

Publication Home

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If a student leaves Jefferson College and re-enrolls, the governing catalog for the student will be the current catalog in effect.

While striving to ensure the accuracy of published information the College reserves the right to make necessary changes in any or all of the policies and procedures, requirements, personnel, curriculum offerings, and general information, and to apply revisions to current and new students. Tuition, residence hall, and all other fees are subject to change with a 30- day notification. Other information is subject to change without notice and does not constitute a contract between Jefferson College and a student or applicant.

About Us

Greetings!

On behalf of the Jefferson College of Health Sciences community, I would like to welcome you to our campus for the 2018-19 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

General Information

Jefferson College of Health Sciences is a professional health sciences college, offering the Doctor of Health Sciences, Doctor of Occupational Therapy, 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.

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** admits its first class in fall 2016 and the **Doctor of Occupational Therapy** admits its first class in fall 2017.
- **2018:** In early 2018, Jefferson College of Health Sciences, Radford University and Carilion Clinic announced the intent to merge Jefferson College into Radford University, and specifically, the Waldron College of Health Sciences.

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.

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 (*caahep.org*) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).
 - Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 US Highway 19 North, Suite 158, Clearwater, FL 33756, Phone: 727- 210-2350, *caahep.org*
 - CoAEMSP, 8301 Lakeview Parkway, Suite 111-312, Rowlett, TX 75088, Phone 214-703-8445, Fax 214-703-8992, *coaemsp.org*
- 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: *naacfs.org*
- The Baccalaureate degree 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, Henrico, Virginia 23233-1463, Phone: 804-367-4515, Fax: 804-527-4455, Complaints: 800-533-1560 or *enfcomplaints@dhp.virginia.gov*, E-mail: *nursebd@dhp.virginia.gov*, website: *dhp.virginia.gov/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, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number is (301) 652-AOTA (2682) and its web address is *acoteonline.org*.
- Graduates of the OTA program will be eligible to sit for the national certification examination for the occupational therapy assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certified occupational therapy assistant (COTA). In addition, most states require licensure to practice; however state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.
- Graduates of the OT program will be eligible to sit for the national certification examination for the occupational therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certified occupational therapist-registered (OTR). In addition, most states require licensure to practice; however state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.
- 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: *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), upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA). Graduates of a CAAHEP and ABHES accredited program are eligible to take the national certifying examination developed by the National Board for Surgical Technology and Surgical Assisting (NBSTSA).
 - Commission on Accreditation of Allied Health Education Programs, 25400 US Highway 19 North, Suite 158, Clearwater, FL 33756, 727-210-2350 (*caahep.org*)

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 Wi-Fi enabled 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.

The Bookstore and Gift Shop, located on the College campus at Carilion Roanoke Community Hospital, offers access to order books and materials needed for classes and clinicals along with College and Carilion Clinic logo apparel.

Honors Program

For students with demonstrated focus and drive, an invitation to the Honors program at Jefferson College of Health Sciences brings incredible opportunity.

With a focus on cultivating intellectual curiosity and developing momentum to pursue long-term academic goals, you'll collaborate one-on-one with highly regarded faculty members. Adding depth to your education, there's a valuable emphasis on ethics, communications, and cultural experiences. You'll participate in special learning experiences designed to give you an edge as you pursue scholarships, awards, graduate programs, and career opportunities.

Admission Requirements

- First-time freshman
- 3.5 GPA on high school transcripts

For more information, contact: Dr. Courtney Watson, cdwatson@jchs.edu

College Policies

Enrollment Status

Students who have (1) been formally admitted through the Office of Admissions and (2) paid the required reservation deposit or have had the reservation deposit formally waived by the Office of Admissions are considered students of Jefferson College. Jefferson College students who anticipate beginning their enrollment during the 2019-20 Academic year (i.e., Fall 2019, Spring 2020 or Summer 2020) will use the 2018-19 Jefferson College Catalog for the official description of policies they must follow and requirements they must satisfy in order to graduate. A "Spring Addendum" to the 2018-19 Jefferson College Catalog may be published, and students who anticipate beginning their enrollment during the 2019-20 academic year will also be required to adhere to changes made in the addendum.

Academic Advising

Jefferson College offers every student the opportunity for individualized assistance through an assigned academic advisor. Academic advisors are responsible for assisting students in developing 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 program, or to discuss current academic questions and problems. Students bear ultimate responsibility for meeting graduation requirements.

Accommodations for Students with Disabilities

Please refer to Services for Students with Disabilities under the Student Resources of this catalog.

Alcohol, Drug, and Substance Abuse

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.

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.

Credit Hour Policy

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:

1. 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
2. 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."

(SACSCOC Credit Hours Policy Statement)

Specifically:

1. Credit hours for on-campus, on-line, 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.
2. For basic science laboratory classes, one semester credit hour consists of the equivalent of a minimum of three hours of laboratory work per week for fifteen weeks.
3. For clinical laboratory classes, one semester credit hour consists of the equivalent of a minimum of two hours of laboratory work per week for fifteen weeks.
4. For practica, externships, and clinical experiences, one semester credit hour is equivalent to a minimum of 40 hours of experiential learning, in accordance with professional accrediting agency expectations.
5. 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.
6. 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 of the College. 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 Science or 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.

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 (Everbridge), college website, and main phone number. Students are automatically signed up to receive Everbridge emails. They must update their profile to include a mobile number if they want to receive text or voice messages. 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.

Failure to Meet Financial Obligations

Students are responsible for all financial obligations to the College. The College may deny a student in default of financial obligations any rights or privileges associated with being a student in good financial standing. Restrictions for students in default of financial obligations may include:

- Denial of admission to class or clinical activities
- Denial of registration for any subsequent course
- Dismissal from the College
- Withholding of transcripts
- Withholding diplomas or certificates
- Withholding of references
- Denial of participation in graduation activities Withholding verification of applicant's credentials for licensure/certification

Health Records and Clinical 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.

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.

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.

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 of the College 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 of the College 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.

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

Shannon Kinzie
Counselor, Title IX and Disability Services
101 Elm Ave, SE
Roanoke, VA 24013-2222
(540) 985-9711

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

Shannon Kinzie
Counselor, Title IX and Disability Services
101 Elm Ave, SE
Roanoke, VA 24013-2222
(540) 985-9711

Prior Learning Assessment

PLA is an academic process of identifying, documenting, and awarding college credit for a student's knowledge and skills gained from previous experience(s), such as:

- Workplace training
- Volunteer activities
- Civic duties
- Major life experiences

Lifelong learning

PLA can help you save time and money by reducing the amount of courses you have to take. Students must analyze their past experiences and decide which college course(s) match those experiences. Once identified, follow the PLA process: pre-approval, portfolio development, and final evaluation to have earned credits applied to your transcript.

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 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 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 on the SCHEV website.

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 a written request that identifies the record(s) they wish to inspect.
- 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 via their Self Service account. This authorization for disclosure may also be revoked by the student through the same process.

The restriction on the release of non-directory information does not apply to university officials or to designated persons or agencies operating on behalf of the university. For example, faculty, advisors, and academic support staff, may access non-directory information needed to perform their official responsibilities. Selected individuals or agencies operating for the university, such as the National Student Clearinghouse, may have access to academic records to verify enrollments and degrees. The university may disclose records to state agencies for the purpose of program review and evaluation. For a complete list of exceptions regarding disclosure without consent please see the U.S. Department of Education FERPA Information.

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

Jefferson College of Health Sciences now offers electronic, paper mailed and paper pickup transcripts through our new online transcript ordering system. We recommend that you do not access the system using a handheld device such as a smartphone or tablet, as some functionality may not work properly.

Transcript costs are as follows:

- Electronic: \$5.00
- Paper – Mailed: \$7.00
- Paper – Pickup: \$7.00

Payment can only be made online using a major credit/debit card.

Note: Students who enrolled in courses through our Department of Continuing Education should order these transcripts by contacting the following:

Margie Vest
mbvest@jchs.edu
Phone (540) 224-6672

Hold Transcripts for Degree - Students expecting to graduate at the conclusion of the current term and who want to pre-order transcripts reflecting their awarded degree should select the "Hold for Degree" option when placing an order.

Hold for Grades - We also offer a Hold for Grades option for currently enrolled students. Hold for Grades requests must be placed during the active fall, spring or summer term.

For additional questions, please email registrar@jchs.edu or call (540) 985-8414.

Undergraduate Policies

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.

- 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 (major) courses and those taken toward requirements of a minor must be completed with a minimum of "C" or equivalent. A grade of "W" in any course is not considered successful completion.

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.

However, if the student achieves a semester grade point average of at least 1.999, the student may, at the discretion of the Dean of the College, be continued on academic probation for an additional semester.

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.

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.

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.

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
BIO 211	B	4	X	3	12
IPE 200	F	1	X	0	0
ENG 111	A	3	X	4	12
GEN 100	A	1	X	4	4
HLT 215	B	3	X	3	9
PSY 101	D	3	X	1	3
Total		15			40
Total Quality Points (40) divided by Credits Attempted (15) = 2.667					

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.

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

A dual major meets the requirements of two distinct programs of study culminating simultaneously in a single bachelor's degree. The student must meet all requirements for both majors. There are no restrictions on a course being applied to more than one major or minor.

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

To earn a second degree, at least 25 % of new coursework must be completed at Jefferson. The student must meet major and other degree (including Jefferson core) requirements.

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 of the College.

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

A- = 3.7 quality points

B+ = 3.3 quality points

B = 3.0 quality points

B- = 2.7 quality points

C+ = 2.3 quality points

C = 2.0 quality points

C- = 1.7 quality points

D+ = 1.3 quality points

D = 1.0 quality points

D- = .7 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 of the College. (See Withdrawal policy.)

AU – Audit/No credit. Permission of the instructor is required to audit a course. Fee required. (See "Financing Your Education ".)

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 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.

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. 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.

Independent Study Policy

Independent Study courses may be offered by any program. Permission to undertake an independent study course must be applied by submitting a completed Independent Study Course Contract form and is contingent upon the following conditions:

1. Faculty resources must be available.
2. The Program Director, and/or Department Chair must approve the independent study course proposal.
3. The proposed independent study course does not duplicate a course already scheduled in the relevant semester.
4. The independent study course will follow the same policies, procedures, tuition, and fee schedule associated with all credit courses.

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.

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

A student must meet the requirements of the program of study published in the edition of the catalog under which the student matriculated. A student who receives advanced placement or who has significant transfer credit may be matriculated into a previous program of study at the discretion of the program director. 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.

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.

Readmission Policies

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.

Readmission After Graduation

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

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.

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.

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 of the College 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.

Graduate Policies

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.

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.

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.

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 System

A = 4 quality points

A- = 3.7 quality points

B+
= 3.3 quality points

B = 3.0 quality points

B- = 2.7 quality points

C+
= 2.3 quality points

C = 2.0 quality points

F = 0 quality points

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 cumulative GPA.

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" using the established procedures. 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.

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 the College 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 of the College for extenuating circumstances.

The student must submit a request for administrative withdrawal in writing to the Dean of the College. 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 of the College 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.

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
ENG 111 - Grammar & Composition I*	3
PHL 115 - Foundations of Ethics	3
Natural Science/ Mathematics	6 Hours
Natural Science OR Math	6
Social/Behavioral Sciences	3 Hours
Elective	3
Other	2 Hours
GEN 100 - Academic Seminar*	1
IPE 200 - Fundamentals of Teamwork	
Total	17 Hours

***Students who have completed 30 semester college credits from regionally accredited institutions of higher learning may be exempt from GEN 100.*

*** Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associates degree, i.e., Associate of Arts, Associate of Science or Associate of Arts and Science, from a Virginia Community College.*

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 - Grammar & Composition I	3
ENG 112 - Grammar & Composition II	3
PHL 115 - Foundations of Ethics	3
Literature Elective	3
Natural Sciences/Mathematics	9 Hours
Math Elective	3
Natural Science Elective	3
Math OR Natural Science Elective	3
Social/Behavioral Sciences	3 Hours
Social/Behavioral Science Elective	3
Social/Behavioral Sciences OR Humanities Electives	6 Hours
Social/Behavioral Science OR Humanities Elective	6
Other	4/5 hours
GEN 100 - Academic Seminar	1
IPE Courses	3/4
Total	34/35

**Students who have completed 30 semester college credits from regionally accredited institutions of higher learning may be exempt from GEN 100.*

****** Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associates degree, i.e., Associate of Arts, Associate of Science or Associate of Arts and Science, from a Virginia Community College.

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.

Jefferson College of Health Sciences offers Early Action (EA) and Regular Decision (RD) admission plans. The EA plan is non-binding to students meaning that they are not required to withdraw applications from other institutions and attend Jefferson College if admitted. Rather, students admitted through EA will have until May 1 to submit a reservation deposit provided that space remains in the program to which they have been admitted. Jefferson College programs are competitive, and students are encouraged to apply early and submit deposits as soon as they are comfortable doing so to secure a place in their desired program. Regular Decision is available for any student who wishes to apply.

The application, notification and deposit deadlines are listed below:

Early Action	Application Deadline: November 15 Notification Date: no later than December 31 Note: Applicants who do not receive an offer of admission through EA will automatically be considered in the regular decision pool and will receive counseling regarding how to improve their chances for admission in the Regular Decision pool.
Regular Decision	Application Deadline: February 1 Notification Date: no later than March 1
Rolling Admission	Applications will be received on a rolling basis after February 1. Notifications will be made no later than March 1. Applicants will be reviewed and decisions will be made on a space-available basis. If an applicant's desired program is full, we will work with the applicant to determine if we can create a path into their preferred program, but we cannot ensure all programs will have space available for a given year.
Deposit Deadline	May 1. <u>Because many of the programs offered by Jefferson College have firm capacity constraints imposed by accreditation agencies, admitted applicants are encouraged to submit reservations deposits as early as possible to secure a place in their preferred program.</u> Reservation Deposits are refundable until May 1. Past May 1 deposit refunds are not available. Offers of admission and institutional and/or merit aid will be honored until the deposit deadline of May 1st. After May 1st, admission and funding will be on space available basis.

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 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

Jefferson College of Health Sciences offers an online institutional application and the Common Application. Either application is accepted with equal consideration given to each.

Completed applications must include:

- The application form: online institutional application or Common 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 as necessary. 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 listed above.

Bachelor of Science in Emergency Services

- For on-campus tracks, Must have current Virginia EMT-Basic certification (reciprocity is available from other states) prior to the start of the second semester
- Must be 18 years of age or older 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 in Healthcare Management

- A resume reflecting volunteer and paid work experience within the past three years. Please include leadership positions held within volunteer organizations, community service experience, and/or employment where applicable.
- A writing sample, one-two pages, double-spaced, 12-font on the following topic:
 - Describe your motivation for pursuing a Bachelor in Healthcare Management.
 - Tell us about your healthcare experience.
 - Please share your future academic and professional goals

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
 - 4 credit Anatomy and Physiology I and II (with lab)
 - 4 credit Microbiology (with lab)
 - 3 credit Nutrition
 - 3 credit Lifespan Development
 - 3 credit Introduction to 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

- Applicants are encouraged to use the College's Early Action plan and submit their applications by November 15. This program offers limited spaces which may fill quickly.
- GPA of 2.5 or higher.
- Following review of the application for admission and grade point average, selected applicants will be invited for an on-campus interview and essay to determine the final selection of members of the class. Once invited to participate in the interview process, applicants must submit the following no later than January 5:
 - 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 - Occupational Therapy Assistant Program Admissions Information Slideshow
 - 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.

Associate of Science in Physical Therapist Assistant

- Grade Point Average of 2.5 or higher.
- Fully complete Physical Therapist Assistant Application Packet and submit to the admissions department at Jefferson College of Health Sciences. This packet must be TYPED, no handwritten packets will be accepted.
- In addition submit:
 - At least one, and up to three letters of recommendation (make sure to also complete the required area in the packet)
 - An updated resume
 - A personal statement
- January 15, 2019 at 4:00 pm: Deadline for all application materials to be submitted to admissions department. No application materials will be accepted after this deadline.
- Early February 2019: Top candidates will be invited to campus for a MANDATORY on-site interview and essay.
- March-April 2019: Final admission decisions made based on initial application materials and on-site interview and essay.

Associate of Applied Science in Surgical Technology

- Completion of the following prerequisite course work with a grade of "C" or higher prior to taking surgical technology (SUR) courses.
 - BIO 211/BIO 211L - Anatomy and Physiology I with Lab
 - HLT 215 - Medical Terminology

Certificate in Medical Laboratory Science

- Students who wish to complete the MLS Certificate (rather than the BS degree) must complete the following pre-requisite coursework:
 - Organic Chemistry: three credit lecture course and one credit laboratory course
 - Microbiology: three credit lecture course and one credit laboratory course
 - Immunology: three credit lecture course
- Completion of all prerequisite coursework by the end of the term preceding the cohort start.

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

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** and **Master of Healthcare Administration** 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 Science in Occupational Therapy**, **Master of Science in Occupational Therapy** and **Master of Science in Nursing** must apply through the appropriate Centralized Application Service (CAS).

- Doctor of Occupational Therapy (OTCAS)
- Master of Science in Nursing (NursingCAS)
- Master of Science Occupational Therapy (OTCAS)

Applicants for the **Physician Assistant** program must apply through the Central Application Service for Physician Assistants (CASPA).

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.
- A master's degree awarded by a regionally accredited institution in the field of healthcare, public health, education, management, or other health-related discipline.
- Cumulative GPA of 3.3 or better (on a 4-point scale) for all graduate degrees.
- Personal essay of approximately 400-600 words describing how this program will enhance the applicant's academic and/or professional career goals.
- Current resume/CV documenting professional experience and educational achievements.
- Official transcripts from all institutions attended.
- Online interview required for all eligible applicants being considered for acceptance.
- A master's level statistics course, plus a master or doctoral level research methods or equivalent course.
- Preferred three years experience working and/or teaching as a(an):
 - professional clinician
 - public health practitioner
 - educator in a health-related field or healthcare administration
 - healthcare manager/administrator

Doctor of Occupational Therapy

All applicants for the Doctor of Occupational Therapy (DOT) will complete and submit their application through the online Occupational Therapy Centralized Application Service (OTCAS).

- Completed Jefferson College OTCAS application
- Bachelor's or Master's Degree in Occupational Therapy (Applicants with a Bachelor's degree OT must also hold a Master's degree from a regionally accredited institution in a related Field of Study)
- Copy of current licensure as an OT
- Resume or CV
- Interview (on-line)
- Essay on how you plan to utilize the DOT degree
- Three references
- Official transcripts from every institution you have attended

Master of Healthcare Administration

- 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 Policies 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

Application Information for Jefferson College Current Students and Alumni

- Applicants who are current students or alumni of Jefferson College may contact Sarah Boswell, Director of Admissions, at srboswell@jchs.edu to apply. No formal application or transcripts are necessary. These applicants should submit the following with their e-mail to the Director of Admissions:
 - A current resume,
 - An essay,
 - Three references.

Application Information for All Other Prospective Students

- Must apply through the Centralized Application for Nursing Programs (NursingCAS). The application through NursingCAS can be found at <http://www.nursingcas.org>. 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.
- Three professional references from those who can address the applicant's potential for advanced practice nursing. If possible, one reference should come from a former faculty member.
- Curriculum vitae or resume. This document should include education and professional practice.
- Official GRE or MAT Scores if no Master's degree or GPA less than 3.0. (School codes: GRE/5099; MAT/2522).
- 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 in the past three years prior to beginning the FNP clinical courses validated by a letter from current employer/manager.
- Eligible applicants will be scheduled for an interview in person or virtually.
- 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 Policies 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>

Master of Science in Nursing: Nursing Administration

Application Information for Jefferson College Current Students and Alumni

- Applicants who are current students or alumni of Jefferson College may contact Sarah Boswell, Director of Admissions, at srboswell@jchs.edu to apply. No formal application or transcripts are necessary. These applicants should submit the following with their e-mail to the Director of Admissions:
 - A current resume,
 - An essay,
 - Three references.
- The recommended deadline for priority admission is November 1; however, applications are always accepted.

Application Information for All Other Prospective Students

- Must apply through NursingCAS. The Centralized Application for Nursing Programs. Jefferson College does not require a supplemental application. The application through NursingCAS can be found at <http://www.nursingcas.org>. The recommended deadline for priority admission is November 1; however, applications are always accepted.
- The completed Application for Admission – digitally signed online and submitted.
- Official transcripts from all colleges and universities in which you have enrolled.
- Three completed Graduate Recommendation Forms from individuals who are knowledgeable regarding your suitability for graduate work.
- GPA of 3.0 or higher recommended (based on a 4.0 scale)
- Current unrestricted RN license from any state or territory in the United States
- College level Statistics course (3 credits) with a grade of C or higher.
- Recommendation from three professional references who can address the applicant's potential for advanced practice nursing. At least one reference should be from a former faculty member if possible.
- A two page essay describing career goals and how a graduate credential will assist in meeting professional 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.
- Curriculum vitae or resume. This document should include education and professional practice.
- Official MAT or GRE scores if no master's degree (School codes: GRE/5099; MAT/2522). Requirement is waived if Cum GPA is 3.0 or greater.
- 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
- 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.
- 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 Policies section of this catalog*

Master of Science in Occupational Therapy

Applicants must apply through OTCAS: The Occupational Therapist Centralized Application Service. Jefferson College does not require a supplemental application. The application through OTCAS can be found at <http://www.otcas.org>. Deadline is January 15, 2019. The application will become available on September 1, 2018.

Please note the following admission criteria for the MSOT Program:

- An earned Baccalaureate degree with a recommended GPA of 3.2 or higher.
- Completion of the following pre-requisite coursework:
- 3 credit course in statistics.
- English Composition (3 credits)
- Health and Wellness (3 credits)
- Ethics (3 credits)
- Analytical Thinking or Critical Reasoning or Logic (3 credits)
- Cultural Anthropology (3 credits)
- General Biology (3-4 credits)
- Human Anatomy (3-4 credits)
- Human Physiology (3-4 credits)
- Introductory Sociology (3 credits)

- Introductory Psychology (3 credits)

Occupation* Learn a new activity by completing a class in either an academic or community setting. The class should require physical skills as well as cognitive processing, and must be of substantial length and time so that you delve into the topic in depth (minimum of six meetings at least once a week). Learning a skill/activity relevant to Appalachian culture is encouraged. Examples: Playing a musical instrument, quilting, small-engine repair, home canning, Tai Chi, gardening, wood carving, pottery, 3 credit course in human growth and development throughout the lifespan.

- 3 credit course in abnormal psychology
- A typed **Statement of Purpose**: This is your opportunity to tell us why you want to earn the Master of Science in Occupational Therapy. In a two-page essay, discuss the development of your interest in occupational therapy, your skills and experiences related to working with special populations, and your aspirations and goals for a career as a health-care professional;
- Two **letters of recommendation**: Request letters from college professors, employers, or others who have worked with you in a professional capacity (no personal references, please). The letters should describe your academic skills, general work skills, and the personal qualities one needs to be a competent health-care professional. The graduate admissions committee will screen applications and selected candidates will be scheduled for interviews on campus as a part of the admissions process.
- One or more letters from supervisors documenting your **volunteer experience**: A minimum of 40 hours observation of occupational therapy services and/or work with individuals who have disabilities is preferred. Experience with diverse populations and programs is highly recommended. Evidence that you have completed a college or community class to learn a new activity or occupation. The activity should require physical skills as well as cognitive processing (for example, ceramics, wood carving, gardening, photography, yoga, guitar);
- A **professional resume** of your past and current educational and employment experiences.

Master of Science in Physician Assistant

Applicants for the Master of Science in Physician Assistant 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 the program's 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 3.0 on all undergraduate work. 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 College.
- **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 at least 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 assistant, 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 licensure 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. Selected applicants will be contacted by the program to schedule for an interview session. Interview sessions begin in September.

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.

Professional and Continuing Education

Jefferson College of Health Sciences' Department of 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.

These programs can be found at Professional and Continuing Education.

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

Financing Your Education

The Bursar's Office

Student Central across from Financial Aid, 4th Floor
Phone: (540) 985-8272
Fax: (540) 855-3585
Email: Bursar@jchs.edu
Hours: 8:30 a.m. to 4:30 p.m. Monday-Friday

Staff Contact and Office Information

Tonia Andrews
Bursar
Phone: (540) 224-4508
E-mail: tyandrews@jchs.edu

Jackie Kinsey
Associate Bursar
Phone: (540) 985-9784
Email: jbkinsey@jchs.edu

Chyrel Gregorieff
Business Office Assistant
Phone: (540) 985-8272
E-mail: csgregorieff@jchs.edu

2018-2019 Tuition and Fees

Tuition, residence hall and all other fees are subject to change with a 30 day notification.

Undergraduate Programs, basic full-time

- \$26,416 Undergraduate Fall and Spring (excluding RN-BSN, MLS and ES), plus fees

Per Credit Tuition Pricing

- \$765 Part time Undergraduate Per Credit* (all programs excluding RN-BSN, MLS, and ES), plus fees
- \$350 Undergraduate Per Credit (RN-BSN only), plus fees
- \$425 Undergraduate Per Credit (MLS and ES only), plus fees**
- \$795 Graduate Tuition Per Credit (includes masters and doctorate programs), plus fees

*This includes all programs with the exception of RN-BSN, Medical Lab Sciences, and Emergency Services which are billed on a per credit basis.

**Current ES and MLS students will start paying on a per credit basis beginning Fall 2018

Residence Hall

- \$2,935 Fall/Spring (per semester)
- \$1,500 Summer

Meals

Meals can be added to the student's ID card in \$100 increments. Unspent dollars may be carried over to subsequent semesters.

Mandatory Fees

- Paper Application fee (no charge for online applications): \$35
- Technology Fee (full-time student per semester, not including summer): \$235
- Technology Fee (part-time student per semester, not including summer): \$235
- Technology Fee (full-time student per summer semester): \$85
- Technology Fee (part-time student per summer semester): \$85
- Deposit fee for Physician Assistant and Occupational Therapy programs: \$500
- Deposit fee for all other programs: \$200
- Deposit fee - Residence Hall: \$250
- Laboratory/Clinical/Externship Fees: \$60 per class, per semester, for part time students

Select Specialized Fees

- Background Check Fee (if applicable): \$60
- Audit Fee (per credit hour): \$100 per credit hour
- Prior learning assessment fee (per credit hour): \$50
- Prior learning assessment credit hours earned (per credit hour): \$100
- Late Payment Fee: \$50
- General Education Challenge Exams Fee: \$10; plus additional \$100 per credit fee if the student passes the general education challenge exam
- Nursing Challenge Exam Fee: \$50; plus additional \$100 per credit fee if the student passes the nursing challenge exam

Billing Procedure

Students can view their invoice on their Self-Service account, which details 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 by the published deadline. 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. 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 and mailed to the address on file.

Payments and Payment Plan

Make checks and money orders payable to: Jefferson College of Health Sciences. We 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.

Tuition payment plan options are available to Jefferson College of Health Sciences students. A college in-house payment plan enables students to pay all or part of their expenses in three monthly installments without interest. There is no additional cost or fees for this plan.

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 all classes. 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.

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.

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.

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.

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.

Tax 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 payments, 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 tra.vangent.com.

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 assist the student to cover 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 *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
- Hanna Booth, Financial Aid Representative
- Hunter Parks, Financial Aid Representative
- Adonna Brooks, Department Secretary

School Code

The Jefferson College of Health Sciences FAFSA school code is 009893.

Completing Financial Aid Steps

The Financial Aid Process:

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.

Step 1:

Obtain your FSA ID and Password for the Free Application for Federal Student Aid (FAFSA) at *fsaid.ed.gov*. Then Complete the FAFSA at *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) at *schev.edu*. 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 *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 chswb.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.

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)

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.

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)

Please note: Jefferson College of Health Sciences does not participate in the Perkins Loan Program.

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.

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

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.

You may track the status of your federal loan at: *myDirectLoan*.

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.

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.

- ed.gov
- schev.edu

- collegeboard.com
- 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 Policy

In order to receive federal, state, and institutional financial aid, students must be in an eligible program of study and making satisfactory academic progress (SAP) in their course of study. All new students to Jefferson College, including those returning after a period of non-enrollment, are admitted with the confidence that they will make satisfactory academic progress. The SAP Policy applies to part-time as well as full-time students for all semesters of enrollment within an academic year (fall, spring, and summer),

including those semesters for which no financial aid was granted. Satisfactory Academic Progress is evaluated at the conclusion of the spring semester, and this review looks at hours attempted, hours earned, GPA, and pace towards graduation.

The following definitions apply to this policy:

Attempted Hours: All courses in which the student enrolls and remains enrolled after the add/drop period.

Earned Hours: All courses in which the student enrolls and remains enrolled after the add/drop period and earns a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D- or P for the course.

Completion Rate: Your completion rate is equal to your earned hours divided by your attempted hours.

Financial Aid Suspension: A student on financial aid suspension fails to meet the SAP requirements. Students on financial aid suspension are not eligible to receive financial aid.

Financial Aid Probation: Any student that is on financial aid suspension that has an approved appeal is placed on financial aid probation for one period of enrollment; or if an Academic Plan is submitted along with the appeal, the student may remain on probation for multiple semesters, while following the submitted plan to regain normal progress. If at the end of the period of financial aid probation the student is meeting the SAP requirements, the status goes back to normal progress and the student is again eligible for financial aid. If the SAP requirements are not met for the term of enrollment in which probation is assigned, the student will go back on financial aid suspension and is ineligible for financial aid.

Financial Aid: means federal, state, and institutional financial aid.

Review Process

Satisfactory Academic Progress will be evaluated at the end of the Spring semester, regardless of whether the student received financial aid in that period of enrollment. Students not meeting the SAP requirements will be placed on financial aid suspension and will be notified by email or by a letter sent to the primary address on record at Jefferson College. It is important to keep your address up to date with the college.

The SAP review has three components:

1. Qualitative Progress: Minimum Cumulative Grade Point Average (GPA)
 - Undergraduate students: All undergraduate students must maintain a minimum cumulative grade point average of 2.0
 - Graduate Students: All graduate students must maintain a minimum cumulative grade point average of 3.0
2. Quantitative Progress: Minimum Credit Hour Completion Percentage
 - Students must complete at least 67% of all credit hours attempted. For example, if you have attempted 51 credit hours and you have successfully completed 31 credit hours, 31/51 equals 60.8% which does not meet the minimum 67%.
 - Transfer hours are counted as attempted and earned hours but are not used in the GPA calculation.
 - Jefferson College of Health Sciences does not offer remedial coursework or ESL courses
3. Quantitative Progress: Maximum Timeframe

Students cannot exceed 150% of the number of credit hours required to complete their degree program. All hours attempted toward the completion of a program of study will be counted in the maximum number of allowable hours regardless of whether financial aid was received. Students are not eligible for financial aid if they have exceeded the maximum number of allowable credit hours for their degree program. Transfer hours are included in this total. Students are expected to complete their program of study within the scheduled amount of time.

For example: If a student enrolls in a degree program that requires 120 credit hours and transfers in 52 credits towards a degree; these 52 credits count toward attempted hours ($120 \times 150\% = 180$). So the maximum number of hours allowed is 180. If the student transfers in 52 credit hours, an additional 128 credit hours can be attempted to earn a degree. If the student exceeds the 180 allowable hours, a status of Financial Aid Suspension is assigned.

If a student has not maintained the minimum standards (Cumulative GPA and 67% Cumulative completion rate), by the end of the spring semester the student will be placed on financial aid suspension and no financial aid is awarded. Students re-enrolling after periods of non-enrollment or changing academic programs will be evaluated based on their last period of enrollment.

To avoid exceeding the maximum time frame required to complete a program of study using financial aid, students are expected to maintain a "pace of completion." Students must maintain a cumulative pace of completion that is at least 67% of all hours attempted by the end of the Spring semester. Satisfactory academic measurable progress for financial aid purposes is defined as a passing grade ("A", "A-", "B+", "B", "B-", "C+", "C", "C-", "D+", "D", "D-" or "P"). Grades of "W", "F," and "I" will be counted as hours attempted but will not be counted as earned hours. Repeated course enrollment will be counted as attempted hours for completion rate and maximum time frame, but will not count as earned hours if you have already earned a passing grade in the course.

Financial Aid Suspension, Appeal and Reinstatement Procedures

A student will be placed on Financial Aid Suspension and become ineligible for financial aid if they:

1. Have attempted 150% or more of the hours required to complete the program of study. All attempted hours towards the current major will be included as well as any transfer hours that apply toward the current major.
2. Fail to maintain a 2.0 cumulative grade point average for Undergraduates, and a 3.0 cumulative grade point average for Graduate students, midway through the program of study

Suspended students are not eligible to receive financial aid, but can appeal their financial aid suspension status if the circumstances affecting academic progress were not within the student's control and not of a recurring nature such as: injury or illness, the death of a relative or other special circumstance. If a student's appeal is approved, the student will be placed on financial aid probation and aid reinstated. A student who chooses to appeal must:

1. Meet with their Academic Advisor, and if an extended time is necessary to regain normal progress; create an Academic Plan to reestablish compliance with the SAP Policy. An Academic Plan is required if more than one semester is needed to regain normal progress. If a plan is submitted and approved, the plan must be followed.
2. Submit a letter clearly outlining the unusual circumstances leading up to the current suspension status with supporting documents to the Office of Financial Aid (along with the Academic Plan created by the Academic Advisor).
3. Be sure to explain how circumstances have changed, and submit a plan for academic success. Include any support mechanisms that have been built into your plan for success.

The Financial Aid Appeals Committee will review student appeal requests 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 notify the student in writing of the decision. **All decisions are final.**

If the appeal is approved, the student will be placed on financial aid probation and will be eligible to receive financial aid for the current or next enrolled semester. If the Satisfactory Academic Progress requirements are met, the student's status will return to normal progress. If an Academic Plan is in place, the student will continue on financial aid probation while following the plan. If at the conclusion of the plan, SAP requirements are not met, the student will go back on financial aid suspension.

If the student's appeal is denied, financial aid suspension status will remain and the student is not eligible for financial aid until SAP standards are regained.

Normal SAP status may be reinstated if:

1. The student completes a semester (without financial aid) and earn the required GPA and completion rate.
2. A grade change or future grades increase the cumulative grade point average and/or completion rate enough to regain good standing. If there is a grade change that will affect the student's SAP status, it is the student's responsibility to contact the financial aid office and communicate the grade change

Note: The appeal of a financial aid suspension is a separate process from an appeal of academic suspension. The two processes are not related and approval of an academic suspension does not automatically remove the suspension from financial aid.

