills practice)

Prereq: NSG 326

Coreq: NSG 327

NSG 309 Professional Nursing Practice I CREDITS: 1

This course provides students with the opportunity to assess progress toward achievement of program outcomes and readiness for entry level nursing practice. Students demonstrate progress toward achievement of program outcomes via standardized testing. Students develop strategies related to preparation for professional licensure examination and readiness for entry-level nursing practice.

Prereq: NSG 327

NSG 311 NRSNG Process Aging/Mental Hlth ABSN CREDITS: 4

Students are provided with the opportunity to assess progress toward achievement of program outcomes and readiness for entry level nursing practice. Students demonstrate progress toward achievement of program outcomes via standardized testing. Students develop strategies related to preparation for professional licensure examination and readiness for entry-level nursing practice.

Prereq: NSG 204 and NSG 256

Coreq: NSG 358C

NSG 312 RN Nursing Concepts Roles & Issues CREDITS: 3

Students are introduced to the foundational concepts for practice as a generalist in the profession of nursing. The roles of provider, designer, manager, and coordinator of care are explored. Students examine the impact of nursing history, nursing theory, evidence-based practice, and professional ethics on the practice of professional nursing and the delivery of patient-centered care.

NSG 314 Nursing Process Psychiatric/Mental Hlth CREDITS: 3

This course explores the generalist nursing roles of provider, designer, manager, and coordinator of care as they relate to the promotion of mental health along the mental health mental illness continuum across the lifespan. Emphasis is placed on nursing strategies that promote physical and mental health and safe, quality patient-centered care.

Prereq: NSG 203 and NSG 255

Coreq: NSG 328C

NSG 316 Nursing Process in Gerontology CREDITS: 3

Students explore the generalist nursing roles of provider, designer, manager, and coordinator of care as they relate to the care of older adult clients. Emphasis is placed on nursing strategies that promote wellness in older adults, patient engagement, and safe, quality patient-centered care along the aging continuum.

Prereq: NSG 203 and NSG 255

Coreq: NSG 328C

NSG 320 Informatics & Technology in Healthcare CREDITS: 3

Students investigate the use of computer applications in the healthcare environment, particularly in the area of clinical practice, education, and research. The use of computer technology in communication and networking is also explored.

NSG 326 Nursing Process Applications TBSN I CREDITS: 4

This course develops the knowledge base needed to provide patient-centered care. Concepts of illness, disease management and pharmacology are integrated. The students apply the nursing process to clients with selected alterations in adaptive and regulatory mechanisms.

Prereq: NSG 203 and NSG 255

Coreq: NSG 328C

NSG 327 Nursing Process Applications TBSN II CREDITS: 4

Students investigate the use of computer applications in the healthcare environment, particularly in the area of clinical practice, education, and research. The use of computer technology in communication and networking is also explored.

Prereq: NSG 326

Coreq: NSG 308 and NSG 338C

NSG 328C Clinical Practicum TBSN I CREDITS: 3

During this clinical practicum, students participate in supervised clinical experiences and selected observational clinical experiences that complement the accompanying nursing theory courses. This is the first in a series of four clinical practicum courses whereby students progress toward achievement of the program outcomes. In this course, students are expected to reach the novice level of clinical performance.

Prereq: NSG 203 and NSG 255

Coreq: NSG 314 and NSG 316 and NSG 326

NSG 331 Nursing Process Families with Children CREDITS: 4

Students focus on maternal-newborn care and on the care of children from infancy through adolescence. Conception, pregnancy, fetal development, childbirth, and postpartum care are addressed. Emphasis is placed on nursing care of families, child growth and development from conception through adolescence, and common recurring pediatric illnesses. Nursing strategies that promote health, reduce risk, and prevent disease will be included.

Prereq: NSG 326

Coreq: NSG 338C

NSG 332 High Acuity Nursing I CREDITS: 3

This course provides students with the knowledge base needed to care for high acuity patients with complex nursing needs. In this course the students apply pathophysiological and pharmacological concepts to high acuity patients to enhance clinical decision-making. Incorporated into this course are the current American Association of Critical Care Nurses (AACN) Standards for Acute and Critical Care Nursing.

Prereq: NSG 312 or NSG 327

NSG 333 NRSNG Proc Families W/Children ABSN CREDITS: 4

Students focus on maternal-newborn care and on the care of children from infancy through adolescence. Conception, pregnancy, fetal development, childbirth, and postpartum care are addressed. Emphasis is placed on nursing care of families, child growth and development from conception through adolescence, and common recurring pediatric illnesses. Nursing strategies that promote health, reduce risk, and prevent

disease are included.

Prereq: NSG 354

Coreq: NSG 369C

NSG 334 RN Writing in Professional Nursing CREDITS: 2

Students develop knowledge and skills in professional writing, both formal and informal. Students focus on communicating professional information through writing in an interprofessional environment.

NSG 338C Clinical Practicum TBSN II CREDITS: 3

During this clinical practicum, students participate in supervised clinical experiences and selected observational clinical experiences that complement the accompanying nursing theory courses. This is the second in a series of four clinical practicum courses whereby students progress toward achievement of the program outcomes. In this course, students are expected to reach the assisted level of clinical performance.

Prereq: NSG 328C

Coreq: NSG 327 and NSG 331

NSG 342 RN Health Assessment CREDITS: 3

Students focus on the concepts, knowledge, and skills necessary to complete a health assessment for patients across the lifespan. The major elements, sequence, and methodology of health assessment are emphasized using a body systems approach.

Prereq: BIO 300

NSG 350 Professional Nursing Skills for ABSN CREDITS: 3

Students develop psychomotor, cognitive, and affective nursing skills and the theoretical basis necessary to practice safely and competently across the lifespan. This course is presented in an integrated lecture/skills practice format. (2 credits lecture, 1 credit skills practice)

NSG 351 Professional Nursing Skills for ABSN CREDITS: 4

Students develop psychomotor, cognitive, and effective nursing skills and the theoretical basis necessary to practice safely and competently across the lifespan. This course is presented in an integrated lecture/skills practice format.

NSG 354 Nursing Process Applications for ABSN I CREDITS: 3

Students develop knowledge, skills, and attitudes needed to provide quality patient-centered care. Concepts of health, illness, and disease management are integrated. In the role of provider of care, the student applies the nursing process to clients with selected alterations in adaptive and regulatory mechanisms.

Prereq: NSG 350

Coreq: NSG 358C

NSG 355 Disaster Nursing CREDITS: 3

This course provides information on types of disasters and how the state, local, and national responses work together with nursing both in the field and within the hospital. The course provides an opportunity for students to engage in discussions regarding social, cultural, and legal and ethical issues with regard to the effects of a disaster. The course facilitates the student's ability to explain the significant role nurses play in responding to a disaster.

NSG 358C Clinical Practice for ABSN I

CREDITS: 4

During this practicum, students participate in clinical experiences that complement the accompanying nursing theory courses. Students reach the novice level of clinical performance.

Prereq: NSG 300

Coreq: NSG 311 and NSG 354

NSG 360 Principles of Client Education

CREDITS: 3

The nursing and allied health student will explore and apply learning theory and client teaching strategies to improve healthcare education in various environments. Students will analyze a variety of factors so they can design and develop client education materials and use available technologies to teach clients how to maintain optimal health, prevent disease and disability. These student-developed materials will assist clients to increase independence and improve their quality of life. Students will explore strategies to evaluate learning outcomes to measure teaching effectiveness.

Prereq: ENG 325

NSG 361 Nursing Process Application ABSN II

CREDITS: 3

Students develop the knowledge, skills, and attitudes needed to provide acute, ambulatory, and home care for selected health problems. Students apply the nursing process in increasingly complex situations, integrating concepts of illness, disease management, and health promotion. Emphasis is on the roles of designer/manager/coordinator of care and interprofessional collaborator.

Prereq: NSG 354 and NSG 358C

Coreq: NSG 369C

NSG 369C Clinical Practicum for ABSN II

CREDITS: 4

During this practicum, students participate in clinical experiences that complement the accompanying nursing theory courses. Students reach the supervised level of clinical performance.

Prereq: NSG 354 and NSG 358C

Coreq: NSG 333 and NSG 361

NSG 370 End of Life Issues

CREDITS: 3

This course will provide the student with the opportunity to examine issues related to end of life care. The nine modules of the End of Life Nursing Education Consortium (ELNEC) Curriculum will be incorporated into the course. Students will apply theory related to the physical, psychosocial and spiritual needs of patients near the end of life in clinical practice and/or case study situations.

NSG 372 Spirituality in Healthcare Practice

CREDITS: 3

In this course students examine the roles of spirituality in healthcare practice. Healthcare interventions from birth through end-of-life care will be analyzed to determine what impact the spirituality of the patient and/or healthcare provider has on clinical outcomes and the healing process itself. Added focus will be given to specific populations including children, dying persons, and those who are bereaved.

NSG 373 Chronic Disease Management

CREDITS: 3

This course, focused on adult health, provides an introduction to the history of disease management identifies key concepts of chronic disease management and explores

chronic disease management models.

Prereq: ENG 111

NSG 375 RN Gerontological Nursing CREDITS: 3

Students explore the gerontological nursing role of provider, designer, manager, and coordinator of care as they relate to the care of older adult clients. Emphasis is placed on nursing strategies that promote healthy aging and quality of life in older adults as well as safe, quality patient-centered care.

Prereq: BIO 300

NSG 408 Professional Nursing Prac II ABSN CREDITS: 1

Students explore the gerontological nursing role of provider, designer, manager, and coordinator of care as they relate to the care of older adult clients. Emphasis is placed on nursing strategies that promote healthy aging and quality of life in older adults as well as safe, quality patient-centered care.

Prereq: NSG 307

NSG 409 Professional Nursing Practice II CREDITS: 1

In this capstone course, students validate achievement of program outcomes and readiness for entry-level generalist nursing practice. The students demonstrate clinical reasoning within the context of patient-centered care. Students integrate current evidence-based concepts from nursing science, humanities, social and natural sciences, and apply them in a case-study based capstone paper. Students demonstrate knowledge for entry-level practice via standardized testing.

Prereq: NSG 424 or NSG 426

NSG 410 Research Applications in Healthcare CREDITS: 3

Students are introduced to the role of research in the delivery of healthcare. The scientific method and research process are examined. The students evaluate and discuss research designs, sampling designs, data collection methods, and data analysis.

Prereq: MTH 265

NSG 412 Professional Nursing Capstone for ABSN CREDITS: 2

Students validate achievement of program outcomes and readiness for entry-level generalist nursing practice. The students demonstrate clinical reasoning within the context of patient-centered care. Students integrate current evidence-based concepts from nursing science, humanities, social and natural sciences, and apply them in a case-study based capstone paper. Students develop strategies related to preparation for professional licensure examination and demonstrate readiness via standardized remediation and testing.

Prereq: NSG 361

Coreq: NSG 461

NSG 418 RN Comprehensive Appro Health/Illness II CREDITS: 3

This course presents a comprehensive approach to health and illness in increasingly complex health situations through the lifespan. Emphasis is placed on health assessment, health promotion, health literacy, and teaching/learning principles. The course examines the etiology, genetics and genomics, pathophysiology, and clinical manifestations of complex disease processes. Students demonstrate physical assessment techniques and integrate knowledge of pharmaceutical and non-

pharmaceutical treatment modalities into evidence-based practice.

Prereq: NSG 319

NSG 419 Promoting Health in Community ABSN CREDITS: 4

Students are provided a foundation for health education, health promotion, and nursing practice in community health. Topics include health promotion, environmental health, epidemiology, care of family as client, care of community as client, care of vulnerable populations, contemporary problems in community health nursing, genetic and genomic factors affecting health of individuals and families, and settings for community health nursing practice. Students apply concepts of cultural competence, health promotion, and health education to population health.

Prereq: NSG 361

Coreq: NSG 479C

NSG 420 RN Community Health Nursing CREDITS: 3

Students are provided with the foundation for community health nursing practice. Topics include health promotion, environmental health, epidemiology, family as client, community as client, vulnerable populations, contemporary problems in community health nursing, and settings for community health nursing practice. The concept of population health is emphasized.

Prereq: NSG 324

Coreq: NSG 422C and NSG 486

NSG 421 Promoting Health in Community CREDITS: 4

This course provides a foundation for health education, health promotion, and nursing practice in community health. Topics include health promotion, environmental health, epidemiology, care of family as client, care of community as client, care of vulnerable populations, contemporary problems in community health nursing, genetic and genomic factors affecting health of individuals and families, and settings for community health nursing practice. Students apply concepts of cultural competence, health promotion, and health education to population health.

Prereq: NSG 327 or NSG 361

NSG 422C RN Community Health Nursing Clinical CREDITS: 2

Students integrate the concepts and theory of population health in the clinical setting. Clinical experiences take place in selected community health agencies. (pass/fail)

Prereq: NSG 342

Coreq: NSG 420

NSG 426 Nursing Process Applications TBSN III CREDITS: 4

This course develops the knowledge base needed to provide patient-centered care to include acute intervention, ambulatory, and home care for selected health problems. Students apply the nursing process in increasingly complex situations. Concepts of illness, disease management and pharmacology are integrated.

Prereq: NSG 327

Coreq: NSG 429C

NSG 427 Nursing Process Applications TBSN IV CREDITS: 4

This course develops the knowledge base needed to provide patient-centered care in high acuity settings. Students apply the nursing process to clients in complex healthcare

situations. Concepts of illness, disease management, and pharmacology are integrated.

Prereq: NSG 426

Coreq: NSG 438C

NSG 429C Clinical Practice TBSN III

CREDITS: 4

During this clinical practicum, students participate in supervised clinical experiences and selected observational clinical experiences that complement the accompanying nursing theory courses. This is the third in a series of four clinical practicum courses whereby students progress toward achievement of the program outcomes. In this course, students are expected to reach the supervised level of clinical performance.

Prereq: NSG 327 and NSG 338C

Coreq: NSG 426

NSG 432 High Acuity Nursing II

CREDITS: 3

This course provides students with the knowledge base needed to care for high acuity patients with complex nursing needs. In this course the students apply hemodynamic, research and pharmacological concepts to high acuity patients to enhance clinical decision-making. Incorporated into this course are the current American Association of Critical Care Nurses (AACN) Standards for Acute and Critical Care Nursing and AACNPEARL (Practice, Evidence, Application, Resources, and Leadership) guidelines.

