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JEFFERSON COLLEGE
of HEALTH SCIENCES

www.jchs.edu

Table of Contents

General Information 2
History of JCHS 2
Mission and Vision 6
General Education Competencies 7
Degree Programs 9
Accreditation 10
The JCHS Campus 12
Professional and Continuing Education at JCHS 14

Undergraduate Programs at JCHS 15
- Undergraduate Admissions 16
- Undergraduate Information, Policies and Procedures 22
- Undergraduate Program Descriptions 58
  - Bachelor of Science in Biomedical Sciences 59
  - Bachelor of Science in Emergency Services 63
  - Bachelor of Science in Health and Exercise Science 70
  - Bachelor of Science in Healthcare Management 76
  - Bachelor of Science in Health Psychology 82
  - Bachelor of Science in Nursing 86
  - Bachelor of Science in Physician Assistant 95
  - Associate of Science in Nursing 103
  - Associate of Science in Science 113
  - Associate of Applied Science in Emergency Health Sciences-Paramedic 115
  - Associate of Applied Science in Fire & Emergency Medical Services Technology 121
  - Associate of Applied Science in Occupational Therapy Assistant 126
  - Associate of Applied Science in Physical Therapist Assistant 131
  - Associate of Applied Science in Respiratory Therapy 137

Graduate Programs at JCHS 141
- Graduate Admissions 143
- Graduate Information, Policies, and Procedures 147
- Graduate Program Descriptions 166
  - Master of Science in Nursing 167
  - Master of Science in Occupational Therapy 172
  - Master of Science in Physician Assistant 178

Student Services 183

Financing Your College Education 191
- Bursar's Office 192
- Financial Aid Information 196

Course Descriptions 206

JCHS Faculty and Staff 295

College Calendar 315

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General Information

Jefferson College of Health Sciences is a professional health sciences college, offering the master of science in nursing, physician assistant and occupational therapy and a variety of baccalaureate and associate healthcare programs.

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

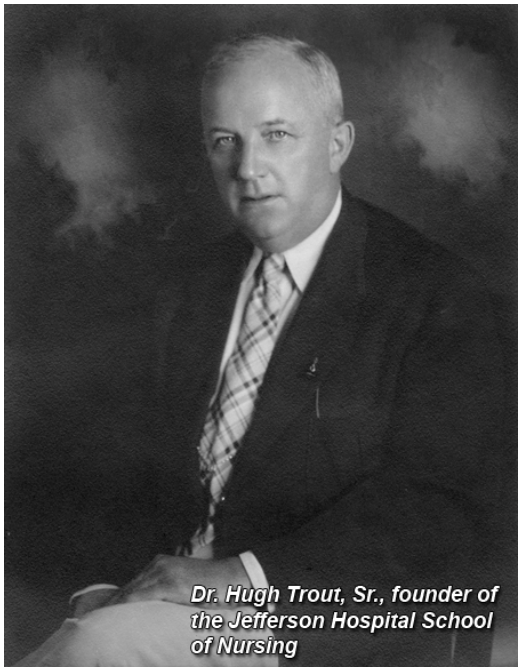
We enroll approximately 1000 undergraduate students and 80 graduate students annually, and employ approximately 70 full-time faculty. Although the student-to-faculty ratio varies by program and by classroom/clinical setting, the overall ratio is 15 students to one faculty member.

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

Approximately 87 percent of our students receive some sort of financial aid. Academic merit scholarships and grants are also available, from $1,000 to full-tuition awards ranging from first year only to renewable for four years. Scholarships, loans, grants and Federal work study 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.

History of Jefferson College of Health Sciences

Jefferson College of Health Sciences traces its history to 1914, when the Jefferson Hospital School of Nursing was founded by Dr. Hugh Trout Sr., an early pioneer of healthcare in the Roanoke Valley. Dr. Trout obtained his M.D. degree from the University of Virginia in 1902. After completing his surgical residency at the John Hopkins University in Baltimore, Maryland, Dr. Trout relocated to Southwest Virginia. In 1907, he founded a small, 40-bed hospital, which was named Jefferson Hospital in honor and memory of Thomas Jefferson.



Dr. Hugh Trout, Sr., founder of the Jefferson Hospital School of Nursing

Dr. Trout soon found that the need for adequately trained nurses in the area far surpassed those available. In an effort to

alleviate the shortage, he established the Jefferson Hospital School of Nursing. The school opened its doors in 1914, with an initial class of six students. All six completed the 33-month training program and graduated in 1917. A self-study following the first graduation concluded that the school exceeded the *Standard Curriculum for Schools of Nursing,* published by the National League for Nursing Education in 1917. The school went on to gain approval by the American College of Surgeons and the American Medical Association in 1923. The American Hospital Association recognized the school in 1926.

Around the same time as the development of Jefferson Hospital, Dr. James Newton Lewis and Dr. Sparrell Simmons Gale were initiating their own vision of healthcare for the Roanoke Valley. In 1909, they founded Lewis-Gale Hospital in Downtown Roanoke, and in 1911, the Lewis-Gale School of Nursing was born. The two schools operated independently of each other for many years. Between 1914 and 1965, Jefferson Hospital School of Nursing alone trained 658 new nurses, most of whom stayed within the community upon graduation.

During Jefferson Hospital's first 50 years, it was expanded three times and grew to a 151-bed facility. In 1953, Jefferson Hospital hired a 26-year old administrator named William Reid. He soon became aware of the booming population and the rising costs of health care in Southwest Virginia. The population of Roanoke had rapidly expanded beyond the capabilities of the Jefferson Hospital facility. In 1960, under his direction, a new hospital facility was commissioned. The project was truly reliant on the community, as citizens donated $3.3 million toward construction costs. The new facility officially opened on August 27, 1967, when 10,000 people toured the Community Hospital of Roanoke Valley.

The formation of the Community Hospital of Roanoke Valley School of Nursing began in 1965, when the Lewis-Gale School of Nursing and the Jefferson Hospital School of Nursing combined under the direction of the new hospital. As Director of Nursing, Lavina Duncan, RN, formerly of Lewis-Gale, guided the school. William Reid served as administrator. The Community Hospital of Roanoke Valley School of Nursing had an inaugural class of 50 students, and in 1968 graduated its first class of 29 new nurses. At the time, neither Lewis-Gale nor Community Hospital had facilities to house the School of Nursing. Therefore

the hospital leased six floors of the Carlton Terrace Building (now the Reid Center) for use by the school.