SAP appeals should be submitted to the Office of Financial Aid either by mail, email, fax, or in person to:

Jefferson College of Health Sciences
Attn: Office of Financial Aid
101 Elm Ave., SE
Roanoke, VA 24013
Fax: (540)224-6916
Email: financialaid@jchs.edu

Student Resources

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 renovated Patrick Henry Hotel, which is an 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, 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 is sent to students directly. This information is also posted on the College website. The New Student Orientation page can be found under the "Admissions" 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) 985-8502, or email Dr. Jennifer Slusher, Director of Counseling at jjslusher@jchs.edu. **In the event of an after-hours emergency, please call CONNECT (540) 981-8181 or RESPOND (540) 774-1100.**

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 the 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. 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 tutors on a one-on-one or small group basis. Writing assistance is provided by the LWC staff in person or through email. Appointments 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 tutors in the LWC on the 5th floor (room 507) or in the designated tutoring room in Student Affairs (room 420). If a student needs help with tutoring and/or writing assistance, they should contact the LWC Coordinator.

Library

The Jefferson College Library exists to serve the research and information needs of students, faculty, and staff. The library is located on the fifth floor. Please visit in person, call 540-985-9767, or go to www.jchs.edu/library for current information about the library and its services.

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 Disability Services Counselor, in Room 427 (in the Student Affairs suite) as the person who coordinates services for students with disabilities. Students with disabilities who desire accommodations must schedule a meeting with the Disability Services Counselor to discuss program accessibility and individual needs. Reasonable accommodations will be made when requested and supported by appropriate documentation. For more information, email skkinzie@jchs.edu or call (540) 985-9711.

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 Disability Services Counselor 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 Disability Services Counselor, kept confidential, and used only to assist in planning reasonable accommodations;
- Contact the Disability Services Counselor for formal disclosure at any time during his/her 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:

Title IX and Disability Services Counselor,
Student Affairs, Jefferson College of Health Sciences
101 Elm Avenue S. E.
Roanoke, VA 24013

All complaints filed against the Title IX and Disability Services Counselor 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 Title IX and Disability Services Counselor 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 Title IX and Disability Services Counselor 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 Title IX and Disability Services Counselor, 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 the Department of Education OCR Complaints website.

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.

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.

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.

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 Cox Communications. Instructions for contacting Cox can be found in the troubleshooting guide provided in each apartment.

School of Graduate and Professional Studies

Jefferson College of Health Sciences offers graduate programs in Nursing, Health Sciences, 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

Doctor

Health Sciences, DHSc

Program Director

F. Jeannine Everhart, PhD, MPH, MBA, CHES®
Assistant Professor
540-985-4046 (Office)
540-224-4785 (Fax)
fjeveryhart@jchs.edu

Mission

The Jefferson College of Health Sciences Doctor of Health Sciences (DHSc) online program is an interprofessional degree program uniquely designed to provide for the academic and professional development of a wide range of health professionals. The curriculum delivers the diverse body of knowledge that is necessary to excel in today's constantly changing health system. It prepares graduates to evaluate, manage, and implement improvements in the current health system and to be prepared for a professional career in an academic, administrative, community health, or clinical, or setting.

Goals/Outcomes

1. Interpret the impact of health delivery methods on diverse populations.
2. Appraise the use of technology to improve the delivery of health care and health education.
3. Analyze and employ strategies to influence policy related to health.
4. Develop awareness of and skills in interpersonal communication.
5. Engage in the critical review and production of scholarly activities related to improving health.

Background

The DHSc degree provides a path for those who are interested in advancing their career in health care management/administration, clinical practice, research, public or community health, and education. The Jefferson College of Health Sciences DHSc program includes 42 credit hours of intensive study, with a selected concentration in administration, community/public health, or education. The culmination of the program is a scholarly applied research project known as the capstone. By combining coursework with the capstone, the graduate is well positioned to take on leadership responsibilities in industry as well as higher education. Typical DHSc graduates hold positions such as medical service managers, health service managers, university faculty, public health officers, or healthcare delivery administrators.

Admissions Requirements

- College Graduate Admission Process
- A master's degree awarded by a regionally accredited institution in the field of healthcare, public health, education, management, or other health-related discipline.
- Cumulative GPA of 3.3 or better (on a 4-point scale) for all graduate degrees.
- Personal essay of approximately 400-600 words describing how this program will enhance the applicant's academic and/or professional career goals.
- Current resume/CV documenting professional experience and educational achievements.
- Official transcripts from all institutions attended.
- Online interview required for all eligible applicants being considered for acceptance.
- A master's level statistics course, plus a master or doctoral level research methods or equivalent course.
- Preferred three years experience working and/or teaching as a(an):
 - professional clinician
 - public health practitioner
 - educator in a health-related field or healthcare administration
 - healthcare manager/administrator

Graduation Requirements

DHSc students must maintain a cumulative 3.0 GPA at all times and will be placed on academic probation if their GPA falls below 3.0. Students who are unable to raise their cumulative GPA to 3.0 at the end of the probation semester or who fall below a cumulative GPA of 3.0 for a second time will be dismissed from the program.

The capstone project is performed independently under the mentorship of a capstone committee. Students must successfully complete each of the capstone project milestones, in the order shown, to successfully pass the capstone and complete the overall DHSc program:

- Project Premise/Research Concept in written form
- Project Proposal, presented as a written document and oral presentation
- Final Defense of the Project, presented as a written document and oral presentation

Through dedicated effort, it is possible to complete the capstone in two semesters (6 credit hours). Students requiring more time to complete the capstone project will be allowed, with permission, up to two additional semesters to achieve a satisfactory completion. If the capstone has not been completed in 4 academic semesters, the student will receive a failing grade in the capstone and will be dismissed from the program.

Advising Tips

Each DHSc student is assigned an advisor upon admission into the program. The advisor reviews the Plan of Study as well as the student's desired concentration and guides the student through to degree completion. The advisor communicates with the student prior to each semester during the registration process. The advisor also reviews Starfish referrals or other student concerns as needed per the student. The advising session is either by telecommunications or in person.

Program of Study

Core Curriculum and Concentration

- IDS 705 - Professional Communication in Health Sciences **Credits: 3**
- HA 730 - Healthcare Economics and Policy **Credits: 3**
- HSC 701 - Healthcare Information Technology **Credits: 3**
- HSC 715 - Research Methods for Health Sciences I **Credits: 3**
- HSC 716 - Research Methods for Health Sciences II **Credits: 3**
- HSC 750 - Cultural Competence **Credits: 3**
- HSC 870 - Capstone Project **Credits: 3**
- PBH 800 - Epidemiology for Health Sciences **Credits: 3**
- ELE Elective (700-800 Level) **Credits: 3**
- Concentration - Administration, Community and Public Health or Education **Credits: 12**

Total Credits: 42

Concentration Courses

*Students complete the 4 courses listed for the declared concentration**

Administration

- HA 720 - Healthcare Ethics and Law **Credits: 3**
- HA 760 - Healthcare Financial Management **Credits: 3**
- HA 820 - Risk and Safety Management in Healthcare **Credits: 3**
- HA 830 - Organizational Leadership in Healthcare **Credits: 3**

Total Credits: 12

Community and Public Health

- PBH 702 - Community and Public Health Promotion **Credits: 3**
- PBH 710 - Occupational and Environmental Health **Credits: 3**
- PBH 810 - Community Health Assessment **Credits: 3**
- PBH 815 - Health Promotion Program Planning and Evaluation **Credits: 3**

Total Credits: 12

Education

- EDUC 715 - Educational Theories and Practices **Credits: 3**
- EDUC 820 - Assessment and Evaluation in Higher Education **Credits: 3**
- EDUC 830 Effective Course Design **Credits: 3**
- EDUC 840 - Healthcare Education **Credits: 3**

Total Credits: 12

Total Credits: 42

Classification of Instructional Programs Code: 512201

Occupational Therapy, DOT

Program Director

Amy M Wix, OTD, OTR/L
Assistant Professor, online DOT Program
540- 985-8594 (Office)
304-575-1245 (Cell)
amwix@jchs.edu

Mission

The mission of the Jefferson College of Health Science's Occupational Therapy program is to develop post professional occupational therapists that are leaders in the field.

Goals/Outcome

1. Upon completion of the Doctor of Occupational Therapy program, the graduate will be able to
2. Apply and integrate occupation based models and theories in professional practice settings.
3. Implement and integrate evidence based models of practice in general and specialty areas.
4. Analyze and address issues related to participation, rights and culture of all individuals and communities.
5. Employ effective collaborative leadership skills across practice settings.
6. Explore issues and solutions related to clinical education and supervision.
7. Conduct a research study/ scholarly project and disseminate results to a professional audience.

Admissions Requirements

All applicants for the Doctor of Occupational Therapy (DOT) will complete and submit their application through the online Occupational Therapy Centralized Application Service (OTCAS).

- Completed Jefferson College OTCAS application
- Bachelor's or Master's Degree in Occupational Therapy (Applicants with a Bachelor's degree OT must also hold a Master's degree from a regionally accredited institution in a related Field of Study)
- Copy of current licensure as an OT
- Resume or CV
- Interview (on-line)
- Essay on how you plan to utilize the DOT degree
- Three references
- Official transcripts from every institution you have attended

Program Requirements

The DOT Program does require that students own a computer; and have wi-fi/internet capabilities, communication, tests and assignments often utilize e-mail and Blackboard. Students do need access to a computer with Microsoft Word & Internet access during the semester.

Graduation Requirements

All courses listed in the DOT Program of study should be taken in the sequence as listed. **ALL** courses must receive a passing grade (B- or better) in order to continue enrollment . Students are required to successfully complete the first year of study before advancing

to the second year. The summer session is considered part of the first year. Students enrolled in the DOT Program must maintain an overall GPA of 3.0.

Students who fail to maintain a GPA of at least 3.0 will be placed on academic probation. A student may receive a grade **BELOW a "B -"** in only two (2) courses throughout their entire enrollment in the DOT program as long as a GPA of 3.0 is maintained.. Upon receiving the third grade **Below a "B -"** the student will be immediately dismissed from the program. A student dismissed from the program is not eligible to reapply to this program.

Student may require CITI training, based on their research project design.

Programs of Study

Occupational Therapy Administration Track, DOT

Return to: Occupational Therapy, DOT

Program of Study

*The following is a sample plan of **part time** study, the actual order in which classes are taken may vary.*

Semester 1: Fall

- DOT 605 - Occupational Based Theories Practices **Credits: 3**
- DOT 680 - Clinical Education and Fieldwork Supervision **Credits: 3**

Total Credits: 6

Semester 2: Spring

- HSC 715 - Research Methods for Health Sciences I **Credits: 3**
- HA 510 - Foundations of Healthcare Administration **Credits: 3**

Total Credits: 6

Semester 3: Summer

- HSC 716 - Research Methods for Health Sciences II **Credits: 3**
- HA 760 - Healthcare Financial Management **Credits: 3**

Total Credits: 6

Semester 4: Fall

- DOT 710 - Studies in Outcome Measures and Analysis **Credits: 3**
- HA 820 - Risk and Safety Management in Healthcare **Credits: 3**

Total Credits: 6

Semester 5: Spring

- HA 830 - Organizational Leadership in Healthcare **Credits: 3**

- DOT 735 - Field Study and Professional Portfolios **Credits: 3**

Total Credits: 6

Semester 6: Summer

- DOT 810 - Occupational Therapy Research Design and Implementation I **Credits: 3**

Total Credits: 3

Semester 7: Fall

- DOT 815 - Occupational Therapy Research Design and Implementation II **Credits: 3**

Total Credits: 3

Total Credits: 36

Classification of Instructional Program Code: 512306

Occupational Therapy Education Track, DOT

Program of Study

*The following is a sample plan of **part time** study, the actual order in which classes are taken may vary.*

Semester 1: Fall

- DOT 605 - Occupational Based Theories Practices **Credits: 3**
- DOT 680 - Clinical Education and Fieldwork Supervision **Credits: 3**

Total Credits: 6

Semester 2: Spring

- HSC 715 - Research Methods for Health Sciences I **Credits: 3**
- EDUC 715 - Educational Theories and Practices **Credits: 3**

Total Credits: 6

Semester 3: Summer

- HSC 716 - Research Methods for Health Sciences II **Credits: 3**
- EDUC 820 - Assessment and Evaluation in Higher Education **Credits: 3**

Total Credits: 6

Semester 4: Fall

- DOT 710 - Studies in Outcome Measures and Analysis **Credits: 3**

- EDUC 830 Effective Course Design **Credits: 3**

Total Credits: 6

Semester 5: Spring

- DOT 735 - Field Study and Professional Portfolios **Credits: 3**
- EDUC 840 - Healthcare Education **Credits: 3**

Total Credits: 6

Semester 6: Summer

- DOT 810 - Occupational Therapy Research Design and Implementation I **Credits: 3**

Total Credits: 3

Semester 7: Fall

- DOT 815 - Occupational Therapy Research Design and Implementation II **Credits: 3**

Total Credits: 3

Total Credits: 36

Classification of Instructional Program Code: 512306

Master

Healthcare Administration, MHA

Program Director

Rebecca "Becky" F. McIntyre, D.H.A.
Assistant Professor
540-985-8167 (Office)
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Mission

Mission

The purpose 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.

Goals/Outcomes

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.

Background

AUPHA Future Students

According to the Association of Universities Programs in Healthcare Administration (AUPHA) healthcare is one of the leading employers in the United States, moreover healthcare management careers have an average income of \$82,000 up to \$200,000 and higher. The market for administrators with leadership capabilities, interdisciplinary skills, critical thinking is ever growing.

Admissions Requirements

The following requirements must be met for admission to the MHA Program:

- College Graduate Admission Process
- 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

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.

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.

Advising

Each MHA student is assigned an advisor upon admission into the program. The advisor reviews the POS and a personal recommended academic plan in order to guide the student through to degree completion. The advisor communicates with the student prior to each semester during the registration process, Starfish referrals or as needed per the student. The advising session is either by telecommunications or in person.

Program of Study

Semester 1: Fall

- HA 501 - Professional Communication in Healthcare **Credits: 3**
- HA 510 - Foundations of Healthcare Administration **Credits: 3**
- HA 520 - Advanced Health Information Systems **Credits: 3**

Total Credits: 9

Semester 2: Spring

- HA 530 - Organizational Theories & Leadership **Credits: 3**
- HA 555 - Healthcare Accounting **Credits: 3**
- HA 620 - Strategic Healthcare Economics & Policy **Credits: 3**

Total Credits: 9

Semester 3: Summer

- HA 550 - Research Methods and Analysis **Credits: 3**
- HA 562 - Healthcare Finance **Credits: 3**
- HA 610 - Legal Issues Affecting Healthcare Organizations **Credits: 3**

Total Credits: 9

Semester 4: Fall

- HA 640 - Operations and Performance Management **Credits: 3**
- IDS 660 - Human Resources **Credits: 3**
- IPE 507 - Ethical and Legal Practice in Healthcare **Credits: 3**

Total Credits: 9

Semester 5: Spring

- HA 650 - Quality Assessment & Improvement **Credits: 3**
- HA 660 - Strategic Leadership & Marketing **Credits: 3**

- HA 670 - Practicum **Credits: 3**
or
- HA 680 - Healthcare Administration Capstone Project **Credits: 3**

Total Credits: 9

Total Credits: 45

Note: HA 670 (Practicum) is required for students with less than one year healthcare experience. Any MHA student is eligible to take this course in order to gain additional healthcare experience. HA 680 (Capstone) is required for students not enrolled in HA 670.

Classification of Instructional Program Code: 510701

Nursing Administration, MSN

- Program Director
- Mission
- Goals/Outcome
- Background
- Admissions Requirements
- Graduation Requirements
- Advising Tips
- Program of Study

Program Director

Patty Vari, PhD, RN, CNE
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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.

Goals/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.

Background

- 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.
- 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 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 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.
- Earn your Master of Science in Nursing degree in 4 semesters as a full-time student or 6 semesters as a part-time student
- Benefit from being part of a small cohort of students:
 - Graduate faculty provide a more personal education with small classes
 - Participate in an online learning environment that accommodates optional opportunities for face to face learning.
 - Participate in clinical experiences at sites arranged in partnership with Jefferson College faculty.
- Benefit from being a part of an interprofessional community of learners at Jefferson College of Health Sciences, Virginia Tech Carilion School of Medicine and Carilion Clinic
- 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).

Admissions Requirements

Application Information for Jefferson College Current Students and Alumni

- Applicants who are current students or alumni of Jefferson College may contact Sarah Boswell, Director of Admissions, at srboswell@jchs.edu to apply. No formal application or transcripts are necessary. These applicants should submit the following with their e-mail to the Director of Admissions:
 - A current resume,
 - An essay,
 - Three references.

Application Information for All Other Prospective Students

- The recommended deadline for priority admission is November 1; however, applications are always accepted.
- Application Information for All Other Prospective Students
- Must apply through NursingCAS The Centralized Application for Nursing Programs. Jefferson College does not require a supplemental application. The application through NursingCAS can be found at <http://www.nursingcas.org>. The recommended deadline for priority admission is November 1; however, applications are always accepted.
- The completed Application for Admission – digitally signed online and submitted.
- Official transcripts from all colleges and universities in which you have enrolled.
- Three completed Graduate Recommendation Forms from individuals who are knowledgeable regarding your suitability for graduate work.
- GPA of 3.0 or higher recommended (based on a 4.0 scale)
- Current unrestricted RN license from any state or territory in the United States
- College level Statistics course (3 credits) with a grade of C or higher.
- Recommendation from three professional references who can address the applicant's potential for advanced practice nursing. At least one reference should be from a former faculty member if possible.
- A two page essay describing career goals and how a graduate credential will assist in meeting professional 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.
- Curriculum vitae or resume. This document should include education and professional practice.
- Official MAT or GRE scores if no master's degree (School codes: GRE/5099; MAT/2522). Requirement is waived if Cum GPA is 3.0 or greater.
- 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

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 Policies section of this catalog .

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.

Advising Tips

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.

Program of Study

Semester 1: Fall

- NSG 516 - Quality and Safety in Healthcare **Credits: 3**
- NSG 549 - Organizational Theory and Process **Credits: 3**
- NSG 660 - Human Resources **Credits: 3**

Total Credits: 9

Semester 2: Spring

- NSG 502 - Healthcare Systems & Policy **Credits: 3**
- NSG 509 - Translation of Evidence **Credits: 3**
- NSG 523 - Population and Diversity **Credits: 3**

Total Credits: 9

Semester 3: Fall

- IPE 507 - Ethical and Legal Practice in Healthcare **Credits: 3**
- NSG 671C - Administrative Residency **Credits: 3**
- NSG 605 - Collaboration and Interprofessional Leadership **Credits: 3**

Total Credits: 9

Semester 4: Spring

- NSG 620 - Informatics and Data Management **Credits: 3**
- NSG 655 - Financial Management in Healthcare **Credits: 3**
- NSG 654 - Advanced Practice Roles and Leadership **Credits: 1**
- NSG 696 - Integration of Evidence into Advanced Nursing Practice **Credits: 2**

Total Credits: 9

Credits from Non-Major Courses: 3

Credits from Major Courses: 33

Total Credits: 36

Classification of Instructional Program Code: 513802

Nursing, Family Nurse Practitioner, MSN

- Program Director
- Mission
- Goals/Outcomes
- Background
- Admissions Requirements
- Graduation Requirements
- Advising Tips
- Program of Study

Program Director

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Mission

Jefferson Nursing Programs promote excellence in nursing practice, administration, 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.

Goals/Outcomes

1. Demonstrate and integrate advanced nursing knowledge and relevant sciences into safe advanced nursing practice.
2. Contribute to nursing knowledge by applying current research outcomes within the practice setting: resolving practice problems; working as a change agent; and disseminating results.
3. Analyze and integrate theories of nursing, education, leadership, and other sciences to guide professional role development and improve nursing practice across diverse settings.
4. Integrate patient-care and communication technologies to improve delivery and enhance coordination of care
5. Provide organizational and system leadership that emphasizes the importance of professional accountability, ethical decision making, collaborative relationships, and protection of human dignity and diversity.
6. Synthesize and apply the principles, methods, tools, performance measures, and standards related to quality and safety within the healthcare system.
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. Analyze the impact of system policies on healthcare, participate in policy development, and use advocacy strategies to influence the quality of health care.

Program-specific competencies

The program is designed around a framework of core competencies and consists of interprofessional studies, nursing core courses, and courses within chosen area of specialization: family nurse practitioner.

Background

- FNP's assess, diagnose and manage acute and chronic health problems, consulting with specialists as needed. FNP students gain a solid foundation in clinical practice addressing the health care needs of individuals and families across the life span.
- The program emphasizes care that is interdisciplinary, collaborative and culturally appropriate.

- The faculty believes that excellence in practice is built upon a foundation of relevant scientific evidence.
- In addition to content with a focus on all age groups, the program of study provides in-depth knowledge and clinical experiences in areas such as advanced health assessment and physical diagnosis, pathophysiology, pharmacology, health promotion, acute and chronic illness management and role development as a primary care clinician.
- Clinical and didactic experiences prepare FNP students to enter practice with experience in billing, coding and documentation using state-of-the art electronic medical record systems. Clinical sites may include private offices such as nurse practitioner owned practices, large health institutions, family practice offices, community health centers and county health departments. Students obtain experiences serving rural or underserved populations. Preceptor supervised clinical experiences are provided to ensure the graduate demonstrates all master's competencies.

Admissions Requirements

Application Information for Jefferson College Current Students and Alumni

- Applicants who are current students or alumni of Jefferson College may contact Sarah Boswell, Director of Admissions, at srboswell@jchs.edu to apply. No formal application or transcripts are necessary. These applicants should submit the following with their e-mail to the Director of Admissions:
 - A current resume,
 - An essay,
 - Three references.

Application Information for All Other Prospective Students

- Must apply through the Centralized Application for Nursing Programs (NursingCAS). The application through NursingCAS can be found at <http://www.nursingcas.org>. 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.
- Three professional references from those who can address the applicant's potential for advanced practice nursing. If possible, one reference should come from a former faculty member.
- Curriculum vitae or resume. This document should include education and professional practice.
- Official GRE or MAT Scores if no Master's degree or GPA less than 3.0. (School codes: GRE/5099; MAT/2522).
- 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 in the past three years prior to beginning the FNP clinical courses validated by a letter from current employer/manager.
- Eligible applicants will be scheduled for an interview in person or virtually.
- 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 Policies section of this catalog.

Program Requirements

- Programmatic orientation and two On-Campus Intensives (OCI).
- Clinical Requirements-CPR, Health Insurance, Background Check, Drug Screen, Orientation (For Carilion Clinic- 1. Carilion Student Orientation (Includes Restraint Check-off section), 2. Confidentiality Agreement, 3. Student Program Participation Agreement, 4. EMR Form)
- Health records-those are maintained confidentially by the College's Counseling Department and must be kept current. Clinical facilities require that students provide evidence of meeting health requirements for Jefferson College and/or the facility in which the student is precepting. The requirements are specified in the Jefferson College Health Records website.
- Blackboard orientation
- Typhon Training

Graduation Requirements

- Students may receive a graduate degree only after meeting all of their program requirements.
- Completion of 50 total credit hours and 605 clinical hours
- GPA 3.0 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.

Advising Tips

- Academic Support Services: Promote JCHS students' academic development and success by providing professional support, resources, and outreach to empower students as they grow to become ethical, knowledgeable, competent, and caring healthcare professionals who value life-long learning, interdependence and interdisciplinarity.
- Counseling and Wellness services: Provided for any Jefferson College of Health Sciences student and are free and confidential. Counselors are available for students to assist them both personally and academically.
- Academic Advising: A graduate academic advisor is assigned at programmatic level 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.
- Program Progression: Any student who receives a course grade below a C will be placed on academic probation for the remainder of the program. A student cannot progress to the next semester without resolving a failing course grade. They must enroll in and pay for NSG 575 FNP Independent Study. Credit hours will vary, with objectives and evaluation determined by the faculty member responsible for the course. If the student successfully passes NSG 575 he/she will be allowed to progress to the next semester. If the student does not successfully pass NSG 575, it will be considered a second failing grade and it will result in dismissal from the program
- A student will be dismissed from the program for any of the following:
 - Failing more than one course.
 - Earning a GPA below 3.0 in any semester while on probation.
 - Failing a course while on probation, regardless of overall GPA.

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.
- 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 Master of Science in Nursing Jefferson College of Health Sciences skills assessments. These academic visits are called On-Campus Intensives (OCI).
- In addition, students complete a practicum and a scholarly project associated with the specialty residency.
- Students who satisfactorily complete the curriculum will have met the program outcomes.

Semester 1: Fall

- NSG 510 - Principles of Primary Care and Family Health **Credits: 3**
- NSG 516 - Quality and Safety in Healthcare **Credits: 3**

Total Credits: 6

Semester 2: Spring

- NSG 502 - Healthcare Systems & Policy **Credits: 3**
- NSG 531 - Advanced Physiology and Pathophysiology **Credits: 3**

Total Credits: 6

Semester 3: Summer

- NSG 509 - Translation of Evidence **Credits: 3**
- NSG 545 - Advanced Pharmacology **Credits: 3**

Total Credits: 6

Semester 4: Fall

- IPE 507 - Ethical and Legal Practice in Healthcare **Credits: 3**
- NSG 550 - Advanced Health Assessment **Credits: 2**
- NSG 554L - Advanced Health Assessment & Diagnostics Lab **Credits: 2**

Total Credits: 7

Semester 5: Spring

- NSG 614 - Primary of Care Adults and Geriatrics I **Credits: 3**
- NSG 615C - Practicum I: Primary Care of Adults and Geriatrics **Credits: 2**
- NSG 654 - Advanced Practice Roles and Leadership **Credits: 1**

Total Credits: 6

Semester 6: Summer

- NSG 624 - Primary Care Adults and Geriatrics II **Credits: 3**
- NSG 625C - Practicum II: Primary Care Adults and Geriatrics **Credits: 2**

Total Credits: 5

Semester 7: Fall

- NSG 634 - Primary Care of Children and Adolescents **Credits: 3**
- NSG 635 - Primary Care in Reproductive Health **Credits: 2**
- NSG 636C - Practicum III: Primary Care of Children, Adolescents, and Women **Credits: 3**

Total Credits: 8

Semester 8: Spring

- NSG 696 - Integration of Evidence into Advanced Nursing Practice **Credits: 2**
- NSG 675C - FNP Preceptorship **Credits: 4**

Total Credits: 6

Total Clinical Credits: 605

Credits from Non-Major Courses: 3

Credits from Major Courses: 47

Total Credits: 50

Classification of Instructional Program Code: 513805

Occupational Therapy, MS

Program Director

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Mission

The purpose of the Occupational Therapy Program is to produce graduates who demonstrate generalist competencies at an entry-level. The graduates will also possess resource awareness with unique perspectives and experiences in dealing more with a person or persons, than a disease or disability. The Occupational Therapy Program will graduate practitioners with the knowledge, skills and attitudes to engage individuals, who demonstrate some form of impaired coping skills, in a process of evaluation, treatment planning and therapeutic interventions. These interventions will be presented within a performance context of cultural and environmental demands, according to that individual's needs and wants.

The mission of the Jefferson College of Health Sciences' Occupational Therapy program is to provide qualified students an opportunity for practice and advanced study in the profession of Occupational Therapy. Graduates will develop skills in the analysis and application of occupations to restore, reinforce and enhance a client's performance while promoting and maintaining a healthy lifestyle. Graduates will be prepared to engage in advocacy as it pertains to the impact on an individual's health, well-being and participation in daily occupations. Graduates will be prepared to engage in collaborative practice, leadership and scholarship to improve the health of the communities they serve.

Goals/Outcomes

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.
7. Effectively manage the delivery of occupational therapy services through the coordination and supervision of staff and the prudent utilization of resources.

Background

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 time and energy 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

Employment for Occupational Therapists is projected to increase much faster than other healthcare professions due to the rapid growth of middle-aged and elderly populations demanding therapeutic services. Emerging specialty areas in Occupational Therapy include driver rehabilitation and fall prevention. Places of employment include hospitals, rehabilitation centers, public schools and skilled nursing facilities.

Admissions Requirements

Applicants must apply through OTCAS: The Occupational Therapist Centralized Application Service. Jefferson College does not require a supplemental application. The application through OTCAS can be found at <http://www.otcas.org>. Deadline is January 15, 2019. The application will become available on September 1, 2018.

Please note the following admission criteria for the MSOT Program:

- An earned Baccalaureate degree with a recommended GPA of 3.2 or higher.
- Completion of the following pre-requisite coursework:
- 3 credit course in statistics.
- English Composition (3 credits)
- Health and Wellness (3 credits)
- Ethics (3 credits)
- Analytical Thinking or Critical Reasoning or Logic (3 credits)
- Cultural Anthropology (3 credits)
- General Biology (3-4 credits)
- Human Anatomy (3-4 credits)
- Human Physiology (3-4 credits)
- Introductory Sociology (3 credits)
- Introductory Psychology (3 credits)

Occupation* Learn a new activity by completing a class in either an academic or community setting. The class should require physical skills as well as cognitive processing, and must be of substantial length and time so that you delve into the topic in depth (minimum of six meetings at least once a week). Learning a skill/activity relevant to Appalachian culture is encouraged. Examples: Playing a musical instrument, quilting, small-engine repair, home canning, Tai Chi, gardening, wood carving, pottery, 3 credit course in human growth and development throughout the lifespan.

- 3 credit course in abnormal psychology
- A typed **Statement of Purpose**: This is your opportunity to tell us why you want to earn the Master of Science in Occupational Therapy. In a two-page essay, discuss the development of your interest in occupational therapy, your skills and experiences related to working with special populations, and your aspirations and goals for a career as a health-care professional;
- Two **letters of recommendation**: Request letters from college professors, employers, or others who have worked with you in a professional capacity (no personal references, please). The letters should describe your academic skills, general work skills, and the personal qualities one needs to be a competent health-care professional. The graduate admissions committee will screen applications and selected candidates will be scheduled for interviews on campus as a part of the admissions process.
- One or more letters from supervisors documenting your **volunteer experience**: A minimum of 40 hours observation of occupational therapy services and/or work with individuals who have disabilities is preferred. Experience with diverse populations and programs is highly recommended. Evidence that you have completed a college or community class to learn a new activity or occupation. The activity should require physical skills as well as cognitive processing (for example, ceramics, wood carving, gardening, photography, yoga, guitar);
- A **professional resume** of your past and current educational and employment experiences.

Program Requirements

Sequence of Courses

The Occupational Therapy Program of study is conceived as a progressive curriculum. All courses in one semester must be completed before moving on to the next. A delay in taking the courses in sequence will result in a delay in the date of graduation from the program.

Students are expected to demonstrate professional behaviors at all times. This includes but is not limited to the following

- Cellular phones may NOT be used during class time and should be turned to the "off" or "vibrate" mode when you are in class.
- Students will utilize respectful methods of communication with faculty and peers at all times. (Classrooms, corridors, e-mails) This will help create a safe environment for learning in both the lecture and lab setting.
- Students should dress appropriately whenever in the college building. You are a Master's Level student pursuing a licensed medical profession and you are expected to conduct yourself as such. On days of a guest speaker in class or visiting a clinical site, students are expected to wear dress pants with a polo type shirt or blouse and closed toe shoes.
- Students should actively evaluate their own performance throughout the semester and initiate additional help from the instructor, as needed
- Students should dress appropriately whenever in the college building. You are a Master's Level student pursuing a licensed medical profession and you are expected to conduct yourself as such. On days of a guest speaker in class or visiting a clinical site, students are expected to wear dress pants with a polo type shirt or blouse and closed toe shoes.
- Students should actively evaluate their own performance throughout the semester and initiate additional help from the instructor, as needed

Grade Point Average (GPA)

As a graduate program, students are expected to maintain a minimum grade point average of 3.0.

Graduate Certification Exam

Upon graduation from this program graduates are required to take the national registry exam which is 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 test may be taken in any state)

All graduates of an Occupational Therapy degree program are required to pass an entry level national registry examination prepared by the National Board for Certification in Occupational Therapy (NBCOT) prior to their becoming licensed to practice as an occupational therapist. Program results from the National Board for Certification in Occupational Therapy (NBCOT) can be found online at <https://secure.nbcot.org/data/schoolstats.aspx>

Registration/Licensure

Graduates from this program must sit for the national registry exam administered by NBCOT prior to applying for a license to practice occupational therapy in whatever state they may choose. 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. Upon entry to this program, if any of the above situations have occurred, the student may contact NBCOT and request an EARLY DETERMINATION. More information is available on their website: www.nbcot.org

Advising

Students are assigned an Occupational Therapy Program faculty member as an advisor. Students meet with their advisors each semester to discuss their performance and to register for classes. Advisors will post office hours each semester and students may make appointments during office hours to discuss issues or concerns that are affecting or may affect their academic/fieldwork performance. Advisors will assist with the problem-solving process and refer students to counselors or other resources as needed.

Advisors are notified at midterm each semester if any of their advisees are below B level academic status in any course. Students are expected to monitor their performance and seek assistance from class instructors, advisors or faculty immediately upon experiencing difficulty. Faculty closely monitors class attendance, behavior, laboratory participation and fieldwork performance.