Prereq: NSG 312 or NSG 332

NSG 435 Nursing Case Management

CREDITS: 3

This course will provide students with opportunities to develop skills in the nursing case management role. Students will explore collaborative strategies to enhance client care in a managed care environment and effective means to evaluate outcomes of interventions.

Prereq: NSG 325 or NSG 312

NSG 438C Clinical Practicum TBSN IV

CREDITS: 3

During this clinical practicum, students participate in supervised clinical experiences and selected observational clinical experiences that complement the accompanying nursing theory courses. This is the capstone (final) course in a series of four clinical practicum courses whereby students progress toward achievement of the program outcomes. In this course, students are expected to reach the self-directed level of clinical performance.

Prereq: NSG 426

Coreq: NSG 427 and NSG 473

NSG 449 Critical Care Transport

CREDITS: 3

This is an elective course offered to students who have an interest in ground and air-medical transport. Areas of study include history of air medevac, basic helicopter orientation, crew resource management, and interprofessional communications. The course focuses on management of the critically ill patient during transport.

Prereq: NSG 325

NSG 450 Global Health Issues

CREDITS: 3

This course is intended to provide an interdisciplinary qualitative and quantitative review of global health issues. It will focus on cultural variations in healthcare delivery. It will provide a broad survey of the main facts, issues, perspectives, methods, results and conclusions in the area of global populations and health. It will address some of the unique qualities of ethnomedicine, variations in socioeconomic status and the impact of

societal variation on contemporary issues affecting global health. The course will provide an opportunity for students to engage in discussions of comparative regional health issues that impact healthcare delivery. The course will facilitate the student's ability to explain the significant role healthcare plays in the global community.

NSG 455 Ethical Issues/Current Nursing Practice CREDITS: 3

This course examines ethical issues confronting nursing practice in the dynamic environment of expanding technology, rising costs, and a diverse global society. These issues arise across the human lifespan and are analyzed using the available models of ethical decision-making including the Code of Ethics for Nurses.

NSG 460 Advanced Nursing Leadership CREDITS: 3

The student will explore and define diverse components and skills of successful leaders in nursing and health care. Emphasis is on knowledge of process/project management, professional presentations, grant processes, quality measures, work style analysis, and career options.

Prereq: ENG 325

NSG 461 Nursing Process Applications ABSN III CREDITS: 3

Students continue the development of knowledge, skills, and attitudes to provide acute, ambulatory, and home care for selected health problems. Students apply the nursing process, integrating concepts of illness and disease management, and health promotion. The roles of the provider of care, designer/manager/coordinator of care, and interprofessional collaborator in complex nursing situations are emphasized.

Prereq: NSG 369C

Coreq: NSG 412 and NSG 479C

NSG 470 Special Topics in Nursing CREDITS: 3

This course offers students the opportunity to study special topics in nursing. Topics include issues in Aging, Forensics, Adult Health, and other courses based upon student needs and interests.

NSG 473 Leadership/Health Policy NRSB TBSN CREDITS: 3

Students integrate the concept of leadership roles, principles, theories, models, and health policies in healthcare practice. Emphasis is on the knowledge, skills, and attitudes required for interdisciplinary leadership in the clinical setting.

Coreq: NSG 438C

NSG 474 Leadership/Health Policy Nrsb ABSN CREDITS: 3

Students integrate the concept of leadership roles, principles, theories, models, and health policies in healthcare practice. Emphasis is on the knowledge, skills, and attitudes required for interdisciplinary leadership in the clinical setting.

Coreq: NSG 479C

NSG 475 Leadership and Health Policy in Nursing CREDITS: 3

Students integrate the concept of leadership roles, principles, theories, models, and health policies in healthcare practice. Emphasis is on the knowledge, skills, and attitudes required for interdisciplinary leadership in the clinical setting.

Coreq: NSG 475C

NSG 475C RN Leadership/Health Policy NSG Clinical CREDITS: 2

Students integrate the concept of leadership roles, principles, theories, models, and

health policies in healthcare practice. Emphasis is on the knowledge, skills, and attitudes required for interdisciplinary leadership in the clinical setting. (pass/fail)

Coreq: NSG 475

NSG 479C Clinical Practice ABSN III CREDITS: 5

During this practicum, students participate in clinical experiences that complement the accompanying nursing theory courses. Students reach the self-directed level of clinical performance.

Prereq: NSG 361

Coreq: NSG 419 and NSG 461 and NSG 474

NSG 485 RN Capstone Research CREDITS: 1

In this capstone course, students will validate achievement of program outcomes for generalist nursing practice. Students integrate and apply current evidence-based concepts from nursing science, humanities, and social and natural sciences.

Prereq: NSG 418

NSG 486 RN Capstone CREDITS: 3

Students validate achievement of program outcomes for generalist nursing practice. Students integrate and apply current evidence-based concepts from nursing science, humanities, and social and natural sciences.

Prereq: NSG 475

Coreq: NSG 420

NSG 487 Special Topics CREDITS: 3

Elective credit for transfer only.

NSG 490 Contemporary Nursing Issues CREDITS: 3

This course incorporates the generalist nursing knowledge common to baccalaureate nursing education as delineated in AACN The Essentials of Baccalaureate Education for Professional Nursing Practice. Students will explore and analyze current issues facing the professional practice of nursing as a foundation for advanced nursing education. (This course is open only to students accepted in the MSN program.)

NSG 502 Healthcare Systems & Policy CREDITS: 3

Healthcare systems, policy design, implementation and evaluation are analyzed. Strategies for policy advocacy as well as legislative and regulatory issues are explored.

NSG 509 Translation of Evidence CREDITS: 3

Translation of new knowledge and evidence into practice is examined. Current research is accessed, assessed, and applied to healthcare practice.

NSG 510 Princ of Primary Care & Family Health CREDITS: 3

Fundamental concepts associated with primary care practice and family health are examined

NSG 516 Quality & Safety in Healthcare CREDITS: 3

Strategies, theories, and methods to improve health outcomes are explored. Concepts of healthcare quality and safety are analyzed with a focus on patient and population health outcomes.

NSG 522 Ethical & Legal Practice in Healthcare CREDITS: 3

In this course, the student examines and analyses the impact of ethical, legal and political issues that are a force in the delivery of healthcare today. Through case studies, specific points of healthcare delivery are identified and used by the student for the analysis of the ethical, political and legal issues. The student will apply ethical, legal and political knowledge to both professional and organizational behavior.

Prereq: IPE 507

NSG 523 Population and Diversity CREDITS: 3

Population focused disease prevention and health promotion concepts are analyzed. Influences of social, biological, cultural and geographic variables on health outcomes are explored.

NSG 530 Advanced Pathophysiology and Diagnostics CREDITS: 3

This course provides nursing students with an understanding of physiology and pathophysiology that will support clinical decision making about diagnosis and treatment of acute and chronic presentations. The course will explore physiologic functions of the human body and its organ systems, along with concepts of pathophysiology pertaining to prevalent disorders, to explain etiology, predict clinical manifestations, and rationalize clinical nursing interventions. Nursing theoretical perspectives, developmental variables, and current research findings are emphasized throughout.

NSG 531 Adv Physiology and Pathophysiology CREDITS: 3

Students obtain advanced knowledge on selected physiologic and pathophysiologic mechanisms in health and disease across the life span.

NSG 545 Advanced Pharmacology CREDITS: 3

Students examine advanced concepts in pharmacotherapeutics necessary for the nurse practitioner role. Emphasis is placed on the pharmacokinetics and pharmacodynamics of drug classes.

NSG 549 Organizational Behavior & Theory CREDITS: 3

Factors that affect organizational performance are explored. Students analyze and apply the concepts of organizational and leadership behavior and theories in healthcare.

NSG 550 Advanced Health Assessment CREDITS: 2

Students obtain advanced knowledge to perform health histories, as well as developmental, physical, and psychosocial assessments for all systems across the lifespan.

Prereq: NSG 531

NSG 554L Adv Health Assessment & Diagnostics Lab CREDITS: 2

Students develop competence to perform advanced health histories, developmental, physical, and psychosocial assessment for all systems across the life span. Students interpret common diagnostic tests, and perform common clinical procedures used in primary care.

Prereq: NSG 531

NSG 570 Analytical Thinking/Writing Nurse Pract CREDITS: 3

This course focuses on the refinement of analytic thinking and writing. The student will gain knowledge of various writing forms and styles. The student will synthesize and integrate this knowledge to develop professional communications, papers and presentations.

NSG 599 Independent Study in Nursing CREDITS: 3

This course offers students the opportunity to study special topics in nursing based upon the students' needs and interests.

NSG 600 Educational Theory & Practice CREDITS: 3

In this course students explore and critique theories and philosophical foundations of education and instructional design and their applications to education in nursing and healthcare. Students utilize principles of curriculum development, learning theories and instructional design to facilitate learning. Curriculum development is emphasized at institutional level, course level, and individual class level in academic and clinical settings. Students will develop a knowledge base in evidence-based educational practice.

Prereq: NSG 517

NSG 605 Collaborative and Inter-prof Leadership CREDITS: 3

The characteristics, roles, and practices of effective interprofessional teams are explored. The impact of collaboration and interprofessionalism on organizational leadership and clinical outcomes is emphasized.

NSG 609 Instructional Strategies and Evaluation CREDITS: 3

In this course students explore, analyze, and evaluate teaching strategies and assessment as applied to diverse populations. Students select appropriate teaching strategies and evaluation methods for traditional, on-line, and clinical instruction. Class activities offer opportunities to study the uses and limitations of a variety of instructional, assessment and evaluation techniques. Students apply technology tools with a primary focus in either the teaching/learning environment or healthcare practice.

NSG 614 Primary Care Adults and Geriatrics I CREDITS: 3

Students focus on the development of clinical decision making and other knowledge and skills needed to deliver advanced practice healthcare throughout the adult lifespan. Assessment, diagnosis, health promotion and prevention, and management of acute and chronic health issues within primary healthcare environments are emphasized.

Prereq: NSG 550 and NSG 552L

Coreq: NSG 615C

NSG 615C Practicum I: Prim Care Adults and Geri CREDITS: 2

Students develop competence to function in the advanced practice provider role with adults and older adults experiencing acute and chronic conditions.

Coreq: NSG 614

NSG 620 Informatics and Data Management CREDITS: 3

Current and emerging patient care, communication, data management and health information technologies are analyzed. Quantitative data analysis skills are developed and decision support systems are explored.

NSG 624 Primary Care Adults and Geriatrics II CREDITS: 3

This course is a continuation of Primary Care of Adult and Geriatrics I. Students focus on the development of clinical decision making and other knowledge and skills needed to deliver advanced practice healthcare throughout the adult lifespan. Assessment, diagnosis, health promotion and prevention, and management of acute and chronic

collaborative interprofessional teams and designing innovative human resource practices will be emphasized.

NSG 665 Administrative Data and Info Management CREDITS: 3

In this course, students develop expertise in data management and quantitative thinking required for the strategic use of administrative data sets. Students apply quantitative analytical skills to nursing and healthcare systems decision making.

Prereq: NSG 660 and NSG 655

NSG 671C Administrative Residency CREDITS: 3

A capstone administrative experience is supervised by practice experts in nursing and healthcare administration. Competencies essential for the role of the nurse administrator are refined.

Prereq: NSG 509

NSG 675C FNP Preceptorship CREDITS: 4

Students refine history, examination, diagnosis, and management skills related to acute and chronic problems across the life span.

Prereq: NSG 636C

NSG 695 Master's Project CREDITS: 3

This course provides the opportunity for students to integrate knowledge into a scholarly project in their area of interest under the direction of a faculty project advisor. Students identify a problem relevant to nursing, critique relevant literature and develop a plan to promote health, prevent disease or improve nursing practice. This course focuses on the refinement of analytic thinking and writing (pass/fail).

Prereq: NSG 671C or NSG 681C

NSG 696 Integration Evidence in Adv Nrsng Pract CREDITS: 2

Students identify an issue worthy of inquiry relevant to advanced practice nursing. Students critique and integrate evidence based literature to develop and present a scholarly project. Analytic thinking and writing skills are refined.

Coreq: NSG 654

OT 501 Fundamentals of Occupation CREDITS: 3

This course focuses on the history of occupational therapy (OT) and the development of OT philosophy, frames of reference, and theory. OT Practice Framework and activity analysis will be introduced with an overview of the OT process. The course will focus on developing critical thinking, clinical reasoning, and interpersonal skills that are necessary to become an effective and successful occupational therapist. This course will examine the OT's role in health and wellness, the OT/OTA practitioner relationship, OT ethics and the core values of OT practice, as well as the structure and functions of the national and state professional organizations.

Coreq: OT 510 and OT 554

OT 502 Research Methodologies CREDITS: 3

Students critically review and analyze research methods used in healthcare. Emphasis is placed upon the student being able to appraise the literature. Course content introduces scholarly research and provides students with a knowledge base to begin the research process, including evidence-based practice, research methodology, design, data analysis, and interpretation.

OT 510 Use of Occupations in Mental Health CREDITS: 3

This course focuses on principles and intervention techniques used with individuals and populations experiencing a range of psychosocial dysfunction. Topics include models of practice within psychiatric OT practice settings, introduction to therapeutic use of self and the development of communication skills. Creating a list of various assessment tools used in Mental Health settings and practicing group dynamics skills are part of this course. Analysis of evidence-based practice articles concerning mental health issues will be conducted.

Coreq: OT 501 and OT 554

OT 520 Humans in Motion CREDITS: 3

This comprehensive lecture and laboratory study analyzes normal human motion through task analysis. Students learn through hands-on laboratory sessions to enhance lectures and reading materials. Students are expected to have previous knowledge of human anatomy, specifically the musculoskeletal and nervous systems.

Prereq: BIO 521

Coreq: OT 520L

OT 520L Humans in Motion Lab CREDITS: 0

This comprehensive lecture and laboratory study analyzes normal human motion through task analysis. Students learn through hands-on laboratory sessions to enhance lectures and reading materials. Students are expected to have previous knowledge of human anatomy, specifically the musculoskeletal and nervous systems.