The school operated in this fashion for approximately fifteen years. Then in 1980, a task force investigated the possibility of establishing a hospital-based college that would grant 2-year degrees in nursing and allied health. In 1981 the Community Hospital Board of Trustees made a commitment to such a school, and in 1982 the Community Hospital of Roanoke Valley College of Health Sciences was established. The College of Health Sciences was the first hospital-based college in Virginia. In addition, Community Hospital was one of only seven in the nation to have its College of Health Sciences accredited by the Commission for Higher Education. Dr. Jerome Cohen, who helped establish the college and was serving as Educational Director of the hospital, was named its first Dean on August 23, 1982. Dr. Cohen came to Roanoke after serving as an administrator and Associate Professor in the Connecticut community college system.

The College of Health Sciences (now JCHS's Reid Center), circa 1982

In 1986, the College obtained accreditation by the Southern Association of Colleges and Schools (SACS) to grant degrees at the Associate Level. In 1989 the College named its first President, Dr. Harry C. Nickens. Dr. Nickens was very active in the local community and had been a leader in Roanoke for over 20 years. He directed the College through the addition of several programs and to a record enrollment of 615 students in 1998. He continued to lead the College until 2001, when he left to become president of the College's foundation. In 1992, William Reid, director of Community Hospital, announced his retirement. In appreciation for his contributions to the College and Hospital system, the Carlton Terrace Building was renamed the Reid Center. William Reid remains an active member of the College Board of Directors to this day.

The College continued to expand in 1995, when it was accredited by SACS at the Baccalaureate degree level. In 1999, the College admitted its first international students, showing growth on a global scale. In 2000, the re-affirmation site visit by SACS was completed, rewarding the College with long-term accreditation.

In October 2003, the College officially became Jefferson College of Health Sciences (JCHS), recognizing both its past and future in the Roanoke Valley. The name change was due, in part, to the fact that the Community Hospital of Roanoke Valley no longer existed, having changed its name to Carilion Roanoke Community Hospital. The new name was selected in honor of the history of the College.

In 2005, the College was granted Carnegie Level III status by the Southern Association of Colleges and Schools, which gives JCHS approval to offer graduate programs. The first group of master's of science in nursing students graduated in May, 2007. Two more graduate programs, the master of science in physician assistant and the master of science in occupational therapy, open in Fall 2008.

The mission and vision of the College are grounded in its rich history. We are committed to providing competent and caring health care professionals who make a difference not only in Southwest Virginia, but across the country as well.

Mission and Vision

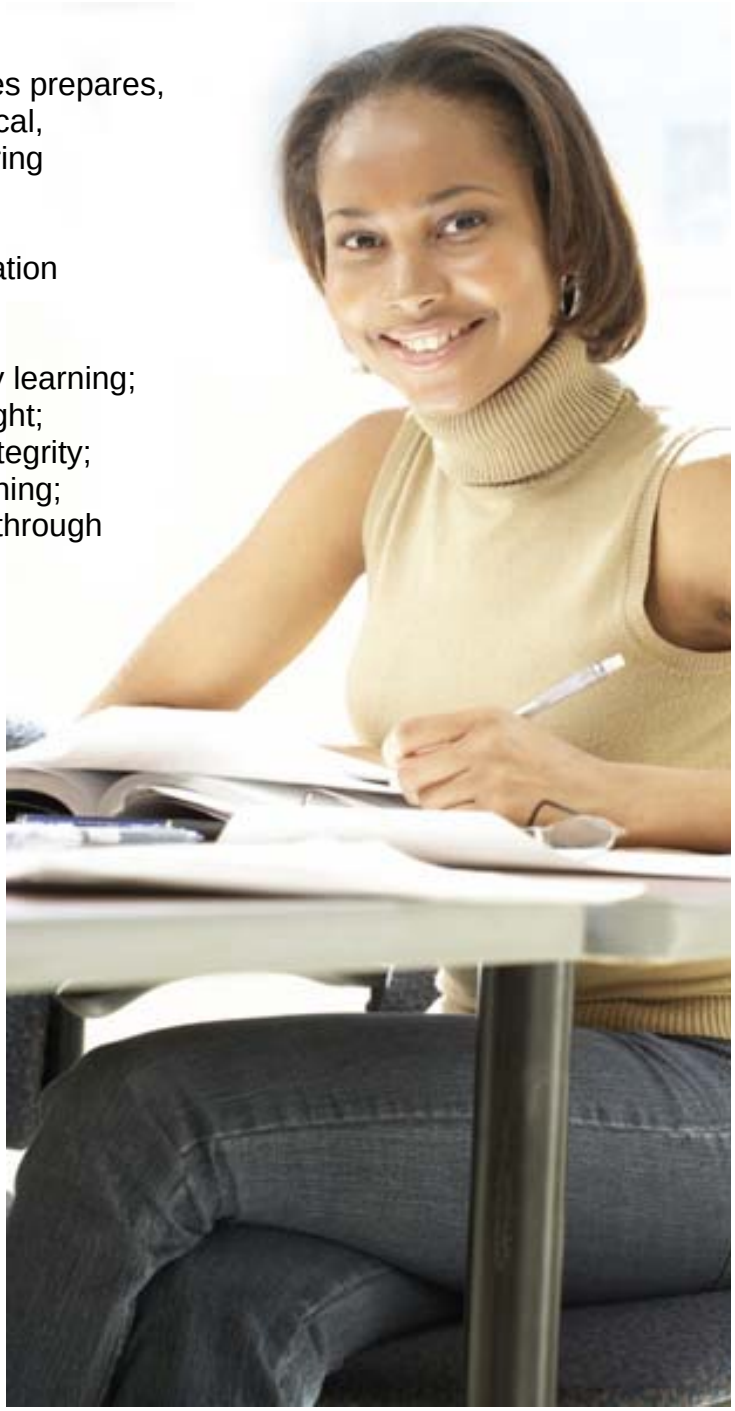
The mission and vision of Jefferson College of Health Sciences provide the foundation for the academic endeavors of the institution. These statements reflect the College's commitment to the learning process and the expanding global climate of healthcare and education.

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 and promotes

- Broad-based interdisciplinary 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.

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General Educational Competencies

Jefferson College of Health Sciences has established the following General Education Competencies:

JCHS graduates will

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

Core Curriculum

The Jefferson College of Health Sciences Core Curriculum is designed to help ensure that the curriculum for each degree offered by the College leads to student achievement of the educational outcomes.