Program of Study

Semester 1

- BIO 521 - Gross Anatomy for Clinical Applications **Credits: 4**
- OT 501 - Fundamentals of Occupation **Credits: 3**
- OT 510 - Use of Occupations in Mental Health **Credits: 3**
- OT 531 - Occupational Response to Pathological Conditions **Credits: 3**
- OT 554 - Fieldwork I-A Mental Health **Credits: 1**

Total Credits: 14

Semester 2

- BIO 530 - Functional Clinical Neuroanatomy & Neurophysiology **Credits: 4**
- OT 502 - Research Methodologies **Credits: 3**
- OT 520 - Humans in Motion **Credits: 3**
- OT 555 - Fieldwork I-B Community Based **Credits: 1**
- OT 670 - Occupational Fitness for Life **Credits: 2**

Total Credits: 13

Semester 3

- OT 540 - Occupation Using Adaptations **Credits: 3**
- OT 560 - Client Advocacy/Public Policy **Credits: 3**

Total Credits: 6

Semester 4

- IPE 507 - Ethical and Legal Practice in Healthcare **Credits: 3**
- OT 556 - Fieldwork 1-C (Pediatric) **Credits: 1**
- OT 602 - Occupations through the Lifespan I **Credits: 4**
- OT 602L - Occupations through the Lifespan I Lab **Credits: 0**
- OT 615 - Client Care Techniques **Credits: 3**
- OT 615L - Client Care Techniques Lab **Credits: 0**
- OT 631 - Research Project Decisions **Credits: 3**
- OT 635 - Program Development **Credits: 3**

Total Credits: 17

Semester 5

- OT 557 - Fieldwork 1-D (Geriatric) **Credits: 1**
- OT 603 - Occupations through the Lifespan II **Credits: 4**

- OT 603L - Occupations through the Lifespan II Lab **Credits: 0**
- OT 610 - Clinical Reasoning **Credits: 3**
- OT 640 - Topics in Administration **Credits: 2**
- OT 650 - Research Project Implementation **Credits: 3**

Total Credits: 14

Semester 6

- OT 682 - OT Fieldwork II-A **Credits: 8**

Total Credits: 8

Semester 7

- OT 692 - OT Fieldwork II-B **Credits: 8**
- OT 695 - Professional Seminar **Credits: 1**

Total Credits: 9

Credits from Non-Major Courses: 11

Credits from Major Courses: 70

Total Credits: 81

Classification of Instructional Program Code: 512306

Physician Assistant, MS

Program Director

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Mission

The mission of the Jefferson College Physician Assistant Program is to graduate ethical, competent, and compassionate PAs who are well versed in the art and science of medicine and are prepared to effectively function as members and leaders of the interprofessional healthcare team.

Goals/Outcomes

1. To enroll students who demonstrate academic excellence and a commitment to the healthcare profession.
2. To provide a positive learning environment that is conducive to attainment of Student Learning Outcomes.
3. To provide a strong foundation of medical knowledge, clinical skills, and ethical and professional behaviors that will meet the needs of a practicing PA.
4. To instill an appreciation for lifelong learning skills and the need to provide the most current patient-centered care possible.
5. To provide the skills necessary to communicate and collaborate effectively within a team environment.
6. To graduate physician assistants who will serve as leaders in their professional lives and will participate in the education of future medical providers.

Student Learning Outcomes

Upon completion of the Jefferson College Physician Assistant Program, the graduate 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).
8. Demonstrate an ability to provide optimal medical care within a complex medical system (Systems Based Practice).

Accreditation

The Physician Assistant Program was originally accredited by the Accreditation Review Commission for the Physician Assistant (ARC-PA), the recognized accrediting agency for physician assistant education, in 1997. The current accreditation status granted by the ARC-PA to Jefferson College of Health Sciences Physician Assistant Program is Accreditation-Continued. This status is granted to established programs that are in compliance with accreditation Standards. According to the ARC-PA definition, a status of accreditation-continued will remain in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards, ARC-PA requirements or procedures. The next accreditation review of the Jefferson College of Health Sciences Physician Assistant Program is currently planned for March 2023.

Admissions Requirements

- **CASPA.** Applicants must apply through CASPA, the Central Application Service for Physician Assistants. Jefferson College does not require a supplemental application. Deadline for submission is Nov. 1. DO NOT send application materials directly to the College or Program.
- **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 Jefferson College PA program requires a cumulative GPA on undergraduate and post baccalaureate work of at least 3.0. You must have earned a "C" or better on all prerequisite courses. Pass/Fail or placing out of a required prerequisite is not permitted, although AP credit appearing on college transcripts will be counted. Please contact the program if you have concerns about specific prerequisite coursework. We give no advanced standing/advanced placement or prior learning credit for PA program coursework. Each PA student must complete the entire curriculum at Jefferson College.
- **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. GRE scores are considered along with other applicant factors, and will be required before a candidate is interviewed. If you take the GRE before finishing your CASPA application, GRE scores may be submitted directly to CASPA with the Designated Institution (DI) code 0597. However, if you finalize your CASPA application and later take the GRE, scores should be sent directly to Jefferson College using DI Code 5099.
- **International Students.** International students must have their transcripts submitted for independent evaluation of equivalency by an acceptable credentialing evaluation agency. The Program suggests World Education Service. Students for whom English is not their primary language are required to submit their TOEFL (Test of English as a Foreign language) 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.
- **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 are recommended as upper-level courses)

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 and run through February. Admission decisions are made after each interview session, and outstanding candidates are accepted within 2 weeks after the interview.

The decision to admit a candidate rests with the admissions committee. Decisions are based on applications, overall and prerequisite grades, healthcare experience, essays, GRE scores, references, and interviews.

If you have questions regarding the program, please e-mail paadmissions@jchs.edu.

Program Requirements

Graduate Competencies

The Physician Assistant Program curriculum at Jefferson College reflects a philosophy of lifelong learning and patient-centered care. Coursework integrates medical treatment modalities with health promotion, behavioral medicine, and disease prevention to meet the needs of a changing healthcare environment. The Program curriculum is based on the mission statement, curricular outcomes, competencies, and technical standards for the physician assistant profession. The professional documents and requirements (AAPA, PAEA, NCCPA, ARC-PA's Competencies for the Physician Assistant and the Accreditation Standards for Physician Assistant Education) provide the foundation for the curriculum.

Physician Assistant faculty and clinical preceptors serve as mentors for students, modeling professional ethics and attitudes conducive to healthcare professionals and demonstrating required medical knowledge and skills. The course of study emphasizes case-based learning and a systems approach, linking theory and practice. Students learn to value and practice interprofessional teamwork and healthcare delivery to diverse populations.

Medical Knowledge

The Program provides instruction in the basic medical sciences, including anatomy, physiology, pathophysiology, clinical pharmacology, and the genetic and molecular mechanisms of health and disease. It provides instruction in clinical medicine and clinical skills that cover the major organ systems. In addition, the Program provides supervised clinical practice in family medicine, general internal medicine, emergency medicine, general surgical care - including operative experiences, pediatrics, women's health, psychiatry and behavioral medicine, and orthopedics. Upon completion of the Program, the graduating student will be able to:

- Understand etiologies, risk factors, underlying pathologic processes, and epidemiology, including genetic factors, for medical conditions.
- Perform patient interviews and exams, effectively identifying symptoms and signs of medical conditions.
- Select and interpret appropriate diagnostic and lab studies.
- Manage general medical and surgical conditions, including understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacologic agents and non-pharmacologic treatment modalities.
- Identify the appropriate site of care for presenting conditions, including identifying emergency cases and cases requiring referral or admission.
- Identify appropriate interventions for prevention of medical conditions.
- Identify appropriate methods to detect conditions in an asymptomatic individual.
- Differentiate between normal and abnormal anatomic, physiologic, laboratory, and other diagnostic findings.
- Use history and physical findings and diagnostic studies to formulate a differential diagnosis, assessment, patient management plan, and comprehensive problem list.
- Provide care to patients in all stages of life, including preventive, acute, chronic, rehabilitative, and end-of-life care.
- Apply principles of patient self-management in those with chronic diseases, including developing patient-provider partnerships, setting collaborative action plans and goals, and making provisions for appropriate follow-up.
- Apply an understanding of human behavior and psychological development to patients' conditions and situations.

Communication Skills

The Program provides instruction in interpersonal and communication skills resulting in effective communication and collaboration between patient, families, and other healthcare professionals. Upon completion of the Program, the graduating student will be able to:

- Create and sustain a therapeutic and ethically sound relationship with patients.
- Present patient information in an articulate and concise manner in oral and written form
- Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information.

- Accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes.
- Adapt communication style and methods suitable and appropriate for patients of varying backgrounds and cultures.
- Obtain a pertinent history of the disease from the patient's perspective.
- Provide medical care to patients from diverse populations, including use of an interpreter and history taking through a third party.
- Work effectively with physicians and other healthcare professionals as a member or leader of a healthcare team or other professional group.

Patient-Centered Care

The Program provides instruction in the care and management of patients across the lifespan, with a focus on cultural awareness and sensitivity. Upon completion of the Program, the graduating student will be able to:

- Work effectively with physicians and other healthcare professionals to provide patient-centered care.
- Demonstrate caring and respectful behaviors when interacting with patients and their families.
- Make informed decisions about diagnostic and therapeutic interventions based on the patient's information and preferences.
- Develop and carry out patient management plans.
- Counsel and educate patients and their families about:
 - Coping with illness and injury.
 - Adherence to prescribed treatment plans.
 - Modification of behaviors to more healthful patterns.
 - Management of chronic medical problems.
 - End-of life-issues.
 - Human sexuality.
- Competently perform medical and surgical procedures considered germane to primary care.
- Provide healthcare services and education aimed at preventing health problems and maintaining healthy, therapeutic lifestyle.
- Recognize and treat substance abuse, violent behavior, and abuse in a patient and/or a patient's family.

Professionalism

The Program provides instruction on professional issues and medical ethics. Upon completion of the Program, the graduating student will demonstrate the following:

- Knowledge of the history of the physician assistant profession and the current trends in the profession.
- An understanding of legal and regulatory requirements, as well as the role of the physician assistant.
- A professional relationship with physician supervisors and other healthcare providers.
- Awareness of limitations, openness to seek and accept constructive criticism, and motivation to expand knowledge base.
- Respect, compassion, and integrity, along with responsiveness to the needs of patients and society.
- Accountability to patients, society, and the profession.
- A commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, and informed consent.
- Sensitivity and responsiveness to the patient's culture, age, gender, and disabilities.
- An ability to communicate information regarding patients' medical conditions and research materials to colleagues and peers.
- Knowledge of the legal issues of healthcare and their relation to physician assistant practice.
- Knowledge of reimbursement issues, including documentation, coding and billing, and professional liability.

Practice-Based Learning and Improvement

The Program provides instruction to foster lifelong learning and critical thinking skills. It provides the skills necessary to search, interpret, and evaluate the medical literature in order to maintain a critical, current, and operational knowledge of new medical findings, and their application to individualized patient care. Upon completion of the Program, graduating students will be able to:

- Demonstrate awareness of with practice-based improvement methodologies.
- Locate, appraise, and integrate evidence from scientific studies related to patients' health problems.
- Obtain and apply information about the population of their patients and the larger population from which patients are drawn.
- Use information technology to manage information and to access online medical information.

Systems-Based Practice

The Program provides instruction on providing patient-centered care that uses the most up-to-date methods to deliver medical care in a cost-effective and timely manner. Upon completion of the Program, the graduating student will be able to:

- Use information technology to support patient care decisions.
- Demonstrate familiarity and application of different types of medical practice and delivery systems.
- Demonstrate knowledge of the funding sources and payment systems that provide coverage for patient care.
- Partner with supervising physicians, healthcare managers, and other healthcare providers to assess, coordinate, and improve the delivery of health care and patient outcomes.

Technical Standards

All students must possess the following abilities and skills in order to meet the technical standards of the Jefferson College PA Program. Students who do not demonstrate these standards during the course of the program are at risk for dismissal.

- **Intellectual:** A student must have the mental capacity to assimilate and learn a large amount of complex and technical information. He or she must be able to conceptualize and solve clinical problems. It will be imperative that the student be able to synthesize and apply concepts and provide or understand detailed information to or from various disciplines in order to formulate diagnostic and therapeutic plans. Students must be able to learn to read and comprehend technical materials, laboratory reports, and understand pharmacokinetics.
- **Observation:** The ability to be observant is required for attention to 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 in close proximity. This requires functional vision, hearing, and somatic sensation, and is enhanced by a sense of smell.
- **Communication:** A student 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, efficiently and effectively communicate with the healthcare team, orally and in writing.
- **Motor:** A student must have motor function to elicit information from patients by palpation, percussion, and auscultation, as well as carry out diagnostic maneuvers. He or she 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 in order to use standard medical/surgical instruments. One must possess sufficient control of the upper extremities to meet the physical requirements for training and for performing a safe physical examination.
- **Emotional:** A student must have the emotional health to use fully his or her 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 a necessity. Students must be adaptable, flexible, and able to function in the face of uncertainty during the course of study and in clinical practice. Students must have integrity, the motivation to serve, a high level of compassion, and a consciousness of social values. Students need interpersonal skills to interact positively with people from all levels of society, ethnic backgrounds, and beliefs. Included in the interpersonal technical standards is the responsibility of the student to be on time for class so as not to be disruptive to classmates, faculty, or guest lecturers. Students who are responsible for the care of others, such as parents or children, will need to secure care for these individuals that will allow for appropriate attendance. Reliable transportation is also a necessity.

Standards of Professional Conduct

The Standards and Guidelines for an Accredited Educational Program for the Physician Assistant states:

The role of the Physician Assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare, are essential attributes.

PA students must exhibit a high level of maturity and conduct themselves in a highly professional manner consistent with the responsibilities for patient care entrusted to them during their training. Professional behavior is not easy to define, but unprofessional behavior is readily identifiable. Failure to adhere to the following standards necessitates review by the Student Evaluation and Promotion Committee (SEPC) and may result in corrective action and/or dismissal from the Program.

- **Respect:** Students are expected to treat all patients, faculty, staff, guest lecturers, clinical preceptors, and fellow students with dignity and respect. Appropriate classroom behavior is expected. Conflicts should be resolved in a diplomatic and reasoned manner. Students should be tolerant of diversity in student and patient populations. PA training involves a close working environment with other students, including physical examination of fellow students and discussion groups that may reveal information of a personal nature. Approach these situations with respect for the privacy, confidentiality, and feelings of fellow students. You can disagree without being disagreeable.
- **Communication:** Effective communication is essential in your role as a student and as a medical provider. While enrolled here, you should follow these communication guidelines:
 - a. Respond to fellow students readily and tactfully.
 - b. Demonstrate proper verbal, nonverbal, and written communication.
 - c. React in a positive manner to feedback and criticism.
- **Flexibility:** PA training involves instruction from practicing clinicians with unpredictable schedules. At times, schedules for lectures or clinical sessions may be adjusted with short notice. The advantage of inviting practicing clinicians outweighs this inconvenience, and students should be flexible and tolerant of changes.
- **Integrity:** You are expected to follow all policies and codes in the Jefferson College Student Handbook; pay special attention to policies pertaining to academic honesty. PA students are also expected to display the highest ethical standards commensurate with work as a healthcare professional.
- **Identification:** PA students must always identify themselves as Physician Assistant Students to patients and site staff. Never present yourself as a physician, a resident, a medical student, or a graduate physician assistant. You **MUST** always wear a short clinical jacket while at clinical sites, unless instructed not to do so by the site or the Program. Always wear your official name badge while in class and at clinical sites. While in the PA Program, students may not use previously earned titles (e.g., RN, DC, PhD) for identification.
- **Confidentiality:** Respect the confidentiality of patients and fellow students; you are not permitted to discuss any patients by name outside the clinical encounter. Any discussion regarding a patient's diagnosis, care, and condition should be conducted with discretion and preferably in private. For academic presentations and history and physical assignments, identify a patient by initials or chart numbers. Failure to adhere will result in dismissal from the Program per Carilion policy.

Graduation Requirements

Student Progress

To remain in good programmatic standing in the PA Program, the student must:

- Maintain a current (most recently completed semester) and cumulative GPA of 3.0. A cumulative GPA less than 3.0 will result in College Academic Probation as outlined in the Graduate section of the Jefferson College Catalog.
- Earn a minimum grade of C in all courses and clinical rotations. Any grade below a C is considered failing.
- Exhibit satisfactory evidence of professional behaviors, technical standards, and interpersonal skills as outlined in the Jefferson College Student Handbook and the PA Student Handbook.
- Have a passing grade on all proficiency exams (OSCEs, check sheets) as determined by the faculty instructor.

Failure to achieve the above criteria shall be grounds for action by the Student Evaluation and Promotion Committee (SEPC), see page 30. Actions can include probation, tutoring, remediation, or dismissal from the Program.

Programmatic Probation

A student will be placed on programmatic academic probation for either of the following:

- Having a cumulative GPA below 3.0 or a semester GPA below 3.0.
- Earning a failing course grade at any time regardless of overall GPA.

A student will be placed on programmatic professional probation for the following:

- Unsatisfactory evidence of professional behaviors, lack of attention to technical standards, failure to adhere to the attendance policy, and poor interprofessional skills as outlined by the Jefferson College Student Handbook and the PA Student Handbook.
- Professional probation does not expire at the end of a semester. A student placed on professional probation will remain on probation until graduation, as long as the student is compliant with his or her probationary contract. Failure to adhere to the contract may result in further disciplinary action up to dismissal from the program.

College Academic Probation

Any student with a cumulative GPA of less than 3.0 will be placed on Academic Probation for the length of time it takes the student to raise it above 3.0. The student must maintain a semester GPA of 3.0 while on probation or they will be dismissed from the program.

Any student on probation must meet with their faculty advisor and be enrolled in the Pathways for Academic Success (PASS) program with Student Affairs.

Failing Course Grade

Any student who receives a course grade below a C will be placed on academic probation for the remainder of the program. A student cannot progress to the next semester without resolving a failing course grade. Students must enroll in and pay for PHA 575

Independent Study. Credit hours will vary, with objectives and evaluation determined by the faculty member responsible for the course. If the student successfully passes PHA 575 he/she will be allowed to progress to the next semester. If the student does not successfully pass PHA 575 it will be considered a second failing grade and it will result in dismissal from the program

Dismissal

A student will be dismissed from the program for any of the following:

- Failing more than one course.
- Earning a GPA below 3.0 in any semester while on probation.
- Failing a course while on probation, regardless of overall GPA.
- Exhibiting unprofessional behavior.

Students who are dismissed from the Program may reapply in the future. Applicants must follow the stated application procedures to be considered for readmission.

Summative Evaluation

When students are back on campus for the Masters Capstone course they will undergo a Comprehensive Summative Evaluation process. The purpose of this is to ensure that the learner has the knowledge, interpersonal skills, patient care skills, and professionalism to enter into clinical practice and has met the Student Learning Outcomes published by the Program.

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.

Program of Study

Courses must be taken sequentially in the order presented.

Semester 1: Fall

- BIO 509 - Clinical Anatomy I **Credits: 2**
- IPE 501 - Foundations of Interprofessional Leadership I **Credits: 2**
- PHA 506 - Clinical Medicine I **Credits: 4**
- PHA 514 - Clinical Pathophysiology I **Credits: 2**
- PHA 525 - Clinical Skills I **Credits: 4**
- PHA 533 - Behavioral Medicine **Credits: 2**
- PHA 541 - Clinical Pharmacotherapeutics I **Credits: 2**

Total Credits: 18

Semester 2: Spring

- BIO 510 - Clinical Anatomy II **Credits: 2**
- IPE 502 - Foundations of Interprofessional Leadership II **Credits: 2**
- PHA 507 - Clinical Medicine II **Credits: 4**
- PHA 515 - Clinical Pathophysiology II **Credits: 2**
- PHA 526 - Clinical Skills II **Credits: 4**
- PHA 538 - Research & Evidence-Based Practice **Credits: 2**
- PHA 534 - Behavioral Medicine II **Credits: 1**
- PHA 542 - Clinical Pharmacotherapeutics II **Credits: 2**

Total Credits: 19

Semester 3: Summer

- BIO 511 - Clinical Anatomy III **Credits: 2**
- PHA 508 - Clinical Medicine III **Credits: 4**
- PHA 516 - Clinical Pathophysiology III **Credits: 2**
- PHA 527 - Clinical Skills III **Credits: 2**
- PHA 545 - Clinical Pharmacotherapeutics III **Credits: 1**
- PHA 551 - Introduction to Master's Project I **Credits: 1**

Total Credits: 12

Semester 4: Fall

- IPE 507 - Ethical and Legal Practice in Healthcare **Credits: 3**
- PHA 509 - Clinical Medicine IV **Credits: 2**
- PHA 529 - Clinical Skills IV **Credits: 4**
- PHA 552 - Introduction to Master's Project II **Credits: 1**
- PHA 630 - Internal Medicine Clinical Rotation **Credits: 3**
- PHA 631 - Primary Care Clinical Rotation **Credits: 3**

Total Credits: 16

Semester 5: Spring

- PHA 553 - Introduction to Master's Project III **Credits: 1**
- PHA 605 - Pediatric Medicine Clinical Rotation **Credits: 3**
- PHA 606 - Women's Health Clinical Rotation **Credits: 3**
- PHA 607 - General Orthopedics Clinical Rotation **Credits: 3**
- PHA 635 - Medicine I Clinical Rotation **Credits: 3**
- PHA 636 - Medicine II Clinical Rotation **Credits: 3**

Total Credits: 16

Semester 6: Summer

- PHA 554 - Introduction to Master's Project IV **Credits: 1**
- PHA 608 - General Surgery Clinical Rotation **Credits: 3**
- PHA 609 - Psychiatry and Behavioral Medicine Clinical Rotation **Credits: 3**
- PHA 611 - Emergency Medicine Clinical Rotation **Credits: 3**

Total Credits: 10

Semester 7: Fall

- PHA 612 - Elective Clinical Rotation I **Credits: 3**
- PHA 613 - Elective Clinical Rotation I **Credits: 3**
- PHA 621 - Master's Capstone **Credits: 4**

Total Credits: 10

Total Credits: 101

Classification of Instructional Program Code: 510912

Undergraduate Programs

Bachelor

Biomedical Sciences, BS

Program Director

Robin Lee Davies, Ph.D.

Professor

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Mission

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

Goals/Outcomes

1. Demonstrate an integrated knowledge of natural and physical sciences (e.g. biology, chemistry, mathematics, and physics) as they relate to disciplines within the biomedical sciences.
2. Analyze and evaluate applicable scientific research literature.
3. Apply fundamental concepts of experimental research design and recognize ethical standards and practices in scientific and clinical research methods.
4. Employ laboratory techniques pertinent to disciplines within the biomedical sciences both effectively and safely.
5. Effectively communicate scientific concepts relevant to the biomedical sciences through oral and written communication skills

Background

The Program in Biomedical Sciences is designed to prepare graduates to enter a variety of professional schools including those for medicine, dentistry, veterinary medicine, physician assistant, physical therapy, occupational therapy, and pharmacy, as well as graduate studies in biological, biochemical, and biomedical sciences. Graduates of the Biomedical Sciences Program are in practice all over the country as physicians, pharmacists, dentists, physician assistants, physical and occupational therapists, biomedical researchers, and more. The program also offers and emphasizes opportunities for students to participate in novel scientific research with Biomedical Sciences faculty. Graduates of the Program in Biomedical Sciences have been co-authors on publications describing research conducted while they were still undergraduates.

Admissions Requirements

- College Admission Requirements
- Four years of mathematics and laboratory science are highly recommended

Graduation Requirements

- General College - no additional requirements

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associates degree from a Virginia Community College:

GEN 100	Humanities Elective (3 hrs)
IPE 200	Humanities or Literature Elective (3 hrs)
IPE 350	Literature Elective (3 hrs)

Total Credit Hours - 13

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.

Semester 1: Fall

- BIO 101 - General Biology I **Credits: 4**
- BIO 101L - General Biology I Laboratory **Credits: 0**
- CHM 111 - General Chemistry I **Credits: 4**
- CHM 111L - General Chemistry I Laboratory **Credits: 0**
- ENG 111 - Grammar & Composition I **Credits: 3**
- GEN 100 - Academic Seminar **Credits: 1**
- MTH 170 - Precalculus with Trigonometry **Credits: 3**

Total Credits: 15

Semester 2: Spring

- BIO 102 - General Biology II **Credits: 4**
- BIO 102L - General Biology II Laboratory **Credits: 0**
- CHM 112 - General Chemistry II **Credits: 4**
- CHM 112L - General Chemistry II Laboratory **Credits: 0**
- ENG 112 - Grammar & Composition II **Credits: 3**
- MTH 201 - Calculus **Credits: 3**
- PHL 115 - Foundations of Ethics **Credits: 3**

Total Credits: 17

Semester 3: Fall

- BIO 220 - Introduction Cell and Molecular Biology **Credits: 4**
- BIO 220L - Cell and Molecular Biology Laboratory **Credits: 0**
- CHM 244 - Organic Chemistry I **Credits: 4**
- CHM 244L - Organic Chemistry I Lab **Credits: 0**

- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- MTH 265 - Introductory Statistics **Credits: 3**
- PSY 101 - Introduction to Psychology **Credits: 3**

Total Credits: 15

Semester 4: Spring

- BIO 215 - Introduction to Scientific Literature **Credits: 2**
- CHM 245 - Organic Chemistry II **Credits: 4**
- CHM 245L - Organic Chemistry II Laboratory **Credits: 0**
- SOC 101 - Introduction to Sociology **Credits: 3**
- ELE Elective **Credits: 3**
- ELE Biology Elective (200 Level) **Credits: 4**

Total Credits: 16

Semester 5: Fall

- BIO 306 - Genetics **Credits: 4**
- BIO 306L - Genetics Laboratory **Credits: 0**
- BIO 312 - Research Methodology **Credits: 3**
- CHM 360 - Biochemistry I **Credits: 4**
- CHM 360L - Biochemistry I Laboratory **Credits: 0**
- PHY 201 - General Physics I **Credits: 4**
- PHY 201L - General Physics I Laboratory **Credits: 0**

Total Credits: 15

Semester 6: Spring

- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- PHY 202 - General Physics II **Credits: 4**
- PHY 202L - General Physics II Laboratory **Credits: 0**
- ELE Biology/Chemistry Elective (300, 400 Level) **Credits: 3**
- ELE Elective **Credits: 3**
- ELE Humanities Elective **Credits: 3**

Total Credits: 15

Semester 7: Fall

- ELE Biology Elective (300, 400 Level) **Credits: 4**
- ELE Biology Elective (300, 400 Level) **Credits: 3**
- ELE Humanities or Literature Elective **Credits: 3**
- ELE Elective **Credits: 3**

Total Credits: 13

Semester 8: Spring

- ELE Biology Elective (300, 400 Level) **Credits: 4**
- ELE Biology Elective (300, 400 Level) **Credits: 3**
- ELE Biology Elective (300, 400 Level) **Credits: 3**
- ELE Literature Elective **Credits 3**
- ELE Elective **Credits: 3**

Total Credits: 16

Credits from Non-Major Courses: 46

Credits from Major Courses: 76

Total Credits: 122

Classification of Instructional Programs Code: 260102

Emergency Services, BS

Program Director

John C. Cook, Ed.D., MBA, NRP, NCEE
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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.

Goals/Outcomes

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

1. provide care to patients of all age groups 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 fire, injury, and/or 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,
11. participate in research processes in an emergency services organization

Accreditation

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
131 Park Street
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 804-888-9120

Background

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 **Firefighter / Paramedic Track** prepares students for management and leadership positions in the fire and emergency medical services (EMS) professions. Graduates will be eligible to sit for the national paramedic credentialing exam and complete numerous fire certifications. This track is offered on-campus only.
- The **Critical Care / Paramedic Track** prepares students for management and leadership positions in critical care ground and air transport services as well as non-fire service based EMS agencies. Graduates will be eligible to sit for the national paramedic credentialing exam (NRP), Certified Flight Paramedic (FP-C), and the Certified Critical Care Paramedic (CCP-C). This track is offered on-campus only.
- The **Degree Completion Track** is designed for students that are already working in the field of emergency services and are looking to take their career to the next level. Students looking to enter this track should already have some college experience and may receive institutional credit for already possessing a national paramedic credential (NRP). This track is offered 100% online for those that qualify

Admissions Requirements

- College Admission Requirements
- For on-campus tracks, Must have current Virginia EMT-Basic certification (reciprocity is available from other states) prior to the start of the second semester
- Must be 18 years of age or older 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.

Program Requirements

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 Standards

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).

Program Associated Costs (Excluding Tuition, Housing)

Note: all costs are estimates and are subject to change.

Uniforms	\$250
Turnout Gear (FF/PM Track only)	\$1500 (optional)
Drug Screen	\$40
Criminal Background Check(s)	\$75
Books (professional courses only)	\$1500
National Registry Written Testing Fee	\$110
FISDAP Software Access	\$130
Transportation to clinical/internship agencies, etc.	Varies

Graduation Requirements

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.

Programs of Study

Emergency Services, Paramedic/Critical Care Track, BS

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IPE 350	Literature Elective (3 hrs)
ENG 112	MTH 165	Psychology or Sociology Elective (3 hrs)
GEN 100	MTH 265	Sociology Science/Behavioral Science Elective (6 hrs)
IPE 200	PHL 115	

Total Credit Hours - 31

Courses must be taken sequentially in the order presented.

Semester 1: Fall

- ENG 111 - Grammar & Composition I **Credits: 3**
- GEN 100 - Academic Seminar **Credits: 1**
- PHL 115 - Foundations of Ethics **Credits: 3**
- EMS 100L - Introduction to Emergency Services Lab **Credits: 2**
- EMS 110 - Foundations Evidence-based Practice ES **Credits: 1**
- ELE Psychology/Sociology Elective **Credits: 3**

Total Credits: 13

Semester 2: Spring

- BIO 211 - Anatomy & Physiology I **Credits: 4**

- BIO 211L - Anatomy & Physiology I Laboratory **Credits: 0**
- ENG 112 - Grammar & Composition II **Credits: 3**
- MTH 165 - College Algebra **Credits: 3**
- EMS 107 - Principles of Emergency Services **Credits: 1**
- EMS 113 - Patient Assessment & Airway Management **Credits: 4**
- EMS 113L - Patient Assess/Airway Management Lab **Credits: 0**
- EMS 151C - Clinical Practice I **Credits: 1**

Total Credits: 16

Semester 3: Fall

- BIO 212 - Anatomy & Physiology II **Credits: 4**
- BIO 212L - Anatomy & Physiology II Laboratory **Credits: 0**
- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- EMS 146 - Cardiac Emergencies **Credits: 4**
- EMS 146L - Cardiac Emergencies Laboratory **Credits: 0**
- EMS 160C - Clinical Practice II **Credits: 2**
- EMS 161I - Field Internship I **Credits: 1**
- EMS 211 - Prehospital Pharmacology **Credits: 4**
- EMS 211L - Prehospital Pharmacology Laboratory **Credits: 0**

Total Credits: 16

Semester 4: Spring

- EMS 231 - Obstetrics/Pediatrics Emergencies **Credits: 4**
- EMS 231L - Obstetrics/Pediatrics Emergencies Lab **Credits: 0**
- EMS 245 - Introduction Emergency Services Research **Credits: 1**
- EMS 255 - Trauma Emergencies **Credits: 4**
- EMS 255L - Trauma Emergencies Laboratory **Credits: 0**
- EMS 271I - Field Internship II **Credits: 1**
- EMS 272C - Clinical Practice III **Credits: 2**
- EMS 390 - Political and Legal Foundations of Emergency Services **Credits: 3**

Total Credits: 15

Semester 5: Fall

- MTH 265 - Introductory Statistics **Credits: 3**
- EMS 301L - Emergency Operations Lab **Credits: 2**
- EMS 366 - Medical Emergencies **Credits: 4**
- EMS 366L - Medical Emergencies Lab **Credits: 0**
- EMS 371C - Clinical Practice IV **Credits: 2**
- EMS 371I - Field Internship III **Credits: 2**
- ELE Elective **Credits: 3**

Total Credits: 16

Semester 6: Spring

- HSC 300 - Foundations in Healthcare Research **Credits: 3**
or
- IDS 254 - Introduction to Research Design **Credits: 3**
- EMS 306L - National Examination Review Laboratory I **Credits: 2**
- EMS 381I - Field Internship IV **Credits: 5**
- ELE Literature Elective **Credits: 3**
- ELE Social/Behavioral Science or Humanities Elective **Credits: 3**

Total Credits: 16

Semester 7: Fall

- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- EMC 345 - Critical Care Medicine I **Credits: 3**
- EMC 350 - Critical Care Pharmacology **Credits: 3**
- EMS 360 - Educational Methods Emergency Services **Credits: 3**
- EMS 425 - Personnel Management for Emergency Services **Credits: 3**
- EMS 431 - Senior Practicum Proposal **Credits: 2**

Total Credits: 16

Semester 8: Spring

- EMC 422C - Critical Care Clinical **Credits: 3**
- EMC 445 - Critical Care Medicine II **Credits: 3**
- EMS 480 - Emergency Services Administration **Credits: 3**
- EMS 490 - Senior Practicum **Credits: 3**
- ELE Social/Behavioral Science or Humanities Elective **Credits: 3**

Total Credits: 15

Credits from Non-Major Courses: 45

Credits from Major Courses: 78

Total Credits: 123

Classification of Instructional Programs Code: 510904

Emergency Services, Paramedic/Firefighter Track, BS

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IPE 350	Literature Elective (3 hrs)
ENG 112	MTH 165	Psychology or Sociology Elective (3 hrs)
GEN 100	MTH 265	Sociology Science/Behavioral Science Elective (6 hrs)
IPE 200	PHL 115	

Total Credit Hours - 31

Courses must be taken sequentially in the order presented.