Coreq: OT 520

OT 531 Occupational Response Pathological Cond CREDITS: 3

This course explores the many different pathological conditions that can affect human beings. Attention is placed on the effect of occupation as a result of developing various conditions. The holistic approach to medicine is applied to each disease process. Students will examine how OT can help improve the quality of life for individuals now faced with physical/mental challenges.

Coreq: OT 554

OT 540 Occupation Using Adaptations CREDITS: 3

This course provides students multiple opportunities to explore and experience the gamut of technology as it applies to occupational therapy intervention and practice. Students will explore different resources that supply adaptive equipment and technology and the necessary forms/steps required for reimbursement of such devices. Students will examine a myriad of adaptive devices as well as learn the use, application, and how to design/create splints. On-site visitation to prosthetic/orthotic manufacturer and state center for the evaluation of adaptive equipment (high and low tech) use by clients is included in this course.

Prereq: OT 531

OT 554 Fieldwork I-A Mental Health CREDITS: 1

Students are provided clinical experiences, supervised by professionals in mental health settings. Placements are designed to enrich classroom learning through direct observation and participation in treatment and intervention. Roles are assigned by program faculty and on-site supervisors. Students will document observations and

interactions using reflective journal entries and structured assignments.

Coreq: OT 501 and OT 510 and OT 531

OT 555 Fieldwork I-B CREDITS: 1

Students engage consumers in community-based settings to explore issues concerning occupational therapy intervention within a variety of service populations (e.g. disability camps, shelters, adult day centers, elderly driving programs, etc.). Placements are designed to enrich classroom learning through direct observation and participation. Students document interactions in journals and assignments.

Coreq: OT 670

OT 556 Fieldwork 1-C (Pediatric) CREDITS: 1

Students engage consumers in pediatric settings (e.g. early intervention, schools, clinics, etc) to explore issues concerning occupational therapy intervention. Placements are designed to enrich classroom learning through hands-on experiences. Students are supervised by occupational therapy personnel. Students will document interactions in structured assignments.

Coreq: OT 602

OT 557 Fieldwork 1-D (Geriatric) CREDITS: 1

Students are provided clinical experiences supervised by occupational therapy personnel in adult and geriatric settings (e.g. clinics, hospitals, nursing homes, home health agencies) to explore issues concerning occupational therapy intervention. Placements are designed to enhance classroom learning through hands-on experiences. Students will document interactions in structured assignments.

Prereq: OT 602

Coreq: OT 603

OT 560 Client Advocacy/Public Policy CREDITS: 3

This course will introduce the student to various governmental agencies and regulations impacting the practice of healthcare today. Understanding how a bill becomes law and effective lobbying techniques will be explored. How to advocate for a client in various settings and situations will be assessed.

OT 599 Independent Study in Occupational Therapy CREDITS: 1

This course offers students the opportunity to study special topics within the practice of occupational therapy based upon the student's needs and interests. This course is repeatable.

OT 602 Occupations through the Lifespan I CREDITS: 4

This course incorporates knowledge, skills, methods, attitudes and judgments required to participate in OT programs in pediatrics. Lectures and lab activities will teach OT students to explore and study methods for evaluation, interpretation, and treatment techniques with the pediatric population in a variety of settings. Culture, politics, ethics, legal, socioeconomic and spiritual issues/needs will be addressed through case study, diagnosis related research, evaluation/assessment research and treatment strategies.

Prereq: OT 560

Coreq: OT 552 and OT 556 and OT 602L

OT 602L Occupations through the Lifespan I Lab CREDITS: 0

Coreq: OT 602

OT 603 Occupations through the Lifespan II CREDITS: 4

This course reviews theories of aging, occupational therapy specific assessment tools and intervention techniques, and issues of family dynamics. This course also focuses on patient and family education with an emphasis on a multiplicity of diagnoses. Students will learn to understand the attitudes, beliefs and values of the healthy and non-healthy aging population and relationships within their communities (socioeconomic, spiritual, cultural).

Prereq: OT 602

Coreq: OT 557 and OT 603L

OT 603L Occupations through the Lifespan II Lab CREDITS: 0

Coreq: OT 603

OT 610 Clinical Reasoning CREDITS: 3

This course challenges the student to view, develop, and use clinical reasoning skills on both the micro (individual consumer) and the macro (community) levels. Content addresses case study practice situations in concert with actual clients with whom they may be working during their fieldwork. Each student will recognize and prioritize problems and the full range of potential solutions from the client's point of view while considering the ramifications of different courses of action. Through classroom discussions and onsite interviews with clients and agency representatives, students will analyze pertinent issues to understand client outcomes.

OT 615 Client Care Techniques CREDITS: 3

The student will develop skills in client care techniques used in occupational therapy interventions. These interventions include self-care, occupational tasks of daily living, orthoses, prosthetics, adaptive devices, adaptation principles and applications for a myriad of needs and settings. Theoretical frames of reference and a wide range of assessment and treatment tools and techniques are addressed. This course affords the student opportunities to engage in the initiation of and practice with assessment tools and adaptive intervention techniques.

Coreq: OT 615L

OT 615L Client Care Techniques Lab CREDITS: 0

The student will develop skills in client care techniques used in occupational therapy interventions. These interventions include self-care, occupational tasks of daily living, orthoses, prosthetics, adaptive devices, adaptation principles and applications for a myriad of needs and settings. Theoretical frames of reference and a wide range of assessment and treatment tools and techniques are addressed. This course affords the student opportunities to engage in the initiation of and practice with assessment tools and adaptive intervention techniques.

Coreq: OT 615

OT 629 Research Project Decisions I CREDITS: 1

This course is the second of a four part series in which the student designs and conducts the research project.

Prereq: OT 502

OT 630 Research Project Design CREDITS: 2

This course introduces the student to the process of designing a research study. The student will identify a topic of interest, develop a research question, conduct a literature

review, and identify the appropriate method to address the research question.

Prereq: IDS 502

OT 631 Research Project Decisions CREDITS: 3

This course enables the student to participate in the process of designing a research study. The student will identify their topic of interest, develop their research question, conduct an extensive literature review, and identify the most appropriate method to collect the data required to answer their research question.

OT 632 Research Project Decisions II CREDITS: 2

This course is the second of a four part series in which the student designs and conducts the research project.

Prereq: OT 629

OT 635 Program Development CREDITS: 3

This course prepares the student to develop, alter or enhance OT programs in a wide variety of practice settings. Significant program designs, methods to implement these designs, and procedures for their evaluation from a business perspective will be explored. The student will design services that address cultural, political, ethical, legal, socioeconomic, and spiritual issues.

OT 640 Topics in Administration CREDITS: 2

This course will introduce the student to elements of the business world as it relates to the delivery of occupational therapy services. Using the principles of business management, the student will be challenged to critically think in the role of a manager of a clinic of his/her own design.

Prereq: OT 635

OT 650 Research Project Implementation CREDITS: 3

In this course the student will implement the plan for the research study developed in OT 630. The student will fine-tune his/her design, collect data, analyze and interpret results, and present findings.

Prereq: OT 630

OT 670 Occupational Fitness for Life CREDITS: 2

This course will introduce the student to the concept of a healthy lifestyle through the lifespan. The importance of nutrition and exercise will be examined. Occupations for all age groups to engage in for leisure and exercise will be explored. Students will critique their own lifestyle and balance of work, rest and play. The concept of wellness will be assessed throughout the lifespan exploring the effects on an individual's occupations when faced with the expected difficulties presented by aging, illness, and/or infirmities.

Coreq: OT 555

OT 682 OT Fieldwork II-A CREDITS: 8

The student uses accumulated academic, laboratory, and Level I fieldwork experiences in progression toward entry level occupational therapy competence. The student engages in clinical activities in facilities providing occupational therapy services to varied individuals, groups and populations across the life span. Provides increased opportunities to demonstrate skills in clinical reasoning and professionalism. Evaluation is pass/fail.

OT 692 OT Fieldwork II-B CREDITS: 8

The student uses accumulated academic, laboratory, and Level I fieldwork experiences in

progression toward entry level occupational therapy competence. The student engages in clinical activities in facilities providing occupational therapy services to varied individuals, groups and populations across the life span. Provides increased opportunities to demonstrate skills in clinical reasoning and professionalism. Evaluation is pass/fail.

Prereq: OT 682

OT 695 Professional Seminar CREDITS: 1

Students meet in the academic setting to discuss essential professional activities: resume writing, employment interviewing, contract negotiation, issues of supervision, and registry examination preparation.

Prereq: OT 692

OTA 110 Human Movement for Occupation I CREDITS: 1

This course introduces students to the following foundations of human movement: osteology, arthrology, myology, neurology, arthrokinematics, and biomechanics. Students begin to analyze occupational performance based on their knowledge of human body systems.

OTA 120 Foundations of the Profession I CREDITS: 3

This course provides an orientation to the profession of occupational therapy in the context of current and emerging practice areas. An overview of the history, philosophy, ethics, tenets, and core values of the profession is presented. Students are introduced to the concepts of theory, models, frames of reference, and client-centered practice.

OTA 130 Human Movement for Occupation II CREDITS: 3

This course provides students with a broader perspective into the foundations of human movement. Students apply foundation topics presented in Human Movement for Occupation I to specific muscles of the human body, and perform in-depth occupational analysis. Basic pathological conditions related to each area of the body are presented.

Prereq: OTA 110

Coreq: OTA 130L and OTA 140

OTA 130L Human Movement for Occupation II Lab CREDITS: 0

This course provides students with a broader perspective into the foundations of human movement. Students apply foundation topics presented in Human Movement for Occupation I to specific muscles of the human body, and perform in-depth occupational analysis. Basic pathological conditions related to each area of the body are presented.

Coreq: OTA 130

OTA 140 Foundations of the Profession II CREDITS: 3

This course builds on topics presented in Foundations of the Profession I. Additional topics include basic patient care skills, evidence-based practice, activity analysis, management, professional development, and the application of the current Occupational Therapy Practice Framework: Domain and Process (OTPF). The practice environment, the roles of health care professionals, and a variety of influences on occupational performance are examined and discussed. The impact of culture, learning styles, and self-awareness is also explored.

Prereq: OTA 120

Coreq: OTA 130

OTA 170 Behavioral Health - Principles and Techn CREDITS: 3

In this course, students learn the roles of occupational therapy practitioners working with individuals who have behavioral health challenges. Frames of reference, basic group process skills, therapeutic use of self, and various intervention techniques are presented as they apply across settings and populations.

Prereq: ((OTA 120 and PSY 120) or (PSY 101 and PSY 220))

Coreq: OTA 170C and OTA 170L

OTA 170C Behavioral Health Fieldwork - Level I CREDITS: 1

In this course, students observe and interact with individuals with behavioral health challenges. Students are assigned to diverse settings that provide a variety of behavioral health services. On-site supervision is provided at each setting. In addition to observation, students are provided with opportunities to develop communication skills and professional behaviors.

Coreq: OTA 170

OTA 170L Behavioral Health - Principles Techn Lab CREDITS: 0

In this course, students learn the roles of occupational therapy practitioners working with individuals who have behavioral health challenges. Frames of reference, basic group process skills, therapeutic use of self, and various intervention techniques are presented as they apply across settings and populations.

Coreq: OTA 170

OTA 201L Therapeutic Media Lab CREDITS: 1

This course examines therapeutic use of purposeful and meaningful occupations with diverse client populations. Students learn how to design, select, and complete goal directed client-centered activities.

Prereq: OTA 140

OTA 203 Pathologic Conditions - Effects on Occup CREDITS: 2

This course presents selected pathological conditions across the lifespan and their effects on occupational performance. Students explore the holistic process and begin to explore the role of occupational therapy during intervention.

Prereq: OTA 130

OTA 220 Pediatrics - Principles and Techniques CREDITS: 4

This course examines the developmental process from birth to adolescence. Students explore pediatric diagnoses and related effects on development and occupations. Theories and practice models/frames of reference are examined and applied to guide the evaluation and intervention processes. Laboratory activities reflect current and emerging intervention processes and techniques.

Prereq: OTA 201L and OTA 203

Coreq: OTA 220C and OTA 220L and OTA 255

OTA 220C Pediatric Fieldwork - Level I CREDITS: 1

In this course, students observe and provide hands-on services in pediatric occupational therapy settings, under the supervision of experienced occupational therapy personnel and other healthcare practitioners. Students continue to develop communication skills and professional behaviors through interactions with clients, families, healthcare

practitioners, and facility staff.

Prereq: OTA 201L and OTA 203

Coreq: OTA 220 and OTA 220L

OTA 220L Pediatrics - Principles and Techniques L CREDITS: 0

This course examines the developmental process from birth to adolescence. Students explore pediatric diagnoses and related effects on development and occupations. Theories and practice models/frames of reference are examined and applied to guide the evaluation and intervention processes. Laboratory activities reflect current and emerging intervention processes and techniques.

Prereq: OTA 201L and OTA 203

Coreq: OTA 220 and OTA 220C

OTA 235 Physical Dysfunction - Princ/Techniques CREDITS: 5

This course examines the occupational performance of young adult to geriatric clients with physical dysfunctions. Students explore a variety of medical conditions and related effects on occupations. Theories and practice models/frames of reference are examined and applied to guide the evaluation and intervention processes. Laboratory activities reflect current and emerging intervention processes and techniques.

Prereq: OTA 201L and OTA 203

Coreq: OTA 235C and OTA 255

OTA 235C Adult/Geriatric Fieldwork - Level I CREDITS: 1

In this course, students observe and provide hands-on services in adult/geriatric occupational therapy settings, under the supervision of experienced occupational therapy personnel and other healthcare practitioners. Students continue to develop communication skills and professional behaviors through interactions with clients, families, healthcare practitioners, and facility staff.

Prereq: OTA 201L and OTA 203

Coreq: OTA 235

OTA 235L Physical Dysfunction - P&T Lab CREDITS: 0

This course examines the occupational performance of young adult to geriatric clients with physical dysfunctions. Students explore a variety of medical conditions and related effects on occupations. Theories and practice models/frames of reference are examined and applied to guide the evaluation and intervention processes. Laboratory activities reflect current and emerging intervention processes and techniques.