Core Curriculum for Associate Degree Programs (17 credits)

Preparation for College (1 credit)
- GEN 100: Academic Seminar (1 credit)

English (3 credits)
- ENG 111: Grammar and Composition I (3 credits)
  ENG 100 does not meet minimum requirement

Natural Sciences and Mathematics (6 credits)
- A minimum of six (6) credits in natural sciences or math

Computers (1 credit)
- BUS 111: Introduction to Computers (1 credit)

Ethics (3 credits)
- IDS 215: Bioethics (3 credits)

Social Sciences (3 credits)
- SOC 213: Social Issues in Healthcare (3 credits)

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Core Curriculum for Baccalaureate Degree Programs (31 credits)

Preparation for College (1 credit)
- GEN 100: Academic Seminar (1 credit) OR
- IDS 255: Introduction to Library Research (1 credit)

English (9 credits)
- Includes Grammar and Composition I and II
  ENG 100 does not meet minimum requirement

Natural Sciences and Mathematics (9 credits)
- A minimum of three (3) credits in a natural science
- A minimum of three (3) credits in math or statistics
  CHM 100 and MTH 100 do not meet minimum requirement

Computers (3 credits)
- A minimum of three (3) credits in computer or computer applications
- May be discipline-specific computer/computer applications course(s)

Ethics (3 credits)
- IDS 215: Bioethics OR
- Ethics course specific to major

Social Sciences (3 credits)
- PSY 201: General Psychology OR
- PSY 238: Developmental Psychology OR
- A three (3) credit Introduction to Sociology course

Interdisciplinary Collaboration (3 credits)
- IDS 307: Topics in Interdisciplinary Healthcare (3 credits) OR
- IDS 304 / HCM 301: Introduction to US Healthcare System

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DEGREE PROGRAMS

Jefferson College of Health Sciences offers the following degree programs:

Master of Science (M.S.)
Nursing
Occupational Therapy
Physician Assistant

Bachelor of Science (B.S.)
Biomedical Sciences
Emergency Services
Health and Exercise Science
Healthcare Management
Health Psychology
Nursing
Physician Assistant

Associate of Science (A.S.)
Nursing
Science

Associate of Applied Science (A.A.S.)
Emergency Health Sciences-Paramedic
Fire & Emergency Medical Services Technology
Occupational Therapy Assistant
Physical Therapist Assistant
Respiratory Therapy

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Accreditation

Jefferson College of Health Sciences is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and masters 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 and Emergency Health Sciences-Paramedic programs are accredited by the Committee on Accreditation for Emergency Medical Services Professions (CoAEMSP) (4101 W. Green Oaks Blvd. Suite 305-599 Arlington, TX 76016, phone 817-330-0080) in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (1361 Park Street Clearwater, FL 33756 Phone: 727-210-2350).

- The Emergency Services and Emergency Health Sciences-Paramedic programs are also accredited by the Virginia Department of Health Office of Emergency Medical Services (VAOEMS) (109 Governor Street, Suite UB-55 Richmond, VA 23219, phone 1-800-523-6019).

- The Associate Degree Nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway - 33rd Floor, New York, NY 10006, Phone: 800-669-1656 (ext. 153).

- The Baccalaureate and Masters 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 Associate Degree and Practical Nursing programs are approved by the Virginia Board of Nursing and the Pre-licensure Baccalaureate Nursing program has received preliminary approval from this body. Virginia Board of Nursing, Perimeter Center, 9960 Maryland Drive, Suite 300, Richmond Virginia 23233-1463, Phone: 804- 367-4515, Fax: (804) 527-4455, Complaints: (800) 533-1560, E-mail: *nursebd@dhp.virginia.gov*, Web site: *http://www/dhp.state.va.us/nursing*.

- The Occupational Therapy and Occupational Therapy Assistant programs are accredited by the Accreditation Council for Occupational Therapy

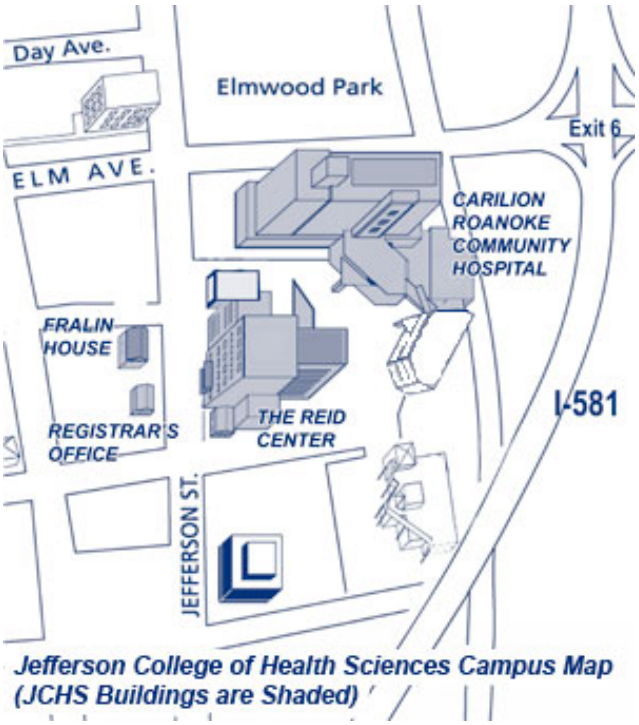
Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, Maryland, 20824-1220. AOTA's phone number is (301) 652-2682. Upon graduation from this program graduates must sit for a national registry exam administered by the National Board for Certification in Occupational Therapy (NBCOT). Their offices are located at 12 S. Summit Avenue, Suite 100, Gaithersburg, Maryland, 20877-4150. NBCOT's phone number is (301) 990-7979.

- 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: *www.capteonline.org*.
- The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), 12000 Findley Rd. Suite 240 Duluth, GA 30097, Phone 770-476-1224.
- The Respiratory Therapy program is accredited by the Committee on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road, Bedford, Texas 76021-4244, Phone 817-283-2835, in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756, Phone 727-210-2350.

The Jefferson College of Health Sciences Campus

Jefferson College of Health Sciences (JCHS) 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 and numerous other outstanding clinical sites.

The main College campus includes the Reid Center, the Carilion Roanoke Community Hospital (CRCH) building, the Fralin House, and the Registrar's Office. In addition, there are two parking garages and additional parking lots available in several adjacent areas. The College also leases space at the Roanoke Higher Education Center (RHEC), located in downtown Roanoke. Student housing is available on the main campus in the Reid Center and the CRCH building.



Jefferson College of Health Sciences Campus Map (JCHS Buildings are Shaded)

Classrooms, located throughout the campus, are wired for Internet access. An electronic classroom, skills laboratories and science laboratories for chemistry, microbiology, physics and anatomy and physiology are found in the Reid Center. A clinical laboratory wing is housed in the CRCH building for Respiratory Therapy, Health and Exercise Science, and research studies. The College's well-equipped laboratories are designed to prepare students to work in today's healthcare environment.

The Educational Technology Center (ETC), a computer and testing lab for students' use, is open 24 hours a day, seven days a week, with assistance available during specific hours throughout each semester. This lab provides a variety of software resources to students, including Internet access and course-specific resources. There is also a computer lab adjacent to the Learning Resources Center (LRC), open during LRC hours, and additional computer resources at the RHEC. The LRC occupies 6,000 square feet and is staffed by three librarians and additional support staff. The LRC's "Virtual Learning Resource Center" provides around the clock electronic access to full text journal articles, reference sources and e-books. The ETC and LRC are located in the Reid Center.