Semester 1: Fall

- ENG 111 - Grammar & Composition I **Credits: 3**
- GEN 100 - Academic Seminar **Credits: 1**
- PHL 115 - Foundations of Ethics **Credits: 3**
- EMS 100L - Introduction to Emergency Services Lab **Credits: 2**
- EMS 110 - Foundations Evidence-based Practice ES **Credits: 1**
- ELE Psychology/Sociology Elective **Credits: 3**

Total Credits: 13

Semester 2: Spring

- BIO 211 - Anatomy & Physiology I **Credits: 4**
- BIO 211L - Anatomy & Physiology I Laboratory **Credits: 0**
- ENG 112 - Grammar & Composition II **Credits: 3**
- MTH 165 - College Algebra **Credits: 3**
- EMS 107 - Principles of Emergency Services **Credits: 1**
- EMS 113 - Patient Assessment & Airway Management **Credits: 4**
- EMS 113L - Patient Assess/Airway Management Lab **Credits: 0**
- EMS 151C - Clinical Practice I **Credits: 1**

Total Credits: 16

Semester 3: Fall

- BIO 212 - Anatomy & Physiology II **Credits: 4**
- BIO 212L - Anatomy & Physiology II Laboratory **Credits: 0**
- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- EMS 146 - Cardiac Emergencies **Credits: 4**
- EMS 146L - Cardiac Emergencies Laboratory **Credits: 0**
- EMS 160C - Clinical Practice II **Credits: 2**

- EMS 161I - Field Internship I **Credits: 1**
- EMS 211 - Prehospital Pharmacology **Credits: 4**
- EMS 211L - Prehospital Pharmacology Laboratory **Credits: 0**

Total Credits: 16

Semester 4: Spring

- EMS 231 - Obstetrics/Pediatrics Emergencies **Credits: 4**
- EMS 231L - Obstetrics/Pediatrics Emergencies Lab **Credits: 0**
- EMS 245 - Introduction Emergency Services Research **Credits: 1**
- EMS 255 - Trauma Emergencies **Credits: 4**
- EMS 255L - Trauma Emergencies Laboratory **Credits: 0**
- EMS 271I - Field Internship II **Credits: 1**
- EMS 272C - Clinical Practice III **Credits: 2**
- EMS 390 - Political and Legal Foundations of Emergency Services **Credits: 3**

Total Credits: 15

Semester 5: Fall

- MTH 265 - Introductory Statistics **Credits: 3**
- EMF 350 - Fire Dynamics **Credits: 3**
- EMS 301L - Emergency Operations Lab **Credits: 2**
- EMS 366 - Medical Emergencies **Credits: 4**
- EMS 366L - Medical Emergencies Lab **Credits: 0**
- EMS 371C - Clinical Practice IV **Credits: 2**
- EMS 371I - Field Internship III **Credits: 2**

Total Credits: 16

Semester 6: Spring

- IDS 254 - Introduction to Research Design **Credits: 3**
or
- HSC 300 - Foundations in Healthcare Research **Credits: 3**
- EMF 375 - Fire Prevention Organization & Management **Credits: 3**
- EMS 306L - National Examination Review Laboratory I **Credits: 2**
- EMS 381I - Field Internship IV **Credits: 5**
- ELE Social/Behavioral Science or Humanities Elective **Credits: 3**

Total Credits: 16

Semester 7: Fall

- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- EMF 305 - Fire-Related Human Behavior **Credits: 3**
- EMF 390I - Fire Internship **Credits: 3**
- EMS 431 - Senior Practicum Proposal **Credits: 2**

- ELE Literature Elective **Credits: 3**
- ELE Social/Behavioral Science or Humanities Elective **Credits: 3**

Total Credits: 16

Semester 8: Spring

- EMS 370 - Community Risk Reduction for Emergency Services **Credits: 3**
- EMS 425 - Personnel Management for Emergency Services **Credits: 3**
- EMS 450 - Disaster Planning and Control **Credits: 3**
- EMS 480 - Emergency Services Administration **Credits: 3**
- EMS 490 - Senior Practicum **Credits: 3**

Total Credits: 15

Credits from Non-Major Courses: 42

Credits from Major Courses: 81

Total Credits: 123

Classification of Instructional Programs Code: 510904

Emergency Services, Degree Completion Track, BS

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IPE 350	Natural Science Electives (3 hrs)
ENG 112	MTH 165	Literature Elective (3 hrs)
GEN 100	MTH 265	Social Science (3 hrs)
IPE 200	PHL 115	Sociology Science/Behavioral Science Elective (6 hrs)

Total Credit Hours - 34

Required for Admission to the Program

Previous Coursework **Credits: 42**

Prior to beginning programmatic coursework:

- ENG 111 - Grammar & Composition I **Credits: 3** (or equivalent)
- ENG 112 - Grammar & Composition II **Credits: 3** (or equivalent)
- MTH 165 - College Algebra **Credits: 3** (or equivalent)
- ELE Natural Science Elective **Credits: 3**
- ELE Psychology or Social Sciences Elective **Credits 3**
- ELE Social/Behavioral Science or Humanities **Credits: 3**

Total Credits: 60

Semester 1: Fall

- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- MTH 265 - Introductory Statistics **Credits: 3**
- PHL 115 - Foundations of Ethics **Credits: 3**
- EMS 110 - Foundations Evidence-based Practice ES **Credits: 1**
- ELE Emergency Services Elective **Credits: 3**
- ELE Elective **Credits: 3**

Total Credits: 14

Semester 2: Spring

- EMS 390 - Political and Legal Foundations of Emergency Services **Credits: 3**
- HSC 300 - Foundations in Healthcare Research **Credits: 3**
- or
- IDS 254 - Introduction to Research Design **Credits: 3**
- EMS 425 - Personnel Management for Emergency Services **Credits: 3**
- ELE Elective **Credits: 3**

- ELE Emergency Services Elective **Credits: 3**

Total Credits: 15

Semester 3: Fall

- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- EMS 431 - Senior Practicum Proposal **Credits: 2**
- EMS 360 - Educational Methods Emergency Services **Credits: 3**
- ELE Literature Elective **Credits: 3**
- ELE Social/Behavioral Science or Humanities Elective **Credits: 3**
- ELE Elective **Credits: 3**

Total Credits: 16

Semester 4: Spring

- EMS 370 - Community Risk Reduction for Emergency Services **Credits: 3**
- EMS 450 - Disaster Planning and Control **Credits: 3**
- EMS 480 - Emergency Services Administration **Credits: 3**
- EMS 490 - Senior Practicum **Credits: 3**
- ELE Elective **Credits: 3**

Total Credits: 15

Credits from Previous College: 60

Credits from Non-Major Courses: 30

Credits from Major Courses: 30

Total Credits: 120

Classification of Instructional Programs Code: 510904

Health Sciences, BS

Program Director

Sallie Beth Johnson, PhD, MPH, MCHES
Assistant Professor
540-985-4037 (office)
540-224-6974 (department)
sejohnson@jchs.edu

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 prepare those seeking a post-baccalaureate or graduate degree in a health-related field.

Goals/Outcomes

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.

Background

The B.S. in Health Sciences is a broad-based, foundational degree that prepares students for a variety of in-demand health and healthcare professions. As one of the fastest growing employment sectors, healthcare job opportunities are expected to grow by approximately 18% through 2026, much faster than the average for all occupations, adding about 2.4 million new jobs in the United States (U.S. Bureau of Labor Statistics, 2016). The B.S. Health Sciences program serves students seeking direct entry into a health profession or prepares students for admission into a graduate program in a health-related field. For students already working in the health sector, degree completion offers an opportunity for career advancement. Program graduates are employed by healthcare systems, public health departments, governmental entities, nonprofit organizations, community and social service agencies, wellness centers, research laboratories, and health insurance companies. For graduate study, the degree prepares students to be competitive for admission to healthcare professional programs, such as Nursing, Occupational Therapy, Physician Assistant, Physical Therapy, and Public Health.

The B.S. Health Sciences program at Jefferson College offers flexibility and convenience through delivery in a hybrid or 100% online format. Students may complete the degree on a full or part-time basis. The program is very transfer-friendly and offers two Plans of Study: traditional B.S. Health Sciences or the B.S. Health Sciences 3+1 format. The B.S. Health Sciences 3+1 program is designed for students who have an associate degree and/or at least 86 credits of undergraduate coursework to complete a bachelor's degree in two semesters. Both Plans of Study offer students several options for program minors to help concentrate their studies to match interests and professional goals.

Admissions Requirements

All Tracks

- College Admission Requirements

Track Specific

Health Sciences 3+1

- 86 hours of transfer credit (must include Jefferson College core)
- 3.0 GPA

Program Requirements

Several courses in the B.S. Health Sciences program are delivered in a synchronous, online format. Students must have a computer with webcam, headset, and microphone for online course participation.

Internships and community-service learning placements may require students to have a background check or drug screening conducted prior to participation

Graduation Requirements

Students must complete their Plan of Study with a minimum cumulative 2.0 GPA. All program-specific and minor courses require a grade minimum of "C". Students in the traditional B.S. Health Sciences must complete a minimum of 25% of the Plan of Study at Jefferson College.

Advising Tips

Each B.S. Health Sciences student is assigned an advisor upon admission into the program. Advisors review each student's Plan of Study and offer personal recommendations and support through degree completion. Advisors regularly communicate with students prior to each semester to assist with the course registration process, follow-up on Starfish referrals, and meet with students as needed throughout each semester. Advising takes place in-person, by phone, or virtually.

Programs of Study/Tracks

Health Sciences, Traditional Track, BS

Return to: Health Sciences, BS

All students must complete the requirements for at least one minor offered at Jefferson College

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 of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	PSY 101	Natural Science Electives (6 hrs)
ENG 112	Humanities Elective (3 hrs)	Psychology Elective (3 hrs)
GEN 100	Literature Elective (3 hrs)	Sociology Elective (3 hrs)
PHL 115	Math Elective (3 hrs)	

Total Credit Hours - 34

Semester 1

- ENG 111 - Grammar & Composition I **Credits: 3**
- GEN 100 - Academic Seminar **Credits: 1**
- PSY 101 - Introduction to Psychology **Credits: 3**
- ELE Math Elective **Credits: 3**
- ELE Elective **Credits: 3**

Total Credits: 13

Semester 2

- ENG 112 - Grammar & Composition II **Credits: 3**
- PHL 115 - Foundations of Ethics **Credits: 3**
- ELE Electives **Credits: 9**

Total Credits: 15

Semester 3

- ELE Literature Elective **Credits: 3**
- ELE Natural Science Elective **Credits: 3**
- ELE Psychology Elective **Credits: 3**
- ELE Sociology Elective **Credits: 3**
- ELE Elective **Credits: 3**

Total Credits: 15

Semester 4

- HSC 200 - Issues in Community Health **Credits: 3**
- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- MTH 265 - Introductory Statistics **Credits: 3**
- ELE Natural Science Elective **Credits: 3**
- ELE Electives **Credits: 6**

Total Credits: 16

Semester 5

- HCM 300 - U S Healthcare System **Credits: 3**
- PBH 350 - Principles of Public Health **Credits: 3**
- MINOR Course **Credits: 3**
- ELE Humanities Elective **Credits: 3**
- ELE Electives **Credits: 3**

Total Credits: 15

Semester 6

- HSC 300 - Foundations in Healthcare Research **Credits: 3**
- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- HSC 350 - Principles of Health Education & Promotion **Credits: 3**
- MINOR Course **Credits: 3**
- ELE Electives **Credits: 6**

Total Credits: 17

Semester 7

- HSC 485 - Capstone Project I **Credits: 3**
or
- HSC 490 - Service Learning Community Health I **Credits: 3**
or
- HSC 494 - Internship I **Credits: 3**
- HSC 410 - Program Planning & Evaluation for Health Education **Credits: 3**
- HSC 450 - Global Health Issues **Credits: 3**
- MINOR Courses (300 or 400 level) **Credits: 6**

Total Credits: 15

Semester 8

- HSC 486 - Capstone Project II **Credits: 3**
or
- HSC 491 - Service Learning in Community Health II **Credits: 3**
or
- HSC 495 - Internship II **Credits: 3**
- MINOR Courses **Credits: 3**
- ELE Electives **Credits: 9**

Total Credits: 15

Total Credits: 121

Classification of Instructional Programs Code: 519999

Health Sciences, 3+1 Track, BS

All students must complete the requirements for at least one minor offered at Jefferson College

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 degree Core Curriculum 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.

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	PSY 101	Natural Science Electives (6 hrs)
ENG 112	Humanities Elective (3 hrs)	Psychology Elective (3 hrs)
GEN 100	Literature Elective (3 hrs)	Sociology Elective (3 hrs)
PHL 115	Math Elective (3 hrs)	

Total Credit Hours - 34

Semester 1

- HCM 300 - U S Healthcare System **Credits: 3**
- HSC 300 - Foundations in Healthcare Research **Credits: 3**
- HSC 350 - Principles of Health Education & Promotion **Credits: 3**
or
- HSC 490 - Service Learning Community Health I **Credits: 3**
- HSC 450 - Global Health Issues **Credits: 3**
- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- PBH 350 - Principles of Public Health **Credits: 3**

Total Credits: 16

Semester 2

- HCM 305 - Healthcare Management **Credits: 3**
or
- HCM 420 - Legal & Ethical Issues in Healthcare **Credits: 4**
- HSC 491 - Service Learning in Community Health II **Credits: 3**
or
- HSC 499 - Special Topics in Healthcare **Credits: 3**
- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- PBH 370 - Fundamentals of Epidemiology **Credits: 3**
- PBH 415 - Population Health Management **Credits: 3**
- PBH 425 - Environmental and Occupational Health **Credits: 3**

Total Credits: 18

Transfer & PLA credits, included BS Core Requirements: 86

Credits from Major Courses: 34

Total credits for Degree: 120

***If a student takes HSC 490, then HSC 491 is required.** All B.S. Health Sciences students must complete the requirements for at least one minor offered at Jefferson College. **The 3+1 program meets requirements of Public Health Minor.**

Classification of Instructional Programs Code: 519999

Healthcare Management, BS

Program Director

Carey H. Peerman, MBA, BSN-RN, LNHA, FACHE
Assistant Professor
540-985-8114 (office)
chpeerman@jchs.edu

Mission

The Health Care Management program educates a diverse community of students who have varying levels of work experience. Consistent with the college's mission to develop competent and ethical healthcare professionals, the Healthcare Management program mission is to develop ethical and competent managers and leaders who are capable of facilitating change, thus improving the organization and delivery of healthcare services and, ultimately, enhancing the health status of communities they serve.

Graduates of the HCM program will be sought by organizations because they have both the cognitive and affective competencies required to strategically manage and lead individuals, groups, organizations, and communities; as well as having the requisite academic background for advanced graduate study and to sustain life-long learning.

Goals/Outcomes

The undergraduate students of the Healthcare Management (HCM) major are expected to be able to satisfactorily complete each of the following goals:

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

Admissions Requirements

- College Admission Requirements
- A resume reflecting volunteer and paid work experience within the past three years. Please include leadership positions held within volunteer organizations, community service experience, and/or employment where applicable.
- A writing sample, one-two pages, double-spaced, 12-font on the following topic:
 - Describe your motivation for pursuing a Bachelor in Healthcare Management.
 - Tell us about your healthcare experience.
 - Please share your future academic and professional goals

Program Requirements

Each student will select one track from the following options. The HCM program offers four tracks of specialization. 1. The Long-Term Care track offers student to option to complete a 400 hour internship and sit for licensure as a Nursing Home Administrator. 2. The Medical Practice Management Track offers students the option to complete a 120 hour internship. 3. The Healthcare Management internship offers students the option to complete a 120 hour internship focused in a specialty area: human resources, finance, etc. 4. A capstone course is offered for those that would like to advance their educational degree and learn more about research or are unable to complete an internship due to work demands. Background checks and health records are required for all internships.

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 a final grade of "C" or a "P" in all required professional and support courses.

Graduation Requirements

Students must apply for graduation at least two semesters prior to expected graduation. The student must meet all College and program requirements to graduate.

Program of Study

Healthcare Management, Traditional Track, BS

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate's degree from a Virginia Community College:

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IPE 350	Natural Science Elective (3 hrs)
ENG 112	MTH 165 or MTH 170 or MTH 201	Natural Sciences/Math Elective (3 hrs)
GEN 100	PHL 115	Sociology Science/Behavioral Science or Humanities Elective (9 hrs)
IPE 200	Literature Elective (3 hrs)	

Total Credit Hours - 34

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.

Semester 1: Fall

- ENG 111 - Grammar & Composition I **Credits: 3**
- GEN 100 - Academic Seminar **Credits: 1**
- PHL 115 - Foundations of Ethics **Credits: 3**
- ELE Social/Behavioral Science Elective **Credits: 3**
- ELE Elective **Credits: 5**

Total Credits: 15

Semester 2: Spring

- ENG 112 - Grammar & Composition II **Credits: 3**
- ELE Social/Behavioral Science/Humanities Elective **Credits: 3**
- ELE Math Elective - MTH 165 , MTH 170 , or MTH 201 **Credits: 3**

- ELE Elective **Credits: 6**

Total Credits: 15

Semester 3: Fall

- MTH 265 - Introductory Statistics **Credits: 3**
- ELE Natural Science Elective **Credits: 3**
- ELE Social/Behavioral Science/Humanities Elective **Credits: 3**
- ELE Elective **Credits: 6**

Total Credits: 15

Semester 4: Spring

- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- ELE Literature Elective **Credits: 3**
- ELE Natural Science or Math Elective **Credits: 3**
- ELE Elective **Credits: 8**

Total Credits: 15

Semester 5: Fall

- HCM 300 - U S Healthcare System **Credits: 3**
- HCM 305 - Healthcare Management **Credits: 3**
- HCM 325 - Health Information Systems **Credits: 3**
- HSC 300 - Foundations in Healthcare Research **Credits: 3**
- PBH 350 - Principles of Public Health **Credits: 3**

Total Credits: 15

Semester 6: Spring

- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- HCM 332 - Healthcare Human Resources **Credits: 3**
- HCM 370 - Post-Acute Care Management **Credits: 3**
- HCM 380 - Healthcare Economics and Policy **Credits: 3**
- HSC 450 - Global Health Issues **Credits: 3**
- PBH 370 - Fundamentals of Epidemiology **Credits: 3**

Total Credits: 17

Semester 7: Fall

- HCM 430 - Managerial Communications **Credits: 3**
- HCM 422 - Healthcare Law & Ethics **Credits: 3**
- HCM 445 - Healthcare Financial Management **Credits: 3**
- PBH 415 - Population Health Management **Credits: 3**

- Track Option (see below) **Credits 3-4**

Total Credits: 15/16

Semester 8: Spring

- HCM 412 - Healthcare Quality Improvement **Credits: 3**
- HCM 460 - Healthcare Operations Management **Credits: 3**
- HCM 475 - Healthcare Strategic Management & Marketing **Credits: 3**
- HCM 480 - Organizational Development & Leadership **Credits: 3**
- Track Option (see below) **Credits 3-4**

Total Credits: 15/16

Healthcare Management Capstone Track

- HCM 497 - Healthcare Management Capstone Project I **Credits: 3** (fall semester)
- HCM 498 - HC Management Capstone Project II **Credits: 3** (spring semester)

Healthcare Management Track

- HCM 349 - Healthcare Management Seminar **Credits: 3** (fall semester)
- HCM 350 - Healthcare Management Internship **Credits: 3** (spring semester)

Long-Term Care Track

- HCM 492 - Long-Term Care Internship II **Credits: 4** (fall semester)
- HCM 493 - Long-Term Care Internship III **Credits: 4**

Medical Practice Management Track

- HCM 389 - Medical Practice Management Seminar **Credits: 3** (fall semester)
- HCM 390 - Medical Practice Management Internship **Credits: 3** (spring semester)

Credits from Non-Major: 60

Credits from Major: 62-64

Total Credits: 122-124

Classification of Instructional Program Code: 510701

Medical Laboratory Science Program, BS

Program Director

Laura R. Link, MS, MLS (ASCP)CM
540-224-4668 (office)
540-224-4785 (fax)
lrlink@jchs.edu

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.

Goals/Outcome

Graduates of the Medical Laboratory Science Program will be able to

1. Provide safe, quality patient-centered care while integrating clinical training and evidence-based practice.
2. Demonstrate skills in leadership, quality improvement, and patient safety to provide high quality care within interprofessional teams.
3. Demonstrate a commitment to professionalism and professional values.

Background

Medical laboratory scientists perform tests that enable other healthcare providers to make diagnostic and treatment decisions for patients every day. Billions of laboratory tests are ordered in the United States each year and laboratory scientists interact with other healthcare professionals to interpret, make recommendations, and deliver quality data for the best possible patient care. Medical laboratory scientists are responsible for quality assurance, appropriate test methodologies, and precision analyzers leading to the delivery of accurate results.

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.

Jefferson College offers more than one path to complete the MLS curriculum. Transfer students and traditional freshman will be advised and supported while taking coursework in the MLS plan of study, receiving both a diploma and certificate in MLS upon completion. For students who have completed a baccalaureate degree previously, the MLS Certificate (rather than the BS degree) can be completed in one academic year. Students who have not been satisfied with their career options post-graduation or who wish to pursue a career change may find that the MLS Certificate is suitable for their needs. Successful completion of the MLS Certificate makes a student eligible for the certification examination and employment in the medical laboratory science field.

Employment opportunities exist in clinical laboratories, physician office laboratories, research laboratories, industry, sales, test and instrument development, and veterinary laboratories. The MLS Program director and faculty actively assist students with job searches and help students prepare for interviews. Opportunities for employment are most plentiful in clinical/hospital laboratories, but our graduates are also employed in research laboratories, education fields, veterinary medicine, laboratory information systems, sales and marketing, equipment/analyzer maintenance, and test development. The MLS Program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS), 5600 N. River Rd., Suite 720, Rosemont, IL 60018-5119. Website: www.naacls.org

Admissions Requirements

- College Admission Requirements

- Students who wish to complete the MLS Certificate (rather than the BS degree) must complete the following pre-requisite coursework:
 - Organic Chemistry: three credit lecture course and one credit laboratory course
 - Microbiology: three credit lecture course and one credit laboratory course
 - Immunology: three credit lecture course
- Completion of all prerequisite coursework by the end of the term preceding the cohort start.

Program Requirements

Once students enter the MLS curriculum (senior year for baccalaureate students) they are placed in a cohort. A cohort is defined as a group of students who are eligible to take the same courses in the Program of Study and progress through the curriculum together. MLS students will complete all classroom exercises together. When MLS students begin clinical rotations, the order and timing of those experiences will vary based on clinical site schedules and availability. MLS students will receive equivalent clinical experiences and are expected to achieve entry-level competency in each area of the clinical laboratory.

Minimum Performance Standards

In compliance with the Americans with Disabilities Act, medical laboratory science 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 Title IX and Disability Services Counselor. 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.
- Display gross and fine motor abilities sufficient to perform assigned tasks.
- 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, including but not limited to exam questions in the academic setting, and test requisitions in the clinical setting, without assistance.

Essential Physical Abilities:

- Stand and walk for six to twelve hours/day, possible intermittent standing, walking and sitting.
- Walk for prolonged periods from one area to another over an eight to twelve hour period.
- Bend, squat and kneel while performing work duties.
- Repetitive motion to include keyboarding, pipetting, twisting/turning, bending.
- Possible lifting and carrying of supplies and/or equipment up to approximately 10 pounds routinely, with possible heavy lifting occasionally.
- 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 instrumentation, phones, timers and pagers.

- Demonstrate visual abilities sufficient for observation of equipment performance, reading computer screens and paperwork, perception of depth and color, and other observations as assigned.
- Potential stair ascending and descending.

Working Conditions:

- May be exposed to infectious diseases or conditions
- May work with or around hazardous chemicals or noxious odors.
- May require travel between facilities.
- May require working different shifts.

Clinical Requirements

- Ensure "All Student" health records and immunizations are up-to-date by viewing your Self-Service account. (Annual TB tests are required for all Jefferson students.)
- CPR Certification – Submit a copy of front and back of card. American Heart Association's Basic Life Support (BLS) CPR is the only CPR accepted for clinical rotations.
- Health Insurance – Submit copy of the front and back of your insurance card along with the form included.
- Background Check -Located online at www.jchs.edu. Look under Students (at top of page). Scroll down to Background Check Instructions box (Must not be completed more than 60 days prior to the first day of your first rotation). The Health Records Specialist gets a report of Background Checks 1-2 times per week. This is used for verification purposes. Student copies cannot be used for verification purposes.
- Carilion background checks do not meet our standards.
- Drug Screen - Must be a 10-panel screen from a SAMHSA approved Laboratory performed no more than 30 (thirty) days prior to the first day of your first rotation. Student copies cannot be used for verification purposes. The lab MUST send a direct copy to the Health Records Specialist. See Drug Screen instructions in this packet for details. Carilion's pre-employment drug screen does not meet our standards.
- Carilion Orientation – Completed online. Submit the following forms:
 - Carilion Student Orientation (Includes Restraint Check-off section)**
 - Confidentiality Agreement
 - Student Program Participation Agreement
 - EMR Form
- Restraint Check-Off
- REQUIRED: Submit all health and clinical documentation via the online portal in Self-Service.

Graduation Requirements

Students must complete all required coursework as described in the Plan of Study, College Catalog, and Program Handbook.

Upon graduation from this program graduates sit for a nationally recognized certification examination administered by the American Society of Clinical Pathology (ASCP).

ASCP offices are headquartered at 33 West Monroe Street, Suite 1600, Chicago, IL 60603. Phone: (312) 541-4999. Website: www.ascp.org

Some states also require licensure; requirements are different in each state. Students interested in securing employment in states other than Virginia should discuss this with the Program Director prior to graduation.

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IPE 350	Humanities Elective (3 hrs)
ENG 112	PSY 101	Literature Elective (3 hrs)
GEN 100	PHL 115	
IPE 200	Behavioral Social Science Elective (6 hrs)	

Total Credit Hours - 28

Semester 1: Fall

- BIO 101 - General Biology I **Credits: 4**
- BIO 101L - General Biology I Laboratory **Credits: 0**
- CHM 111 - General Chemistry I **Credits: 4**
- CHM 111L - General Chemistry I Laboratory **Credits: 0**
- ENG 111 - Grammar & Composition I **Credits: 3**
- GEN 100 - Academic Seminar **Credits: 1**
- PHL 115 - Foundations of Ethics **Credits: 3**

Total Credits: 15

Semester 2: Spring

- BIO 102 - General Biology II **Credits: 4**
- BIO 102L - General Biology II Laboratory **Credits: 0**
- CHM 112 - General Chemistry II **Credits: 4**
- CHM 112L - General Chemistry II Laboratory **Credits: 0**
- ENG 112 - Grammar & Composition II **Credits: 3**
- MTH 165 - College Algebra **Credits: 3**

Total Credits: 14

Semester 3: Fall

- BIO 211 - Anatomy & Physiology I **Credits: 4**
- BIO 211L - Anatomy & Physiology I Laboratory **Credits: 0**
- CHM 244 - Organic Chemistry I **Credits: 4**
- CHM 244L - Organic Chemistry I Lab **Credits: 0**
- PSY 101 - Introduction to Psychology **Credits: 3**
- ELE Humanities Elective **Credits: 3**

Total Credits: 14

Semester 4: Spring

- BIO 212 - Anatomy & Physiology II **Credits: 4**
- BIO 212L - Anatomy & Physiology II Laboratory **Credits: 0**
- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- MTH 265 - Introductory Statistics **Credits: 3**

- ELE Elective **Credits: 3**
- ELE Behavioral or Social Science Elective **Credits: 3**

Total Credits: 14

Semester 5: Fall

- BIO 253 - Microbiology **Credits: 4**
- BIO 253L - Microbiology Laboratory **Credits: 0**
- HSC 300 - Foundations in Healthcare Research **Credits: 3**
- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- ELE Literature Elective **Credits: 3**
- ELE Elective **Credits: 3**

Total Credits: 15

Semester 6: Spring

- BIO 412 - Immunology **Credits: 3**
- IDS 112 - Basic First Aid and CPR for Healthcare Providers **Credits: 1**
- ELE Behavioral/Social Science or Humanities Elective **Credits: 3**
- ELE Elective **Credits: 6**

Total Credits: 13

Semester 7: Fall

- MLS 401 - Foundations Medical Laboratory Science **Credits: 14**
- MLS 421C - Medical Laboratory Science Rotation I **Credits: 4**

Total Credits: 18

Semester 8: Spring

- MLS 411 - Medical Laboratory Science Operations **Credits: 14**
- MLS 431C - Med Lab Science Clinical Rotation II **Credits: 4**

Total Credits: 18

Credits from Non-Major Courses: 85

Credits from Major Courses: 36

Total Credits: 121

Classification of Instructional Program Code: 511005

Nursing, Post-licensure BSN

- Program Director
- Mission
- Goals/Outcomes
- Background
- Admissions Requirements
- Program Requirements
- Graduation Requirements
- Programs of Study

Program Director

Patty Vari, PhD, RN, CNE
Professor
540-985-8532 (Office)
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pmvari@jchs.edu

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.

Goals/Outcome

Goals/Outcomes

Graduates of the Bachelor of Science in Nursing 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.
7. Integrate organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based health promotion and population care.
8. Demonstrate and integrate advanced nursing knowledge and relevant sciences into safe advanced nursing practice.

Background

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. The track provides professional nurses with the prospect to build a strong nursing practice using Research, Leadership, and Community Service. Admitted students are assigned to a faculty advisor who will help them develop a personalized plan of study based on their individual transcripts. 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. Most RN to BSN students shorten their plan of study by transferring prerequisite and elective courses from other accredited colleges and universities, challenging courses, and/or through prior learning assessments. Jefferson awards 54 validation credits for prior nursing education once foundational knowledge has been verified through satisfactory performance in specified upper division nursing courses. Students must complete 25% of the Program of Study at Jefferson. Although most RN to BSN students work full-time and choose to take classes on a part-time basis, some students select to be on the fast track (full-time). All students must complete the program of study within five years of beginning upper division nursing courses. This innovative and healthcare professional-friendly program offers:

- The opportunity to build on an Associate Nursing Degree or Diploma nursing programs
- Small-class sizes that enhance student/faculty relationships
- Convenient online registration, course scheduling, and testing allowing students to work while pursuing educational objectives
- The students will not be required to visit the campus
- State of the art commons library and exceptional learning and writing services
- Individualized faculty advising for all nursing students
- All courses are offered by online learning to increase flexibility
- Approved clinical experiences arranged by the student can be completed on a flexible schedule in the student's community
- Prior Learning Assessment credits

All Nursing programs are accredited by the Commission on Collegiate Nursing Education (One DuPont Circle, NW, Suite 530, Washington, DC 20036. Phone: 202-887-6791).

Admissions Requirements

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

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

Program Requirements

Academic Progression

- Earn a grade of "C" or better in all required interdisciplinary, interprofessional, nursing, English, math, and science courses

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. Beginning with the Fall 2015 Plan of Study, students will be awarded 54 advanced placement credits upon successful completion of NSG 486–RN Capstone (provided all other courses were passed)

Challenge Credit

- A challenge examination may be taken for the pharmacology course. There is a fee to cover the cost of administering the exam. After successfully passing the exam, the student will be charged a per-credit-fee for the pharmacology course when challenge credits are awarded. Students may arrange to take the challenge exam by contacting the department secretary. A maximum of two attempts are allowed. To be considered successful on the challenged exam, the student must score at or above the expected average score. However, if the student is not successful during the second attempt, the pharmacology course offered at Jefferson must be taken. The student must successfully challenge or complete the pharmacology course prior graduation from the RN BSN program.

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.

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.

Programs of Study

Nursing, Post-licensure Track (Full-time), BSN

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

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.

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IPE 350	Psychology Elective (3 hrs)
ENG 112	PHL 115	Social/Behavioral Sciences or Humanities Elective (6 hrs)
GEN 100	Literature Elective (3 hrs)	
IPE 200	Math or Natural Science Elective (6 hrs)	

Total Credit Hours - 31

*Courses with an * must be taken prior to or with the first nursing courses. Nursing courses must be taken sequentially.*

- ENG 111 - Grammar & Composition I **Credits: 3 ***
- ENG 112 - Grammar & Composition II **Credits: 3 ***

- GEN 100 - Academic Seminar **Credits: 1**
- MTH 265 - Introductory Statistics **Credits: 3**
- PHL 115 - Foundations of Ethics **Credits: 3**
- ELE Literature Elective **Credits: 3**
- ELE Math or Natural Science Elective **Credits: 6**
- ELE Psychology Elective **Credits: 3**
- ELE Social or Behavioral or Humanities Elective **Credits: 6**

Total Credits: 31

Semester 1: Spring

- IDS 255 - Introduction to Library Research **Credits: 1**
- NSG 312 - Nursing Concepts Roles & Issues **Credits: 3**
- NSG 320 - Informatics & Technology in Healthcare **Credits: 3**
- NSG 334 - RN Writing in Professional Nursing **Credits: 2**
- NSG 410 - Research Applications in Healthcare **Credits: 3**

Total Credits: 12

Semester 2: Fall

- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- NSG 300 - Pharmacology **Credits: 3** (may challenge after NSG 334)
- NSG 342 - RN Health Assessment **Credits: 3**
- NSG 475 - Leadership and Health Policy in Nursing **Credits: 3**
- NSG 475C - Leadership and Health Policy in Nursing Clinical **Credits: 2**

Total Credits: 12

Semester 3: Spring

- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- NSG 375 - RN Gerontological Nursing **Credits: 3**
- NSG 420 - RN Community Health Nursing **Credits: 3**
- NSG 422C - RN Community Health Nursing Clinical **Credits: 2**
- NSG 486 - RN Capstone **Credits: 3**

Total Credits: 13

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

Classification of Instructional Programs Code: 513899

Nursing, Post-licensure Track (Part-time), BSN

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.

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IPE 350	Psychology Elective (3 hrs)
ENG 112	PHL 115	Social/Behavioral Sciences or Humanities Elective (6 hrs)
GEN 100	Literature Elective (3 hrs)	
IPE 200	Math or Natural Science Elective (6 hrs)	

Total Credit Hours - 31

*Courses with an * must be taken prior to or with the first nursing courses. Nursing courses must be taken sequentially.*

- ENG 111 - Grammar & Composition I **Credits: 3 ***
- ENG 112 - Grammar & Composition II **Credits: 3 ***
- GEN 100 - Academic Seminar **Credits: 1**
- IDS 255 - Introduction to Library Research **Credits: 1 ***
- MTH 265 - Introductory Statistics **Credits: 3**
- PHL 115 - Foundations of Ethics **Credits: 3**
- PSY 101 - Introduction to Psychology **Credits: 3**
- ELE Literature Elective **Credits: 3**
- ELE Math or Natural Science Elective **Credits: 6**
- ELE Social or Behavioral or Humanities Elective **Credits: 6**

Total Credits: 32

Semester 1: Spring

- NSG 312 - Nursing Concepts Roles & Issues **Credits: 3**
- NSG 320 - Informatics & Technology in Healthcare **Credits: 3**
- NSG 334 - RN Writing in Professional Nursing **Credits: 2**

Total Credits: 8

Semester 2: Fall

- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- NSG 300 - Pharmacology **Credits: 3** (may challenge)
- NSG 342 - RN Health Assessment **Credits: 3**

Total Credits: 7

Semester 3: Spring

- NSG 375 - RN Gerontological Nursing **Credits: 3**
- NSG 410 - Research Applications in Healthcare **Credits: 3**

Total Credits: 6

Semester 4: Fall

- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- NSG 475 - Leadership and Health Policy in Nursing **Credits: 3**
- NSG 475C - Leadership and Health Policy in Nursing Clinical **Credits: 2**

Total Credits: 7

Semester 5: Spring

- NSG 420 - RN Community Health Nursing **Credits: 3**
- NSG 422C - RN Community Health Nursing Clinical **Credits: 2**
- NSG 486 - RN Capstone **Credits: 3**

Total Credits: 8

Validation Credits for Requisite Knowledge - Students who successfully complete NSG 486 will be awarded 54 credits

Validation Total Credits: 54

Credits from Non-Major Courses: 35

Credits from Major Courses: 33

Total Credits: 122

Classification of Instructional Programs Code: 513899

Nursing, Pre-licensure BSN Accelerated

Program Director

Cathy Hiler, DNP, MSN, CCRN
Associate Professor
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540-224-4785 (Fax)
cahiler@jchs.edu

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.