OTA 255 Assistive Technology CREDITS: 2

This course provides opportunities to explore and experience various assistive technology as it applies to Occupational Therapy intervention and practice. Students learn to grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client.

Prereq: OTA 201L and OTA 203

Coreq: OTA 220 and OTA 235

OTA 255L Assistive Technology Lab CREDITS: 0

This course provides opportunities to explore and experience various assistive technology as it applies to Occupational Therapy intervention and practice. Students learn to grade and adapt the environment, tools, materials, occupations, and

interventions to reflect the changing needs of the client.

OTA 270C Fieldwork - Level II-A

CREDITS: 6

In this course, students develop the skills of a competent, entry-level, generalist occupational therapy assistant (OTA). Students have the opportunity to provide Occupational Therapy (OT) services under the supervision of an experienced OT practitioner. The fieldwork experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role and to develop professionalism and competence in career responsibilities.

Prereq: OTA 255

Coreq: OTA 285

OTA 271C Fieldwork - Level II-B

CREDITS: 6

In this course, students develop the skills of a competent, entry-level, generalist occupational therapy assistant (OTA). Students have the opportunity to provide Occupational Therapy (OT) services under the supervision of an experienced OT practitioner. The fieldwork experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role and to develop professionalism and competence in career responsibilities.

Prereq: OTA 255

OTA 285 Professional Seminar

CREDITS: 1

This capstone course prepares students for the national certification exam and the application process for state licensure. This course also addresses students' readiness for entry-level practice, responsibilities to the profession, and the requirements for maintaining professional credentials.

Prereq: OTA 255

Coreq: OTA 270C

PBH 350 Principles Public Health

CREDITS: 3

A comprehensive introduction to public health concepts and practice is provided by examining the philosophy, purpose, history, organization, functions, tools, activities and results of public health practice at the national, state, and community levels. Important health issues and problems facing the public health system are addressed.

PBH 370 Fundamentals of Epidemiology

CREDITS: 3

Students focus on the concepts and methods of epidemiology and its application to public health and clinical practice. The epidemiological approach is utilized to understand disease mechanisms, measure population health, and develop interventions designed to modify and improve health. The application of basic epidemiology measures is used to draw appropriate inferences from epidemiological data.

PBH 399 Special Topics in Public Health

CREDITS: 1

Students engage in supervised study related to public health. The student prepares a written report on a public health topic affecting a population, and presents the report findings in an online format. Prior to enrolling in the course, the student must receive approval from the Health Sciences Program Director.

PBH 415 Population Health Management

CREDITS: 3

Students examine the definition, measurement, economic concepts, ethics, policies, and issues in population health management. The multiple determinants of health including medical care, socioeconomic status, physical environment, individual behavior and their

interactions are discussed. Students explore the various theories of health promotion and clinical prevention and the importance of providing appropriate healthcare that is sensitive to diverse populations.

PBH 425 Environmental Health CREDITS: 3

Students examine health issues, scientific understanding of causes, and approaches to control environmental health problems. Topics include: how the human body reacts to environmental agents; physical, chemical, and biological agents of environmental contamination; solid and hazardous waste; risk management; scientific basis for policy decisions; and emerging global environmental health problems.

PBH 499 Special Topics in PBH: Interventions CREDITS: 1

Students engage in a supervised study related to public health. The student develops a public health intervention, prepares a written proposal, and presents the proposed intervention in an online format. Prior to enrolling in the course, the student must receive approval from the Health Sciences Program Director.

Prereq: PBH 399

PHA 506 Clinical Medicine I CREDITS: 4

This course is the first in a sequence of four courses that will examine diseases and disorders commonly encountered in primary care practice. This course is designed to enable PA students to acquire and refine knowledge and skills necessary for effective, safe, and patient-centered management in the delivery of primary care to patients. An organ system approach will be used in conjunction with the MSPA course of study. Each disease or disorder will be analyzed in terms of epidemiology, pathophysiology, genetics and/or molecular mechanism, presenting signs and symptoms, physical exam findings, differential diagnosis, diagnostic studies, treatment and/or management, referral, patient education, and sequelae. Special attention will be given to the clinical application of information.

PHA 507 Clinical Medicine II CREDITS: 4

This course is the second in a sequence of four courses that will examine diseases and disorders commonly encountered in primary care practice. This course is designed to enable PA students to acquire and refine knowledge and skills necessary for effective, safe and patient-centered management in the delivery of primary care to patients. An organ system approach is used in conjunction with the MSPA course of study. Each disease or disorder is described in terms of the epidemiology, pathophysiology, genetic and/or molecular mechanism, presenting signs and symptoms, physical exam findings, differential diagnosis, diagnostic studies, treatment and/or management, referral, patient education, and sequelae. Special attention will be given to clinical application of information.

Prereq: PHA 506

PHA 508 Clinical Medicine III CREDITS: 4

This course is the third in a sequence of four courses that will examine diseases and disorders commonly encountered in primary care practice. This course is designed to enable PA students to acquire and refine knowledge and skills necessary for effective, safe and patient-centered management in the delivery of primary care to patients. An organ system approach is used in conjunction with the MSPA course of study. Each disease or disorder is described in terms of the epidemiology, pathophysiology, genetic and/or molecular mechanism, presenting signs and symptoms, physical exam findings, differential diagnosis, diagnostic studies, treatment and/or management, referral, patient

education, and sequelae. Special attention will be given to clinical application of information.

Prereq: PHA 507

PHA 509 Clinical Medicine IV CREDITS: 2

This course is the fourth in a sequence of four courses that will examine diseases and disorders commonly encountered in primary care practice. This course is designed to enable PA students to acquire and refine knowledge and skills necessary for effective, safe and patient-centered management in the delivery of primary care to patients. An organ system approach is used in conjunction with the MSPA course of study. Each disease or disorder is described in terms of the epidemiology, pathophysiology, genetic and/or molecular mechanism, presenting signs and symptoms, physical exam findings, differential diagnosis, diagnostic studies, treatment and/or management, referral, patient education, and sequelae. Special attention will be given to clinical application of information.

Prereq: PHA 508

PHA 514 Clinical Pathophysiology I CREDITS: 2

This is the first in a sequence of three classes designed to provide a conceptual understanding of pathophysiology as a basis for future clinical practice. Building on knowledge from normal anatomy and physiology, the course presents pathophysiological principles such as clinical manifestations and alterations in physiological functions in organ systems. Analysis and interpretation of common laboratory testing will be examined relative to the pathophysiological principles and concepts. The course follows an organ system approach in conjunction with the MSPA plan of study.

PHA 515 Clinical Pathophysiology II CREDITS: 2

This is the second in a sequence of three classes designed to provide a conceptual understanding of pathophysiology as a basis for future clinical practice. Building on knowledge from normal anatomy and physiology, the course presents pathophysiological principles such as clinical manifestations and alterations in physiological functions in organ systems. Analysis and interpretation of common laboratory testing will be examined relative to the pathophysiological principles and concepts. The course follows an organ system approach in conjunction with the MSPA plan of study.

Prereq: PHA 514

PHA 516 Clinical Pathophysiology III CREDITS: 2

This is the third in a sequence of three classes designed to provide a conceptual understanding of pathophysiology as a basis for future clinical practice. Building on knowledge from normal anatomy and physiology, the course presents pathophysiological principles such as clinical manifestations and alterations in physiological functions in organ systems. Analysis and interpretation of common laboratory testing will be examined relative to the pathophysiological principles and concepts. The course follows an organ system approach in conjunction with the MSPA plan of study.

Prereq: PHA 515

PHA 525 Clinical Skills I CREDITS: 4

This course is the first of four courses focusing on clinical knowledge, skills, and attitudes necessary for the physician assistant in primary care practice. Students participate in clinical and simulated-patient experiences with emphasis on therapeutic communication, medical history, and the physical exam. Relevant Clinical Laboratory Improvement

Amendments (CLIA) waived tests are included.

Coreq: PHA 525L

PHA 525L Clinical Skills I Lab CREDITS: 0

This course is the first of four courses focusing on clinical knowledge, skills, and attitudes necessary for the physician assistant in primary care practice. Students participate in clinical and simulated-patient experiences with emphasis on therapeutic communication, medical history, and the physical exam. Relevant Clinical Laboratory Improvement Amendments (CLIA) waived tests are included.

Coreq: PHA 525

PHA 526 Clinical Skills II CREDITS: 4

This course is the second of four courses focusing on clinical knowledge, skills, and attitudes necessary for the physician assistant in primary care practice. Students participate in clinical and simulated-patient experiences with emphasis on therapeutic communication, medical history, and the physical exam. Relevant Clinical Laboratory Improvement Amendments (CLIA) waived tests are included.

Prereq: PHA 525

Coreq: PHA 526L

PHA 526L Clinical Skills II Lab CREDITS: 0

This course is the second of four courses focusing on clinical knowledge, skills, and attitudes necessary for the physician assistant in primary care practice. Students participate in clinical and simulated-patient experiences with emphasis on therapeutic communication, medical history, and the physical exam. Relevant Clinical Laboratory Improvement Amendments (CLIA) waived tests are included.

Coreq: PHA 526

PHA 527 Clinical Skills III CREDITS: 2

This course is the third of four courses focusing on clinical knowledge, skills, and attitudes necessary for the physician assistant in primary care practice. Students participate in clinical and simulated-patient experiences with emphasis on therapeutic communication, medical history, and the physical exam. Relevant Clinical Laboratory Improvement Amendments (CLIA) waived tests are included.

Prereq: PHA 526

Coreq: PHA 527L

PHA 527L Clinical Skills III Lab CREDITS: 0

This course is the third of four courses focusing on clinical knowledge, skills, and attitudes necessary for the physician assistant in primary care practice. Students participate in clinical and simulated-patient experiences with emphasis on therapeutic communication, medical history, and the physical exam. Relevant Clinical Laboratory Improvement Amendments (CLIA) waived tests are included.

Coreq: PHA 527

PHA 529 Clinical Skills IV CREDITS: 4

This course is the fourth of four courses focusing on clinical knowledge, skills, and attitudes necessary for the physician assistant in primary care practice. Students participate in clinical and simulated-patient experiences with emphasis on therapeutic communication, medical history, and the physical exam. Relevant Clinical Laboratory

Improvement Amendments (CLIA) waived tests are included.

Prereq: PHA 527

Coreq: PHA 529L

PHA 529L Clinical Skills IV Lab CREDITS: 0

This course is the fourth of four courses focusing on clinical knowledge, skills, and attitudes necessary for the physician assistant in primary care practice. Students participate in clinical and simulated-patient experiences with emphasis on therapeutic communication, medical history, and the physical exam. Relevant Clinical Laboratory Improvement Amendments (CLIA) waived tests are included.

Coreq: PHA 529

PHA 533 Behavioral Medicine I CREDITS: 2

This course is designed to foster the development and application of knowledge concerning the interrelationships of health, illness, culture and behavior for prevention, diagnosis, treatment, and health promotion for both the individual and the community.

PHA 534 Behavioral Medicine II CREDITS: 1

This course is the second of two courses designed to foster the development and application of knowledge concerning the interrelationship of health, illness, culture, and behavior for disease prevention, diagnosis, treatment, and health promotion. Behavior Medicine II focuses on public health concerns, health policy, and disease prevention and health promotion guidelines across the lifespan.

Prereq: PHA 533

PHA 538 Research & Evidence-Based Practice CREDITS: 2

In this course, students focus on utilization of new knowledge and evidence to provide quality healthcare, initiate change and improve healthcare practice. Emphasis is placed on problem identification, evaluation of evidence, and awareness of patient management and practice outcomes. Students develop skill in accessing, assessing and applying current research to healthcare practice.

PHA 541 Clinical Pharmacotherapeutics I CREDITS: 2

This is the first in a sequence of three courses designed to provide a solid foundation in pharmacokinetics and pharmacological and non-pharmacological interventions. This course combines the disciplines of traditional pharmacology, pharmacokinetics, and clinical pharmacotherapeutics. The course will enable PA students to acquire and refine the knowledge and skills necessary for the effective, safe and cost-effective management in the delivery of patient care. Included in this course are the principles of pharmacokinetics and pharmacodynamics; the mechanism of action, toxicities, and interactions; and medical therapeutics of specific drugs and drug groups. This course will follow an organ system approach in conjunction with the MSPA plan of study. This course fulfills a portion of the State of Virginia's requirements for Physician Assistants to apply for prescriptive authority.

PHA 542 Clinical Pharmacotherapeutics II CREDITS: 2

This is the second in a sequence of three courses designed to provide a solid foundation in pharmacokinetics and pharmacological and non-pharmacological interventions. This course combines the disciplines of traditional pharmacology, pharmacokinetics, and clinical pharmacotherapeutics. The course will enable PA students to acquire and refine the knowledge and skills necessary for the effective, safe and cost-effective management in the delivery of patient care. Included in this course are the principles of

pharmacokinetics and pharmacodynamics; the mechanism of action, toxicities, and interactions; and medical therapeutics of specific drugs and drug groups. This course will follow an organ system approach in conjunction with the MSPA plan of study. This course fulfills a portion of the State of Virginia's requirements for Physician Assistants to apply for prescriptive authority.

Prereq: PHA 541

PHA 545 Clinical Pharmacotherapeutics III CREDITS: 1

This is the third in a sequence of three courses designed to provide a solid foundation in pharmacokinetics and pharmacological and non-pharmacological interventions. This course combines the disciplines of traditional pharmacology, pharmacokinetics, and clinical pharmacotherapeutics. The course will enable PA students to acquire and refine the knowledge and skills necessary for the effective, safe and cost-effective management in the delivery of patient care. Included in this course are the principles of pharmacokinetics and pharmacodynamics; the mechanism of action, toxicities, and interactions; and medical therapeutics of specific drugs and drug groups. This course will follow an organ system approach in conjunction with the MSPA plan of study.

Prereq: PHA 541

PHA 551 Introduction to Master's Project I CREDITS: 1

In this course, students will continue to apply the knowledge learned in PHA 530 towards the completion of a Master's Project. Students will take the concepts learned and begin to apply them to focused clinical questions. The Master's project will consist of a written paper and oral presentation of a brief, classical presentation of a patient case that elicits the clinical question, the search strategy utilized, the evidence chosen for the search and the critical appraisal of the evidence. The student will answer the clinical question based on the evidence as it relates to their particular patient's case and draw conclusions based on the literature.