The College Bookstore, located on the 4th floor of the CRCH building, offers not only the books and materials needed for classes and clinics, but also shirts, jackets and other items with the College logo. The CRCH building also houses College Administration, Student Services, a Fitness Center and a College Museum. The Bursar's office is located in the Reid Center. The Financial Aid and Admissions offices are in the Fralin House at 903 South Jefferson Street and the Registrar's office is located at 915 South Jefferson Street, both directly across from the Reid Center.

Professional and Continuing Education

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

The College offers a variety of professional and personal development programs, including the following:

- Practical Nursing
- EMS Continuing Education
- Phlebotomy Technician
- Specimen Processing Technician

These programs can be found by visiting *www.jchs.edu* and clicking on the academics section of the website. A list of available courses along with descriptions and application processes can be found under the Professional and Continuing Education section.

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

Undergraduate Programs at JCHS

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Undergraduate Admissions

At Jefferson College of Health Sciences 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 extra curricular 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@mail.jchs.edu*). We're happy to put you in touch with students, faculty, and program directors.

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

Jefferson College of Health Sciences uses a rolling admissions basis, meaning applications are received throughout the academic year. Review of completed applications begins on September 15, and to ensure placement within a program, class availability, and residence hall placement, applications should be received as soon as possible.

All students who need to request transcripts from their high school or any colleges attended may download a Transcript Request Letter (Microsoft 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.

Traditional Students *(Recent High School Graduates)*

Who is a Traditional First Year Student?

- A high school graduate within the past three years
- The following classes must be completed with a "C" or better:
    - Four years of English
    - Two years of college preparatory math including Algebra I and Algebra II or Geometry
    - Two years of college preparatory science including Biology and Chemistry
- SAT or ACT scores (SAT Code 5099, ACT Code 4367)

Your completed application should include:

- The online application.
- High school transcripts and SAT and/or ACT Scores.
- Any additional program-specific requirements.

Home-Schooled Students

Who is a Home-Schooled Student?

- A student who has completed a secondary school education in a home school environment that qualifies as an exemption from compulsory attendance requirements under state law.
- The following classes must be completed with a "C" or better:
    - Four years of English
    - Two years of college preparatory math including Algebra I and Algebra II or Geometry
    - Two years of college preparatory science including Biology and Chemistry
- SAT or ACT scores (SAT Code 5099, ACT Code 4367)

Your completed application should include:

- The online application.
- The Jefferson College Official Home School Transcript form, which can be downloaded from our website.
- Public or Private high school transcripts if applicable.
- General Equivalency Diploma (GED) if applicable.
- SAT and/or ACT scores.
- Any additional program-specific requirements.

Transfer Students

Who is a Transfer Student?

- The holder of a high school diploma or GED
- A student who has completed at least one semester of college coursework
- Academic coursework that includes:
    - English
    - Algebra
    - Biology and Chemistry or Anatomy & Physiology
- If you hold a bachelors degree, high school transcripts are not required.

Your completed application should include:

- The online application
- High school transcripts or copy of GED
- College transcripts from all institutions attended
- 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 "C" grade 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 Jefferson's general education requirements. The director of the program for which you apply will evaluate program-specific courses. Please refer to "*Transfer Credit"* in the Undergraduate Information section of this catalog.

Non-Traditional Students *(High School or GED)*

Who is a Non-Traditional Student?

- The holder of a GED -or-
- The holder of a high school diploma from a date prior to the past three years.
- For Non-Traditional Students, Jefferson College of Health Sciences recommends one semester of the following college coursework:
    - English
    - Algebra
    - Biology and Chemistry or Anatomy & Physiology

Your completed application should include:

- The online application.
- High school transcripts and/or copy of GED.
- Transcripts from any other institution attended.
- Any additional program-specific requirements.

Non Degree-Seeking Student

Who is a Non Degree-Seeking Student?

- An applicant who seeks to take one or two classes at Jefferson College of Health Sciences without applying to a degree program is a Non Degree-Seeking Student.

Your completed application should include:

- The online application.

Additional Program Specific Admission Requirements

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

Bachelor of Science in Healthcare Management

Students wishing to apply for this program must provide a résumé documenting one year of administrative or clinical work experience. Applicants with previous college credit may be awarded advanced placement in the program.

Bachelor of Science in Nursing

Pre-licensure BSN Track

- Students who have failed two prior nursing courses are not eligible for entry

Post-licensure RN-BSN Track

- Associate Degree or Diploma in Nursing
- Registered Nurse Licensure from any state or territory of the United States

Bachelor of Science in Physician Assistant

Jefferson College of Health Sciences accepted its final class to the Bachelor of Science in Physician Assistant program in Fall 2007 and initiated the Master of Science in Fall 2008. Please refer to the Master of Science in Physician Assistant program description in the Graduate Information section of this catalog.

Associate of Science in Nursing

Jefferson College of Health Sciences accepted its final class to the Associate Degree in Nursing program in Fall 2008. Applications for the Licensed Practical Nurse (LPN) Mobility Program and the Accelerated Track for Respiratory Therapist or Paramedic will be accepted through April 2009 or until the class is full. Students entering these programs must be willing and able to attend full-time, as all coursework must be completed by May 2010.

Please refer to the Bachelor of Science in Nursing program description in this catalog for more information about that program.

LPN-RN Track for Licensed Practical Nurses

- Certificate or Degree in Practical/Vocational Nursing
- LPN or Licensed Vocational Nurse (LVN) Licensure

- Program course prerequisites (Please refer to the *Associate of Science in Nursing* section of this catalog)

Accelerated Track for Paramedics and Respiratory Therapists

- Associate Degree in Paramedic or Respiratory Therapy
- Current Emergency Medical Technician-Paramedic (EMT-P) certification or Registered Respiratory Therapist (RRT) licensure or eligibility for EMT-P or RRT

Associate of Applied Science in Emergency Health Sciences – Paramedic

Jefferson College of Health Sciences accepted its final class to this program in Fall 2008. Please refer to the Bachelor of Science in Emergency Services program description in this catalog for more information about that program

Associate of Applied Science in Fire and EMS Technology

Jefferson College of Health Sciences accepted its final class to this program in Fall 2008. Please refer to the Bachelor of Science in Emergency Services program description in this catalog for more information about that program

Acceptance Notification

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

- When an application becomes complete, an admission decision will be made within 24 hours.
- During application review, each applicant is considered individually and a decision is made to accept, deny, or refer the applicant's file for Alternative 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.

Acceptance through Alternative Admissions may require the student to participate in a planned course of study through the general associate of science track in order to be eligible for professional program review.