Goals/Outcome

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.

Admissions Requirements

- 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.
- This program of study is designed for students who have already completed a non-nursing bachelor's degree, but wish to pursue a career as a professional nurse.
- Baccalaureate degree from a regionally accredited institution with a cumulative GPA of 2.7 or higher.
- Completion of the following pre-requisite coursework:
 - 4 credit Anatomy and Physiology I and II (with lab)
 - 4 credit Microbiology (with lab)
 - 3 credit Nutrition
 - 3 credit Lifespan Development
 - 3 credit Introduction to 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.

Program Requirements

Students admitted to pre-licensure nursing tracks are placed in a cohort. A cohort is defined as a group of students who are eligible to take the same courses on the Program of Study and progress through the Program of Study together. Pre-licensure ABSN students are admitted in both the Fall and Spring semesters into cohorts. If a pre-licensure nursing student fails or withdraws from one nursing course on the Program of Study, the student will be dropped from their current cohort.

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

Academic Progression

To continue in the ABSN track, the student must:

- Maintain at least a 2.50 cumulative GPA
- Earn a final grade of "C" in all required professional nursing courses, interdisciplinary study (IDS), English, science and math courses
- Follow the academic policies provided in the BSN Student Handbook

If the ABSN student fails one course on the ABSN Program of Study, the student will be placed on program probation and removed from their cohort. The ABSN student may petition for readmission to the next cohort for which the student is eligible by writing a letter to the Program Director requesting admission to the cohort. Admission to the next cohort will be granted at the discretion of the Program Director and only if there is space available in that cohort.

In the event the student is not able to return to the next cohort for which he or she is eligible, then the student must follow the policies under the Readmission after Program Dismissal or Withdrawal section in the Handbook to seek readmission.

Students who do not earn a passing grade in a course may not be able to progress in the curriculum until the course has been successfully repeated. A student may withdraw only once from each nursing course (NSG prefix) without penalty, provided they withdraw by the college's published withdrawal deadline. A second withdrawal from the same nursing course will be considered as one nursing course failure. A third withdrawal from the same nursing course will result in program dismissal. In addition, if a student withdraws from a didactic course, the student must also withdraw from the co-requisite clinical course. Although a course number may change, required course withdrawal will be based on the co-requisite course name and description.

To earn a BSN, the student must complete a minimum of 25% of the Program of Study credits at Jefferson College.

- The nursing curricula are carefully organized so that general education courses serve as a foundation for nursing courses and lower level nursing courses serve as a foundation for upper level courses. For this reason, students MUST take courses in the sequencing order prescribed by their Program of Study. Students who register for courses out of sequence may be administratively withdrawn from those courses. The 300 or 400 level nursing electives may be taken only by students who either have RN licensure or have completed the 200 level nursing courses. It is strongly recommended that students complete at least the first semester junior courses before attempting a 400-level elective.
- The final capstone courses (NSG 412) provide an opportunity for the student to demonstrate achievement of the established outcomes of the BSN program and thus demonstrate readiness for graduation (given all other courses have been passed).

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

Clinical Requirements

- Ensure "All Student" health records and immunizations are up-to-date by viewing your Self-Service account. (Annual TB tests are required for all Jefferson students.)
- CPR Certification – Submit a copy of front and back of card. American Heart Association's Basic Life Support (BLS) CPR is the only CPR accepted for clinical rotations.
- Health Insurance – Submit copy of the front and back of your insurance card along with the form included.
- Background Check -Located online at www.jchs.edu. Look under Students (at top of page). Scroll down to Background Check Instructions box (Must not be completed more than 60 days prior to the first day of your first rotation). The Health Records Specialist gets a report of Background Checks 1-2 times per week. This is used for verification purposes. Student copies cannot be used for verification purposes. Carilion background checks do not meet our standards.
- Drug Screen - Must be a 10-panel screen from a SAMHSA approved Laboratory performed no more than 30 (thirty) days prior to the first day of your first rotation. Student copies cannot be used for verification purposes. The lab MUST send a direct copy to the Health Records Specialist. Carilion's pre-employment drug screen does not meet our standards.
- Carilion Orientation – Completed online. Submit the following forms:
 - Carilion Student Orientation (Includes Restraint Check-off section)**
 - Confidentiality Agreement
 - Student Program Participation Agreement
 - EMR Form
 - Restraint Check-Off
- REQUIRED: Submit all health and clinical documentation via the online portal in Self-Service. Choose the last tab "Health Care Records / CMC Clinicals;" then choose the yellow Health Records box. Once you click on Upload Health Records (at the top), you can choose files to upload.

Graduation Requirements

Students must complete all nursing course work with at least a grade of "C" and complete the 500 clinical hours required by the Virginia Board of Nursing.

Programs of Study

Nursing, Pre-licensure BSN Accelerated Fall Track

The **Pre-licensure Accelerated BSN (ABSN)** is designed for students who have earned a bachelor's 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).

Program of Study

Required for Admission to the Program

- Baccalaureate Degree **Credits: 36**

Prerequisites:

The following MUST be completed prior to beginning Nursing Courses

- BIO 211 - Anatomy & Physiology I **Credits: 4**
- BIO 211L - Anatomy & Physiology I Laboratory **Credits: 0**
- BIO 212 - Anatomy & Physiology II **Credits: 4**
- BIO 212L - Anatomy & Physiology II Laboratory **Credits: 0**
- BIO 253 - Microbiology **Credits: 4**
- BIO 253L - Microbiology Laboratory **Credits: 0**
- BIO 300 - Pathophysiology **Credits: 3** * (may be taken concurrently in 1st Fall semester)
- HLT 301 - Nutrition **Credits: 3**
- MTH 265 - Introductory Statistics **Credits: 3**
- PSY 220 - Lifespan Development **Credits: 3**

Total Prerequisite Credits: 24

Nursing Courses

Semester 1: Fall

- IPE 401 - Foundations of Interprofessional Leadership I **Credits: 2**
- NSG 203 - Foundations Profess Nursing Practice **Credits: 3**
- NSG 255 - Health Assessment **Credits: 3**
- NSG 255L - Health Assessment Laboratory **Credits: 0**
- NSG 300 - Pharmacology **Credits: 3**
- NSG 321C - Long Term Care Clinical Practicum **Credits: 1**
- NSG 351 - Professional Nursing Skills for ABSN **Credits: 4**

Total Credits: 16

Semester 2: Spring

- IPE 402 - Foundations of Interprofessional Leadership II **Credits: 2**
- NSG 314 - Nursing Process Psychiatric/Mental Health **Credits: 3**
- NSG 317 - Nursing Process in Gerontology **Credits: 2**
- NSG 354 - Nursing Process Applications for ABSN I **Credits: 3**
- NSG 358C - Clinical Practice for ABSN I **Credits: 4**
- NSG 410 - Research Applications in Healthcare **Credits: 3**

Total Credits: 17

Semester 3: Summer

- NSG 320 - Informatics & Technology in Healthcare **Credits: 3**
- NSG 335 - Nursing Process for the Childbearing Family **Credits: 2**
- NSG 336 - Nursing Process for Children **Credits: 2**
- NSG 361 - Nursing Process Application ABSN II **Credits: 3**
- NSG 369C - Clinical Practicum for ABSN II **Credits: 4**

Total Credits: 14

Semester 4: Fall

- NSG 412 - Professional Nursing Practice **Credits: 2**
- NSG 423 - Community and Population Health **Credits: 3**
- NSG 461 - Nursing Process Applications ABSN III **Credits: 3**
- NSG 473 - Leadership and Health Policy in Nursing **Credits: 3**
- NSG 477C - Clinical Practicum for ABSN III **Credits: 4**

Total Credits: 15

Credits from Previous Degree: 36

Credits from Prerequisite Courses: 24

Credits from Non-Major Courses: 4

Credits from Major Courses: 58

Total Credits: 122

Classification of Instructional Programs Code: 513801

Nursing, Pre-licensure BSN Accelerated Spring Track

The **Pre-licensure Accelerated BSN (ABSN)** is designed for students who have earned a bachelor's 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).

Program of Study

Required for Admission to the Program

- Baccalaureate Degree **Credits: 36**

Prerequisites:

The following **MUST** be completed prior to beginning Nursing Courses

- BIO 211 - Anatomy & Physiology I **Credits: 4**
- BIO 211L - Anatomy & Physiology I Laboratory **Credits: 0**
- BIO 212 - Anatomy & Physiology II **Credits: 4**
- BIO 212L - Anatomy & Physiology II Laboratory **Credits: 0**
- BIO 253 - Microbiology **Credits: 4**
- BIO 253L - Microbiology Laboratory **Credits: 0**
- BIO 300 - Pathophysiology **Credits: 3** * (may be taken concurrently in 1st Fall semester)
- HLT 301 - Nutrition **Credits: 3**
- MTH 265 - Introductory Statistics **Credits: 3**
- PSY 220 - Lifespan Development **Credits: 3**

Total Prerequisite Credits: 24

Nursing Courses

Semester 1: Spring

- IDS 100 - Intro to Healthcare Delivery Systems **Credits: 1**
- NSG 203 - Foundations Profess Nursing Practice **Credits: 3**
- NSG 255 - Health Assessment **Credits: 3**
- NSG 255L - Health Assessment Laboratory **Credits: 0**
- NSG 300 - Pharmacology **Credits: 3**
- NSG 321C - Long Term Care Clinical Practicum **Credits: 1**
- NSG 351 - Professional Nursing Skills for ABSN **Credits: 4**

Total Credits: 15

Semester 2: Summer

- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- NSG 314 - Nursing Process Psychiatric/Mental Health **Credits: 3**
- NSG 317 - Nursing Process in Gerontology **Credits: 2**

- NSG 320 - Informatics & Technology in Healthcare **Credits: 3**
- NSG 354 - Nursing Process Applications for ABSN I **Credits: 3**
- NSG 358C - Clinical Practice for ABSN I **Credits: 4**

Total Credits: 16

Semester 3: Fall

- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- NSG 335 - Nursing Process for the Childbearing Family **Credits: 2**
- NSG 336 - Nursing Process for Children **Credits: 2**
- NSG 361 - Nursing Process Application ABSN II **Credits: 3**
- NSG 369C - Clinical Practicum for ABSN II **Credits: 4**
- NSG 410 - Research Applications in Healthcare **Credits: 3**

Total Credits: 16

Semester 4: Spring

- NSG 412 - Professional Nursing Practice **Credits: 2**
- NSG 423 - Community and Population Health **Credits: 3**
- NSG 461 - Nursing Process Applications ABSN III **Credits: 3**
- NSG 473 - Leadership and Health Policy in Nursing **Credits: 3**
- NSG 477C - Clinical Practicum for ABSN III **Credits: 4**

Total Credits: 15

Credits from Previous Degree: 36

Credit from Prerequisite Courses: 24

Credits from Non-Major Courses: 4

Credits from Major Courses: 58

Total Credits: 122

Classification of Instructional Programs Code: 513801

Nursing, Pre-licensure BSN Traditional

Program Director

Cathy Hiler DNP, MSN, CCRN
Associate Professor
540-985-8245 (Office)
cahiler@jchs.edu

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.

Goals/Outcome

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

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

Admissions Requirements

- College Admission Requirements
- 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.

Program Requirements

Students admitted to pre-licensure nursing tracks are placed in a cohort. A cohort is defined as a group of students who are eligible to take the same courses on the Program of Study and progress through the Program of Study together. Pre-licensure students are admitted in both the Fall and Spring semesters. If a pre-licensure nursing student fails or withdraws from one nursing course on the Program of Study, the student will be dropped from their current cohort.

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

Academic Progression

To continue in the TBSN track, the student must:

- Maintain at least a 2.50 cumulative GPA

- Earn a final grade of "C" in all required professional nursing courses, interdisciplinary study (IDS), English, science and math courses
- Follow the academic policies provided in the BSN Student Handbook

If the student fails one course in the TBSN Program of Study, the student will be placed on program probation and removed from their cohort. Once enrolled in the first nursing (NSG prefix) course, BSN students have up to five years to complete degree requirements. Any student admitted to the program must maintain satisfactory progress and be considered in good academic standing to remain in the program.

Progression for pre-licensure TBSN students entering Semester 5 in fall 2016 and beyond to upper division (300-level) nursing courses will be based on meeting the following criteria:

- Score at or above the 51st percentile (67%) on the Kaplan Admissions test (Semester 3)
- Pass NSG 255 and NSG 203 (Semester 4) on the first attempt with a final course grade of "C" or higher
- Cumulative Grade Point Average (GPA) as follows:
 - 3.0 and above cumulative GPA = guaranteed progression
 - 2.5 – 2.9 cumulative GPA = ranked for placement on space-available basis
 - Less than 2.5 cumulative GPA = not eligible for progression

To earn a BSN, the student must complete a minimum of 25% of the Program of Study credits at Jefferson College.

Students who do not earn a passing grade in a course may not be able to progress in the curriculum until the course has been successfully repeated. A student may withdraw only once from each nursing course (NSG prefix) without penalty, provided they withdraw by the college's published withdrawal deadline. A second withdrawal from the same nursing course will be considered as one nursing course failure. A third withdrawal from the same nursing course will result in program dismissal. In addition, if a student withdraws from a didactic course, the student must also withdraw from the co-requisite clinical course. Although a course number may change, required course withdrawal will be based on the co-requisite course name and description.

- The nursing curricula are carefully organized so that general education courses serve as a foundation for nursing courses and lower level nursing courses serve as a foundation for upper level nursing courses. For this reason, students **MUST** take courses in the sequencing order prescribed in their Program of Study. Students who register for courses out of sequence may be administratively withdrawn from those courses. The 300 or 400 level nursing electives may be taken only by students who either have RN licensure or have completed the 200 level nursing courses. It is strongly recommended that students complete at least the first semester junior courses before attempting a 400-level elective.
- The final capstone courses (NSG 409/NSG 412/NSG 486) provide an opportunity for the student to demonstrate achievement of the established outcomes of the BSN program and thus demonstrate readiness for graduation (given all other courses have been passed).

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

Clinical Requirements

- Ensure "All Student" health records and immunizations are up-to-date by viewing your Self-Service account. (Annual TB tests are required for all Jefferson students.)
- CPR Certification – Submit a copy of front and back of card. American Heart Association's Basic Life Support (BLS) CPR is the only CPR accepted for clinical rotations.
- Health Insurance – Submit copy of the front and back of your insurance card along with the form included.
- Background Check -Located online at www.jchs.edu. Look under Students (at top of page). Scroll down to Background Check Instructions box (Must not be completed more than 60 days prior to the first day of your first rotation). The Health Records Specialist gets a report of Background Checks 1-2 times per week. This is used for verification purposes. Student copies cannot be used for verification purposes. Carilion background checks do not meet our standards.
- Drug Screen - Must be a 10-panel screen from a SAMHSA approved Laboratory performed no more than 30 (thirty) days prior to the first day of your first rotation. Student copies cannot be used for verification purposes. The lab MUST send a direct copy to the Health Records Specialist. Carilion's pre-employment drug screen does not meet our standards.
- Carilion Orientation – Completed online. Submit the following forms:
 - Carilion Student Orientation (Includes Restraint Check-off section)**
 - Confidentiality Agreement
 - Student Program Participation Agreement
 - EMR Form
 - Restraint Check-Off
- REQUIRED: Submit all health and clinical documentation via the online portal in Self-Service. Choose the last tab "Health Care Records / CMC Clinicals;" then choose the yellow Health Records box. Once you click on Upload Health Records (at the top), you can choose files to upload.

Graduation Requirements

Students must complete all nursing course work with at least a grade of "C" and complete the 500 clinical hours required by the Virginia Board of Nursing.

Nursing, Pre-licensure BSN Traditional Track

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).

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IPE 200	SOC 101
ENG 112	IPE 350	Literature Elective (3 hrs)
GEN 100	MTH 165	
IDS 100	PHL 115	

Total Credit Hours - 23

Courses must be taken sequentially in the order presented.

Semester 1

- BIO 211 - Anatomy & Physiology I **Credits: 4**
- BIO 211L - Anatomy & Physiology I Laboratory **Credits: 0**
- ENG 111 - Grammar & Composition I **Credits: 3**
- GEN 100 - Academic Seminar **Credits: 1**
- SOC 101 - Introduction to Sociology **Credits: 3**
- PSY 101 - Introduction to Psychology **Credits: 3**

Total Credits: 14

Semester 2

- BIO 212 - Anatomy & Physiology II **Credits: 4**
- BIO 212L - Anatomy & Physiology II Laboratory **Credits: 0**
- ENG 112 - Grammar & Composition II **Credits: 3**
- IDS 100 - Intro to Healthcare Delivery Systems **Credits: 1**
- PHL 115 - Foundations of Ethics **Credits: 3**
- PSY 220 - Lifespan Development **Credits: 3**

Total Credits: 14

Semester 3

- BIO 253 - Microbiology **Credits: 4**
- BIO 253L - Microbiology Laboratory **Credits: 0**
- HLT 301 - Nutrition **Credits: 3**

- IDS 101 - Introduction to Patient Care Skills **Credits: 1 ***
- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- MTH 165 - College Algebra **Credits: 3**
- ELE Literature Elective **Credits: 3**

Total Credits: 15

Semester 4

- BIO 300 - Pathophysiology **Credits: 3**
- MTH 265 - Introductory Statistics **Credits: 3**
- NSG 201 - Dosage Calculations **Credits: 1**
- NSG 203 - Foundations Profess Nursing Practice **Credits: 3**
- NSG 255 - Health Assessment **Credits: 3**
- NSG 255L - Health Assessment Laboratory **Credits: 0**
- NSG 300 - Pharmacology **Credits: 3**

Total Credits: 16

Semester 5

- NSG 302 - Professional Nursing Skills I **Credits: 2**
- NSG 314 - Nursing Process Psychiatric/Mental Health **Credits: 3**
- NSG 316 - Nursing Process in Gerontology **Credits: 3**
- NSG 326 - Nursing Process Applications TBSN I **Credits: 4**
- NSG 328C - Clinical Practicum TBSN I **Credits: 3**

Total Credits: 15

Semester 6

- NSG 308 - Professional Nursing Skills II **Credits: 2**
- NSG 320 - Informatics & Technology in Healthcare **Credits: 3**
- NSG 327 - Nursing Process Applications TBSN II **Credits: 4**
- NSG 331 - Nursing Process for Families with Children **Credits: 4**
- NSG 338C - Clinical Practicum TBSN II **Credits: 3**

Total Credits: 16

Semester 7

- NSG 309 - Professional Nursing Practice I **Credits: 1**
- NSG 410 - Research Applications in Healthcare **Credits: 3**
- NSG 421 - Promoting Health in the Community **Credits: 4**
- NSG 426 - Nursing Process Applications TBSN III **Credits: 4**
- NSG 429C - Clinical Practice TBSN III **Credits: 4**

Total Credits: 16

Semester 8

- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- NSG 409 - Professional Nursing Practice II **Credits: 1**
- NSG 427 - Nursing Process Applications TBSN IV **Credits: 4**
- NSG 438C - Clinical Practicum IV **Credits: 3**
- NSG 473 - Leadership and Health Policy in Nursing **Credits: 3**
- NSG 456 - Quality and Safety in Nursing **Credits: 3**

Total Credits: 16

Credits from Non-Major Courses: 51

Credits from Major Courses: 71

Total Credits: 122

Classification of Instructional Programs Code: 513801

Nursing, Pre-licensure BSN Traditional Summer Track

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).

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IPE 200	SOC 101
ENG 112	IPE 350	Literature Elective (3 hrs)
GEN 100	MTH 165	
IDS 100	PHL 115	

Total Credit Hours - 23

Courses must be taken sequentially in the order presented.

Semester 1: Fall

- BIO 211 - Anatomy & Physiology I **Credits: 4**
- BIO 211L - Anatomy & Physiology I Laboratory **Credits: 0**
- ENG 111 - Grammar & Composition I **Credits: 3**
- GEN 100 - Academic Seminar **Credits: 1**
- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- SOC 101 - Introduction to Sociology **Credits: 3**

Total Credits: 12

Semester 2: Spring

- BIO 212 - Anatomy & Physiology II **Credits: 4**
- BIO 212L - Anatomy & Physiology II Laboratory **Credits: 0**
- ENG 112 - Grammar & Composition II **Credits: 3**
- MTH 165 - College Algebra **Credits: 3**
- PSY 101 - Introduction to Psychology **Credits: 3**

Total Credits: 13

Semester 3: Summer

- PHL 115 - Foundations of Ethics **Credits: 3**
- ELE Literature Elective **Credits: 3**

Total Credits: 6

Semester 4: Fall

- BIO 253 - Microbiology **Credits: 4**
- BIO 253L - Microbiology Laboratory **Credits: 0**
- HLT 301 - Nutrition **Credits: 3**
- IDS 101 - Introduction to Patient Care Skills **Credits: 1 ***
- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- PSY 220 - Lifespan Development **Credits: 3**

Total Credits: 13

Semester 5: Spring

- BIO 300 - Pathophysiology **Credits: 3**
- IDS 100 - Intro to Healthcare Delivery Systems **Credits: 1**
- NSG 203 - Foundations Profess Nursing Practice **Credits: 3**
- NSG 255 - Health Assessment **Credits: 3**
- NSG 255L - Health Assessment Laboratory **Credits: 0**
- NSG 300 - Pharmacology **Credits: 3**

Total Credits: 13

Semester 6: Summer

- MTH 265 - Introductory Statistics **Credits: 3**
- NSG 201 - Dosage Calculations **Credits: 1**
- NSG 302 - Professional Nursing Skills I **Credits: 2**

Total Credits: 6

Semester 7: Fall

- NSG 314 - Nursing Process Psychiatric/Mental Health **Credits: 3**
- NSG 316 - Nursing Process in Gerontology **Credits: 3**
- NSG 326 - Nursing Process Applications TBSN I **Credits: 4**
- NSG 328C - Clinical Practicum TBSN I **Credits: 3**

Total Credits: 13

Semester 8: Spring

- NSG 308 - Professional Nursing Skills II **Credits: 2**
- NSG 327 - Nursing Process Applications TBSN II **Credits: 4**
- NSG 331 - Nursing Process for Families with Children **Credits: 4**
- NSG 338C - Clinical Practicum TBSN II **Credits: 3**

Total Credits: 13

Semester 9: Summer

- NSG 320 - Informatics & Technology in Healthcare **Credits: 3**
- NSG 410 - Research Applications in Healthcare **Credits: 3**

Total Credits: 6

Semester 10: Fall

- NSG 309 - Professional Nursing Practice I **Credits: 1**
- NSG 421 - Promoting Health in the Community **Credits: 4**
- NSG 426 - Nursing Process Applications TBSN III **Credits: 4**
- NSG 429C - Clinical Practice TBSN III **Credits: 4**

Total Credits: 13

Semester 11: Spring

- NSG 409 - Professional Nursing Practice II **Credits: 1**
- NSG 427 - Nursing Process Applications TBSN IV **Credits: 4**
- NSG 438C - Clinical Practicum IV **Credits: 3**
- NSG 456 - Quality and Safety in Nursing **Credits: 3**
- NSG 473 - Leadership and Health Policy in Nursing **Credits: 3**

Total Credits: 14

Credits from Non-Major Courses: 54

Credits from Major Courses: 68

Total Credits: 122

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

Classification of Instructional Programs Code: 513801

Public Health, BS

- Program Director
- Mission
- Goals/Outcomes
- Background
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Program Director

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Mission

The mission of the B.S. Public Health program is to develop a public health workforce dedicated to improving community health and wellness through education, advocacy, and service.

Goals/Outcomes

1. Prepare students to enter the public health workforce and/or graduate programs in public health, health education, health promotion, or other health-related fields.
2. Provide students with the required coursework and knowledge in the seven Areas of Responsibility of Health Education Specialist to be eligible to take the Certified Health Education Specialist (CHES) examination.

Program-specific Competencies

The B.S. Public Health Plan of Study was developed to align with competencies proposed by the Council on Education for Public Health (CEPH) and National Commission for Health Education Credentialing, Inc. (NCHEC).

CEPH Undergraduate Public Health Competency Domains

- Overview of Public Health
- Role and Importance of Data in Public Health
- Identifying and Addressing Population Health Challenges
- Human Health
- Determinants of Health
- Project Implementation
- Overview of the Health System
- Health Policy, Law, Ethics, and Economics
- Health Communications

NCHEC oversees the areas of responsibility and competencies for Health Education Specialists and specifies coursework for students to be eligible to take the national Certified Health Education Specialist (CHES) examination.

Seven Areas of Responsibility for Health Education Specialists

- Area I: Assess Needs, Resources and Capacity for Health Education/Promotion
- Area II: Plan Health Education/Promotion
- Area III: Implement Health Education/Promotion
- Area IV: Conduct Evaluation and Research Related to Health Education/Promotion

- Area V: Administer and Manage Health Education/Promotion
- Area VI: Serve as a Health Education/Promotion Resource Person
- Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

Background

Public health protects and improves the health of individuals, families, communities, and populations, locally and globally. Public health professionals aim to prevent disease and injury from happening or recurring through implementing educational programs, advocating for policies, administering services, and conducting research.

The B.S. in Public Health is an interdisciplinary degree that prepares students to make a difference in their community as a public health professional. It is one of the fastest growing undergraduate degrees in the United States. With a 16-21% faster than average expected employment growth by 2026, public health professionals are in demand. Program graduates are employed by health systems, public health departments, governmental entities, nonprofit organizations, community and social service agencies, wellness centers, research laboratories, universities, and health insurance companies.

Emphasizing interprofessional engagement and high-impact experiential learning, the B.S. Public Health program at Jefferson College educates and trains students to address the pressing health needs of underserved populations. Students interact and learn to collaborate with a broad range of clinical and community-based partners to improve population health, especially in medically underserved and rural areas. Program graduates will be prepared to tackle the overburden of chronic disease, the persistent epidemic of drug addiction, an aging population, increasing mental illness, and an ongoing need for outbreak and disaster preparedness in our communities.

The program offers students flexibility and convenience through delivery in a hybrid or 100% online format. The program may be started during Fall, Spring, or Summer semesters. Students may complete the degree on a full or part-time basis. The program is very transfer-friendly with at least 51 credits eligible for transfer from the community college or other schools.

Admissions Requirements

College Admission Requirements

Program Requirements

Courses in the B.S. Public Health program are delivered in a synchronous, online format. Students must have a computer with webcam, headset, and microphone for online course participation.

Students will partner with an organization in their community to complete an internship and a Capstone project to apply their acquired knowledge and skills. Internships placements may require students to have a background check or drug screening conducted prior to participation.

Student engagement is an integral part of developing a community of learners in the B.S. Public Health program. Each semester students will be required to participate in at least one Jefferson College activity, such as the Public Health Series or Day of Service. Students may attend lecture events virtually.

Graduation Requirements

Students must complete their Plan of Study with a minimum cumulative 2.0 GPA. All program-specific courses require a grade minimum of "C". Students must complete a minimum of 25% of the Plan of Study at Jefferson College.

Advising Tips

Students must complete their Plan of Study with a minimum cumulative 2.0 GPA. All program-specific courses require a grade minimum of "C". Students must complete a minimum of 25% of the Plan of Study at Jefferson College.

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	PSY 101	Math Elective (3 hrs)
ENG 112	Biology Elective (3)	Natural Science Electives (3 hrs)
GEN 100	Humanities Elective (3 hrs)	Psychology Elective (3 hrs)
PHL 115	Literature Elective (3 hrs)	Sociology Elective (3 hrs)

Total Credit Hours - 34

Semester 1: Fall

- GEN 100 - Academic Seminar **Credits: 1**
- ENG 111 - Grammar & Composition I **Credits: 3**
- PSY 101 - Introduction to Psychology **Credits: 3**
- ELE Math Elective (100-200 Level) **Credits: 3**
- ELE Elective **Credits: 2**

Total Credits: 12

Semester 2: Spring

- ENG 112 - Grammar & Composition II **Credits: 3**
- HLT 110 - Personal Health & Wellness **Credits: 3**
- PHL 115 - Foundations of Ethics **Credits: 3**
- ELE Psychology Elective **Credits: 3**
- ELE Sociology Elective **Credits: 3**

Total Credits: 15

Semester 3: Fall

- HSC 220 - Biological Concepts of Health **Credits: 3**
- ELE Literature Elective **Credits: 3**
- ELE Psychology Elective **Credits: 3**
- ELE Elective **Credits: 6**

Total Credits: 15

Semester 4: Spring

- HSC 200 - Issues in Community Health **Credits: 3**
- MTH 265 - Introductory Statistics **Credits: 3**
- ELE Biology Elective **Credits: 3**
- ELE Elective **Credits: 3**

Total Credits: 15

Semester 5: Fall

- IPE 370 - Community Mobilization and Advocacy **Credits: 3**
- MTH 302 - Biostatistics **Credits: 3**
- PBH 350 - Principles of Public Health **Credits: 3**
- PSY 341 - Behavior Change **Credits: 3**
- SOC 330 - Social Determinants of Health **Credits: 3**

Credit Hours: 15

Semester 6: Spring

- HSC 300 - Foundations in Healthcare Research **Credits: 3**
- HSC 350 - Principles of Health Education & Promotion **Credits: 3**
- PBH 370 - Fundamentals of Epidemiology **Credits: 3**
- PBH 380 - Legal & Ethical Issues in Public Health **Credits: 3**
- PBH 425 - Environmental and Occupational Health **Credits: 3**
- SOC 340 - Appalachian Health Culture **Credits: 3**

Total Credits: 18

Semester 7: Fall

- HSC 410 - Program Planning & Evaluation for Health Education **Credits: 3**
- HSC 455 - Marketing and Public Relations in Health Organizations **Credits: 3**
- HSC 485 - Capstone Project I **Credits: 3**
- HSC 494 - Internship I **Credits: 3**
- PBH 415 - Population Health Management **Credits: 3**

Total Credits: 15

Semester 8: Spring

- HSC 450 - Global Health Issues **Credits: 3**
- HSC 486 - Capstone Project II **Credits: 3**
- PBH 385 - Public Health Administration and Policy **Credits: 3**
- PBH 430 - Aging and Public Health **Credits: 3**
- PSY 444 - Addiction and Recovery **Credits: 3**

Total Credits: 15

Total Credits from Non-Major Courses: 63

Total Credits from Major Courses: 57

Total Credits: 120

Classification of Instructional Program Code: 512208

Respiratory Therapy, BS

Program Director

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Mission

The mission of the Respiratory Therapy Program is to prepare professional, ethical, knowledgeable, competent, and compassionate Registered Respiratory Therapists (RRT).

Goals/Outcomes

Upon completion of the Respiratory Therapy Program, our graduates will demonstrate competency in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapists (RRTs). 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 ethical, caring, and culturally competent behaviors (affective skills) toward the patient, family members, and other members of the healthcare team,
4. demonstrate effective professional communication,
5. integrate health promotion and disease prevention strategies into current healthcare practice while focusing on quality and cost-effective protocols,
6. use empirical, evidence-based literature to support decisions within the scientific field, and
7. pursue graduate education in education, management, research, and other health care related fields.

Background

The Respiratory Therapy Program is a four-year program distributed over nine semesters. Foundational courses are delivered within the first two years. The blend of classroom, laboratory, and clinical components is designed to prepare students for careers as Respiratory Therapists. Respiratory Therapy courses begin in the junior year and are interspersed with other foundational courses.

Admissions Requirements

- College Admission Requirements
- Internal and external (transfer) students must complete all coursework within the first two years of the plan of study with a cumulative GPA of 2.5 or above to progress to junior status

Any deviation from this policy must be approved by the Program Director.

Program Requirements

Essential Mental Abilities:

- Follow instructions and rules
- Apply basic mathematical and algebraic skills without the use of a calculator.
- Demonstrate safe practice within the defined clinical time.
- 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.
- Ability to independently read and accurately interpret written communications (i.e., test questions, MD orders, etc.)

Essential Physical Abilities:

- Gross and fine motor abilities sufficient to provide safe and effective care.
- Stand and walk for eight to twelve hours/day.
- Bend, squat, kneel, and twist upper and lower back.
- 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).
- Use hands for grasping, pushing, pulling, and fine manipulation.
- Auditory abilities sufficient to hear alarms, beepers, pagers, or phones.
- Ability to withstand sudden alarms, sounds, and flashing lights.
- Auditory abilities to monitor breath sounds with a stethoscope
- Visual abilities to distinguish calibrated markers on related equipment, determine depth of instrumentation placement, and read small print on medicine containers.
- Tactile ability sufficient for physical assessment.

Professional Behavior

- 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.
- 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).

Respiratory Therapy is a licensed profession. Licensing within a state requires a comprehensive background check on individuals attempting to practice within said State. If an individual believes that there are circumstances that could prevent licensure, they should make an appointment with the program director or Student Affairs.

Graduation Requirements

In order to graduate from the Respiratory Therapy Program all students must:

- Complete the Plan of Study and pass all required Biology and RTH courses with a letter grade of "C" or "P" (Pass).
- Pass all Clinical Competencies
- Pass the NBRC – Therapist Multiple Choice Exam Self-Assessment Exam*
- Pass the NBRC – Clinical Simulations Self-Assessment Exam*
- AHA ACLS certified

*Threshold set by faculty member teaching corresponding course.

Advising Tips

Students wishing to decrease their course load in the Junior and Senior years may take non-RTH courses prior to beginning the first semester of their junior year of the program. Your academic advisor will assist you in the personalization of the plan of study.