PHA 552 Introduction to Master's Project II CREDITS: 1

In this course, students will continue to apply the knowledge learned in PHA 551 towards the completion of a Master's project. Students will take the concepts learned and begin to apply them to focused clinical questions. The Master's project will consist of a written paper and oral presentation of a brief, classical presentation of a patient case that elicits the clinical question, the search strategy utilized, the evidence chosen for the search and the critical appraisal of the evidence. The student will answer the clinical question based on the evidence as it relates to their particular patient's case and draw conclusions based on the literature.

Prereq: PHA 551

PHA 553 Introduction to Master's Project III CREDITS: 1

In this course, students will continue to apply the knowledge learned in PHA 552 towards the completion of a Master's Project. Students will take the concepts learned and begin to apply them to focused clinical questions. The Master's project will consist of a written paper and oral presentation of a brief, classical presentation of a patient case that elicits the clinical question, the search strategy utilized, the evidence chosen for the search and the critical appraisal of the evidence. The student will answer the clinical question based on the evidence as it relates to their particular patient's case and draw conclusions based on the literature.

Prereq: PHA 552

PHA 554 Introduction to Master's Project IV CREDITS: 1

In this course, students will continue to apply the knowledge learned in PHA 553 towards the completion of a Master's Project. Students will take the concepts learned and begin to apply them to focused clinical questions. The Master's project will consist of a written paper and oral presentation of a brief, classical presentation of a patient case that elicits the clinical question, the search strategy utilized, the evidence chosen for the search and the critical appraisal of the evidence. The student will answer the clinical question based on the evidence as it relates to their particular patient's case and draw conclusions based on the literature.

Prereq: PHA 553

PHA 575 Independent Study CREDITS: 1

This course is designed to enable Physician Assistant students to remediate course material. The material to be covered in this course will be determined by the course instructor based on the areas of weakness in the MSPA course and will be stated in the expanded course syllabus.

PHA 601 Internal Medicine I Clinical Rotation CREDITS: 3

This four week required rotation is designed to provide the student with an understanding of internal medicine as practiced in the inpatient or outpatient setting. The rotation provides students an opportunity to develop skills in the prevention, assessment, diagnosis, management, and treatment of acute and chronic medical problems commonly encountered in the internal medicine setting.

PHA 602 Internal Medicine II Clinical Rotation CREDITS: 3

This four week required rotation is a continuation of PHA 601 and is designed to provide the student with an understanding of internal medicine as practiced in the inpatient or outpatient setting. The rotation provides students an opportunity to develop skills in the prevention, assessment, diagnosis, management, and treatment of acute and chronic medical problems commonly encountered in the internal medicine setting.

PHA 603 Primary Care I Clinical Rotation CREDITS: 3

This required rotation is designed to provide the student with an understanding of primary care as practiced in the inpatient or outpatient setting. The rotation provides students an opportunity to develop skills in the prevention, assessment, diagnosis, management, and treatment of acute and chronic medical problems commonly encountered in the primary care setting.

PHA 604 Primary Care II Clinical Rotation CREDITS: 3

This four week required rotation is a continuation of PHA 603 and provides the student with an understanding of primary care as practiced in the inpatient or outpatient setting. The rotation provides students an opportunity to develop skills in the prevention, assessment, diagnosis, management, and treatment of acute and chronic medical problems commonly encountered in the primary care setting.

PHA 605 Pediatric Medicine Clinical Rotation CREDITS: 3

This four week required rotation is designed to provide the student with an understanding of pediatrics as practiced in the inpatient or outpatient setting. The rotation provides students an opportunity to develop skills in the prevention, assessment, diagnosis, management, and treatment of acute and chronic medical problems commonly encountered in the pediatric setting.

PHA 606 Women's Health Clinical Rotation CREDITS: 3

This four week required rotation is designed to provide the student with an understanding of common obstetrics, gynecology and other women's health specific conditions as practiced in the hospital or non-hospital outpatient setting. The rotation will provide students an opportunity to develop skills in the prevention, assessment, diagnosis, management, and treatment of acute and chronic medical problems commonly encountered in practice.

PHA 607 General Orthopedics Clinical Rotation CREDITS: 3

This four week required rotation is designed to provide the student with an understanding of general orthopedics as practiced in the inpatient or outpatient setting. The rotation will provide students an opportunity to develop skills in the prevention, assessment, diagnosis, management, and treatment of acute and chronic medical problems commonly encountered in the orthopedic setting.

PHA 608 General Surgery Clinical Rotation CREDITS: 3

This four week required rotation is conducted in both clinical and hospital settings. The rotation is designed to provide the student with an understanding of general surgery as practiced in the hospital setting. The rotation will provide students an opportunity to develop skills in the diagnosis, treatment, and management of both the inpatient and outpatient surgical patient.

PHA 609 Psychiatry/Behavioral Med Clin Rotation CREDITS: 3

This four week required rotation is designed to provide the student with an understanding of psychiatry as practiced in the inpatient or outpatient setting. The rotation will provide students an opportunity to develop skills in the assessment, diagnosis, management, and treatment of acute and chronic medical problems commonly encountered in the psychiatry setting.

PHA 611 Emergency Medicine Clinical Rotation CREDITS: 3

This four week required rotation is designed to provide the student with an understanding of emergency medicine as practiced in a hospital-based emergency department. The rotation will provide students an opportunity to develop skills in the assessment, diagnosis, management, and treatment of common emergency, urgent, and non-urgent medical problems that present to the emergency room.

PHA 612 Elective Clinical Rotation I CREDITS: 3

This four week elective rotation is designed to provide the student an opportunity to pursue an area of personal interest, including medical subspecialties, medical education, health administration, and research. The student may also use this rotation to strengthen skills in a required area. The final decision on elective course content will be at the discretion of the PA Program Clinical Coordinator.

PHA 613 Elective Clinical Rotation II CREDITS: 3

This four week elective rotation is designed to provide the student an opportunity to pursue an area of personal interest, including medical subspecialties, medical education, health administration, and research. The student may also use this rotation to strengthen skills in a required area. The final decision on elective course content will be at the discretion of the PA Program Clinical Coordinator.

PHA 621 Master's Capstone CREDITS: 4

This course provides each student the opportunity to formally present the results of his/her individual EBM research completed during PHA 551-554. In addition, the course will provide an intensive review of common diseases and conditions of organ systems as

outlined in the National Commission on the Certification of Physician Assistant's content blueprint for the Physician Assistant National Certification Exam. Knowledge and skills related to patient history and physical, diagnostics, differential diagnosis, clinical therapeutics, health maintenance and scientific concepts will also be reviewed. Program faculty will facilitate self-directed learning approaches to exam preparation.

Prereq: PHA 554

PHL 115 Foundations of Ethics CREDITS: 3

This course provides an introduction to the main branches of the philosophical field of ethics. Content consists of the main theories and debates in (1) metaethics, (2) normative ethics, and (3) applied/practical ethics including bioethics. Students become familiar with various ethical positions and perspectives as well as the arguments given in support of those views. Additionally, students learn to think critically about arguments and positions within theoretical and practical ethics.

PHL 116 Introduction to Philosophy CREDITS: 3

Students receive an overview of the enduring issues and problems in philosophy as they have been formulated and evaluated in the works of ancient, modern, and contemporary philosophers from all traditions.

PHL 215 Bioethics CREDITS: 3

This course focuses on the field of bioethics, including the study of theoretical approaches in bioethics, principles and historical precedents in bioethics, legal aspects, and methods applicable to practical ethical decision making regarding bioethical issues, dilemmas, and problems. Examination of ethical and legal issues in landmark and contemporary cases build a foundation for clinical application.

PHL 320 World Religions CREDITS: 3

In this course students develop knowledge of the diversity of world religions, the origins of religions and an understanding of the basic tenants of the major religions. In keeping with the multicultural focus of this course, students are expected to engage in a cross-cultural analysis and focus on contemporary features of selected world religions.

Prereq: IDS 215 or SOC 213

PHY 110 Physics for Health Sciences CREDITS: 4

This one semester course is designed as an introduction to underlying physical principles applied in the study the human body. Students of health sciences use mechanics, energy conservation, and the study of liquids and gases to model skeletal-muscular interactions, circulation, and respiration. This course does not satisfy requirements for graduation with a B.S. in Biomedical Sciences.

Coreq: PHY 110L

PHY 110L Physics for Health Sciences Lab CREDITS: 0

This one semester course is designed as an introduction to underlying physical principles applied in the study the human body. Students of health sciences use mechanics, energy conservation, and the study of liquids and gases to model skeletal-muscular interactions, circulation, and respiration. This course does not satisfy requirements for graduation with a B.S. in Biomedical Sciences.

Coreq: PHY 110

PHY 201 General Physics I CREDITS: 4

This course is the first of a two-semester lecture and laboratory study of general physics. The course is designed to present the fundamental principles of physics with emphasis

on classical mechanics, gravitation, special relativity and elements of quantum mechanics. The laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory will require students to be involved in experimentation that measure basic principles of physics. The laboratory will involve quantitative measurements that require a fundamental working knowledge of algebra and equations that are essential to general physics.

Prereq: MTH 165 or MTH 170

Coreq: PHY 201L

PHY 201L General Physics I Laboratory CREDITS: 0

The laboratory will require students to be involved in experimentation that measure basic principles of physics. The laboratory will involve quantitative measurements that require a fundamental working knowledge of algebra and equations that are essential to general physics.

Coreq: PHY 201

PHY 202 General Physics II CREDITS: 4

This course is the second of a two-semester lecture and laboratory study of general physics. It is a continuation of the topics considered during the first semester of physics. Emphasis will be placed on an introduction to the basic concepts and fundamental principles of electricity, magnetism, optics, wave mechanics and modern physics. The laboratory will require students to be involved in experimentation that measure basic principles of physics as defined during lectures. The laboratory will involve quantitative measurements that require a fundamental working knowledge of algebra and equations that are essential to general physics.

Prereq: PHY 201

Coreq: PHY 202L

PHY 202L General Physics II Laboratory CREDITS: 0

The laboratory will involve quantitative measurements that require a fundamental working knowledge of algebra and equations that are essential to general physics.

Coreq: PHY 202

PLA 200 Prior Learning Assessment Seminar CREDITS: 1

This course is designed to provide a foundation for students pursuing prior learning assessment (PLA) credit for learning experiences that have taken place outside of a college course. Emphasis is placed on creating a portfolio that reflects the learning and experiences unique to each student, the student's professional, educational, and experiential history. This course is pass/fail and is repeatable.

Prereq: ENG 111

PSY 101 Introduction to Psychology CREDITS: 3

This course provides an introductory study of psychology with a broad knowledge base that includes psychological theory, research, and historical trends. This survey of psychology acquaints students with the major concepts and terminology of the discipline, including the biopsychosocial mode of behavior. Emphasis is placed on learning process, perception, biological bases of behavior, personality and social psychology. Particular focus is placed on motives and emotions as they affect human behavior and on individual differences. This course is not available for students who have completed PSY 120.

PSY 110 Introduction Field of Health Psychology CREDITS: 1

This course facilitates a general understanding of Health Psychology (HPSY) as a field of study. Students are introduced to and document knowledge, skills, and abilities as appropriate to developing and demonstrating the attainment of student learning outcomes in Health Psychology.

PSY 120 Intro and Developmental Psychology CREDITS: 4

This course combines an introductory study of psychology with an overview and general understanding of how the basic principles of psychology relate to human growth and development over the entire lifespan. The course addresses the major biopsychosocial variables that contribute to an individual's development, the ability to process information, concepts of learning and memory, and aspects that contribute to the development of personality. This course is not available for students who have completed PSY 101 and/or PSY 220.

PSY 199 Supervised Study in Health Psychology CREDITS: 3

Supervised study courses are designed to permit the student, with faculty supervision, to study topics or areas of particular interest. This course involves extensive readings and/or research under the supervision of a faculty member, and includes written papers. Permission of the Program Director is required, with supervising faculty assigned by the Program Director. This course may be repeated once for a total of 6 credits.

PSY 215 Introductory Fieldwork CREDITS: 2

Students reflect upon their observation of health psychology work occurring in the field. Students complete writing assignments concerning their observational placements to provide further exposure to the clinical field of health psychology. Permission from the Program Director is necessary to enroll in this course.

Prereq: PSY 240 or PSY 235

Coreq: PSY 215C

PSY 215C Introductory Fieldwork Placement CREDITS: 1

Students participate in off-campus observation of fieldwork involving the principles and applications of health psychology.

Coreq: PSY 215

PSY 220 Lifespan Development CREDITS: 3

This course is designed to study the basic biopsychosocial principles of human growth and development across the lifespan. The interaction between biological processes and psychological functioning is emphasized. The course encompasses research in human development, the effects of heredity, childbirth, preschool development, the challenges of adolescence, psychosocial interactions in adulthood, and issues involved in death and dying. This course may not be taken by students who have completed PSY 120.

Prereq: PSY 101

PSY 230 Positive Psychology CREDITS: 3

This course explores the concepts, historical background, and empirical grounding of positive psychology, as well as the techniques and exercises that are designed to enhance well-being. Positive Psychology is the study of how human beings prosper in the face of adversity. The goals of positive psychology include identifying and enhancing the human strengths and virtues that make life worth living and allow individuals and communities to thrive.

Prereq: PSY 101 or PSY 120

PSY 235 Social Psychology

CREDITS: 3

The student examines and applies theory and research concerning individuals and groups, including social interactions and processes, social change and stability, and development and change of attitudes. The effects of social settings on individual beliefs, attitudes, and behaviors are addressed, with an emphasis on understanding social determinants.

Prereq: PSY 101 or PSY 120

PSY 240 Abnormal Psychology

CREDITS: 3

This course examines the nature, causes, and dynamics of abnormal behavior. Major psychological theories are examined and applied to psychological disorders, with special emphasis on understanding the biopsychosocial model. Etiology, symptoms, and treatments of the major categories of mental disorders are also covered.