Readmission

Any student who has not been in attendance at the College for three consecutive semesters must apply for readmission through the Office of Admissions. All policies and procedures related to the admission process apply.

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 JCHS 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@mail.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) OR
- Documentation that all financial responsibilities will be met.
- A completed Health Form, available electronically upon request at *admissions@mail.jchs.edu*. .

Undergraduate Information, Policies and Procedures

Academic Advising

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

The advisor helps to plan the student's academic program, particularly during preregistration and registration periods; maintains a check list of the student's coursework completed in his or her program of study; monitors the student's progress; gives information on institutional policy, regulations and procedures, and is available throughout the student's enrollment for additional advisement. Curriculum requirements and degree requirements are specified in this catalog and the student should consult it frequently to ensure proper completion of the chosen program.

The final responsibility for meeting all academic and institutional requirements resides with the student. Therefore, students should be familiar with the Academic Catalog, College Student Handbook, program requirements and their own academic transcript. Students are also strongly encouraged to seek advice before making major academic decisions that will affect their progress toward a degree.

College Calendar

Jefferson College of Health Sciences utilizes a semester system. Fall and spring semesters equal 16 weeks each. Summer sessions average approximately ten weeks. Final examinations and clinical evaluations are scheduled during the last week of the semester.

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

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. Please refer to *Graduation Honors* in this catalog for honors noted on the 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 have earned a term Grade Point Average of 3.800

to 4.000 with no semester grade lower than a “C,” and have no incomplete coursework are named to the President’s List.

- 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 have earned a term Grade Point Average of 3.400 to 3.799 with no semester grade lower than a “C,” and who have no incomplete coursework are named to the Dean’s List.

Academic Probation and Dismissal

Please refer to *Academic Standards of Satisfactory Progress* in this catalog.

Academic Standards of Satisfactory Progress

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

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

Successful completion of a course is defined as earning a grade of "A,” “B,” “C,” “D,” “P,” or “S.” Exception: All professional courses must be completed with a minimum of “C” or equivalent.

If you take:	You must complete:
1 credit	1 credit
2 credits	2 credits
3 credits	2 credits
4 credits	3 credits
5 credits	4 credits
6 credits	4 credits
7 credits	5 credits
8 credits	6 credits
9 credits	6 credits
10 credits	7 credits

If you take:	You must complete:
11 credits	8 credits
12 credits	8 credits
13 credits	9 credits
14 credits	10 credits
15 credits	10 credits
16 credits	11 credits
17 credits	12 credits
18 credits	12 credits
19 credits	13 credits
20 credits	14 credits

Academic Probation from a Program / Major

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

Academic Dismissal from a Program/Major

An unsatisfactory evaluation is a classroom grade of "D” or "F" and/or a clinical “Unsatisfactory.” The accumulation of two unsatisfactory evaluations, either sequentially or concurrently, in program-specific courses will result in program dismissal.

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

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

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 from the College and will not be allowed to register for more than 12 credit hours for the following semester. All students on academic probation will be automatically referred to the PASS program and will be required to participate in an academic contract. Failure to honor any aspect of the contract could result in a student's status being changed from academic probation to College dismissal at any point in the semester.

Academic Dismissal from the College

Academic dismissal from the College will occur if, at the end of the probationary semester, the student's cumulative grade point average is still below 2.0 or the student fails to complete at least two-thirds (67%) of all credit hours attempted. However, if the student achieves a semester grade point average of 2.0, the student may, at the discretion of the Provost and Dean for Academic Affairs, be continued on academic probation for an additional semester.

Students re-enrolling after periods of non-enrollment will be evaluated based on their last period of enrollment.

Academic 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 this standard of academic integrity 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.

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

Every faculty member and student is responsible for assuring academic integrity at Jefferson College of Health Sciences. At the beginning of each course, the instructor will discuss the concepts of academic integrity as it relates to the College, his or her expectations, and course design. Faculty will include a statement regarding academic integrity in their course syllabi.

It is the student's responsibility to know what constitutes academic dishonesty, cheating or plagiarism. If students are unclear they should seek the advice of the instructor. Students should see the Academic Honor Code in the College Student Handbook for further information.

Accommodations for Students with Disabilities

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

Active Military Duty Policy

The following policy relates to students in the Reserves or National Guard called into active duty. Any student called to active duty from the reserves of any branch of the military or National Guard will receive special consideration to ensure the smooth transition into and out of the College.

Students leaving a professional program for active duty will be able to re-enter the program at the beginning of the same semester in the suggested plan of study. Students reentering programs may be required to demonstrate current knowledge of preceding courses. If they are unable to demonstrate current knowledge they can audit previous courses at no cost.

Pre-professional students will be able to begin classes at the beginning of the next semester following their return to civilian life. Exceptions and special needs will be addressed on an individual basis through the office of the Provost and Dean for Academic Affairs.

Add/ Drop

Adding or dropping courses must be completed in accordance with the designated periods on the official College Calendar. An official add/drop form, obtained from the Registrar's Office, must be completed and signed by the student and the course instructor and returned to the Registrar. The student must also have the add/drop form signed by his or her advisor as appropriate. The added/dropped course will become effective the date the completed add/drop form is received by the Registrar's Office.

A full refund, if applicable, for each class dropped will be made to the student, as long as the form is submitted by the date of the "last day to withdraw with a refund," as shown in the "College Calendar" section of this catalog. 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 JCHS. (See the "Finances" section of the online catalog.) Classes dropped after the "Last day to withdraw for a refund" but on or before the "Last day to withdraw" will not incur a refund. **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.**

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 Provost and Dean for Academic Affairs for extenuating circumstances.

The student must submit a request for administrative withdrawal in writing to the Provost and Dean for Academic Affairs. The request must be placed on an official form provided by the Provost'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 a distance 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 Provost 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 Provost is final.

Advanced Placement

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.

Please contact the Registrar for a list of CLEP and DANTES examinations that are approved for student use.

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

1. No more than 18 semester hours may be satisfied through CLEP/DANTES examinations.

2. 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.

3. Official results must be submitted by the College Entrance Examination Board (CEEB) to the Registrar's Office to be considered for CLEP credit at JCHS. Official results from the Chauncey Group International must be submitted to be considered for DANTES credit.

4. The Registrar will coordinate the determination and award of CLEP/DANTES credit.

5. The CLEP/DANTES credit is treated the same as transfer credit and is not computed in the Grade Point Average.

6. Unsatisfactory scores will not be recorded on the student's transcript.

7. 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.

For advanced placement information regarding individual programs, refer to the advanced placement policies listed under the individual program headings in this catalog.

The Registrar is responsible for the review, evaluation and granting of transfer course credit.

Assessment/ Outcomes Policy

To assist the College with continuous self-evaluation, assessment activities are conducted from student entry to student exit and after graduation. Throughout their educational experiences at Jefferson College of Health Sciences, students will be asked to participate in various assessment activities.