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IPE 350	Social Science/Behavioral Sciences (3 hrs)
ENG 112	IPE 400	Social Science/Behavioral Science/Humanities Elective (6 hrs)
GEN 100	PHL 115	
IPE 200	Literature Elective (3 hrs)	

Total Credit Hours - 26

Semester 1: Fall

- GEN 100 - Academic Seminar **Credits: 1**
- ENG 111 - Grammar & Composition I **Credits: 3**
- PHL 115 - Foundations of Ethics **Credits: 3**
- ELE Social/Behavioral Science Elective **Credits: 3**
- ELE Elective **Credits: 2**

Total Credits: 12

Semester 2: Spring

- ENG 112 - Grammar & Composition II **Credits: 3**
- Medical Terminology **Credits: 2-3*** (HLT 215 if taken at Jefferson College)
- ELE General Elective **Credits 2-3**
- ELE Social/Behavioral Sciences/Humanities Elective **Credits: 3**
*Elective Credit dependent on Medical Terminology Credit Hours

Total Credits: 12

Semester 3: Fall

- BIO 211 - Anatomy & Physiology I **Credits: 4**
- BIO 211L - Anatomy & Physiology I Laboratory **Credits: 0**
- MTH 165 - College Algebra **Credits: 3**
or
- MTH 170 - Precalculus with Trigonometry **Credits: 3**
or
- MTH 201 - Calculus **Credits: 3**

- ELE Humanities/Social/Behavioral Science/Humanities Elective **Credits: 3**
- ELE Elective **Credits: 2**

Total Credits: 12

Semester 4: Spring

- BIO 212 - Anatomy & Physiology II **Credits: 4**
- BIO 212L - Anatomy & Physiology II Laboratory **Credits: 0**
- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- ELE Literature Elective **Credits: 3**
- ELE Elective **Credits: 4**

Total Credits: 12

Semester 5: Fall

- IPE 350 - Interprofessional Healthcare Exploration **Credits: 2**
- RTH 302 - Respiratory Therapy Procedures I **Credits: 4**
- RTH 302L - Respiratory Therapy Procedures I Lab **Credits: 0**
- RTH 304 - Cardiopulmonary Anatomy & Physiology **Credits: 3**
- RTH 305 - Integrated Sciences for Respiratory Therapy **Credits: 3**
- RTH 308C - Clinical Practice I **Credits: 1**
- RTH 309 - Patient Assessment **Credits: 3**

Total Credits: 16

Semester 6: Spring

- BIO 253 - Microbiology **Credits: 4**
- BIO 253L - Microbiology Laboratory **Credits: 0**
- RTH 310 - Cardiopulmonary Pharmacology **Credits: 3**
- RTH 311 - Respiratory Therapy Procedures II **Credits: 4**
- RTH 311L - Respiratory Therapy Procedures II Lab **Credits: 0**
- RTH 318C - Clinical Practice II **Credits: 3**
- RTH 332 - Pulmonary Function Studies **Credits: 2**

Total Credits: 16

Semester 7: Summer

- BIO 300 - Pathophysiology **Credits: 3**
- HCM 300 - U S Healthcare System **Credits: 3**
- RTH 320 - Mechanical Ventilation **Credits: 4**
- RTH 320L - Mechanical Ventilation Laboratory **Credits: 0**

Total Credits: 10

Semester 8: Fall

- MTH 265 - Introductory Statistics **Credits: 3**
- IPE 400 - Interprofessional Healthcare Experiences **Credits: 1**
- RTH 330 - Cardiopulmonary Pathophysiology **Credits: 3**
- RTH 420 - Neonatal/Pediatric Respiratory Therapy **Credits: 3**
- RTH 430 - Patient Case Management I **Credits: 3**
- RTH 448C - Clinical Practice III **Credits: 3**

Total Credits: 16

Semester 9: Spring

- HSC 300 - Foundations in Healthcare Research **Credits: 3**
- RTH 411 - Patient Education and Rehabilitation **Credits: 2**
- RTH 450 - Case Management II **Credits: 3**
- RTH 478C - Clinical Practice IV **Credits: 3**
- RTH 488C - Clinical Specialty Rotation **Credits: 1**
- RTH 490 - Professional Seminar **Credits: 3**

Total Credits: 15

Credits from Non-major: 66

Credits from major: 54

Total Credits: 120

Classification of Instructional Program Code: 510908

Associate

Occupational Therapy Assistant, AAS

Program Director

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Mission

The mission of the Occupational Therapy Assistant (OTA) 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, patient/client advocacy, and evidence-based practice as an instrument and testament of the profession.

Goals/Outcomes

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

1. demonstrate 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 services.
7. serve their communities and the profession.
8. identify the benefits of interdisciplinary and interprofessional collaboration.

Background

Based on AOTA's 2015 Salary & Workforce Survey (AOTA, 2015)

- 85% of graduates receive their first job offer less than 3 months after graduation.
- 6% of the OT workforce is employed in hospitals and long-term care/skilled nursing facilities with 67% of OTAs employed in these two settings.
- OTAs surveyed earned an annual mean salary of \$48,000 per year.

(American Occupational Therapy Association. (2015). Surveying the profession: The 2015 AOTA salary & workforce survey. OT Practice 20(11), 7–11.)

Admissions Requirements

- College Admission Requirements.
- Applicants are encouraged to use the College's Early Action plan and submit their applications by November 15. This program offers limited spaces which may fill quickly.
- GPA of 2.5 or higher.
- Following review of the application for admission and grade point average, selected applicants will be invited for an on-campus interview and essay to determine the final selection of members of the class. Once invited to participate in the interview process, applicants must submit the following no later than January 5:

- 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.
- 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.

Program Requirements

Education Standards

Student educational experiences within the OTA program are guided by standards established by the Accreditation Council for Occupational Therapy Education (ACOTE) and occupational therapy practice guidelines established by the American Occupational Therapy Association (AOTA). The OTA program faculty is committed to providing students with a broad and challenging educational experience that prepares them for entry-level practice as Occupational Therapy Assistants.

Professional Expectations

The OTA program is a very intensive program that requires discipline, commitment, and personal responsibility in order to achieve academic success. All OTA students receive information regarding program expectations for appropriate personal presentation (dressing, grooming, and language/communication) and professional behavior. The OTA program asks each of its students to consider the impact of personal choices and decisions on peers, faculty, fieldwork contacts, the community at large, and future client-therapist relationships. Thoughtful consideration of others is the foundation of professional behavior.

Program Specific Competencies

Each OTA course has specific competencies that reflect the program curriculum design. Competencies are categorized in one of the following three skill areas:

- personal
- technical/cognitive
- professional/behavioral

In compliance with the Americans with Disabilities Act, occupational therapy assistant 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 the Title IX and Disability Services Counselor. 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.

Fieldwork and 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.

Graduation Requirements

To graduate from the Jefferson College OTA Program, the student must successfully complete the following

- OTA Program Plan of Study (1st year must be completed prior to 2nd year, with 2nd year beginning with the summer session). Special circumstances that may create deviation from the course sequence must be approved by the Program Director for continuation.
- All Jefferson College graduation requirements.
- Community Service Project/Volunteer experience – one per academic year
- Continuing education experience – one per academic year
- Competency math test – one final examination – a pre-examination will be administered during the first semester of the program to determine need for remediation

Sample Schedule

Weekly class/lab/fieldwork schedules vary from semester to semester based on the program of study. Additionally, some students may have general education transfer credits; therefore their weekly schedules would be quite different from students who have minimal to no transfer credits. Every effort is made to block OTA classes/labs to facilitate increased learning opportunities, which include but are not limited to group activities, hands-on experiences, and fieldtrips.

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IDS 255	SOC 213*
GEN 100	PHL 115	
IPE 200	PSY 101	

Total Credit Hours - 15

***Introductory Sociology required**

Major specific (OTA) courses must be taken sequentially in the order presented.

Semester 1: Fall

- BIO 211 - Anatomy & Physiology I **Credits: 4**
- BIO 211L - Anatomy & Physiology I Laboratory **Credits: 0**
- GEN 100 - Academic Seminar **Credits: 1**
- HLT 215 - Medical Terminology **Credits: 3**
- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- PSY 120 - Introductory and Developmental Psychology **Credits: 4**
- OTA 111 - Human Movement for Occupation I **Credits: 2**
- OTA 121 - Foundations of the Profession I **Credits: 2**

Total Credits: 17

Semester 2: Spring

- BIO 212 - Anatomy & Physiology II **Credits: 4**
- BIO 212L - Anatomy & Physiology II Laboratory **Credits: 0**
- PSY 240 - Abnormal Psychology **Credits: 3**
- OTA 130 - Human Movement for Occupation II **Credits: 3**
- OTA 130L - Human Movement for Occupation II Lab **Credits: 0**
- OTA 140 - Foundations of the Profession II **Credits: 3**
- OTA 170 - Behavioral Health - Principles and Techniques **Credits: 3**
- OTA 170L - Behavioral Health - Principles and Techniques Lab **Credits: 0**
- OTA 170C - Behavioral Health Fieldwork - Level I **Credits: 1**

Total Credits: 17

Semester 3: Summer

- ENG 111 - Grammar & Composition I **Credits: 3**
- PHL 115 - Foundations of Ethics **Credits: 3**
- SOC 213 - Social Issues in Health Care Delivery **Credits: 3** (20 volunteer hrs. required)
- OTA 201L - Therapeutic Media Lab **Credits: 1**
- OTA 203 - Pathologic Conditions - Effects on Occupation **Credits: 2**

Total Credits: 12

Semester 4: Fall

- OTA 220 - Pediatrics - Principles and Techniques **Credits: 4**
- OTA 220L - Pediatrics - Principles and Techniques Lab **Credits: 0**
- OTA 220C - Pediatric Fieldwork - Level I **Credits: 1**
- OTA 235 - Physical Dysfunction – Principles and Techniques **Credits: 5**
- OTA 235L - Physical Dysfunction - Principles and Techniques Lab **Credits: 0**
- OTA 235C - Adult/Geriatric Fieldwork - Level I **Credits: 1**
- OTA 255 - Assistive Technology **Credits: 2**
- OTA 255L - Assistive Technology Lab **Credits: 0**

Total Credits: 13

Semester 5: Spring

- OTA 270C - Fieldwork - Level II-A **Credits: 6**
- OTA 271C - Fieldwork - Level II-B **Credits: 6**
- OTA 285 - Professional Seminar **Credits: 1**

Total Credits: 13

Credits from Non-Major Courses: 29

Credits from Major Courses: 43

Total Credits: 72

Classification of Instructional Programs Code: 510803

Physical Therapist Assistant, AS

Program Director

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Mission

The mission of the program is to provide a curriculum which meets the needs of its students and employers 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.

Goals/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 patients 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.

Program-specific Competencies

The physical therapist assistant (PTA) curriculum includes, or its prerequisites include elements of general education, including biological, physical, physiological, and anatomical principles, and applied physical therapy science. The course work is designed to prepare the student to think independently, to clarify values, to understand fundamental theory, and to develop critical thinking and communication skills.

The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to work under the direction and supervision of the physical therapist.

The clinical education component of the comprehensive curriculum includes organized and sequential experiences coordinated with the didactic component of the curriculum. Clinical education includes integrated experiences and full-time terminal experiences.

Background

The PTA is a technically educated health provider who assists the physical therapist in provision of physical therapy interventions to patients ranging from infants to the elderly. The PTA works under the direction and supervision of a PT, helping in rehabilitation of conditions such as back & neck injuries, sprains/strains & fractures, arthritis, burns, stroke, spinal cord injury, birth defects, issues with chronic diseases, on-the-job and sports related injuries. PTAs can work in a broad range of settings, including the following:

- Hospitals

- Outpatient clinics
- Rehabilitation facilities
- Skilled care facilities
- Home health
- Schools

Bureau of Labor Statistics: Overall employment of physical therapist assistants is projected to grow 30 percent from 2016 to 2026, much faster than the average for all occupations. Demand for physical therapy is expected to increase in response to the healthcare needs of an ageing population and individuals with chronic conditions, such as diabetes and obesity.

PTA graduates must pass the National Physical Therapy Exam in order to become licensed to practice in any state. Each state determines additional licensing requirements.

Admissions Requirements

- College Admission Requirements
- Grade Point Average of 2.5 or higher.
- Fully complete Physical Therapist Assistant Application Packet and submit to the admissions department at Jefferson College of Health Sciences. This packet must be TYPED, no handwritten packets will be accepted.
- In addition submit:
- At least one, and up to three letters of recommendation (make sure to also complete the required area in the packet)
- An updated resume
- A personal statement
- January 15, 2019 at 4:00 pm: Deadline for all application materials to be submitted to admissions department. No application materials will be accepted after this deadline.
- Early February 2019: Top candidates will be invited to campus for a MANDATORY on-site interview and essay.
- March-April 2019: Final admission decisions made based on initial application materials and on-site interview and essay.

Program Requirements

Students must complete health forms, obtain basic CPR certification, and undergo background checks and drug screens prior to performing clinical rotations.

Students are required to obtain 15 points in professional development activities during the course of the program. Activities must be pre-approved by a core faculty member. Activities must include at least one community service activity.

Graduation Requirements

Students are required to obtain 15 professional development points as part of graduation requirements. Students must pass all professional courses with a C or better and complete all clinical hours and pass all clinical performance evaluations.

Advising Tips

- Rigor, intensity, and pace increases as the program progresses. Time is required outside of class for studying, practicing skills, completing classroom and group assignments.
- Students should seek assistance as soon as they are struggling. Program courses are sequential and not offered in subsequent semesters, so failing a course mean being placed on probation and returning the next year.
- Plan on being on campus for classes 3-4 days a week.
- Attendance is important and required, with grade penalties for accumulated absences.
- Practical Examinations are utilized throughout the curriculum to assess the student's comprehension of theory and application of skills.
- Must have reliable transportation for clinical experiences.

- Students cannot just depend on rote memorization. Written examinations and clinical experiences require students to apply the information and skills they have learned to various scenarios and care settings, which requires students to have a higher level of understanding of the material.

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IDS 255
GEN 100	PHL 115
IPE 200	

Total Credit Hours - 9

Classes must be taken sequentially in the order presented.

Semester 1: Fall

- BIO 211 - Anatomy & Physiology I **Credits: 4**
- BIO 211L - Anatomy & Physiology I Laboratory **Credits: 0**
- ENG 111 - Grammar & Composition I **Credits: 3**
- GEN 100 - Academic Seminar **Credits: 1**
- PSY 120 - Introductory and Developmental Psychology **Credits: 4**
- PTA 104 - Introduction to Physical Therapy **Credits: 2**
- PTA 107L - Foundational Physical Therapy Interventions **Credits: 2**
- PTA 149 - Introduction to Functional Anatomy **Credits: 2**

Total Credits: 18

Semester 2: Spring

- BIO 212 - Anatomy & Physiology II **Credits: 4**
- BIO 212L - Anatomy & Physiology II Laboratory **Credits: 0**
- HLT 215 - Medical Terminology **Credits: 3**
- IDS 255 - Introduction to Library Research **Credits: 1**
- IPE 200 - Fundamentals of Teamwork **Credits: 1**
- PHL 115 - Foundations of Ethics **Credits: 3**
- PTA 108L - Clinical Assessment Skills **Credits: 2**
- PTA 151L - Functional Anatomy Lab **Credits: 3**

Total Credits: 17

Semester 3: Summer

- PTA 162 - Physical Agents for the PTA **Credits: 3**
- PTA 162L - Physical Agents for PTA Laboratory **Credits: 0**
- PTA 175C - Introduction to Clinical Environment **Credits: 1**
- PTA 202 - Principles of Therapeutic Exercise **Credits: 3**

- PTA 202L - Principles of Therapeutic Exercise Lab **Credits: 0**
- PTA 203 - Pathologic Conditions **Credits: 2**

Total Credits: 9

Semester 4: Fall

- PTA 220 - Psychosocial Aspects of Therapy for PTA **Credits: 1**
- PTA 245 - Geriatric Conditions **Credits: 2**
- PTA 237 - Management of Medically Complex Conditions **Credits: 4**
- PTA 237L - Management Medically Complex Conditions Lab **Credits: 0**
- PTA 238 - Management Orthopedic Conditions for PTA **Credits: 4**
- PTA 238L - Management Orthopedic Conditions Lab **Credits: 0**
- PTA 250C - Clinical Education I **Credits: 5**

Total Credits: 16

Semester 5: Spring

- PTA 241 - Pediatric Physical Therapy **Credits: 2**
- PTA 241L - Pediatric Physical Therapy Laboratory **Credits: 0**
- PTA 242 - Adult Neurological Rehabilitation **Credits: 3**
- PTA 242L - Adult Neurological Rehabilitation Lab **Credits: 0**
- PTA 252C - Clinical Education II **Credits: 7**
- PTA 285 - Professional Seminar **Credits: 2**

Total Credits: 14

Credits from Non-Major Courses: 24

Credits from Major Courses: 50

Total Credits: 74

Classification of Instructional Programs Code: 510806

Surgical Technology, AAS

Program Director

John D. Ratliff, BS, CST, FAST
Instructor
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Mission

The mission of the Surgical Technology Program at Jefferson College is to prepare, within a scholarly environment, ethical, knowledgeable, competent and caring surgical technologists who are able to function as part of the surgical team across surgical settings. The Surgical Technology Program supports the College's Mission and Vision.

Goals/Outcomes

Program-specific competencies

1. Communicate effectively utilizing spoken, written and technical skills with patients, physicians and coworkers.
2. Demonstrate behavior that corresponds with an ethical and legal standard of the profession, adhering to their scope of practice, with honesty and moral integrity required to uphold patient care standards.
3. Demonstrate self-direction, accountability and responsibility for maintaining surgical competency by pursuing personal and professional development.
4. Practice the principles of asepsis and surgical conscience in a knowledgeable manner that provides optimal patient care in the perioperative setting.
5. Integrate knowledge and incorporate learned competencies for the delivery of patient care as an entry-level surgical technologist during surgical procedures.
6. Recognize the importance of professionalism through membership in professional organizations, thereby earning the title of Certified Surgical Technologist (CST), and understand the necessity of life-long learning as a contribution to society.
7. Integrate knowledge of human anatomy, pathophysiology and the surgical procedural steps, to anticipate the surgical team's needs.

Background

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. The surgical technologist's responsibilities include sterilization of supplies and instruments, as well as helping to prepare the operating room by selecting and opening sterile supplies, assembling, adjusting, and checking non-sterile equipment and specialized equipment such as robotic and laser devices to ensure they are working properly before surgery. During a surgical procedure, the technologist is responsible for assembling, checking and passing sterile instruments and devices into the hands of the surgeon and assisting with the procedure. Other common responsibilities include operating sterilizers, lights, suction equipment, electrosurgical units, endoscopic devices and various other types of equipment.

Admissions Requirements

- College Admission Requirements

- Completion of the following prerequisite course work with a grade of "C" or higher prior to taking surgical technology (SUR) courses.
 - BIO 211 / BIO 211L - Anatomy Physiology I with Lab
 - HLT 215 Medical Terminology

Required science courses must have been completed within the past five (5) years.

Program Requirements

Academic 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 complete the courses successfully in each semester as well as meet prerequisite and/or co-requisite requirements in order to advance to the next semester. Please refer to the course descriptions published in the catalog for pre-requisite and co-requisite 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 a final grade of "C", in all required science and professional courses (SUR prefix) and a cumulative Grade Point Average (GPA) of at least 2.0.

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

Students must complete at least 33% of the program of study coursework at JCHS to graduate.

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.
- 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.

Graduation Requirements

The surgical technology program is required to verify through the surgical rotation documentation the students' progression in the scrub role in surgical procedures of increased complexity as he/she moves towards entry-level graduate competency. The minimum total number of cases the student must complete is 120. VERY IMPORTANT TO UNDERSTAND: In addition to the 120 case requirements, students are required to complete 675 hours to become eligible to graduate.

Students must complete a minimum of 120 cases as delineated below:

- Students must complete a minimum of 30 cases in General Surgery; 20 which must be performed in the First Scrub Role. The remaining 10 cases may be performed in either the First or Second Scrub Role.
- Students must complete a minimum of 90 cases in various surgical specialties, excluding General Surgery; 60 which must be performed in the First Scrub Role. The additional 30 cases may be performed in either the First or Second Scrub Role.
- A minimum of 60 surgical specialty cases must be performed in the First Scrub Role and distributed amongst a minimum of four surgical specialties; a minimum of 10 cases in the First Scrub Role must be completed in each of the required minimum of four surgical specialties (40 cases total required).
- The additional 20 cases in the First Scrub Role may be distributed amongst any one surgical specialty or multiple surgical specialties.
- The remaining 30 surgical specialty cases may be performed in any surgical specialty either in the First or Second Scrub Role.
- Diagnostic endoscopy cases and vaginal delivery cases are not mandatory; however, up to 10 diagnostic endoscopic cases and 5 vaginal delivery cases can be counted toward the maximum number of Second Scrub Role cases. Diagnostic endoscopy must be documented in the category Diagnostic Endoscopy rather than by specialty.
- Vaginal delivery cases must be document in the category of Labor and Delivery rather than in the OB/GYN specialty.
- Case experience in the Second Scrub Role is not mandatory
- Observation cases must be documented, but do not count toward the 120 required cases.

All students in the last semester of the program will be required to take the National Certification Exam (CST) as part of SUR 229. Attendance for SUR 229 is mandatory for graduation from the program.

Gold Student Exam Bundle Package:

During the fall semester on November 1st, students must provide the registrar with funds to purchase the AST Gold Bundle package which includes: AST Student Membership, 1 Year subscription to the AST Journal, Hardcover AST Study Guide, 1 NBSTSA Mock Exam, 1 NBSTSA Comprehensive Exam, and the CST National Certifying Exam. All applications will be completed in class and mailed by the clinical fieldwork coordinator to the AST and NBSTSA.

Program of Study

The following Core Curriculum requirements are waived for students who have earned a bachelor's degree from a regionally accredited institution of higher learning or a transfer oriented associate degree from a Virginia Community College:

ENG 111	IPE 200
GEN 100	PHL 115

IDS 255	PSY 101
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Total Credit Hours - 12 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.*

Prerequisite Courses

- BIO 211 - Anatomy & Physiology I **Credits: 4 ***
- BIO 211L - Anatomy & Physiology I Laboratory **Credits: 0 ***
- ENG 111 - Grammar & Composition I **Credits: 3**
- GEN 100 - Academic Seminar **Credits: 1**
- HLT 215 - Medical Terminology **Credits: 3 ***
- IDS 255 - Introduction to Library Research **Credits: 1**
- IPE 200 - Fundamentals of Teamwork **Credits: 1**

Total Credits: 13

Semester 1: Spring

- BIO 212 - Anatomy & Physiology II **Credits: 4**
- BIO 212L - Anatomy & Physiology II Laboratory **Credits: 0**
- SUR 100 - Introduction to Surgical Technology **Credits: 2**
- SUR 103 - Principles of Surgical Technology **Credits: 7**
- SUR 103L - Principles of Surgical Technology Laboratory **Credits: 0**
- SUR 108 - Principles of Asepsis **Credits: 2**

Total Credits: 15

Semester 2: Summer

- BIO 253 - Microbiology **Credits: 4**
- BIO 253L - Microbiology Laboratory **Credits: 0**
- SUR 201 - Surgical Procedures I **Credits: 3**
- SUR 111C - Surgical Practicum I **Credits: 3**

Total Credits: 10

Semester 3: Fall

- PHL 115 - Foundations of Ethics **Credits: 3**
- SUR 113 - Surgical Pharmacology **Credits: 2**
- SUR 210 - Surgical Procedures **Credits: 3**
- SUR 214C - Surgical Practicum I **Credits: 6**

Total Credits: 14

Semester 4: Spring

- PSY 101 - Introduction to Psychology **Credits: 3**
- SUR 215C - Surgical Practicum III **Credits: 6**
- SUR 222 - Surgical Procedures III **Credits: 2**
- SUR 229 - Surgical Technology Seminar **Credits: 3**

Total Credits: 14

Credits from Non-Major Courses: 27

Credits from Major Courses: 39

Total Credits: 66

Classification of Instructional Programs Code: 510909

Graduate Certificate

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.

Plan of Study

- ETH 510 - Advanced Bioethics **Credits: 3** Fall (Jefferson)
- ETH 520 - Bioethics in Organizational Leadership **Credits: 3** Spring (Jefferson)
- ETH 530 - Emerging Trends in Bioethics **Credits: 3** Fall (Radford)
- ETH 540 - Cultural Perspectives in Bioethics **Credits: 3** Spring (Radford)

Total Credits: 12

Classification of Instructional Programs Code: 513201

Undergraduate Certificate

Medical Laboratory Science Certificate

Plan of Study

Medical Laboratory Sciences Program Information

Semester 1: Fall

- **MLS 401 - Foundations Medical Laboratory Science Credits: 14**
- **MLS 421C - Medical Laboratory Science Rotation I Credits: 4**

Total Credits: 18

Semester 2: Spring

- **MLS 411 - Medical Laboratory Science Operations Credits: 14**
- **MLS 431C - Med Lab Science Clinical Rotation II Credits: 4**

Total Credits: 18

Total Credits: 36

Undergraduate Minor

Biology Minor

Required: A minimum of 17 credits, 9 of which must be earned at Jefferson College

- BIO 101 - General Biology I **Credits: 4**
- BIO 101L - General Biology I Laboratory **Credits: 0**
- BIO 102 - General Biology II **Credits: 4**
- BIO 102L - General Biology II Laboratory **Credits: 0**
or
- BIO 211 - Anatomy & Physiology I **Credits: 4**
- BIO 211L - Anatomy & Physiology I Laboratory **Credits: 0**
- BIO 212 - Anatomy & Physiology II **Credits: 4**
- BIO 212L - Anatomy & Physiology II Laboratory **Credits: 0**
or
- BIO 230 - Comparative Anatomy **Credits: 4**
- BIO 230L - Comparative Anatomy Laboratory **Credits: 0**
- BIO 240 - Comparative Physiology **Credits: 4**
- BIO 240L - Comparative Physiology Laboratory **Credits: 0**
and
- ELE Biology Elective (300, 400 Level) **Credits: 9**

Chemistry Minor

Required: A minimum of 20 credits, 8 of which must be earned at Jefferson College

- CHM 111 - General Chemistry I **Credits: 4**
- CHM 111L - General Chemistry I Laboratory **Credits: 0**
- CHM 112 - General Chemistry II **Credits: 4**
- CHM 112L - General Chemistry II Laboratory **Credits: 0**
- CHM 244 - Organic Chemistry I **Credits: 4**
- CHM 244L - Organic Chemistry I Lab **Credits: 0**
- CHM 245 - Organic Chemistry II **Credits: 4**
- CHM 245L - Organic Chemistry II Laboratory **Credits: 0**
- ELE Chemistry Elective (300,400 Level) **Credits: 4**

Forensic Science Minor

Required: A minimum of 15 credits, of which, 9 credits must be at the 300/400 level and 6 credits must be completed at Jefferson

Required Courses (12 credits):

- FOR 300 - Introduction to Forensic Science **Credits: 3**
- FOR 310 - Crime Scene Investigation **Credits: 3**
- FOR 320 - Introduction to Courts and Criminal Law **Credits: 3**
- FOR 410 - Special Topics in Forensic Science **Credits: 3**

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

- ELE Biology or Chemistry Elective* **Credits: 3-4**
*Excluding BIO 211, BIO 212, BIO 230, BIO 240

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 College

- HCM 300 - U S Healthcare System **Credits: 3**
- HCM 305 - Healthcare Management **Credits: 3**
- HCM 325 - Health Information Systems **Credits: 3**
- HCM 332 - Healthcare Human Resources **Credits: 3**
- HCM 370 - Post-Acute Care Management **Credits: 3**
- HCM 422 - Healthcare Law & Ethics **Credits: 3**
- HCM 430 - Managerial Communications **Credits: 3**

Note:

The above courses are offered all online. Instructors may require students to participate in synchronous sessions to facilitate communication in addition to asynchronous class participation using Blackboard.

Psychology Minor

The student must complete a minimum of 16 credits, of which 9 must be earned at Jefferson

Required:

- PSY 101 - Introduction to Psychology **Credits: 3**
or
- PSY 120 - Introductory and Developmental Psychology **Credits: 4**
- ELE Psychology Elective (200 level) **Credits: 3**
- ELE Psychology Elective (300,400 level) **Credits: 9**

Public Health Minor

Required: A minimum of 15 credits, of which, 9 credits must be at the 300/400 level and 6 credits must be completed at Jefferson

Required Courses (12 credits)

- PBH 350 - Principles of Public Health **Credits: 3**
- PBH 370 - Fundamentals of Epidemiology **Credits: 3**
- PBH 415 - Population Health Management **Credits: 3**
- PBH 425 - Environmental and Occupational Health **Credits: 3**

Elective Courses (3-4 credits) Select 1 courses from the following:

- NSG 420 - RN Community Health Nursing **Credits: 3**
- NSG 421 - Promoting Health in the Community **Credits: 4**
- PSY 341 - Behavior Change **Credits: 3**
- PSY 356 - Health Psychology **Credits: 3**
- PSY 445 - Community Psychology **Credits: 3**
- SOC 301 - Race & Ethnicity in Healthcare **Credits: 3**
- SOC 340 - Appalachian Health Culture **Credits: 3**

Course Descriptions

Art

ART 210 - Visual Thinking Strategies: Art and the Ability to See

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.

Prerequisite(s): 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.

Prerequisite(s): ART 211

Biology

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.

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): BIO 101

Corequisite(s): 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.

Corequisite(s): BIO 102

BIO 199L - Biology Supervised Study I

Credits: 1-3

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.

Prerequisite(s): 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 content includes detailed consideration of basic cellular processes, integumentary, skeletal, muscular, and nervous system anatomy and physiology. The laboratory component supports the lecture requires student participation in animal dissection and experimentation in basic physiology.

Corequisite(s): 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 content includes detailed consideration of basic cellular processes, integumentary, skeletal, muscular, and nervous system anatomy and physiology. The laboratory component supports the lecture requires student participation in animal dissection and experimentation in basic physiology.

Corequisite(s): 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.

Prerequisite(s): BIO 211

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): BIO 102, CHM 112

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): BIO 102

Corequisite(s): 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.

Corequisite(s): BIO 230

BIO 240 - Comparative Physiology

Credits: 4

This course introduces the student to the concept of homeostasis and compares physiological processes in different chordates. The following systems are examined: nervous, muscular, cardiovascular, respiratory, endocrine, digestive, and renal. In addition, integrative topics such as fluid and pH balance, thermoregulation, and metabolism are considered. This course has a lab component.

Prerequisite(s): BIO 102

Corequisite(s): BIO 240L

BIO 240L - Comparative Physiology Laboratory

Credits: 0

This course introduces the student to the concept of homeostasis and compares physiological processes in different chordates. The following systems are examined: nervous, muscular, cardiovascular, respiratory, endocrine, digestive, and renal. In addition, integrative topics such as fluid and pH balance, thermoregulation, and metabolism are considered. This course has a lab component.

Corequisite(s): 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 ability to cause infection. The course has emphasis on the human immune response processes, 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.

Prerequisite(s): BIO 102, BIO 212 or BIO 240

Corequisite(s): 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 ability to cause infection. The course has emphasis on the human immune response processes, 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.

Corequisite(s): BIO 253

BIO 299L - Biology Supervised Study II

Credits: 1-3

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.

Prerequisite(s): BIO 199L or sophomore standing

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.

Prerequisite(s): BIO 212 or BIO 240, 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.

Prerequisite(s): BIO 102 or BIO 212 , CHM 112

Corequisite(s): 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.

Corequisite(s): BIO 306

BIO 309 - Physiological Foundations Pharmacology

Credits: 3

This course addresses the physiological mechanisms of pharmacology, including concepts in pharmacokinetics, pharmacodynamics, drug development, safety, selection, and monitoring for safety issues. Drug classifications, appropriate uses, and applications are discussed.

Prerequisite(s): BIO 212 or BIO 240, BIO 253

BIO 311 - Principles of Pharmacology

Credits: 3

This course provides a survey of the principles of pharmacology, incorporating a structure-activity approach. Topics presented include pharmacokinetics, pharmacodynamics, drug-receptor interactions, toxicology, and translational and clinical pharmacology. Drug classifications and selected applications are discussed. The molecular and genomic aspects of drug discovery, along with the federal drug approval process for new chemical entities, are addressed.

Prerequisite(s): BIO 102, BIO 212 or BIO 240, BIO 253, CHM 244

BIO 312 - Research Methodology

Credits: 3

This course describes the role of research in the biomedical sciences. The scientific method, research methods, and instrumentation are examined. Emphasis is placed upon the student's ability to critically evaluate current research. Emphasis is also placed on the ethics of

the use of human subjects in biomedical research. The course focuses on understanding research designs, sampling designs, data collection methods, and data analyses.

Prerequisite(s): BIO 215, MTH 265

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).

BIO 320 may be taken, with a different topic, up to two (2) times (total 6 credits).

Prerequisite(s): BIO 215, BIO 220

BIO 321 - Gross Anatomy I

Credits: 3

This course is the first in a two-course sequence devoted to the 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. This course has a lab component, which includes detailed dissection of the entire musculoskeletal system of a human cadaver. Emphasis is on osseous anatomical features, skeletal muscles, tendons, ligaments, nerves, and blood vessels that supply the skeletal muscles.

Prerequisite(s): BIO 211 or BIO 230

Corequisite(s): BIO 321L

BIO 321L - Gross Anatomy I Laboratory

Credits: 0

This course is the first in a two-course sequence devoted to the 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. This course has a lab component, which includes detailed dissection of the entire musculoskeletal system of a human cadaver. Emphasis is on osseous anatomical features, skeletal muscles, tendons, ligaments, nerves, and blood vessels that supply the skeletal muscles.

Corequisite(s): BIO 321

BIO 322 - Gross Anatomy II

Credits: 3

This course is the second in a two-course sequence devoted to the study of human gross anatomy. This course has a laboratory component, which includes detailed dissection of the entire thoracic, abdominal, and pelvic cavities of a human cadaver. Emphasis is on visceral structures, nerves, and blood supply. The brain, brainstem, and cranial nerves are also dissected.

Prerequisite(s): BIO 321

Corequisite(s): BIO 322L

BIO 322L - Gross Anatomy II Laboratory

Credits: 0

This course is the second in a two-course sequence devoted to the study of human gross anatomy. This course has a laboratory component, which includes detailed dissection of the entire thoracic, abdominal, and pelvic cavities of a human cadaver. Emphasis is on visceral structures, nerves, and blood supply. The brain, brainstem, and cranial nerves are also dissected.

Corequisite(s): 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.

Prerequisite(s): BIO 102 or BIO 212

BIO 326 - Summer Local Flora of Virginia

Credits: 3

This course addresses plants commonly encountered in Virginia during the estival months of summer. The course focuses on the identification of a variety summer plants as they are encountered in the field. Emphasis is on native flowering plants, trees, and some non-vascular plants. Students work 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. In addition to plant identification, students develop an understanding of how and when herbal plants are collected, stored, and prepared for use. Emphasis is on microspores that are known to be important allergens (trees, ragweeds, grasses, molds) and or known to be from regional plant species used by honey bees (*Apis mellifera*) in the production of honey.

Prerequisite(s): BIO 102 or BIO 212

BIO 365 - Integration of Science Foundations

Credits: 3

Students in this course explore the interactions within and between the natural sciences (biology, chemistry, and physics) and the behavioral sciences (psychology, sociology, and bioethics). Basic principles of human physiology and pathophysiology, from the molecular level to the whole organism are expounded. The impact of physical and biochemical principles on cellular and macroscopic transport, signal processing, and response to changes in living organisms is demonstrated. The influences of biological, psychological, and socio-cultural factors on behavior and well-being are examined. A strong knowledge base for future endeavors in both clinical and non-clinical biomedical fields of study is provided. Permission from the Biomedical Sciences Program Director is necessary to enroll in this course.