Prereq: PSY 101 or PSY 120

PSY 250 Health Psychology

CREDITS: 3

This course covers the theoretical, empirical and clinical aspects of health psychology and the interaction between behavior, health, and illness. The relationship of health psychology to other areas of psychology and health are discussed. Students apply key concepts of health psychology to enhance health behaviors.

Prereq: PSY 101 or PSY 120

PSY 299 Supervised Study in Health Psychology

CREDITS: 3

These supervised study courses are designed to permit the student, with faculty supervision, to study topics or areas of particular interest. This course will involve extensive readings and/or research under the supervision of a faculty member, and will include written papers. Permission of the Program Director is required, with supervising faculty assigned by the Program Director. Each course is a variable credit course that can be repeated once for a total of 6 credits.

PSY 300 Career Options in Psychology

CREDITS: 1

The student examines and applies theory and research concerning individuals and groups, including social interactions and processes, social change and stability, and development and change of attitudes. The effects of social settings on individual beliefs, attitudes, and behaviors are addressed, with an emphasis on understanding social determinants.

Prereq: ENG 112

PSY 310 Research Methods in Psychology

CREDITS: 3

This course provides an introduction to psychological research techniques and methodology. Topics covered include research design, data collection and interpretation, evaluation of research findings, and legal and ethical issues. Concepts are illustrated with examples of research on various topics in psychology. Electronic databases and access to empirical findings are also covered.

Prereq: (PSY 101 or PSY 120) and (MTH 301 or MTH 210)

Coreq: PSY 310L

PSY 310L Research Methods Laboratory

CREDITS: 1

Students in this course apply the knowledge and skills learned in the corequisite course concerning psychological research techniques and methodology. In addition, students

learn how to use SPSS for data management and statistical analyses.

Coreq: PSY 310

PSY 335 Social Psychology of Health & Wellness CREDITS: 3

This course includes detailed examination and application of theory and research concerning individuals and groups, including social interactions and processes, social change and stability, and development and change of attitudes. The effects of social settings on individual beliefs, attitudes, and behaviors are addressed, with an emphasis on understanding social determinants and their relation to health and wellness behaviors.

Prereq: PSY 310

Coreq: PSY 335L

PSY 335L Social Psychology Laboratory CREDITS: 1

Students in this course apply knowledge and skills learned in the corequisite course concerning psychological research techniques and methodology. In addition, students enhance their knowledge of data management and statistical analyses

Coreq: PSY 335

PSY 340 Health Behavior Change Methods CREDITS: 4

The student evaluates and applies biopsychosocial theories and research concerning public and individual health management and treatment. In the lab the student applies knowledge and skills learned in the co-requisite course concerning psychological research techniques and methodology. In addition the student enhances knowledge of data management and statistical analyses. This course contains a lab component.

Prereq: IDS 254

Coreq: PSY 340L

PSY 340L Health Behavior Change Laboratory CREDITS: 0

The student evaluates and applies biopsychosocial theories and research concerning public and individual health management and treatment. In the lab the student applies knowledge and skills learned in the co-requisite course concerning psychological research techniques and methodology. In addition the student enhances knowledge of data management and statistical analyses. This course contains a lab component.

Coreq: PSY 340

PSY 345 Community Psychology CREDITS: 3

In this course, students explore and evaluate theory, research, historical foundations, and methods of community psychology. Students analyze potential relevance of community psychology for addressing major social and health problems. Students examine existing empirical knowledge base, including effective modes of community-based intervention.

Prereq: PSY 310

Coreq: PSY 345L

PSY 345L Community Psychology Laboratory CREDITS: 1

Students in this course apply the knowledge and skills learned in the corequisite course concerning psychological research techniques and methodology. In addition, students enhance their knowledge of data management and statistical analyses.

Coreq: PSY 345

PSY 355 Health Psychology

CREDITS: 4

The student examines and applies theoretical, empirical and clinical aspects of health psychology and the interaction between behavior, health, and illness. The relationship of health psychology to other areas of psychology and health is discussed. The student applies key concepts of health psychology to enhance health behaviors. In the lab the student applies knowledge and skills learned in the co-requisite course concerning psychological research techniques and methodology. In addition, the student enhances knowledge of data management and statistical analyses. This course has a lab component.

Prereq: IDS 254

Coreq: PSY 355L

PSY 355L Health Psych Laboratory

CREDITS: 0

The student examines and applies theoretical, empirical and clinical aspects of health psychology and the interaction between behavior, health, and illness. The relationship of health psychology to other areas of psychology and health is discussed. The student applies key concepts of health psychology to enhance health behaviors. In the lab the student applies knowledge and skills learned in the co-requisite course concerning psychological research techniques and methodology. In addition, the student enhances knowledge of data management and statistical analyses. This course has a lab component.

Coreq: PSY 355

PSY 380 Learning and Memory

CREDITS: 4

The student examines and applies the major theories and research concerning learning, memory, and attention. The experimental study of conditioning, mental representation, memory systems, and knowledge acquisition are addressed. The student applies these theories and research to health and wellness behaviors. In the lab the student applies knowledge and skills learned in the co-requisite course concerning psychological research techniques and methodology. In addition, the student enhances knowledge of data management and statistical analyses. This course has a lab component.

Prereq: IDS 254

Coreq: PSY 380L

PSY 380L Learn and Memory Laboratory

CREDITS: 0

The student examines and applies the major theories and research concerning learning, memory, and attention. The experimental study of conditioning, mental representation, memory systems, and knowledge acquisition are addressed. The student applies these theories and research to health and wellness behaviors. In the lab the student applies knowledge and skills learned in the co-requisite course concerning psychological research techniques and methodology. In addition, the student enhances knowledge of data management and statistical analyses. This course has a lab component.

Coreq: PSY 380

PSY 399 Supervised Study in Health Psychology

CREDITS: 3

These supervised study courses are designed to permit the student, with faculty supervision, to study topics or areas of particular interest. This course will involve extensive readings and/or research under the supervision of a faculty member, and will include written papers. Permission of the Program Director is required, with supervising faculty assigned by the Program Director. Each course is a variable credit course that can be repeated once for a total of 6 credits.

PSY 401 Senior Research I

CREDITS: 3

The student collaborates with a faculty member and contributes to an ongoing psychological research program. The student presents and defends that contribution before an open panel of students, faculty, and/or staff.

Prereq: IDS 254

PSY 402 Senior Research II

CREDITS: 3

The student continues the research collaboration begun in PSY 401, including appropriate data collection, analysis, and manuscript preparation. The student presents and defends the project before an open panel of students, faculty, and/or staff.

Prereq: PSY 401

PSY 415 Senior Fieldwork I

CREDITS: 2

The student meets weekly with course instructor to synthesize new experiences from field placement with prior knowledge. The student begins the capstone project integrating theory, research, and clinical application of knowledge.

Prereq: PSY 215C and PSY 355

Coreq: PSY 415C

PSY 415C Field Placement I

CREDITS: 2

Students participate in off-campus supervised fieldwork placements involving the principles and applications of health psychology.

Coreq: PSY 415

PSY 425 Senior Fieldwork II

CREDITS: 2

Students continue their field placement in the second semester. Students meet weekly with course instructor to complete their capstone projects, synthesizing theory, research, and clinical application of knowledge.

Prereq: PSY 415 and PSY 415C

Coreq: PSY 425C

PSY 425C Field Placement II

CREDITS: 2

Students continue their participation in off-campus supervised fieldwork placements involving the principles and applications of health psychology.

Coreq: PSY 425

PSY 442 Personality Theories and Assessments

CREDITS: 3

The student synthesizes prior learning with new learning about the concept of personality, the various components and theories of personality, and contemporary research and issues in the field of personality. Students focus on the basic theoretical and empirical approaches to understanding the concept of personality, and on contemporary research, assessments, and issues in the field of personality psychology.

PSY 444 Addiction and Recovery

CREDITS: 3

Students focus not only on the etiology of addiction, but also on the process of recovery. Students explore historical and modern concepts and interventions utilized in addiction and recovery to appreciate addiction as both a disease and a behavioral phenomenon. Employing the biopsychosocial model the student compares and contrasts the efficacy of various models of addiction, treatment, and recovery. Current developments in

neuroscience and impact of technology and social media on treatment and recovery are examined.

Prereq: PSY 240

PSY 445 Community Psychology CREDITS: 3

The student explores and evaluates theory, research, historical foundations, and methods of community psychology. The student analyzes potential relevance of community psychology for addressing major social and health problems. The student examines existing empirical knowledge, including effective modes of community-based intervention.

PSY 447 Sensation and Perception CREDITS: 3

Students examine how humans sense and perceive the world around them with an emphasis on the practical application of these concepts in our daily lives. The student studies the five primary senses (i.e., skin senses, chemical senses—smell and taste, audition, and vision) as well as the perception of time. Students examine changes in perception across the lifespan. The effect of life history, experience, learning, and personality factors will also be considered as they relate to the diversity of viewpoints and perspectives present in the world.

Prereq: PSY 220

PSY 470 Neuroscience CREDITS: 3

The student engages in advanced study of neuroscience, including consideration of topics such as sleep, pain, eating, and learning and memory. Special emphasis is placed on understanding cutting edge topics such as receptor subtypes, biological basis for learning and memory, neuronal plasticity, and psychoneuroimmunology.

PSY 490 History & Systems of Psychology CREDITS: 3

The student develops an appreciation and understanding of the history of psychology as both a science and a clinical application. Major theoretical approaches to understanding human and animal behavior are considered, as are developments of subspecialties within the discipline, including health psychology. The student gains experience in the seminar approach to learning as well as enhances skills with respect to critical thinking and oral and written communication through the development of a professional quality literature review.

PSY 491 Senior Seminar in Psychology CREDITS: 3

Students develop an appreciation and understanding of special topics in psychology as both a science and a clinical application. Students gain experience in the seminar approach to learning as well as enhance skills with respect to critical thinking and oral and written communication through the development of a professional quality literature review.

PSY 492 Group Dynamics CREDITS: 3

Students focus on the various stages of groups, including group development, the initial stage, the transition stage, the working stage, and the ending stage of groups. Various types of groups that may be encountered and used in a variety of health psychology fields to promote behavior change are experienced and assessed by the student. Students incorporate experiential learning as they explore the roles of the facilitator and examine ethical and multicultural issues as applied to groups.

PSY 493 Chronic Disease Self-Management CREDITS: 3

Students explore key issues in chronic disease self-management as it pertains to asthma, diabetes, arthritis, and other chronic diseases. Students read, evaluate, and discuss self-management research articles in public health, health psychology, and clinical/counseling

psychology that have been designed and implemented. Students design a program that integrates evidence-based self-management techniques.

PSY 499 Supervised Study in Health Psychology CREDITS: 3

These supervised study courses are designed to permit the student, with faculty supervision, to study topics or areas of particular interest. This course will involve extensive readings and/or research under the supervision of a faculty member, and will include written papers. Permission of the Program Director is required, with supervising faculty assigned by the Program Director. Each course is a variable credit course that can be repeated once for a total of 6 credits.

PTA 106 Basic Skills for the PTA CREDITS: 3

This course is designed to orient the student to the physical therapy profession, to begin to define the role of the physical therapist assistant, relevant information of professional history, ethics and physical therapy practice. Course content includes the organization of the medical chart, documentation, peer review, clinical roles and responsibilities of various physical therapy staff and basic patient care skills.

Coreq: PTA 106L and PTA 110

PTA 106L Basic Skills for the PTA Lab CREDITS: 0

This course is designed to orient the student to the physical therapy profession, to begin to define the role of the physical therapist assistant, relevant information of professional history, ethics and physical therapy practice. Course content includes the organization of the medical chart, documentation, peer review, Clinical roles and responsibilities of various physical therapy staff and basic patient care skills.

Coreq: PTA 106

PTA 108L Clinical Assessment Skills CREDITS: 2

Clinical Assessment Skills is a lab class designed to educate the student in basic clinical assessment skills that are routinely utilized by the Physical Therapist Assistant while delivering patient care. Areas of content include obtaining vital signs, goniometric measurement of joint range of motion, manual muscle testing, use of tilt table and appropriate documentation of assessment procedures.

Coreq: PTA 150

PTA 110 Integrated Sciences for the PTA CREDITS: 2

This course provides an integration of the major areas of scientific study to prepare the physical therapist assistant student for the proper use of modalities and understanding of exercise principles. The focus is on the study of math skills and physics concepts relevant to the practice of physical therapy.

Coreq: PTA 106

PTA 150 Functional & Applied Anatomy CREDITS: 4

This course is designed to provide the student with an understanding of human movement and how pathological processes affect human movement. Content includes musculoskeletal anatomy, joint structure and function, biomechanics, posture analysis and gait analysis.

Prereq: PTA 106 and BIO 211

Coreq: PTA 108L and PTA 150L

PTA 150L Functional & Applied Anatomy Lab CREDITS: 0

This course is designed to provide the student with an understanding of human

movement and how pathological processes affect human movement. Content includes musculoskeletal anatomy, joint structure and function, biomechanics, posture analysis and gait analysis.

Coreq: PTA 150

PTA 161 Principles and Procedures of PT I CREDITS: 6

This course is designed for the student to perform basic procedures used by the physical therapist assistant in the delivery of healthcare. The course includes the instruction of theory of the clinical use, as well as the application of therapeutic modalities. The process of performing sterile technique is also included. The course format includes lectures related to the course content and laboratory sessions for students to practice techniques in a simulated clinical setting. In addition, students participate in a clinical rotation to practice techniques learned in the laboratory on patients in an actual clinical setting. Successful completion of 120 clinical hours under the direct supervision of a Physical Therapist or Physical Therapist Assistant is required.

Prereq: PTA 150 and PTA 108L

Coreq: PTA 161C and PTA 161L and PTA 201

PTA 161C Principles & Procedures of PT I Clinical CREDITS: 0

This course is designed for the student to perform basic procedures used by the physical therapist assistant in the delivery of healthcare. The course includes the instruction of theory of the clinical use, as well as the application of therapeutic modalities. The process of performing sterile technique is also included. The course format includes lectures related to the course content and laboratory sessions for students to practice techniques in a simulated clinical setting. In addition, students participate in a clinical rotation to practice techniques learned in the laboratory on patients in an actual clinical setting. Successful completion of 120 clinical hours under the direct supervision of a Physical Therapist or Physical Therapist Assistant is required.