These may include, but are not limited to, answering survey questions, taking standardized and College-prepared tests, and submitting portfolios of documents from coursework that can be used to evaluate the achievement of specific outcomes. Some of these activities will be required and some may be voluntary.

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

It is expected that students will apply their best efforts when participating in assessment activities. Their input and cooperation help guide the college toward enhancing students' success throughout their college experience and into the future.

Attendance Policy

Registration in a course presupposes that the student will attend scheduled classes and laboratory sessions. General education courses are an important component of the student's total experience since they provide the foundation for success in professional courses. Therefore, the following attendance policies are in effect for Jefferson College of Health Sciences:

1. Students must attend the first meeting of each course in order to ensure enrollment. Students enrolled in distance learning courses must follow the course schedule for submitting work. Students must log on or begin coursework prior to the end of the first week of the semester.

2. Students are required to attend on time all regularly scheduled classes, clinical laboratories, field trips, observation assignments, conferences and clinicals. These activities are designed to meet specific objectives for supervised practice in the application of theory and skills. Frequent absences may jeopardize the student's grade or may result in the student being withdrawn from a course. Students should consult the class syllabus for more class policies.

3. When an absence from any course becomes necessary, it is the responsibility of the student to inform the instructor prior to the absence. If a student cannot take a test or final examination at the scheduled time, the instructor should be contacted prior to the day of the test. If the student is unable to reach the instructor, a message should be left with the Department Secretary prior to the examination.

4. Students assume the full responsibility for advising professors of their absences and for initiating the procedure for making up any work missed.

5. In the event of absence due to illness, instructors may require written verification from a licensed health care provider.

Audit Policy

Any student has the option to register for a class on an “audit” basis with the permission of the instructor and if space is available. An auditor is a student registered for a class, but regarded as a nonparticipating listener with a particular interest in the subject matter. Auditors may or may not be subject to the class examinations, reports or projects. Students cannot audit the clinical component of professional courses. Auditors are required to meet the course attendance policies.

An audited course does not contribute toward the grade point average and does not meet degree requirements or count towards residency or financial aid hours. Students may participate in all aspects of a class, but will not receive a grade for the semester. Students requesting a change in status must follow the same guidelines for dropping or adding a class as listed in the official College Calendar.

Background Check

A criminal background check is required of all students before participation in clinicals. The College may require a background check on any student accepted for admission into a professional program. The results of this background check may affect the student’s eligibility to enter or continue in the program. Refer to the Student handbook for more information.

Calculating Grade Point Average

The grade point average (GPA) is used to determine the Dean's List and the President’s List, 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 your GPA, divide the total number of quality points by the total number of graded credit hours attempted. When calculating graded credit hours attempted, courses numbered 100 or above that are graded pass/fail (P/F) or satisfactory/unsatisfactory (S/U) should not be included unless a grade of "F” or “U” was earned.

Do not include any previous courses transferred to the College.

Do not include any JCHS courses numbered 000 to 099 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
BUS 111	F	0	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 201	D	3	X	1	3
Total Credits		**14**		***Total Quality Points***	**40**
Total Quality Points (40) divided by Credits Attempted (14) = **2.857**					

Catalog Policy/Rights Reserved

The catalog for the year in which a student enters Jefferson College of Health Sciences is the governing document for requirements for graduation. However, if the application of regulations in a later catalog would be to the student's advantage, such regulations may be applied.

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

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

Jefferson College of Health Sciences reserves the right to deny admission to any applicant when it is determined to be in the best interest of the College.

No academic information, grade reports, transcripts or diplomas will be issued for any student who has not met their responsibilities and financial obligations to the College prior to graduation date.

Challenge Exam Policy for General Education Courses

1. The student who desires to challenge a course must do so by the last day of classes the semester BEFORE they expect to take the course. New students in their first semester may challenge until the last day to drop a class with a refund unless otherwise specified by the major.

2. The student who fails a course cannot challenge that same course.

3. The student may challenge a course only once unless otherwise specified by the major.

4. The student must attain a grade of “C” or higher to achieve a passing score.

5. Students wishing to undertake a challenge exam must schedule the examination with the department secretary.

6. 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.)

7. Credit by exam will not count toward financial aid hours and cannot be used to defer loans.

Computer Use and E-Mail Policy

Please refer to *Technology Use Policies* in this catalog.

Course Cancellation

Course sections with insufficient enrollment may be canceled. 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 by the department or program responsible for the course. Students are encouraged routinely to check for changes in course schedules

Course Load Policy

The course load at Jefferson College of Health Sciences is expressed 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.

Students who are placed on academic probation will only be allowed to enroll in 12 credit hours. The student will enroll in courses chosen by the student's advisor and/or Program Director. Students who have registered prior to being informed of their academic probation may have some or all of their next semester's classes deleted based on the recommendation of their advisor and/or Program Director.

CPR Certification

Students who will be participating in clinical rotations are required to be certified in CPR before beginning clinicals. It is required that students be certified in two-man, child, and infant CPR, which is commonly referred to as Healthcare Provider CPR. The Red Cross offers the Professional Rescuers CPR and the American Heart Association offers the Healthcare Provider CPR. These fulfill this requirement. Certification that does not include all three techniques will not be acceptable.

Credit Hours

The semester credit is the standard unit of credit awarded by JCHS. 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 Associate of Science or Associate of Applied Science Degree will consist of a minimum of 60 semester credit hours. Programs leading to the Bachelor of Science Degree will consist of a minimum of 120 semester credit hours.

Dean's List/ President's List

Please refer to *Academic Honors* in this catalog.

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 other than health reasons may not be eligible to return to the

College.

Students with health problems, which in the assessment of the College substantially hinder participation in the educational process and/or may pose a risk to the College, other students, and/or patients, also will be directed to withdraw.

Applications to return by those directed to withdraw for health reasons will be considered on an individual basis. Such students must write a letter to the Dean for Student Services and the Admissions Department. This letter should be included with their admission packet and contain appropriate documentation from a physician, physician assistant or nurse practitioner to justify consideration for re-enrollment.

Distance Learning

In an effort to make education more accessible, Jefferson College of Health Sciences provides high quality courses in a format that helps eliminate time and location constraints. These distance learning courses take advantage of a variety of teaching and learning formats and technologies. The content of distance learning courses is the same as traditional classroom-based courses.

The mission of the Distance Learning program at Jefferson College of Health Sciences is to expand the availability of educational opportunities by breaking down the barriers of time and place for students preparing for healthcare professions and to assist in meeting the lifelong learning needs of healthcare professionals. To accomplish this, the College offers a variety of distance learning opportunities in general education as well as professional program areas and Continuing Education.