Prerequisite(s): BIO 220, BIO 306, CHM 360, PSY 101

Corequisite(s): CHM 361

BIO 399L - Biology Supervised Study III

Credits: 1-3

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.

Prerequisite(s): BIO 299L or junior standing

BIO 401 - Molecular Biology

Credits: 3

This course is a study of the mechanisms responsible for the transmission and expression of the genetic information of the human genome. The course will consider the scientific basis of eukaryotic and prokaryotic DNA replication, chromosomal structure and function, gene structure and function, and gene regulation. It will also develop topics that describe the role of DNA in translation and the complex role of mutation within a genome.

Prerequisite(s): BIO 306, CHM 360

BIO 404 - Cell Biology

Credits: 3

This course focuses on the current concepts of the molecular organization and processes within animal, plant, and bacterial cells. Emphasis is placed on the structure, function, and organization of cells, cellular energetics, plasma membrane dynamics, intercellular chemical signaling, cell interactions, and cellular mechanisms of membrane transport.

Prerequisite(s): BIO 220

BIO 405 - Cancer Biology

Credits: 3

This course provides students with a background in the molecular and cellular events 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.

Prerequisite(s): BIO 220, 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.

Prerequisite(s): BIO 312 and senior standing

BIO 412 - Immunology

Credits: 3

This course provides an introduction to the science of immunology by focusing on the tissues, cells, and the mechanisms involved in the normal immune response. Emphasis is on the mechanisms of B and T cell sensitization and cellular specialization of immune cells. Active and passive immunities of the human system are considered in detail.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): BIO 300

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): BIO 312

BIO 499L - Biology Supervised Study IV

Credits: 1-3

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.

Prerequisite(s): BIO 399L or senior standing

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.

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): BIO 509

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): BIO 510

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): BIO 501

BIO 521 - Gross Anatomy for Clinical Applications

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.

Corequisite(s): 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.

Corequisite(s): BIO 521

BIO 530 - Functional Clinical Neuroanatomy & Neurophysiology

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, emphasizing the structural, biochemical and molecular mechanisms of the normal nervous system in relationship to neurological dysfunction and neurodegeneration. This course offers the student the essentials in the neurosciences and provides current research topics upon which a more comprehensive knowledge of clinical neuroanatomy and neurophysiology can be based.

Prerequisite(s): BIO 521

Corequisite(s): BIO 530L

BIO 530L - Functional Clinical Neuroanatomy & Neurophysiology Lab

Credits: 0

This course is a comprehensive exploration of the human nervous system (both CNS and PNS) and is an integrated, multi-disciplinary, functional neuroscience course, emphasizing the structural, biochemical and molecular mechanisms of the normal nervous system in relationship to neurological dysfunction and neurodegeneration. This course offers the student the essentials in the neurosciences and provides current research topics upon which a more comprehensive knowledge of clinical neuroanatomy and neurophysiology can be based.

Corequisite(s): BIO 530

BIO 535 - Human Gross Anatomy for Biology

Credits: 4

This course focuses on the structure and function of human anatomy. Emphasis is placed on the structural relationships evident from gross dissection of adult human cadavers. Cadaver prosections are utilized in the laboratory for study and identification. This course is

not intended for students wishing to pursue advanced education in anatomy for careers in healthcare.

Prerequisite(s): BIO 515

Corequisite(s): BIO 535L

BIO 535L - Human Gross Anatomy for Biology Lab

Credits: 0

This course focuses on the structure and function of human anatomy. Emphasis is placed on the structural relationships evident from gross dissection of adult human cadavers. Cadaver prosections are utilized in the laboratory for study and identification. This course is not intended for students wishing to pursue advanced education in anatomy for careers in healthcare.

Corequisite(s): BIO 535

BIO 545 - Microbial Genetics

Credits: 4

This course explores the mechanisms and regulation of gene expression in Bacteria, Archaea and phage. Genetic analysis of complex processes, including sensory transduction, cell division, and global regulatory circuits are emphasized, along with the genetic basis of microbial pathogenicity in humans. Analysis of the current literature is supplemented with critical discussion of classic papers in the field.

Prerequisite(s): BIO 501

Corequisite(s): BIO 545L

BIO 545L - Microbial Genetics Lab

Credits: 0

This course explores the mechanisms and regulation of gene expression in Bacteria, Archaea and phage. Genetic analysis of complex processes, including sensory transduction, cell division, and global regulatory circuits are emphasized, along with the genetic basis of microbial pathogenicity in humans. Analysis of the current literature is supplemented with critical discussion of classic papers in the field.

Corequisite(s): BIO 545

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.

Prerequisite(s): BIO 535

Business

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.

Chemistry

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.

Corequisite(s): 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.

Corequisite(s): 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. The laboratory component supports the concepts and principles defined during lecture. The laboratory requires students to be involved in experimentation that measures basic chemical reactions and develops fundamental skills important to introductory chemistry.

Corequisite(s): 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. The laboratory component supports the concepts and principles defined during lecture. The laboratory requires students to be involved in experimentation that measures basic chemical reactions and develops fundamental skills important to introductory chemistry.

Corequisite(s): CHM 111

CHM 112 - General Chemistry II

Credits: 4

This course emphasizes the study of modern principles of general chemistry, chemical kinetics, chemical equilibrium, and chemical thermodynamics. The laboratory component supports the concepts and principles defined during lecture. The laboratory requires students to be involved in exercises that measure basic chemical reactions and develop fundamental skills important to introductory chemistry.

Prerequisite(s): CHM 111

Corequisite(s): CHM 112L

CHM 112L - General Chemistry II Laboratory

Credits: 0

This course emphasizes the study of modern principles of general chemistry, chemical kinetics, chemical equilibrium, and chemical thermodynamics. The laboratory component supports the concepts and principles defined during lecture. The laboratory requires students to be involved in exercises that measure basic chemical reactions and develop fundamental skills important to introductory chemistry.

Corequisite(s): CHM 112

CHM 199L - Chemistry Supervised Study I

Credits: 1-3

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.

Prerequisite(s): 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.

Prerequisite(s): GEN 100 or IDS 255

CHM 244 - Organic Chemistry I

Credits: 4

This course is the first of a two semester course sequence that focuses on the application of fundamental reaction mechanisms that enable prediction of diverse chemical reactions and molecular interactions. Students gain a fundamental understanding of the design and structure of carbon-containing compounds and their physical properties. Implications on emerging health-related technologies are examined. Emphasis is placed on the safe synthesis of organic compounds through technique-based laboratory experiments.

Prerequisite(s): CHM 112

Corequisite(s): CHM 244L

CHM 244L - Organic Chemistry I Lab

Credits: 0

This course is the first of a two semester course sequence that focuses on the application of fundamental reaction mechanisms that enable prediction of diverse chemical reactions and molecular interactions. Students gain a fundamental understanding of the design and structure of carbon-containing compounds and their physical properties. Implications on emerging health-related technologies are examined. Emphasis is placed on the safe synthesis of organic compounds through technique-based laboratory experiments.

Corequisite(s): CHM 244

CHM 245 - Organic Chemistry II

Credits: 4

This course focuses on a fundamental understanding of the design and structure of carbon-containing molecules. Emphasis is placed on understanding reaction mechanisms by focusing on the characteristic flow of electrons in specific functionalities towards the preparation of multifunctional molecules. Chemical reactivity and specific functionality are used to understand biologically relevant small molecules and macromolecules, including carbohydrates, amino acids, proteins, nucleic acids, and polysaccharides. Laboratory modules provide experience in the synthesis of small molecules, leading to the preparation of synthetic macromolecules.

Prerequisite(s): CHM 244

Corequisite(s): CHM 245L

CHM 245L - Organic Chemistry II Laboratory

Credits: 0

This course focuses on a fundamental understanding of the design and structure of carbon-containing molecules. Emphasis is placed on understanding reaction mechanisms by focusing on the characteristic flow of electrons in specific functionalities towards the preparation of multifunctional molecules. Chemical reactivity and specific functionality are used to understand biologically relevant small molecules and macromolecules, including carbohydrates, amino acids, proteins, nucleic acids, and polysaccharides. Laboratory modules provide experience in the synthesis of small molecules, leading to the preparation of synthetic macromolecules.

Corequisite(s): CHM 245

CHM 299L - Chemistry Supervised Study II

Credits: 1-3

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.

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): CHM 244

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): CHM 360

Corequisite(s): 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.

Corequisite(s): CHM 361

CHM 399L - Chemistry Supervised Study III

Credits: 1-3

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.

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.

Prerequisite(s): 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.

Prerequisite(s): BIO 312

CHM 499L - Chemistry Supervised Study IV

Credits: 1-3

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.

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.

Prerequisite(s): CHM 399L

Doctor of Occupational Therapy

DOT 605 - Occupational Based Theories Practices

Credits: 3

Historical foundations of occupation as a central paradigm of the profession are explored. Students examine models, theories, and environmental factors which impact participation and performance in Occupational Therapy Practice Frameworks in activities of daily living. Students reference all theories (and interventions) to the Occupational Therapy Practice Framework demonstrating its usefulness in documenting occupational Therapy outcomes.

DOT 680 - Clinical Education and Fieldwork Supervision

Credits: 3

Teaching, learning, and mentoring of occupational therapy students in the fieldwork setting are explored. Supervisory relationships and models, administration, and models of assessment in clinical education are examined.

DOT 710 - Studies in Outcome Measures and Analysis

Credits: 3

Outcome measurement theories, assessment tools, and evidenced-based practice models are explored.

DOT 735 - Field Study and Professional Portfolios

Credits: 3

Students complete a professional portfolio and a mentored field study experience related to their research focus and area of specialization.

DOT 810 - Occupational Therapy Research Design and Implementation I

Credits: 3

This course builds upon scholarly work from DOT 735. The student designs, defends, and implements a research proposal. This course is pass/fail and may need more than one semester to complete.

Prerequisite(s): DOT 735

DOT 815 - Occupational Therapy Research Design and Implementation II

Credits: 3

This course builds upon scholarly work from DOT 810. The student implements, analyzes, and presents his or her results in a formal defense. This course is pass/fail and may need more than one semester to complete.

Prerequisite(s): DOT 810

Education

EDUC 715 - Educational Theories and Practices

Credits: 3

Educational theories and their role in the development of curriculum and instruction are explored. Characteristics of best practices in teaching and issues impacting American higher education are discussed.

EDUC 820 - Assessment and Evaluation in Higher Education

Credits: 3

Students will investigate methods for the formative and summative evaluation of achievement of learning outcomes. Development and critique of reliable and valid assessment tools will be the focus of the course.

Prerequisite(s): EDUC 715

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.

EDUC 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.

Emergency Services

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.

Corequisite(s): EMC 340L

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.

Corequisite(s): EMC 340

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. (2 credit lecture, 1 credit lab)

Corequisite(s): EMC 400L

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.

Corequisite(s): EMC 400

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.

Corequisite(s): EMC 460L

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.

Corequisite(s): EMC 460

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.

Corequisite(s): EMF 311L

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.

Corequisite(s): EMF 311

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 to Public Fire Protection

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 108 - Principles of Emergency Services

Credits: 3

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 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.

Corequisite(s): 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.

Corequisite(s): 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.

Corequisite(s): EMS 145L

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.

Corequisite(s): EMS 145

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.

Corequisite(s): 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.

Corequisite(s): 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

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.

Corequisite(s): EMS 165L

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.

Corequisite(s): EMS 165

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.

Corequisite(s): EMS 166L

EMS 166L - Medical Emergencies

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.

Corequisite(s): EMS 166

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 - Prehospital 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.

Corequisite(s): EMS 211L

EMS 211L - Prehospital 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.

Corequisite(s): 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.

Corequisite(s): EMS 215L

EMS 215L - Medical Emergencies II & Special 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.

Corequisite(s): EMS 215

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.

Corequisite(s): EMS 230L

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.

Corequisite(s): EMS 230

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.

Corequisite(s): 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.

Corequisite(s): 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.

Corequisite(s): EMS 254L

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.

Corequisite(s): EMS 254

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.

Corequisite(s): 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.

Corequisite(s): 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)

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)

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 - National Examination Review Laboratory I

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 Laboratory 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.

Corequisite(s): EMS 330L

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.

Corequisite(s): EMS 330

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.

Corequisite(s): 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.

Corequisite(s): EMS 366

EMS 370 - Community Risk Reduction for 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 IV

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 and Internship Experience 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)

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 Emergency Services

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 and 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 Emergency Services

Credits: 3

This course examines critical public policy and fiscal issues pertaining to emergency services at the local, state, and federal levels.

EMS 425 - Personnel Management for Emergency Services

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.

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 Emergency Services Management

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.

English

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, 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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).

Prerequisite(s): 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.

Prerequisite(s): ENG 111

Ethics

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.

Prerequisite(s): 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.

Forensics

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.

Prerequisite(s): One semester BIO or CHM

Corequisite(s): 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.

Corequisite(s): 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.

This course may be repeated once. Declared Minor in Forensic Science or approval from Health Sciences Program Director is required.

Prerequisite(s): FOR 300 or FOR 310

General Education

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.

Pass/Fail

Health

HLT 110 - Personal Health & Wellness

Credits: 3

In this course students will be introduced to the concepts of personal health and wellness. Physical, psychosocial, and ecological dimensions of health and wellness are examined. An emphasis is placed on self-assessment of risk factors and individual health behaviors

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.

Prerequisite(s): BIO 212 or RN License

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.

Prerequisite(s): HLT 301

Health Administration

HA 501 - Professional Communication in Healthcare

Credits: 3

In this course students further develop writing, speaking, and presentation skills. Integration of scholarly literature into academic and scientific communication within healthcare administration is emphasized.

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.

Corequisite(s): HA 510

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 555 - Healthcare Accounting

Credits: 3

Accounting and financial management topics are examined and applied to healthcare administration. This course serves as a foundation for Financial Management.

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.

Prerequisite(s): HA 555

HA 610 - Legal Issues Affecting Healthcare Organizations

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 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. (Pass/Fail)

Prerequisite(s): HA Program Director Permission Required

HA 680 - Healthcare Administration Capstone Project

Credits: 3

The capstone course is a culminating learning experience based on the integration of content presented in the MHA program. This course is taken with the permission of the Program Director and is repeatable. This course enables the student to explore in greater detail an approved relevant topic.

Pass/Fail

Prerequisite(s): HA 550, Completion 70% of MHA curriculum

Health and Exercise Science

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.

Corequisite(s): HPE 221

HES 222 - Muscle Fitness Activities

Credits: 1

Course content is designed to provide both the theoretical and practical knowledge to effectively design, organize and implement muscular fitness programs. Special emphasis will be 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. Current trends and research in the areas of muscle fitness will be covered.

Prerequisite(s): HES 221

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.

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): HES 223

Corequisite(s): 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.

Corequisite(s): HES 224

HES 225 - Muscle Fitness Activities

Credits: 3

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.

HES 272 - Injury Prevention and Post-Rehabilitative Exercise

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 301 - Exercise Physiology

Credits: 3

Students learn about the acute physiological responses and chronic adaptations of the human body to exercise. The neuromuscular, metabolic, cardiovascular, hormonal, and respiratory systems as they relate to the basic science of human movement and clinical applications are covered.

Prerequisite(s): BIO 212

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.

Prerequisite(s): BIO 212

Corequisite(s): 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.

Corequisite(s): 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)

Pass/Fail

Prerequisite(s): BIO 212

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)

Pass/Fail

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): BIO 212

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): HES 302

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): 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)

Pass/Fail

Prerequisite(s): 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)

Pass/Fail

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): IDS 253

HES 445 - Program Development for the Aging and Special 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.

Prerequisite(s): HES 345

HES 452 - Community Health & Physical Activity Promotion

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.

Prerequisite(s): 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.

Prerequisite(s): HCM 422

Health and Physical Education

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.

Prerequisite(s): 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.

Prerequisite(s): 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 127 - Yoga

Credits: 2

This course introduces students to the concept of yoga, utilizing ancient complimentary techniques for better health. 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.

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.

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.

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.

Health Sciences

HA 720 - Healthcare Ethics and Law

Credits: 3

Laws and regulations impacting healthcare organizations are explored. Ethical dilemmas in healthcare are critically discussed.

HA 730 - Healthcare Economics and Policy

Credits: 3

The application of health policy and economic principles related to the healthcare decision-making processes are examined. The processes for policy development, implementation, and initiatives related to cost, quality, and access are explored.

HA 760 - Healthcare Financial Management

Credits: 3

Accounting and financial planning in healthcare organizations are examined. Techniques to develop, interpret, manage, and control financial plans are applied to decision making processes for healthcare organizations.

HA 820 - Risk and Safety Management in Healthcare

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.

Prerequisite(s): HA 510 or HA 720

HA 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 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 220 - Biological Concepts of Health

Credits: 3

Biological principles are applied to understand human health and disease. Anatomy, physiology, and pathology are associated with diseases and other health-related problems of public health significance. The scientific basis for the development of preventive interventions and screening programs is examined.

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.

Prerequisite(s): MTH 130 or higher

HSC 350 - Principles of Health Education & Promotion

Credits: 3

Students are introduced to the discipline and profession of health education and promotion. The concepts of health and wellness, health behaviors, determinants of health, and the history of both health education and health promotion are examined.

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.

Prerequisite(s): BIO 212

HSC 410 - Program Planning & Evaluation for Health Education

Credits: 3

Students identify population-based needs for health education programs and examine methods for program planning and evaluation. The course integrates public health concepts and research methods for use in health education proposal development, budget planning, project management, and program evaluation.

Prerequisite(s): HSC 300, HSC 350, MTH 265, PBH 350

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 in Health Organizations

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 - Capstone Project I

Credits: 3

Health-related concepts and applications are integrated through systematic examination of a selected topic. The relevant literature is evaluated and used to develop a capstone project. This course is the first part of a two-semester project.

Prerequisite(s): HSC 300, MTH 265

HSC 486 - Capstone Project II

Credits: 3

Health-related concepts and applications are integrated through systematic examination and evaluation of the capstone project. Project findings are presented orally and in writing. This course is the second part of a two-semester project.

Prerequisite(s): 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.

Prerequisite(s): IDS 453

HSC 491 - Service Learning in Community Health 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.

Prerequisite(s): HSC 490

HSC 494 - Internship I

Credits: 3

The course serves as a summative experience, bridging a student's academic preparation with meaningful, hands-on job tasks and activities in health-related facilities or organizations. A minimum of 120 hours is required for the internship.

Pass/Fail

Prerequisite(s): HSC 300, PBH 350

HSC 495 - Internship II

Credits: 3

The course serves as a summative experience, bridging a student's academic preparation with meaningful, hands-on job tasks and activities in health-related facilities or organizations. The preceptor ensures that a minimum of 120 hours are obtained for the internship. All projects require approval by BSHS faculty and preceptor.

Pass/Fail

Prerequisite(s): HSC 494

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 701 - Healthcare Information Technology

Credits: 3

Key concepts of healthcare informatics are applied to case studies. Healthcare information technology planning, management, and ethical issues related to decision making in organizations are analyzed.

HSC 715 - Research Methods for Health Sciences I

Credits: 3

Healthcare literature is evaluated and implications of evidence-based practice are examined. Quantitative research methods, data collection, and statistical analysis are evaluated for designing and conducting research.

Prerequisite(s): IDS 705

HSC 716 - Research Methods for Health Sciences II

Credits: 3

This course is an introduction to qualitative research concepts and techniques. A basic overview of ethical and legal guidelines for conducting qualitative research is examined. Students will apply qualitative research processes.

HSC 721 - Healthcare Ethics & The Law

Credits: 3

Ethical principles applicable to laws and regulations impacting healthcare organizations are explored. Ethical dilemmas in healthcare are debated.

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.

Prerequisite(s): HSC 700

HSC 750 - Cultural Competence

Credits: 3

Influences of social, biological, cultural, and geographic variables on healthcare delivery and outcomes are explored.

HSC 820 - Risk and Safety Management in Healthcare

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 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 proposal addressing a health sciences issue is developed. The capstone proposal provides evidence of the student's critical thinking and the ability to translate research into practice.

Pass/Fail This course is repeatable.

Prerequisite(s): HSC 700

HSC 860 - Capstone Project II

Credits: 3

The scholarly capstone project proposed in HSC 850 is implemented under the guidance of the doctoral capstone committee. The student defends the project with a written and oral presentation demonstrating a high level of scholarly effort. The student prepares a scholarly paper and defends the project.

Pass/Fail This course is repeatable.

Prerequisite(s): HSC 850

HSC 870 - Capstone Project

Credits: 3

Students develop, implement, and defend a scholarly doctoral capstone project. This course is repeatable and a minimum of six capstone credits is required.

Pass/Fail

Prerequisite(s): HSC 715

Healthcare Management

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 305 - Healthcare Management

Credits: 3

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.

Prerequisite(s): HCM 300

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 332 - Healthcare Human Resources

Credits: 3

Students explore 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. Emphasis will be placed on diversity, 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.

Prerequisite(s): HCM 305

HCM 349 - Healthcare Management Seminar

Credits: 3

Contemporary issues in healthcare management are examined in preparation for the HCM internship. Current trends in healthcare are analyzed, as well as other topics of special interest.

Prerequisite(s): HCM 332

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.

HCM 370 - Post-Acute Care Management

Credits: 3

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 is 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.

Prerequisite(s): HCM 332

HCM 380 - Healthcare Economics and Policy

Credits: 3

This course develops 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.

HCM 389 - Medical Practice Management Seminar

Credits: 3

Contemporary issues in medical practice management (MPM) are examined in preparation for the MPM internship. Current trends in healthcare are analyzed, as well as other topics of special interest.

Prerequisite(s): HCM 332

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.

Pass/Fail

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.

HCM 412 - Healthcare Quality Improvement

Credits: 3

This course is designed to introduce students to methods used to improve healthcare processes, delivery, and outcomes. Specific focus will be on analyzing cycle times, measuring productivity, streamlining process flow, and tracking outcomes and performance metrics, while improving health management process outcomes.

Prerequisite(s): HCM 332

HCM 420 - Legal & Ethical Issues in Healthcare

Credits: 4

Students examine the major legal issues encountered by healthcare institutions and individual healthcare practitioners as they operate and make business decisions in today's fluid healthcare environment. Ethical issues inherent to regulatory and licensure compliance are examined and analyzed.

HCM 422 - Healthcare Law & Ethics

Credits: 3

Students examine the major legal issues encountered by healthcare institutions and individual healthcare practitioners as they operate and make business decisions in today's fluid healthcare environment. Ethical issues inherent to regulatory and licensure compliance are examined and analyzed.

Prerequisite(s): HCM 305

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

This course is designed to provide the basic healthcare accounting principles needed for students to read, analyze, understand, and use financial statements and budgets. In a changing healthcare economy it focuses 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.

HCM 445 - Healthcare Financial Management

Credits: 3

This course is designed to provide the basic healthcare accounting principles needed for students to read, analyze, understand, and use financial statements and budgets. In a changing healthcare economy it focuses 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.

Prerequisite(s): HCM 332

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.

Prerequisite(s): HCM 442

HCM 475 - Healthcare Strategic Management & Marketing

Credits: 3

As the capstone course for the HCM program, the purpose of this course is to integrate theories, principles, and practices of healthcare management and policy with practical situations and problems. Students work in teams to develop strategic plans.

Prerequisite(s): HCM 445

HCM 480 - Organizational Development & Leadership

Credits: 3

Students explore how, why, and when to integrate leadership with human resources management principles to increase individual and organizational effectiveness. Students are introduced to many types of interpersonal, intra-group, and organizational interventions that are used to effect comprehensive and lasting change. Leadership styles and self-analysis are explored.

Prerequisite(s): HCM 332, HCM 430

HCM 485 - 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.

Prerequisite(s): HCM 442

HCM 490 - Organizational Development and 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.

Prerequisite(s): HCM 430

HCM 491 - Long-Term Care Internship I

Credits: 8

This course provides pre-professional experiential learning in long-term care facilities and related organizations. The Nursing Home Administrator (NHA) 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 NHA.

Pass/Fail

HCM 492 - Long-Term Care Internship II

Credits: 4

This course provides pre-professional experiential learning in long-term care facilities and related organizations. The Nursing Home Administrator (NHA) 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 NHA.

Pass/Fail

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.

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.

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.

HCM 497 - Healthcare Management Capstone Project I

Credits: 3

This capstone course is part of the culminating experience for the HCM major. Healthcare management concepts and applications are integrated through systematic examination of a selected issue or problem in the work setting. This course is the first part of a two-semester project.

Prerequisite(s): HCM 430, HSC 300

HCM 498 - HC Management Capstone Project II

Credits: 3

This capstone course is part of the culminating experience for the HCM major. Healthcare management concepts and applications are integrated through systematic examination of a selected issue or problem in the work setting. This course is the second part of a two-semester project.

Prerequisite(s): HCM 497

History

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.

Honors

HNRS 201 - Honors Seminar

Credits: 2

Using an interdisciplinary approach to the arts and sciences, students 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.

Human Ecology

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.

Prerequisite(s): ENG 111

Humanities

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Interdisciplinary 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 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 and CPR for 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 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.

Prerequisite(s): ENG 111

IDS 203 - Applied Spanish for Healthcare Professionals

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 healthcare 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

This course is repeatable.

IDS 305 - Complementary and Alternative Approaches in Healthcare

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.

Prerequisite(s): ENG 112, PHL 215, SOC 213

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.

Prerequisite(s): SOC 213

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.

Prerequisite(s): 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.

Prerequisite(s): RN licensure or permission of the instructor

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.

Prerequisite(s): Sophomore standing or above

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 505 - Applied Statistics for Healthcare

Credits: 3

Statistical methods and their application in healthcare is the focus of this course. Course content will include a review of applied statistics, which provides a bridge from understanding to application of descriptive, nonparametric, and parametric statistics commonly used in healthcare.

Prerequisite(s): MTH 265 or equivalent

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.

IDS 705 - Professional Communication in Health Sciences

Credits: 3

In this course, students will further integrate scholarly literature into academic and scientific communication within the health sciences. The implementation of effective communication skills in health sciences professions is also emphasized.

Interprofessional Education

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 - Interprofessional Healthcare Discovery and Collaboration

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.

Prerequisite(s): IPE 200

IPE 350 - Interprofessional Healthcare Exploration

Credits: 2

This course provides the framework to understand and value the contributions of various healthcare professionals, as well as assess situations of interprofessional care delivery in a team-based environment.

Prerequisite(s): IPE 200

IPE 370 - Community Mobilization and Advocacy

Credits: 3

This course presents public health specific interprofessional competencies. It discusses fundamental concepts of community mobilization and advocacy to bring about change in a community's health status. There is an emphasis on working with interprofessional teams and members of the community.

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.

Prerequisite(s): IPE 200

IPE 401 - Foundations of Interprofessional Leadership 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 of Interprofessional Leadership 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.

Pass/Fail

Prerequisite(s): IPE 401

IPE 501 - Foundations of Interprofessional Leadership I

Credits: 2

This course introduces concepts and skills necessary for interprofessional leadership. Students engage in interprofessional communication and collaboration for improving patient-centered health outcomes. This course examines the interprofessional, professional, legal and historical issues commonly faced in practice.

Pass/Fail

IPE 502 - Foundations of Interprofessional Leadership 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 to appreciate healthcare organizational and systems leadership for quality care and patient safety.

Pass/Fail

IPE 507 - Ethical and Legal Practice in Healthcare

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.

Mathematics

MTH 130 - Applied Math for Healthcare Professional

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 real number system. These include linear and quadratic equations and inequalities, functions and graphs, polynomials, and systems of equations and inequalities.

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, and inverse functions. Transcendental functions, such as exponential, logarithmic, and trigonometric functions, are studied.

Prerequisite(s): MTH 165

MTH 201 - Calculus

Credits: 3

This course presents differential calculus of one variable, including limits, differentiation, and integration. It primarily focuses on differentiation rules and applications. Basic integration techniques and applications are covered.

Prerequisite(s): 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.

Prerequisite(s): MTH 201

MTH 265 - Introductory Statistics

Credits: 3

This course focuses on basic statistical concepts and applications. It provides students with conceptual and practical understanding of statistical analyses for conducting experimental and observational research. Topics of permutation, combination, and binomial probabilities are included. Univariate, bivariate, and one-way ANOVA data are analyzed. Descriptive analyses include plots and graphs as well as point and interval estimates of population parameters. Inferential analyses include Z, t, Chi-square, and F tests.

Prerequisite(s): MTH 165 or MTH 170 or MTH 201

MTH 302 - Biostatistics

Credits: 3

In this course students will focus on common statistical practices in biology, public health, and medicine. This course provides students with the conceptual knowledge to evaluate statistical results as well as practical knowledge to analyze data. Statistical analyses of bivariate and multivariate data are covered. Further examination of analyses covered in MTH 265 is provided, as well as topics such as logistic regression, survival analysis, sample size and power analysis, and additional analyses relevant to case-control and cohort studies.

Prerequisite(s): MTH 265

Medical Laboratory Science

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.

Corequisite(s): 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.

Prerequisite(s): MLS 401, MLS 421C

Corequisite(s): 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)

Pass/Fail

Corequisite(s): 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)

Pass/Fail

Prerequisite(s): MLS 401, MLS 421C

Corequisite(s): MLS 411

Music

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.

Nursing

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.

Prerequisite(s): MTH 165

NSG 203 - Foundations 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.

Prerequisite(s): BIO 253

NSG 204 - Found Professional Nursing Practice for 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)

Prerequisite(s): BIO 253

Corequisite(s): 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)

Corequisite(s): 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)

Corequisite(s): 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)

Corequisite(s): 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)

Prerequisite(s): NSG 203, NSG 255

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 Nursing 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.

Prerequisite(s): 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)

Prerequisite(s): NSG 326

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.

Prerequisite(s): NSG 327

NSG 311 - Nursing Process in Aging and Mental Health

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.

Prerequisite(s): NSG 204, NSG 256

Corequisite(s): NSG 358C

NSG 312 - 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 Health

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.

Prerequisite(s): NSG 203, NSG 255

Corequisite(s): 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.

Prerequisite(s): NSG 203, NSG 255

Corequisite(s): NSG 328C

NSG 317 - Nursing Process in Gerontology

Credits: 2

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.

Prerequisite(s): NSG 203, NSG 255

Corequisite(s): NSG 328C or NSG 358C

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 321C - Long Term Care Clinical Practicum

Credits: 1

During this practicum, students participate in clinical experience in a long term care setting. Students will perform introductory patient care skills.

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.

Prerequisite(s): NSG 203, NSG 255

Corequisite(s): 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.

Prerequisite(s): NSG 326

Corequisite(s): NSG 308, 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.

Prerequisite(s): NSG 203, NSG 255

Corequisite(s): NSG 326

NSG 331 - Nursing Process for 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.

Prerequisite(s): NSG 326

Corequisite(s): 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.

Prerequisite(s): NSG 312 or NSG 327

NSG 333 - Nursing Process for Families with Children for 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.

Prerequisite(s): NSG 354

Corequisite(s): 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 335 - Nursing Process for the Childbearing Family

Credits: 2

Students focus on maternal-newborn care. Conception, pregnancy, fetal development, childbirth, and postpartum care are addressed. Emphasis is placed on nursing care of families and growth and development from conception through the newborn period. Nursing strategies that promote health, reduce risk, and prevent disease will be included.

Prerequisite(s): NSG 326 or NSG 354

Corequisite(s): NSG 328C or NSG 369C

NSG 336 - Nursing Process for Children

Credits: 2

Students focus on care of children from infancy through adolescence. Emphasis is placed on nursing care of families, child growth and development from infancy through adolescence, and common recurring pediatric illnesses. Nursing strategies that promote health, reduce risk, and prevent disease will be included.

Prerequisite(s): NSG 326 or NSG 354

Corequisite(s): NSG 338C or NSG 369C

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.

Prerequisite(s): NSG 328C

Corequisite(s): NSG 327

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.

Prerequisite(s): BIO 300

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.

Prerequisite(s): NSG 351

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.

Prerequisite(s): NSG 300

Corequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): NSG 354, NSG 358C

Corequisite(s): 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.

Prerequisite(s): NSG 354, NSG 358C

Corequisite(s): 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.

Prerequisite(s): RN licensure or permission of instructor

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.

Prerequisite(s): Sophomore standing or above

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.

Prerequisite(s): 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.

Prerequisite(s): BIO 300

NSG 408 - Professional Nursing Practice 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): MTH 265

NSG 412 - Professional Nursing Practice

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.

Prerequisite(s): NSG 361 or NSG 426

NSG 418 - RN Comprehensive Approach to Health and 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.

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.

Prerequisite(s): NSG 361

Corequisite(s): 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.

Prerequisite(s): NSG 342

Corequisite(s): NSG 422C

NSG 421 - Promoting Health in the 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.

Prerequisite(s): 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

Prerequisite(s): NSG 342

Corequisite(s): NSG 420

NSG 423 - Community and Population Health

Credits: 3

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.

Prerequisite(s): NSG 327 or NSG 361

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.

Prerequisite(s): NSG 327

Corequisite(s): 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.

Prerequisite(s): NSG 426

Corequisite(s): 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.

Prerequisite(s): NSG 327, NSG 338C

Corequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): NSG 312

NSG 438C - Clinical Practicum 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.

Prerequisite(s): NSG 426

Corequisite(s): NSG 427

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.

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 in 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 456 - Quality and Safety in Nursing

Credits: 3

Strategies and methods to improve health outcomes are explored. Students will examine the role of teamwork and communication to improve patient safety within the health care environment. National standards and initiatives will be foundational to the course.

NSG 460 - Advance 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.

Prerequisite(s): ENG 325, RN Licensure

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.

Prerequisite(s): NSG 369C

Corequisite(s): 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.

Prerequisite(s): RN Licensure

NSG 473 - 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.

Corequisite(s): NSG 438C or NSG 479C

NSG 474 - Leadership/Health Policy Nursing 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.

Corequisite(s): 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.

Corequisite(s): NSG 475C

NSG 475C - Leadership and Health Policy in Nursing 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)

Pass/Fail

Corequisite(s): NSG 475

NSG 477C - Clinical Practicum for ABSN III

Credits: 4

During this practicum, students participate in clinical experiences that complement the accompanying nursing theory courses. Students reach the self-directed level of clinical performance.