Coreq: PTA 161

PTA 161L Principles & Procedures of PT I Lab CREDITS: 0

This course is designed for the student to perform basic procedures used by the physical therapist assistant in the delivery of healthcare. The course includes the instruction of theory of the clinical use, as well as the application of therapeutic modalities. The process of performing sterile technique is also included. The course format includes lectures related to the course content and laboratory sessions for students to practice techniques in a simulated clinical setting. In addition, students participate in a clinical rotation to practice techniques learned in the laboratory on patients in an actual clinical setting. Successful completion of 120 clinical hours under the direct supervision of a Physical Therapist or Physical Therapist Assistant is required.

Coreq: PTA 161

PTA 201 Principles of Therapeutic Exercise CREDITS: 2

This course is designed to provide information to the student relating to normal and abnormal responses to exercise, exercise physiology and rehab exercise program design and implementation, neuromuscular facilitation techniques and balance and coordination exercises.

Prereq: PTA 150 and BIO 212 and PTA 108 and PTA 110

Coreq: PTA 161 and PTA 201L

PTA 201L Principles of Therapeutic Exercise Lab CREDITS: 0

This course is designed to provide information to the student relating to normal and abnormal responses to exercise, exercise physiology and rehab exercise program design and implementation, neuromuscular facilitation techniques and balance and coordination exercises.

Coreq: PTA 201

PTA 203 Pathology for the Phys Therapist Asst CREDITS: 2

This course will provide the students with information about the basic pathological processes that occur in the human body. Consideration will be given to diseases commonly encountered by physical therapist assistants.

Prereq: PTA 161 and PTA 201

Coreq: PTA 251C

PTA 221 Psychosocial Aspects of Therapy CREDITS: 2

This lecture course focuses on the psychological reactions and behavioral changes seen in patients and their families experiencing illness and disability. Effective interaction between patient and the allied healthcare provider is emphasized.

Prereq: PSY 120 or (PSY 101 and PSY 220)

PTA 235 Principles & Procedures of PT II CREDITS: 4

This course will provide the student with the information and therapeutic techniques needed to treat a wide variety of conditions associated with the medical/surgical patient, including; cardiac rehab, pulmonary rehab, wound care, burn care, amputee rehab, orthosis use, home assessment and wheelchair mobility. Basic pharmacology and its effects on physical therapy care also will be presented throughout the course. The course is designed as a lecture and laboratory format.

Prereq: PTA 161 and PTA 201

Coreq: PTA 235L and PTA 251C

PTA 235L Principles & Procedures of PT II Lab CREDITS: 0

This course will provide the student with the information and therapeutic techniques needed to treat a wide variety of conditions associated with the medical/surgical patient, including; cardiac rehab, pulmonary rehab, wound care, burn care, amputee rehab, orthosis use, home assessment and wheelchair mobility. Basic pharmacology and its effects on physical therapy care also will be presented throughout the course. The course is designed as a lecture and laboratory format.

Coreq: PTA 235

PTA 236 Principles & Procedures of PT III CREDITS: 4

This course provides the student with the essential information and therapeutic techniques necessary to treat the orthopedically impaired clients in the physical therapy setting. This course is designed with a lecture/laboratory format.

Prereq: PTA 161 and PTA 201

Coreq: PTA 236L and PTA 251C

PTA 236L Principles & Procedures of PT III Lab CREDITS: 0

This course provides the student with the essential information and therapeutic techniques necessary to treat the orthopedically impaired clients in the physical therapy

setting. This course is designed with a lecture/laboratory format.

Coreq: PTA 236

PTA 241 Pediatric Physical Therapy CREDITS: 2

Pediatric conditions of infants through adolescents with emphasis on developmental disabilities and providing Pediatric physical therapy in a variety of settings including outpatient clinic, school and early intervention, normal motor development, treatment theories and interventions, including handling techniques and use of pediatric equipment.

Coreq: PTA 241L and PTA 252C

PTA 241L Pediatric Physical Therapy Laboratory CREDITS: 0

Pediatric conditions of infants through adolescents with emphasis on developmental disabilities and providing Pediatric physical therapy in a variety of settings including outpatient clinic, school and early intervention, normal motor development, treatment theories and interventions, including handling techniques and use of pediatric equipment.

Coreq: PTA 241

PTA 242 Adult Neurological Rehabilitation CREDITS: 3

This course explores the pathophysiology of and rehabilitation for a variety of neurological disorders. It is designed to inform the Physical Therapist Assistant student of common neurological pathology and appropriate physical therapy interventions for the adult patient population.

Prereq: PTA 203 and PTA 235

Coreq: PTA 242L and PTA 252C

PTA 242L Adult Neurological Rehabilitation Lab CREDITS: 0

This course explores the pathophysiology and rehabilitation for a variety of neurological disorders including: cerebral vascular accident, spinal cord injuries, closed head injuries, commonly seen upper and lower motor neuron pathologies, and vestibular pathologies. This course is designed to inform the student of common neurological pathology and appropriate physical therapy intervention for this patient population.

Coreq: PTA 242

PTA 251C Clinical Practicum I CREDITS: 3

This full-time practicum is designed to provide the student the opportunity to apply previously learned and practiced skills in an actual clinical setting. The experience is four weeks in length with an emphasis on acute care and/or orthopedics. Supervision during the affiliation will be provided by clinical instructors in the health care facility to which the student is assigned. It is planned for clinical instructors to provide supervision, direction and guidance, but formal instruction will not be a planned part of these clinical experiences. Pass/Fail.

Coreq: PTA 203 and PTA 235 and PTA 236

PTA 252C Clinical Practicum II CREDITS: 7

This full-time clinical experience is designed to provide the student the opportunity to apply previously learned and practiced skills in an actual clinical setting. The experience is eight weeks in length at selected clinical facilities with emphasis on long-term rehab. Supervision during the clinical will be provided by clinical instructors in the health care facility to which the student is assigned. It is planned for clinical instructors to provide supervision, direction and guidance, but formal instruction will not be a planned part of

these clinical experiences. Pass/Fail.

Coreq: PTA 241 and PTA 242

PTA 285 Professional Seminar CREDITS: 2

This course is discussion/lecture designed to provide the student with current information concerning issues in the field of rehabilitation and to provide preparation for the licensing procedure. The student also will prepare for job seeking by writing cover letters, resumes and undergoing a mock job interview. This course will also prepare the student in group presentation using multimedia equipment and the internet for research.

RTH 301 Patient Assessment CREDITS: 2

This course provides essential components of patient assessment including patient interview, physical assessment, physiological monitoring, and basic diagnostic testing.

Prereq: BIO 212 or BIO 240

RTH 302 Respiratory Therapy Procedures I CREDITS: 4

This course delivers information within the cognitive and affective domains necessary for the respiratory therapist when performing entry-level therapies. The laboratory component ensures integration of psychomotor competency with the equipment and procedures introduced in the classroom.

Prereq: BIO 212

Coreq: RTH 302L

RTH 302L Respiratory Therapy Procedures I Lab CREDITS: 0

This course delivers information within the cognitive and affective domains necessary for the respiratory therapist when performing entry-level therapies. The laboratory component ensures integration of psychomotor competency with the equipment and procedures introduced in the classroom.

Coreq: RTH 302

RTH 304 Cardiopulmonary Anatomy & Physiology CREDITS: 3

This course is a concentrated study of the anatomy and physiology of the renal, cardiac, and pulmonary systems. Emphasis is placed on the functional integration of these systems.

Prereq: BIO 212

RTH 305 Integrated Science for Resp Therapy CREDITS: 3

This course is an integration of the major areas of scientific study with application to the theory and procedures in the field of Respiratory Therapy. The course focuses on applied mathematics, organic, inorganic, and physiologic chemistry, and medical physics with emphasis on physical principles of gasses.

Prereq: BIO 212

RTH 308C Clinical Practice I CREDITS: 1

This course is an introduction to Respiratory Therapy and patient care in the clinical setting. Initially, the students will observe patient care. The level of clinical participation will increase after demonstration of laboratory procedure competency. (Pass/Fail)

Prereq: BIO 212

RTH 309 Patient Assessment CREDITS: 3

This course provides essential components of patient assessment including patient

interview, physical assessment, physiological monitoring, and basic diagnostic testing.

Prereq: BIO 212

RTH 310 Cardiopulmonary Pharmacology CREDITS: 3

This course focuses on a comprehensive review of all drugs that are either administered by respiratory therapists or play an integral part in the management of patients. Emphasis is placed on the clinical application of pharmacological agents, mechanism of action, and their therapeutic and adverse effects.

Prereq: RTH 304

RTH 311 Respiratory Therapy Procedures II CREDITS: 4

This course is a continuation of the practices in Respiratory Therapy. It delivers information within the cognitive and affective domains necessary for the respiratory therapist when performing intermediate-level therapies. The laboratory component ensures integration of psychomotor competency with equipment and procedures introduced in the classroom.

Prereq: RTH 302 and RTH 308C

Coreq: RTH 311L

RTH 311L Respiratory Therapy Procedures II Lab CREDITS: 0

This course is a continuation of the practices in Respiratory Therapy. It delivers information within the cognitive and affective domains necessary for the respiratory therapist when performing intermediate-level therapies. The laboratory component ensures integration of psychomotor competency with equipment and procedures introduced in the classroom.

Coreq: RTH 311

RTH 318C Clinical Practice II CREDITS: 3

This course provides the student with continuing experiences needed for integration of classroom and laboratory knowledge within the clinical arena. Demonstrated proficiency in the laboratory must be completed prior to performing any task in patient-care settings. This clinical experience provides opportunities for observation and participation within acute care settings predominantly outside of the Intensive Care Units. (Pass/Fail)

Prereq: RTH 302 and RTH 308C

RTH 320 Mechanical Ventilation CREDITS: 4

This course provides an introduction to mechanical ventilation. Underlying concepts, historical development, classification, and modes specifically related to non-invasive and invasive mechanical ventilation are examined.

Prereq: RTH 311

Coreq: RTH 320L

RTH 320L Mechanical Ventilation Laboratory CREDITS: 0

This course provides an introduction to mechanical ventilation. Underlying concepts, historical development, classification, and modes specifically related to non-invasive and invasive mechanical ventilation are examined.

Coreq: RTH 320

RTH 330 Cardiopulmonary Physiology CREDITS: 3

This course focuses on the etiology and pathogenesis of cardiopulmonary diseases.

Additional emphasis is placed on the clinical manifestations, diagnosis, complications, and general therapeutic intervention of reviewed diseases.

Prereq: RTH 320

RTH 332 Pulmonary Function Studies CREDITS: 2

This course reviews bedside spirometry and progresses to advanced pulmonary function testing (PFT) procedures. Quality assurance requirements are introduced. Interpretation of data related to diagnosis of pulmonary disorders is integrated within the course.

Prereq: RTH 301

RTH 411 Patient Education and Rehabilitation CREDITS: 2

This course focuses on a comprehensive review of all drugs that are either administered by respiratory therapists or play an integral part in the management of patients. Emphasis is placed on the clinical application of pharmacological agents, mechanism of action, and their therapeutic and adverse effects.

Prereq: RTH 330

RTH 420 Neonatal/Pediatric Respiratory Therapy CREDITS: 3

This course focuses on the etiology, pathophysiology, diagnoses, and treatment of cardiopulmonary conditions encountered in the newborn and pediatric patient. It provides information on the developmental stages and assessment of the fetus, newborn, and child, and the implications for respiratory therapy for these age groups. Neonatal and pediatric resuscitation are introduced.

Prereq: RTH 311 and RTH 320

RTH 430 Patient Case Management I CREDITS: 3

This course is a continuation of RTH 320. The student is provided with an in-depth discussion of the initiation, management, and discontinuation of mechanical ventilation within traditional and nontraditional settings.

Prereq: RTH 320 and RTH 318C

RTH 448C Clinical Practice III CREDITS: 3

This course provides the student with continuing experiences needed for integration of classroom and laboratory knowledge within the clinical arena. Demonstrated proficiency in the laboratory must be completed prior to performing any task in patient care settings. This clinical experience also provides opportunities for observation and participation in specialty rotations including: (1) Pediatric and Neonatal Intensive Care, (2) Operating Room for airway management, (3) Polysomnography, (4) Cardiopulmonary Rehabilitation and Homecare, and (5) Pulmonary Function Testing. All previous competencies will be maintained. (Pass/Fail)

Prereq: RTH 318C and RTH 320

RTH 450 Case Management II CREDITS: 3

This course provides strategies for the management of the critically ill patient. Emphasis is placed on the gathering of pertinent information and management of patients with specific disease states

Prereq: RTH 448C

RTH 478C Clinical Practice IV CREDITS: 3

This course provides the student with continuing experiences needed for integration of classroom and laboratory knowledge within the clinical arena. This clinical experience

also provides opportunities for observation and participation in specialty rotations including: (1) Pediatric and Neonatal Intensive Care, (2) Operating Room for airway management, (3) Polysomnography, (4) Cardiopulmonary Rehabilitation and Homecare, and (5) Pulmonary Function Testing (if not completed in RTH 448). All previous competencies will be maintained. (Pass/Fail)

Prereq: RTH 430 and RTH 448C

RTH 488C Clinical Specialty Rotation CREDITS: 1

This course provides the student with a focused clinical experience. It allows for individualized exploration of a variety of settings and geographical locations not previously addressed in prior rotations.

Prereq: RTH 430 and RTH 448C

RTH 490 Professional Seminar CREDITS: 3

This capstone course prepares students for entry into the profession of Respiratory Therapy. This course also addresses current socioeconomic and political issues, healthcare trends, professionalism, and life-long learning.

Prereq: RTH 430

SCI 101 Introduction to the Natural Sciences CREDITS: 3

This course provides an overview of the content within different disciplines in the natural sciences. Through consideration of the scientific method, students develop a fundamental understanding of all sciences. Students also develop scientific literacy, understanding science and its impact upon everyday life as well as professional and clinical practice.