Distance learning courses have fewer class meetings and utilize technology to provide alternatives to the in-class lecture and face-to-face student/faculty and student/student interaction. A strong student commitment and the ability to pursue academic goals outside a traditional classroom setting are necessary to be successful in a distance learning course.

The College offers distance learning courses that utilize multiple methods of instructional delivery and student interaction. These courses may combine online components with video or other media or may be in a total online format. The learning format used depends on the individual course. A variety of courses are available, and the course offerings will vary each semester.

Dual Majors, Second Degrees, and Minors

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

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

Minors
The student must complete 15-18 hours in the minor; 6 hours of which must be at the 300-400 level. Specific requirements (credits and specific courses) will be determined by the major area.

Second Degrees
If the first degree was earned from JCHS, at least 30 hours of new coursework must be completed. The student must meet major and other degree (including JCHS core) requirements.

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

Emergency Class Cancellation

The College will close for weather emergencies, disasters, or incidents based on the decision of the College Administration. Notification of emergency class cancellation is made via the emergency alert system (e2Campus), college webpage, and main phone number. Students are encouraged to sign up for e2Campus. Students may also listen for cancellation notices on local radio and television stations, including WSET 13, WSLS 10, WDBJ 7, WFIR AM 960, WSLC Q99 FM, , WROV 96.3 FM, WVTF 89.1 FM, WXLK K92, WYYD 108 FM. Please not that the college has no control over how rapidly or accurately the radio and television stations report closings.

English Language Proficiency

Students 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:

1. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) written exam, or;

2. A minimum score of 213 on the computer adaptive TOEFL exam, or;

3. A minimum score of 80 on the web-based TOFEL exam, or;

4. A minimum score of 19 on the English portion of the ACT. Students who do not meet the criteria listed above are recommended to take remedial coursework before attending Jefferson College of Health Sciences.

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 Provost and Dean for Academic Affairs.

Failure to Meet Financial Obligations

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

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

Grades and Grading Policies

Grade Reports and Final Grades

Grade reports are issued to students each semester via IQ Web. The mid-term 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 IQ web. U is equivalent to a D or F and S is equivalent to a C or above.

Final grades are issued from the Registrar's Office to each student via IQ Web.

In order for a student to receive a grade or credit in a course, his/her name must appear on the official class list posted on IQ Web. We may hold transcripts for outstanding financial balances.

Grading System

A = 4 quality points
B = 3 quality points
C = 2 quality points
D = 1 quality points
F = 0 quality points

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

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

WA - Administrative Withdrawal

AU - Audit/No credit. Permission of the instructor is required to audit a course. Fee required. (Please see "Finances" section of this catalog.)

I - An incomplete (I) for a course will be granted only in cases of prolonged illness, family emergency or some other documented circumstance beyond the student's control that prevents the student from completing the course requirements on time. The request for an Incomplete must be made with the instructor before the last day of class.

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, but is unable to complete the work for a term due to illness or other unforeseen circumstances beyond his/her control, 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. In special cases, such as a lengthy illness, the student, with the consent of the instructor, may petition the Registrar to extend the period for completion (IE).

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 exception is granted by the Registrar.

Grade Change Policy

Final grade reports are available online via IQ Web. 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 of Health Sciences. If the course is repeated at JCHS, the new course will be denoted as a repeat course. All grades earned for all courses taken will appear on the grade report but the best 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 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.

Graduation Ceremonies

The official date of graduation is the date of the commencement ceremony in May or December, if all degree requirements are satisfied in the appropriate semester.

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 session of that academic year are eligible to participate in the appropriate ceremony.

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 requirements under the following policy:

1. At the time of Spring Graduation the student may not have more than 6 credit hours pending.

2. 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 for completing these credits must be filed with the Registrar's Office before participating in the Spring ceremony.

3. The student will not be eligible to participate in any other graduation ceremony for conferral of the same degree.

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 on regalia, carrying personal symbols, displays on caps, etc. Candidates who alter their regalia or behave inappropriately may be dismissed from the graduation ceremony.

Graduation Honors

To graduate with honors, a student must achieve the following cumulative grade point average on all credit work attempted at Jefferson College of Health Sciences.

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

Graduation Marshals

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

Graduation Requirements

A student is eligible for graduation when the following criteria have been met:

- All professional courses must be completed at Jefferson College of Health Sciences unless exceptions are permitted by the appropriate Program Director.

- To earn a baccalaureate degree, a minimum of 40 credit hours of upper division coursework must be earned at Jefferson College of Health Sciences. Individual programs may require additional coursework to be completed at Jefferson College of Health Sciences; the number and nature of credit hours is determined by each program.

- To earn an associate degree, a minimum of 33% of the coursework required for graduation must be earned at Jefferson College of Health Sciences. Individual programs may require additional coursework to be completed at the College. The number and nature of credit hours required for graduation is determined by each program. Articulation agreements with other regionally accredited institutions may affect residency requirements.

- The minimum number of course credit hours prescribed in the chosen program of study must be successfully completed with a cumulative 2.0 GPA or better.

- All professional courses must be completed with a minimum grade of "C" or equivalent.

- The Application for Graduation and the Senior Exit Form must be completed and returned to the Registrar's Office.

- All specific program requirements must be satisfied and the appropriate instructional authority in the curriculum must recommend the student for graduation.

- All financial obligations to the College must be met.

A student can meet graduation requirements at any time, but degrees will be conferred only at commencements. Date and time of commencement is determined by the College.

Grievance Procedures

Academic Grievances

A grievance is a formal, written allegation by a student charging unlawful or unfair treatment in academic matters with respect to the application of the laws, rules, policies, procedures or regulations under which the College operates. The Student Academic Grievance Procedure is detailed in full in the *JCHS Student Handbook*. Students should use this procedure when grieving academic issues.

General Grievances

Grievances based on race, religion, color, national origin, age, gender, sexual orientation, veteran status or disabilities are heard by the Dean for Administrative Services, who acts in the capacity of the College Equal Opportunity/Affirmative Action officer.

Impairment Policy

Jefferson College of Health Sciences has a professional and ethical responsibility to students and patients who receive care from students to provide a safe teaching and learning experience. Impairment is defined as being unable to practice safe patient care with reasonable skill by reason of illness, use of alcohol, drugs, narcotics or chemicals or any other type of material, or as a result

of any mental or physical condition that may pose a risk to the student, to patients in the clinical setting, or to other members of the College community.

When impairment is the result of a suspected, or known, substance abuse or mental illness, the student may be referred to the Dean for Student Services or to his/her designee. The Dean for Student Services (or his/her designee) may refer the student for assessment and evaluation.

Referred students may be asked to undergo evaluation as defined by the Dean for Student Services or his/her designee. Any student who refuses to be evaluated will be suspended from classroom and clinical activities and, when appropriate, removed from the residence halls. A student determined to be impaired may also be suspended or dismissed from the College or be required to undergo whatever treatment is necessary to remediate the impairment.