Prerequisite(s): NSG 361

Corequisite(s): NSG 423, NSG 461

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.

Prerequisite(s): NSG 361

Corequisite(s): NSG 461

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.

Prerequisite(s): 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.

Prerequisite(s): NSG 475

Corequisite(s): NSG 420

NSG 490 - Contemporary Nursing Issues and Theory

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 - Principles of Primary Care and Family Health

Credits: 3

Fundamental concepts associated with primary care practice and family health are examined

NSG 516 - Quality and 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 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 - Advanced 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 Theory and Process

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.

Prerequisite(s): NSG 531

NSG 554L - Advanced 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.

Prerequisite(s): NSG 531

NSG 575 - FNP Independent Study

Credits: 1

This course enables Family Nurse Practitioner students to remediate course material. The content is determined by the instructor.

NSG 599 - Independent Study in Nursing

Credits: 1-3

This course offers students the opportunity to study special topics in nursing based upon the students' needs and interests.

Variable Credits

NSG 600 - Educational Theory and 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.

NSG 605 - Collaboration and Interprofessional 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 of 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.

Prerequisite(s): NSG 550

Corequisite(s): NSG 615C

NSG 615C - Practicum I: Primary Care of Adults and Geriatrics

Credits: 2

Students develop competence to function in the advanced practice provider role with adults and older adults experiencing acute and chronic conditions.

Corequisite(s): 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 health issues within primary healthcare environments are emphasized.

Prerequisite(s): NSG 614, NSG 615C

NSG 625C - Practicum II: Primary Care Adults and Geriatrics

Credits: 2

This course is a continuation of Practicum I. Students further develop competencies to function in the advanced practice provider role with adults and older adults experiencing acute and chronic conditions.

Corequisite(s): NSG 624

NSG 634 - Primary Care of Children and Adolescents

Credits: 3

Students focus on the development of clinical decision making and other knowledge and skills needed to deliver advanced practice healthcare to children and adolescents. Assessment, diagnosis, health promotion and prevention, and management of common health issues in children and adolescents within primary healthcare environments are emphasized.

Prerequisite(s): NSG 624, NSG 625C

NSG 635 - Primary Care in Reproductive Health

Credits: 2

Students focus on the development of knowledge and skills for clinical decision making needed to deliver advanced practice healthcare to individuals regarding reproductive health. Assessment, diagnosis, health promotion/disease prevention, and management of acute and chronic health issues for individuals and populations are emphasized.

Prerequisite(s): NSG 624, NSG 625C

NSG 636C - Practicum III: Primary Care of Children, Adolescents, and Women

Credits: 3

Students prepare to function in the advanced practice provider role with children, adolescents, and women.

Corequisite(s): NSG 634, NSG 635

NSG 649 - Organizational Planning and Marketing

Credits: 3

This course focuses on the role of strategic planning and marketing within healthcare organizations and in the global healthcare economy. Analytical tools and decision making paradigms for market planning and strategy are explored. Various planning approaches, styles and theories are introduced. Emphasis is placed on methodologies for developing nursing and organizational strategic marketing plans.

NSG 654 - Advanced Practice Roles and Leadership

Credits: 1

Concepts of leadership are explored for Advanced Practice Roles in nursing.

NSG 655 - Financial Management in Healthcare

Credits: 3

Terminology, tools, and methods of financial management in healthcare organizations and systems are examined. Concepts critical to making sound business and financial decisions in an ever changing healthcare economic climate are explored

NSG 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 will be emphasized.

NSG 665 - Administrative Data and Information 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.

Prerequisite(s): 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.

Prerequisite(s): NSG 502, NSG 509, NSG 516, NSG 523, NSG 549, NSG 660

NSG 675C - FNP Preceptorship

Credits: 4

Students refine history, examination, diagnosis, and management skills related to acute and chronic problems across the life span.

Prerequisite(s): NSG 636C

NSG 695 - Masters 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

Corequisite(s): NSG 671C

NSG 696 - Integration of Evidence into Advanced Nursing Practice

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.

Corequisite(s): NSG 654

Occupational Therapy

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. This course examines the OT's role in health and wellness, the OT/OTA practitioner relationship, OT ethics and the core values of OT practice are examined. Resources available with State and National organization memberships are introduced.

Corequisite(s): OT 554

OT 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/data as presented. Course content will introduce methods of scholarly research that will be used later in their research projects.

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.

Corequisite(s): 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.

Prerequisite(s): BIO 521

Corequisite(s): BIO 530, 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.

Corequisite(s): OT 520

OT 531 - Occupational Response to Pathological Conditions

Credits: 3

This course explores many different pathological conditions which may affect human beings. Attention is placed on the effect of occupation as a result of developing various conditions. Students will examine how OT can improve the quality of life for individuals now faced with physical/mental challenges.

Corequisite(s): BIO 521

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.

Prerequisite(s): 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.

Corequisite(s): OT 501, OT 510

OT 555 - Fieldwork I-B Community Based

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.

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): OT 602

Corequisite(s): 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: 1-3

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.

This course is repeatable.

OT 602 - Occupations through the Lifespan I

Credits: 4

The 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 related research, evaluation/assessment research and treatment strategies.

Prerequisite(s): OT 560

Corequisite(s): OT 556, OT 602L

OT 602L - Occupations through the Lifespan I Lab

Credits: 0

The 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 related research, evaluation/assessment research and treatment strategies.

Corequisite(s): 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, and culture issues, as they effect an individual's satisfaction with their life are also developed.

Prerequisite(s): OT 602

Corequisite(s): OT 557

OT 603L - Occupations through the Lifespan II Lab

Credits: 0

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, and culture issues, as they effect an individual's satisfaction with their life are also developed.

Corequisite(s): 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.

Prerequisite(s): OT 560

OT 615 - Client Care Techniques

Credits: 3

The student will develop skills in client care techniques used in occupational therapy interventions in all therapeutic settings. Interventions include self-care, occupational tasks of daily living, orthoses, prosthetics, adaptive devices, adaptation principles and applications for a myriad of needs and ages. Theoretical frames of reference using 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.

Prerequisite(s): OT 531

Corequisite(s): OT 615L

OT 615L - Client Care Techniques Lab

Credits: 0

The student will develop skills in client care techniques used in occupational therapy interventions in all therapeutic settings. Interventions include self-care, occupational tasks of daily living, orthoses, prosthetics, adaptive devices, adaptation principles and applications for a myriad of needs and ages. Theoretical frames of reference using 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.

Corequisite(s): OT 615

OT 631 - Research Project Decisions

Credits: 3

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.

Prerequisite(s): OT 502

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.

Prerequisite(s): 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 631. The student will fine-tune his/her design, collect data, analyze and interpret results, and present findings.

Prerequisite(s): OT 631

OT 670 - Occupational Fitness for Life

Credits: 2

This course will introduce the student to the concept of a healthy lifestyle throughout the lifespan. 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. Students will be actively involved in community settings assessing how levels of occupation in different age groups relate to overall "wellness."

Corequisite(s): 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.

Pass/Fail

Prerequisite(s): OT 557

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. This experience provides increased opportunities to demonstrate skills in clinical reasoning and professionalism. Evaluation is pass/fail.

Pass/Fail

Prerequisite(s): 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.

Prerequisite(s): OT 692

Occupational Therapy Assistant

OTA 111 - Human Movement for Occupation I

Credits: 2

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 121 - Foundations of the Profession I

Credits: 2

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.

Prerequisite(s): OTA 111

Corequisite(s): OTA 130L, 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.

Corequisite(s): 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.

Prerequisite(s): OTA 121

Corequisite(s): OTA 130

OTA 170 - Behavioral Health - Principles and Techniques

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.

Prerequisite(s): PSY 120 or (PSY 101 and PSY 220)

Corequisite(s): OTA 170C, 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.

Corequisite(s): OTA 170

OTA 170L - Behavioral Health - Principles and Techniques 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.

Corequisite(s): 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.

Prerequisite(s): OTA 140

OTA 203 - Pathologic Conditions - Effects on Occupation

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.

Prerequisite(s): 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.

Prerequisite(s): OTA 201L, OTA 203

Corequisite(s): OTA 220C, 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.

Prerequisite(s): OTA 201L, OTA 203

Corequisite(s): OTA 220

OTA 220L - Pediatrics - Principles and Techniques Lab

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.

Prerequisite(s): OTA 201L

Corequisite(s): OTA 220, OTA 220C

OTA 235 - Physical Dysfunction – Principles and 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.

Prerequisite(s): OTA 201L, OTA 203

Corequisite(s): OTA 235C, 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.

Prerequisite(s): OTA 201L

Corequisite(s): OTA 235

OTA 235L - Physical Dysfunction - Principles and Techniques 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.

Prerequisite(s): OTA 201L, OTA 203

Corequisite(s): OTA 220, 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.

Corequisite(s): OTA 255

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.

Prerequisite(s): OTA 255

Corequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): OTA 255

Corequisite(s): OTA 270C

Philosophy

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 Religion

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.

Prerequisite(s): PHL 215 or SOC 213

Physics

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.

Corequisite(s): 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.

Corequisite(s): 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 fundamental principles of physics are presented, with emphasis on classical mechanics, gravitation, special relativity, and elements of quantum mechanics. The laboratory component of the course supports the concepts and principles defined during lecture. The laboratory involves experimentation that quantitatively measures basic principles of physics.

Prerequisite(s): MTH 170

Corequisite(s): PHY 201L

PHY 201L - General Physics I Laboratory

Credits: 0

This course is the first of a two-semester lecture and laboratory study of general physics. The fundamental principles of physics are presented, with emphasis on classical mechanics, gravitation, special relativity, and elements of quantum mechanics. The laboratory component of the course supports the concepts and principles defined during lecture. The laboratory involves experimentation that quantitatively measures basic principles of physics.

Corequisite(s): 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 continues the topics considered during the first semester of physics. Emphasis is on an introduction to the basic concepts and fundamental principles of electricity, magnetism, optics, wave mechanics, and modern physics. The laboratory involves experimentation and quantitative measurement that illustrate basic principles of physics as defined during lecture.

Prerequisite(s): PHY 201

Corequisite(s): PHY 202L

PHY 202L - General Physics II Laboratory

Credits: 0

This course is the second of a two-semester lecture and laboratory study of general physics. It continues the topics considered during the first semester of physics. Emphasis is on an introduction to the basic concepts and fundamental principles of electricity, magnetism, optics, wave mechanics, and modern physics. The laboratory involves experimentation and quantitative measurement that illustrate basic principles of physics as defined during lecture.

Corequisite(s): PHY 202

Physician Assistant

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): PHA 525

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): PHA 526

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): PHA 527

Corequisite(s): PHA 525L

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.

Corequisite(s): PHA 529

PHA 533 - Behavioral Medicine

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

This course can be offered for variable credit

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 medical practice in the pediatric inpatient or outpatient settings. 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 medical practice in obstetrics, gynecology, and women's health inpatient or outpatient settings. 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 women's health practice.

PHA 607 - General Orthopedics Clinical Rotation

Credits: 3

This four week required rotation is designed to provide the student with an understanding of medical practice in the general orthopedic 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 orthopedic setting.

PHA 608 - General Surgery Clinical Rotation

Credits: 3

This four week required rotation is designed to provide the student with an understanding of medical practice in the surgical inpatient or outpatient settings. The rotation provides students an opportunity to develop skills in the prevention, assessment, diagnosis, management, and treatment of acute and chronic medical problems in inpatient and outpatient surgical settings.

PHA 609 - Psychiatry and Behavioral Medicine Clinical Rotation

Credits: 3

This four week required rotation is designed to provide the student with an understanding of medical practice in psychiatric/behavioral medicine inpatient or outpatient settings. The rotation will provide students an opportunity to develop skills in the assessment, diagnosis, management, and treatment of acute and chronic problems commonly encountered in the psychiatry/behavioral medicine setting.

PHA 611 - Emergency Medicine Clinical Rotation

Credits: 3

This four week required rotation is designed to provide the student with an understanding of medical practice in an emergency department. 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 emergency department settings.

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 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 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.

Prerequisite(s): PHA 554

PHA 630 - Internal Medicine Clinical Rotation

Credits: 3

This four week required rotation is designed to provide the student with an understanding of medical practice in the general internal medicine inpatient or outpatient settings. 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 general internal medicine setting.

PHA 631 - Primary Care Clinical Rotation

Credits: 3

This required rotation is designed to provide the student with an understanding of medical practice in the primary care 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 635 - Medicine I Clinical Rotation

Credits: 3

This four week required rotation is designed to provide the student with an understanding of medical practice in inpatient or outpatient settings. 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 medical settings.

PHA 636 - Medicine II Clinical Rotation

Credits: 3

This four week required rotation is designed to provide the student with an understanding of medical practice in inpatient or outpatient settings. 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 medical settings.

Physical Therapist Assistant

PTA 104 - Introduction to Physical Therapy

Credits: 2

This course is designed to orient the student to the physical therapy profession. The student begins to define the role of the physical therapist assistant and is introduced to relevant information about history of the profession, ethics, and practice.

Corequisite(s): PTA 107L

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.

Corequisite(s): PTA 106L

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.

Corequisite(s): PTA 106

PTA 107L - Foundational Physical Therapy Interventions

Credits: 2

Students develop basic clinical skills utilized in physical therapy practice including: assessment of vital signs, principles of body mechanics, positioning, draping, transfers, gait training, wheelchair management, and basic exercise. Students also develop communication skills for interacting with patients, families, and other health care professionals.

Corequisite(s): PTA 104

PTA 108L - Clinical Assessment Skills

Credits: 2

The student performs basic collection, interpretation, and appropriate documentation of patient care data within the Physical Therapist Assistant's role. Areas of content include: goniometric measurement of joint range of motion, manual muscle testing, balance measurement, pain assessment, functional assessments, and anthropometric measures.

Prerequisite(s): PTA 149

Corequisite(s): PTA 151

PTA 149 - Introduction to Functional Anatomy

Credits: 2

Students are introduced to human movement and anatomical systems as they apply to the profession of physical therapy. Content includes: terminology, structure of joints, muscles and connective tissues, nervous, cardiovascular and respiratory systems, and biomechanics.

Corequisite(s): PTA 104

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.

Prerequisite(s): BIO 211, PTA 106

Corequisite(s): 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.

Corequisite(s): PTA 150

PTA 151 - Functional and Applied Anatomy

Credits: 3

Students learn musculoskeletal anatomy and palpation of the trunk and extremities. Students apply this knowledge to joint special tests and pathologies as well as posture and gait analysis.

Prerequisite(s): PTA 149

Corequisite(s): PTA 108L

PTA 151L - Functional Anatomy Lab

Credits: 3

Students learn musculoskeletal anatomy and palpation of the trunk and extremities. Students apply this knowledge to joint special tests and pathologies as well as posture and gait analysis.

Prerequisite(s): PTA 149

Corequisite(s): PTA 108L

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.

Prerequisite(s): PTA 108L, PTA 150

Corequisite(s): PTA 161C, PTA 161L

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.

Corequisite(s): 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.

Corequisite(s): PTA 161

PTA 162 - Physical Agents for the PTA

Credits: 3

Students are introduced to the theory and safe application of physical agents utilized in physical therapy practice. Additionally, the principles and application of therapeutic massage are introduced and performed. This course has a lab component.

Prerequisite(s): PTA 151L

Corequisite(s): PTA 162L, PTA 202

PTA 162L - Physical Agents for PTA Laboratory

Credits: 0

Students are introduced to the theory and safe application of physical agents utilized in physical therapy practice. Additionally, the principles and application of therapeutic massage are introduced and performed. This course has a lab component.

Corequisite(s): PTA 162

PTA 175C - Introduction to Clinical Environment

Credits: 1

Teaching, learning, and mentoring of occupational therapy students in the fieldwork setting are explored. Supervisory relationships and models, administration, and models of assessment in clinical education are examined.

Prerequisite(s): PTA 108L

Corequisite(s): PTA 162

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.

Prerequisite(s): BIO 212, PTA 108L, PTA 150

Corequisite(s): PTA 161

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.

Corequisite(s): PTA 201

PTA 202 - Principles of Therapeutic Exercise

Credits: 3

Students develop an understanding of normal exercise physiology, responses to exercise, and principles of exercise program design. Students design and implement exercise programs addressing flexibility, strength, aerobic conditioning, and balance. This is the lab component.

Prerequisite(s): PTA 151

Corequisite(s): PTA 162, PTA 202L

PTA 202L - Principles of Therapeutic Exercise Lab

Credits: 0

Students develop an understanding of normal exercise physiology, responses to exercise, and principles of exercise program design. Students design and implement exercise programs addressing flexibility, strength, aerobic conditioning, and balance. This is the lab component.

Corequisite(s): PTA 202

PTA 203 - Pathologic Conditions

Credits: 2

Students gain knowledge regarding illness and disease processes commonly encountered in the physical therapy setting. Students also develop an understanding of the PTA's role in monitoring potential complications that impact rehabilitation.

Prerequisite(s): PTA 151

Corequisite(s): PTA 162

PTA 220 - Psychosocial Aspects of Therapy for PTA

Credits: 1

Student identify and discuss psychological reactions and behavioral changes seen in physical therapy patients and family/caregivers that impact rehabilitation. Effective interaction between patient and physical therapist assistant is emphasized.

Prerequisite(s): PTA 175C. PTA 203

Corequisite(s): PTA 237. PTA 238

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.

Prerequisite(s): PSY 120 or PSY 101, PSY 220

PTA 237 - Management of Medically Complex Conditions

Credits: 4

Students develop an understanding of the theories and therapeutic techniques needed to treat a wide variety of conditions associated with medically complex patients. This course has a lab component.

Prerequisite(s): PTA 162, PTA 203

Corequisite(s): PTA 220, PTA 245, PTA 237L

PTA 237L - Management Medically Complex Conditions Lab

Credits: 0

Students develop an understanding of the theories and therapeutic techniques needed to treat a wide variety of conditions associated with medically complex patients. This course is the lab component.

Corequisite(s): PTA 237

PTA 238 - Management Orthopedic Conditions for PTA

Credits: 4

Students learn to assess the musculoskeletal and nervous systems as they relate to the orthopedic clinical setting. Course content focuses on physical therapy interventions and techniques for common orthopedic conditions. This course has a lab component.

Prerequisite(s): PTA 202, PTA 203

Corequisite(s): PTA 220, PTA 238L, PTA 245

PTA 238L - Management Orthopedic Conditions Lab

Credits: 0

Students learn to assess the musculoskeletal and nervous systems as they relate to the orthopedic clinical setting. Course content focuses on physical therapy interventions and techniques for common orthopedic conditions. This course has a lab component.

Corequisite(s): PTA 238

PTA 241 - Pediatric Physical Therapy

Credits: 2

Students learn about childhood development, pediatric pathologies, developmental testing, pediatric patient/family management, and service delivery across various settings. Students explore treatment theories, interventions, and use of assistive technology for the pediatric patient. This course has a lab component.

Prerequisite(s): PTA 220 PTA 250C

Corequisite(s): PTA 241L, PTA 285

PTA 241L - Pediatric Physical Therapy Laboratory

Credits: 0

Students learn about childhood development, pediatric pathologies, developmental testing, pediatric patient/family management, and service delivery across various settings. Students explore treatment theories, interventions, and use of assistive technology for the pediatric patient. This course is the component.

Prerequisite(s): PTA 220, PTA 250C

Corequisite(s): PTA 285

PTA 242 - Adult Neurological Rehabilitation

Credits: 3

Students discuss the pathophysiology of, and rehabilitation for, a variety of neurological disorders of the brain, spinal cord, vestibular system, and peripheral nervous system. The course has a lab component.

Prerequisite(s): PTA 250C

Corequisite(s): PTA 241, PTA 242L

PTA 242L - Adult Neurological Rehabilitation Lab

Credits: 0

Students discuss the pathophysiology of, and rehabilitation for, a variety of neurological disorders of the brain, spinal cord, vestibular system, and peripheral nervous system. The course is the lab component.

Corequisite(s): PTA 242

PTA 245 - Geriatric Conditions

Credits: 2

This course is designed to facilitate understanding of older adults and their special needs in relation to physical therapy interventions. Physical and psychosocial changes related to aging, common pathologies, and promotion of healthy aging are the focus of the course. The PTA's role in the physical therapy team approach to providing quality care to the geriatric population are discussed.

Prerequisite(s): PTA 175C, PTA 203

Corequisite(s): PTA 220, PTA 237

PTA 250C - Clinical Education I

Credits: 5

Students apply clinical reasoning skills to implement physical therapy plans of care while in a full-time clinical placement. Students begin to assume the role of a PTA while under the supervision of licensed clinicians.

Pass/Fail

Prerequisite(s): PTA 175C, PTA 202

Corequisite(s): PTA 237, PTA 238

PTA 252C - Clinical Education II

Credits: 7

Students apply clinical reasoning skills to implement physical therapy plans of care while in a full-time clinical placement. Students gain increased independence in the role of a PTA while under the supervision of licensed clinicians. The student is expected to be functioning as an entry-level PTA at the conclusion of the clinical experience.

Pass/Fail

Prerequisite(s): PTA 250C

Corequisite(s): PTA 285

PTA 285 - Professional Seminar

Credits: 2

Prepares students for licensure, employment, and professional growth after graduation. Included in this course are preparation for the national licensure exam, job seeking, professional growth, professional liability and responsibilities, professional leadership, advocacy, and service.

Pass/Fail

Prerequisite(s): PTA 250C

Corequisite(s): PTA 241

Prior Learning Assessment

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.

Pass/Fail. Course is repeatable.

Prerequisite(s): ENG 111

Psychology

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. 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 - Introductory 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.

Prerequisite(s): Submission of project proposal to Program Director

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.

Prerequisite(s): PSY 240 or PSY 235

Corequisite(s): PSY 215C

PSY 215C - Introductory Fieldwork

Credits: 1

Students participate in off-campus observation of fieldwork involving the principles and applications of health psychology.

Corequisite(s): PSY 215

PSY 220 - Lifespan Development

Credits: 3

This course is designed to study the basic 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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. Etiology, symptoms, and treatments of the major categories of mental disorders are also examined.

Prerequisite(s): 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.

Prerequisite(s): PSY 101 and 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.

Prerequisite(s): Submission of project proposal to Program Director

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.

Prerequisite(s): 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.

Prerequisite(s): (PSY 101 or PSY 120)

Corequisite(s): 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.

Corequisite(s): PSY 310

PSY 330 - Positive Psychology

Credits: 3

The student 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.

Prerequisite(s): PSY 101 or PSY 120

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.

Prerequisite(s): PSY 310
Corequisite(s): 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

Corequisite(s): PSY 335

PSY 336 - Social Psychology Perspectives

Credits: 3

This course includes examination and application of theory and research concerning social interactions among individuals and groups. Change and stability of beliefs, attitudes, and behaviors are included with an emphasis on understanding environmental determinants.

Prerequisite(s): PSY 101 or PSY 120

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.

Prerequisite(s): IDS 254
Corequisite(s): 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.

Corequisite(s): PSY 340

PSY 341 - Behavior Change

Credits: 3

The student summarizes the application of theories, principles, and research concerning behavior change programs and interventions. The design and evaluation of a behavior modification intervention, including practical and ethical issues, is included.

Prerequisite(s): PSY 101 or PSY 120

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.

Prerequisite(s): PSY 310

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): IDS 254

Corequisite(s): 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.

Corequisite(s): PSY 355

PSY 356 - Health Psychology

Credits: 3

The student examines 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. The student applies key concepts of health psychology to enhance health behaviors.

Prerequisite(s): PSY 101 or PSY 120

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.

Prerequisite(s): IDS 254

Corequisite(s): 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.

Corequisite(s): PSY 380

PSY 381 - Learning and Memory

Credits: 3

The student examines 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 individual behavior

Prerequisite(s): PSY 101 or PSY 120

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.

Prerequisite(s): Submission of project proposal to Program Director

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.

Prerequisite(s): 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.

Prerequisite(s): PSY 401

PSY 415 - Field Placement 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.

Prerequisite(s): PSY 215C, PSY 335

Corequisite(s): PSY 415C

PSY 415C - Field Placement I Clinical

Credits: 2

Students participate in off-campus supervised fieldwork placements involving the principles and applications of health psychology.

Corequisite(s): PSY 415

PSY 425 - Field Placement 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.

Prerequisite(s): PSY 415, PSY 415C

Corequisite(s): PSY 425C

PSY 425C - Field Placement II Clinical

Credits: 2

Students continue their participation in off-campus supervised fieldwork placements involving the principles and applications of health psychology.

Corequisite(s): 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.

Prerequisite(s): PSY 101 or PSY 120

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 a chronic disease, a disorder, and a behavioral phenomenon. 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.

Prerequisite(s): PSY 101 or PSY 120

PSY 445 - Community Psychology

Credits: 3

The student explores and summarizes 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.

Prerequisite(s): PSY 101 or PSY 120

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.

Prerequisite(s): PSY 101 or PSY 120

PSY 470 - Neuroscience

Credits: 3

The student engages in the study of neuroscience, including the structure and function of the brain and nervous system and the nature of neurological, psychiatric, and neurodevelopmental disorders. Topics such as receptor subtypes, biological basis for learning and memory, neuronal plasticity, imaging techniques, and psychoneuroimmunology are discussed.

Prerequisite(s): PSY 101 PSY 120

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 enhances skills with respect to critical thinking and written communication through the development of a professional quality literature review.

Prerequisite(s): PSY 101 or PSY 120

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.

Prerequisite(s): Any 200 Level Psychology Course and Any Research Course

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, summarize, 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.

Prerequisite(s): PSY 101 or PSY 120

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.

Prerequisite(s): Submission of project proposal to Program Director

Public Health

PBH 350 - Principles of 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.

Prerequisite(s): MTH 265

PBH 380 - Legal & Ethical Issues in Public Health

Credits: 3

The U.S. legal system that governs and influences public health is examined. Ethical and legal issues in public health practice and administration are discussed

Prerequisite(s): PBH 350

PBH 385 - Public Health Administration and Policy

Credits: 3

Principles of public health administration are applied to public health sector management and performance with an emphasis on local and national public health settings. Factors that influence public health administration, policy, and practice are evaluated.

Prerequisite(s): PBH 350

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.

Prerequisite(s): PBH 350

PBH 425 - Environmental and Occupational Health

Credits: 3

Students examine health issues, scientific understanding of causes, and approaches to control environmental and occupational related health problems.

PBH 430 - Aging and Public Health

Credits: 3

This course evaluates critical public health issues, programs, and policies related to an aging society. Social, cultural, financial, and environmental factors that influence the health experience of older populations are examined.

Prerequisite(s): PBH 350

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.

Prerequisite(s): PBH 399

PBH 702 - Community and Public Health Promotion

Credits: 3

Students examine the history of and the current status of community and public health promotion. The social, political, economic, environmental, and biomedical aspects of health and illness are analyzed. Key health issues facing diverse populations are examined in the context of health promotion.

PBH 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.

PBH 800 - Epidemiology for Health Sciences

Credits: 3

The concepts and methods of epidemiology and how these can be applied to health issues are examined.

Prerequisite(s): HSC 715

PBH 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.

Prerequisite(s): PBH 702

PBH 815 - Health Promotion Program Planning and Evaluation

Credits: 3

This course introduces the principles of health promotion program planning and health program evaluation. Students develop a plan for a health promotion program, and its accompanying evaluation strategy.

Prerequisite(s): PBH 702

Respiratory Therapy

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.

Prerequisite(s): BIO 212

Corequisite(s): 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.

Corequisite(s): 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.

Prerequisite(s): BIO 212

RTH 305 - Integrated Sciences for Respiratory 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.

Prerequisite(s): 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

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): RTH 302 RTH 308C

Corequisite(s): 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.

Corequisite(s): 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

Prerequisite(s): RTH 302, 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.

Prerequisite(s): RTH 311

Corequisite(s): 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.

Corequisite(s): RTH 320

RTH 330 - Cardiopulmonary Pathophysiology

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.

Prerequisite(s): 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.

Prerequisite(s): RTH 309

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.

Prerequisite(s): 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.

Prerequisite(s): RTH 311, 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.

Prerequisite(s): RTH 318C, RTH 320

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 critical care clinical arena. Demonstrated proficiency in the laboratory must be completed prior to performing any task in patient care settings. In addition to adult critical care clinical experience, this course 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, and (4) Pulmonary Function Testing. All previous competencies will be maintained.

Pass/Fail

Prerequisite(s): RTH 318C, 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

Prerequisite(s): RTH 430 RTH 488C

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 critical care clinical arena. In addition to adult critical care clinical experience this course 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) Pulmonary Function Testing (if not completed in RTH 448). All previous competencies will be maintained.

Pass/Fail

Prerequisite(s): RTH 430, RTH 488C

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.

Prerequisite(s): RTH 430, 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.

Prerequisite(s): RTH 430

Science

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.

Sociology

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

In this course students explore the vital social issues affecting healthcare delivery in the United States. Course content includes health related demographics, ethnic and cultural diversity, applied communication methods and skills, and an orientation to community healthcare. An experiential learning module places students in a volunteer role for 20 hours with a community agency serving healthcare needs. Agencies serving geriatric clients or underserved populations 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.

Prerequisite(s): 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. Students will get an in-depth look at the history, theory, and methods that inform social science research on pressing social issues that affect health status such as diversity and inequality.

Prerequisite(s): 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.

Prerequisite(s): SOC 213

SOC 330 - Social Determinants of Health

Credits: 3

In this course, students will examine relationships between social factors and health status for both communities and specific populations. The pathways by which social circumstances affect disease risk, health-related behavior, and health outcomes are discussed. Thirty volunteer hours with a human service agency are required.

Prerequisite(s): SOC 101 or 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.

Prerequisite(s): SOC 213

SOC 401 - Social Theory

Credits: 3

Students investigate classical, modern and contemporary social theories. Students learn to analyze the historical relationship between philosophy, political economy, and the development of social theory. This includes the history, scope, and purpose of social theory from Plato to postmodern thinkers.

Prerequisite(s): ENG 111

Spanish

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.

Prerequisite(s): SPA 111

Surgical Technology

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.

Prerequisite(s): BIO 211, HLT 215

Corequisite(s): SUR 103 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)

Prerequisite(s): BIO 211, HLT 215

Corequisite(s): SUR 100, SUR 103L, SUR 108

SUR 103L - Principles of 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)

Corequisite(s): 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.

Prerequisite(s): BIO 211, HLT 215

Corequisite(s): SUR 100, 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.

Prerequisite(s): SUR 100, SUR 103, SUR 108

Corequisite(s): 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.

Prerequisite(s): SUR 111C, SUR 201

Corequisite(s): SUR 210, 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.

Prerequisite(s): SUR 108

Corequisite(s): SUR 111C

SUR 210 - Surgical Procedures

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.

Prerequisite(s): SUR 111C, SUR 201

Corequisite(s): SUR 113, SUR 214C

SUR 214C - Surgical Practicum I

Credits: 6

This course is the second of three clinical practicum. 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.

Prerequisite(s): SUR 111C, SUR 210

Corequisite(s): SUR 113, SUR 210

SUR 215C - Surgical Practicum III

Credits: 6

This course is the third of three clinical practicum. 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.

Prerequisite(s): SUR 210, SUR 214C

Corequisite(s): SUR 222, SUR 229

SUR 222 - Surgical Procedures III

Credits: 2

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.

Prerequisite(s): SUR 210, SUR 214C

Corequisite(s): SUR 215C, SUR 229

SUR 229 - Surgical Technology Seminar

Credits: 3

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.

Prerequisite(s): SUR 210, SUR 214C

Corequisite(s): SUR 215C SUR 222

Academic Calendar

2018 - 2019 Academic Calendar

Semester	Fall 2018	Spring 2019	Summer 2019
Tuition Fees Due	Jul. 23	Dec. 14, 2018	Apr. 29
Faculty Semester Begins	Aug. 13	Jan. 2	
College Meeting for Faculty & Staff	Aug. 13	Jan. 3	
Residence Hall Move-in BLUE Week Students Only	Aug. 13		
BLUE Week	Aug. 14 -16		
Residence Hall Move-in Returning Students	Aug. 16	Jan. 4	May 10
Programmatic Orientation	Aug. 16 (pm)	Jan. 7 (pm)	
Convocation & New Students Orientation	Aug. 17	Jan. 7 (NSO only, am)	
Classes Begin: General, 1st Half, & 10 Wk. Sessions	Aug. 20	Jan. 9	May 13
Graduate Students: Last Day to Add/Drop w/full refund	Aug. 24	Jan. 15	May 17
Undergraduates: Last Day to Add/Drop w/full refund	Aug. 31	Jan. 22	May 17
College Closed (Memorial/Labor Day)	Sept. 3		May 27
1st Half Session: Last day to Withdraw	Sept. 17	Feb. 4	May 31
Ten Week Session: Last day to Withdraw	Sept. 24	Feb. 13	
Fall Break (No Classes, Offices Open)	Oct. 1 -2		
Faculty Ed Day	Oct. 2 (pm)		
1st Half Session: Classes End/Exams	Oct. 10	Mar. 1	Jun. 17
Midterm Grades Due: General Session	Oct. 11	Mar. 1	Jun. 17
Classes Begin: 2nd half Session	Oct. 15	Mar. 11	
Spring Break (No classes, Offices open)		Mar. 4 - 10	

Last day to Remove an "I"	Oct. 18	Mar. 15	
General Session: Last day to Withdraw	Oct. 22	Mar. 15	Jun. 21
Ten Week Session: Classes End/Exams	Oct. 31	Apr. 3	
College Closed (Independence Day)			Jul. 4
Returning Students Spring Registration	Nov. 1		
New Students Spring Registration	Nov. 8		
Returning Students Summer Registration		Mar. 28	
New Students Summer Registration		Apr. 4	
Returning Students Fall Registration		Apr. 11	
2nd Half Session: Last day to Withdraw	Nov. 9	Apr. 15	Jul. 8
New Students Fall Registration		Apr. 18	
No Classes, Offices Open	Nov. 21		
College Closed (Thanksgiving)	Nov. 22 - 23		
General Session & 2nd Half Session: Classes End	Dec. 3	Apr. 23	Jul. 22
Exams	Dec. 4, 5, 6, 7	Apr. 24, 25, 26, 29	Jul. 23, 24, 25
Final Grades Due	3 days after final scheduled exam	3 days after final scheduled exam	3 days after final scheduled exam
Graduation	Dec. 8	May 3	
Residence Hall Move-out (noon; non-returning students)	Dec. 8	May 4	Jul. 27
College Closed (Winter Break)	Dec. 17 - 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.