SOC 101 Introduction to Sociology CREDITS: 3

This course introduces students to the scientific study of human society and social behavior. The course focuses on the influence of culture, socialization, social structure, stratification, and social institutions. It identifies differentiations by race, ethnicity, gender, age, class and socio/cultural change and their effects on attitudes and behavior. Students engage in the process of thinking critically and logically about social issues from the sociological perspective.

SOC 210 Medical Sociology CREDITS: 3

This course is a survey of the social, economic and cultural factors in health and illness. The focus will be the sociology of health and medical care organizations and settings. The sociology of health occupations and selected contemporary issues and healthcare trends will be discussed.

SOC 213 Social Issues in Health Care Delivery CREDITS: 3

This course will introduce students to vital social issues affecting healthcare delivery in the United States. Course content will include health related demographics, ethnic and cultural diversity, applied communication methods and skills and an orientation to community healthcare. An experiential learning module will place students in a volunteer role working 20 hours with a community agency serving healthcare needs. Agencies serving geriatric clients or underserved populations will take priority.

SOC 225 Family Dynamics CREDITS: 3

This course is designed to provide the student and overview of the diversity of the family unit. Information presented will assist in the comparison of similarities, differences and concerns of various families and individuals. Family structure, ethnic diversity and lifestyle variations also will be addressed.

Prereq: SOC 213

SOC 301 Race & Ethnicity in Healthcare CREDITS: 3

This course will provide students with a fundamental understanding of the dynamics of racial and ethnic relations in American daily life. The course will present an in-depth look at the history, theory, and methods that inform social science research on pressing social issues, such as diversity and inequality, and their impact on healthcare locally, regionally, and nationally.

Prereq: SOC 213

SOC 320 Deviance and Medicalization CREDITS: 3

The course is a study of the nonconformity to social norms as defined from the point of view of a particular normative structure. The course addresses the development of these standards, or norms, and the consequences of violating norms, socially and legally, and the development of deviant identity and subgroups. In addition, the concept of social control, both positive and negative, which motivates people to adhere to traditions and rules and laws, is examined. The course will be informed, where applicable, by health and medicine.

Prereq: SOC 213

SOC 340 Appalachian Health Culture CREDITS: 3

In this course students are introduced to the history of health and healthcare in the mountains of Appalachia and the engaging interface between Appalachian culture and health. The region's current health status is discussed with regard to problematic health conditions, leading causes of morbidity and mortality, and access to comprehensive healthcare.

Prereq: SOC 213

SPA 111 Spanish I CREDITS: 4

An introductory course that delivers oral and written communication in Spanish with emphasis in the present tense. Tutorial labs are included.

SPA 112 Spanish II CREDITS: 4

A continuation of Spanish I with emphasis upon communication in the present and past tense. Tutorial labs are included.

Prereq: SPA 111

SUR 100 Introduction to Surgical Technology CREDITS: 2

Students are introduced to the hospital, healthcare organization, and operating room environment. The curriculum framework and foundational concepts for practice as a certified surgical technologist are presented

Prereq: BIO 211 and HLT 215

Coreq: SUR 103 and SUR 108

SUR 103 Principles of Surgical Technology CREDITS: 7

The student is introduced to the principles of surgical technology and examines the perioperative roles of the surgical technologist. The creation and maintenance of the sterile field and identification of surgical instrumentation are presented. Concepts taught didactically are reinforced via laboratory practice and demonstrations. (3 credits class, 4 credits lab)

Prereq: BIO 211 and HLT 215

Coreq: SUR 100 and SUR 103L and SUR 108

SUR 103L Princ Surgical Technology Laboratory CREDITS: 0

The student is introduced to the principles of surgical technology and examines the perioperative roles of the surgical technologist. The creation and maintenance of the sterile field and identification of surgical instrumentation are presented. Concepts taught didactically are reinforced via laboratory practice and demonstrations. (3 credits class, 4 credits lab)

Coreq: SUR 103

SUR 108 Principles of Asepsis CREDITS: 2

The focus of this course is microorganisms and how they relate to infection. The student is introduced to the principles of asepsis and surgical conscience, sterilization and disinfection, environmental disinfection, sterile storage and distribution, and wound healing.

Prereq: BIO 211 and HLT 215

Coreq: SUR 100 and SUR 103

SUR 111C Surgical Practicum I CREDITS: 3

This course is the first of three clinical practicums. Students participate in supervised clinical experiences and selected observational experiences that complement the surgical procedures taught in didactic coursework. Students will apply theoretical knowledge while gaining aptitude, skills and proficiency.

Prereq: SUR 100 and SUR 103 and SUR 108

Coreq: SUR 201

SUR 113 Surgical Pharmacology CREDITS: 2

The student is introduced to drug classifications and appropriate uses related to surgical procedures. Dosage calculation, conversions, abbreviations, and techniques for use during surgery are discussed and practiced. The role of the surgical technologist in handling intraoperative medications/solutions and in assisting with the administration of surgical anesthesia during various surgical procedures is addressed.

Prereq: SUR 201 and SUR 111C

Coreq: SUR 210 and SUR 214C

SUR 201 Surgical Procedures I CREDITS: 3

This course is the first in a series of three that introduces the student to surgical procedures. Pathophysiology, surgical anatomy, instrumentation, and procedural steps are discussed and combined with a consistent method of reinforcement at the clinical site.

Prereq: SUR 108

Coreq: SUR 111C

SUR 210 Surgical Procedures II CREDITS: 3

This course is the second in a series of three that introduces the student to surgical procedures. Pathophysiology, surgical anatomy, instrumentation, and procedural steps are discussed and combined with a consistent method of reinforcement at the clinical site.

Prereq: SUR 201 and SUR 111C

Coreq: SUR 113 and SUR 214C

SUR 212C Surgical Practicum Elective

CREDITS: 3

The student participates in selected supervised surgical technologist clinical and observational experiences during this clinical practicum elective. (Pass/Fail)

Prereq: SUR 111C

SUR 214C Surgical Practicum II

CREDITS: 6

This course is the second of three clinical practicums. The student participates in supervised clinical experiences and selected observational experiences that complement the surgical procedures taught in didactic coursework. The student applies theoretical knowledge while gaining aptitude, skills, and proficiency.

Prereq: SUR 201 and SUR 111C

Coreq: SUR 113 and SUR 210

SUR 215C Surgical Practicum III

CREDITS: 6

This course is the third of three clinical practicums. The student participates in supervised clinical experiences and selected observational experiences that complement the surgical procedures taught in didactic coursework. The student applies theoretical knowledge while gaining aptitude, skills, and proficiency.

Prereq: SUR 210 and SUR 214C

Coreq: SUR 221 and SUR 228

SUR 221 Surgical Procedures III

CREDITS: 3

This course is the third in a series of three that introduces the student to surgical procedures. Pathophysiology, surgical anatomy, instrumentation, and procedural steps are discussed and combined with a consistent method of reinforcement at the clinical site.

Prereq: SUR 210 and SUR 214C

Coreq: SUR 215C and SUR 228

SUR 228 Surgical Technology Seminar

CREDITS: 2

In this capstone course, the student demonstrates achievement of program outcomes and readiness for entry-level practice as a surgical technologist. The student demonstrates knowledge for entry-level practice via standardized testing and preparation for the NBSTSA Certified Surgical Technologist (CST) Exam.

Prereq: SUR 210 and SUR 214C

Coreq: SUR 215C and SUR 221

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2016 – 2017 Academic Calendar

| Semester | Fall 2016 | Spring 2017 | Summer 2017 |
|---|-----------------------------|-----------------------------|--------------------|
| Tuition Fees Due | Jul. 21 | Dec. 15 | Apr. 23 |
| Faculty Semester Begins | Aug. 8 | Jan. 2 | |
| College Meeting for Faculty & Staff | Aug. 8 | Jan. 4 | |
| BLUE Week | Aug. 9 – 12 | | |
| Residence Hall Move-in | Aug. 12 | Jan. 6 | May 12 |
| Orientation for New Students | Aug. 15 | Jan. 9 | |
| Convocation & Programmatic Orientation | Aug. 16 | | |
| Classes Begin: General, 1st Half, & 10 Wk. Sessions | Aug. 17 | Jan. 11 | May 15 |
| Graduate Students: Last Day to Add/Drop w/full refund | Aug. 24 | Jan. 17 | May 19 |
| Undergraduates: Last Day to Add/Drop w/full refund | Aug. 31 | Jan. 24 | May 19 |
| College Closed (Memorial/Labor Day) | Sept. 5 | | May 29 |
| 1st Half Session: Last day to Withdraw | Sept. 13 | Feb. 7 | Jun. 2 |
| Ten Week Session: Last day to Withdraw | Sept. 21 | Feb. 14 | |
| Reading Day/Faculty Ed Day (No classes, Offices open) | Oct. 4 | | |
| 1st Half Session: Classes End | Oct. 10 | Feb. 28 | Jun. 19 |
| Midterm Grades Due: General Session | Oct. 7 | Mar. 1 | Jun. 19 |
| Classes Begin: 2nd half Session | Oct. 11 | Mar. 2 | Jun. 20 |
| Spring Break (No classes, Offices open) | | Mar. 6 – 12 | |
| Last day to Remove an "I" | Oct. 17 | Mar. 15 | |
| General Session: Last day to Withdraw | Oct. 17 | Mar. 15 | Jun. 23 |
| Ten Week Session: Classes End | Oct. 25 | Mar. 28 | |
| College Closed (Independence Day) | | | Jul. 4 |
| Returning Students Registration Begins (Spring/Summer) | Nov. 3 | Mar. 22 | |
| 2nd Half Session: Last day to Withdraw | Nov. 4 | Apr. 4 | Jul. 10 |
| Returning Student Registration Begins (Fall) | | Apr. 5 | |
| New Student Registration for (Spring/Summer) | Nov. 10 | Mar. 29 | |
| New Student Registration for (Fall) | | Apr. 12 | |
| No Classes, Offices Open | Nov. 23 | | |
| College Closed (Thanksgiving) | Nov. 24 – 25 | | |
| General Session & 2nd Half Session: Classes End | Nov. 29 | Apr. 25 | Jul. 25 |
| Exams | Nov. 30, Dec. 1, 2, 5, 6 | Apr. 26, 27, 28 May 1, 2 | Jul. 26, 27, 28 |
| Final Grades Due (noon) | Dec. 7 | May 3 | Jul. 31 |
| Graduation | Dec. 9 | May 5 | |
| Residence Hall Move-out (noon; non-returning students) | Dec. 10 | May 6 | Jul. 29 |
| College Closed (Winter Break) | Dec. 19 – Jan. 1 | | |

College Closed: No classes held and offices are not expected to be open. PTO accruing employees should refer to the *Compensation for Time-off and College Closings* policy for expectations.

Faculty Semester Begins: Full and part-time faculty should be present to prepare for the upcoming semester.

2017 – 2018 Academic Calendar

| Semester | Fall 2017 | Spring 2018 | Summer 2018 |
|---|------------------------------|------------------------------|--------------------|
| Tuition Fees Due | Jul. 24 | Dec. 15 | Apr. 23 |
| Faculty Semester Begins | Aug. 7 | Jan. 2 | |
| College Meeting for Faculty & Staff | Aug. 7 | Jan. 3 | |
| BLUE Week | Aug. 8 – 11 | | |
| Residence Hall Move-in | Aug. 11 | Jan. 5 | May 11 |
| Orientation for New Students | Aug. 14 | Jan. 8 | |
| Convocation & Programmatic Orientation | Aug. 15 | | |
| Classes Begin: General, 1st Half, & 10 Wk. Sessions | Aug. 16 | Jan. 10 | May 14 |
| Graduate Students: Last Day to Add/Drop w/full refund | Aug. 22 | Jan. 16 | May 18 |
| Undergraduates: Last Day to Add/Drop w/full refund | Aug. 29 | Jan. 23 | May 18 |
| College Closed (Memorial/Labor Day) | Sept. 4 | | May 28 |
| 1st Half Session: Last day to Withdraw | Sept. 13 | Feb. 6 | Jun. 1 |
| Ten Week Session: Last day to Withdraw | Sept. 20 | Feb. 13 | |
| Reading Day/Faculty Ed Day (No classes, Offices open) | Oct. 3 | | |
| 1st Half Session: Classes End | Oct. 5 | Feb. 27 | Jun. 18 |
| Midterm Grades Due: General Session | Oct. 6 | Feb. 28 | Jun. 18 |
| Classes Begin: 2nd half Session | Oct. 9 | Mar. 1 | Jun. 19 |
| Spring Break (No classes, Offices open) | | Mar. 5 – 11 | |
| Last day to Remove an "I" | Oct. 13 | Mar. 14 | |
| General Session: Last day to Withdraw | Oct. 17 | Mar. 15 | Jun. 23 |
| Ten Week Session: Classes End | Oct. 26 | Mar. 27 | |
| College Closed (Independence Day) | | | Jul. 4 |
| Returning Students Registration Begins (Spring/Summer) | Nov. 1 | Mar. 28 | |
| 2nd Half Session: Last day to Withdraw | Nov. 3 | Apr. 2 | Jul. 9 |
| Returning Student Registration Begins (Fall) | | Apr. 4 | |
| New Student Registration for (Spring/Summer) | Nov. 8 | Mar. 28 | |
| New Student Registration for (Fall) | | Apr. 11 | |
| No Classes, Offices Open | Nov. 22 | | |
| College Closed (Thanksgiving) | Nov. 23, 24 | | |
| General Session & 2nd Half Session: Classes End | Nov. 28 | Apr. 24 | Jul. 24 |
| Exams | Nov. 29, 30, Dec. 1, 4, 5 | Apr. 25, 26, 27, 30 May 1 | Jul. 25, 26, 27 |
| Final Grades Due (noon) | Dec. 6 | May 2 | Jul. 30 |
| Graduation | Dec. 8 | May 4 | |
| Residence Hall Move-out (noon; non-returning students) | Dec. 9 | May 5 | Jul. 28 |
| College Closed (Winter Break) | Dec. 18 – Jan. 1 | | |

College Closed: No classes held and offices are not expected to be open. PTO accruing employees should refer to the Compensation for Time-off and College Closings policy for expectations.

Faculty Semester Begins: Full-time and part-time faculty should be present to prepare for the upcoming semester.



Jefferson College *of* Health Sciences

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