A student dismissed from the College due to impairment must submit a written report of treatment to the Dean for Student Services (or his/her designee). Compliance with treatment, as verified by the provider, will be used in considering a student's request for readmission. Readmission to a program or to the College is not guaranteed and will be considered on an individual basis.

Continuation in the College is contingent upon the student remaining free of mood altering, controlled or addictive substances, following through with any recommended treatment, and being physically and mentally able to meet the didactic and clinical objectives of the program and College and to provide safe, competent care to patients. Students should see the College Student Handbook 0for further information.

Independent Study Policy

Independent Study courses may be offered by certain departments to permit the student to investigate specific course areas of interest under the direction of a faculty member.

Permission to take an Independent Study course is contingent upon the following conditions:

1. The student is in good standing academically and has a cumulative grade point average of at least 2.3.

2. A qualified faculty member is available and willing to serve as supervisor.

3. The instructor, Program Director and Provost and Dean for Academic Affairs must approve the independent study course proposal.

4. Permission to undertake an independent study course must be applied for by submitting an Independent Study Course Contract found in the Registrar's Office.

5. The proposed independent study course does not duplicate a course regularly scheduled at the College.

6. The independent study course is to be completed within the confines of the given semester in which it is approved.

Interdisciplinary Studies/Interprofessional Education

JCHS 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.

Jury Duty

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

Leave of Absence

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

A leave of absence shall not exceed 12 months. After that, the student will be considered a readmission applicant, unless an extension of the leave of absence has been granted by the Provost and Dean for Academic Affairs.

The student must request the leave of absence in writing through the Registrar's Office after consultation with the Provost and Dean for Academic Affairs. In this written request, he/she must state an intended date of return to the College. A copy of this leave of absence must be sent to the Bursar, Financial Aid department, and the student's advisor and Program Director.

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. The student must inform the College one term before returning so that the College can arrange a suitable orientation. A student's return is subject to available space at the time.

Non-Discrimination Policy

Jefferson College of Health Sciences does not discriminate against employees, students, or applicants on the basis of race, color, gender, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in accordance with the requirements of Title VI of the Civil Rights Act, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other applicable rules and regulations. Anyone having questions concerning any of those regulations, should contact the Equal Opportunity/Affirmative Action Office:

Ms. Anna Millirons, Dean of Administrative Services
Jefferson College of Health Sciences
920 S. Jefferson Street
P.O. Box 13186
Roanoke, VA 24031-3186
Phone: (540) 985-8530

Individuals with disabilities desiring accommodations in the application process should contact the Center for Academic Success at (540) 985-8449 or the Dean for Student Services at (540) 985-8501.

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.

Program Probation and Program Dismissal

Please refer to *Academic Standards of Satisfactory Progress* in this section of the catalog.

Publicity Information

On occasion, the College releases information about student activities. 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 Registrar's Office. The College assumes that the failure of any student to do so indicates approval for release of information.

Readmission Policy

Any student who has not been in attendance at the College for three consecutive semesters must apply for readmission through the Office of Admissions, submit the appropriate application fee, and be in good financial standing with the College.

- ***Good Academic Standing*** - Any former student, while in good standing, seeking readmission to the College within one academic year of withdrawal must reactivate his or her application by submitting a letter of request to the Program Office. Readmission will be subject to available space in the program and the academic standing of the student when the student left the College.

- ***Unsatisfactory Academic Standing*** – Any student on professional program probation (suspended from professional course sequence) but permitted to continue in attendance in general education courses, may retake the professional course once subject to space availability. Any student desiring to re-enroll must submit a written request to the Program Office at least thirty days prior to the term for which readmission is sought.

- ***Following Two Final Unsatisfactory Evaluations*** – Any student receiving two unsatisfactory evaluations in any professional courses will be considered dismissed from the program and must petition for readmission. Petitions will be considered on an individual basis. 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.

- ***STUDENTS MAY APPLY ONLY ONCE FOR READMISSION TO PROFESSIONAL PROGRAMS***

- ***Following Administrative Dismissal*** – Circumstances surrounding the administrative dismissal of any student will be a determining factor in whether readmission can be considered.

- 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

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 IQ Web, 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 Services.

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 externships.

Official class rolls will be available online via IQ Web 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 externship.

Responsibility of the Student

Students are expected to keep informed concerning the regulations governing academic matters. This catalog covers general information relating to the academic policies that are to be observed by the student. Problems or questions should be referred to the student's advisor, Program Director, or the Provost and Dean for Academic Affairs for consideration.

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

Satisfactory Progress for Financial Aid

Students who receive federal financial aid must be making satisfactory progress toward graduation. Satisfactory academic measurable progress for financial aid purposes is defined as a passing grade ("A," "B," "C," "D" or "P") in at least two-thirds of the credit-hour load in which the student is enrolled each semester. Students may receive financial aid for up to 150% of the length of an academic program. A student who fails to achieve satisfactory, measurable academic progress will be eligible to remain on financial aid for one additional term. Such students will be placed on Financial Aid Probation. Students on Financial Aid Probation have one subsequent term to regain satisfactory, measurable academic progress status. A student deemed ineligible for continuation of financial aid may request reinstatement by submitting a written appeal to the College Office of Financial Aid.

Senior Exit Form

Two weeks prior to graduation, any senior planning to graduate should obtain a Senior Exit Form from the Registrar's Office. The student must obtain clearance from all departments listed. The form must 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. The Senior Exit Form must be returned to the Registrar's Office by the last official day of classes prior to the student's anticipated graduation.

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 JCHS 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.

- *Freshman*
  A student with fewer than 24 course credits completed (Grade Level 01) in a designated curriculum.

- *Sophomore*
  A student with not less than 24 or more than 57 course (Grade Level 02) 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 03) credits completed in a designated baccalaureate degree curriculum.

- *Senior*
  A student with 92 or more course credits completed (Grade Level 04) in a designated baccalaureate degree curriculum.

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

According to Admission Status:

- *Degree Student*
  A full-time or part-time student, accepted and matriculated into a degree program.

- *Certificate Student*
  A full-time or part-time student, accepted and matriculated into a certificate program.

- *Special Student*
  A student enrolled for fewer than 9 credit hours and not accepted into a program.

Students' Rights of Access to Their Educational Record

The College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (often referred to as the "Buckley Amendment"), which protects the privacy of educational records, establishes students' rights to inspect their records, provides guidelines for correcting inaccurate or misleading data, and permits students to file complaints with the Family Educational Rights

and Privacy Act Office. Specifically, students are afforded the following rights with respect to their educational records:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Dean for Academic Affairs, or Program Director written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place when the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed

2. The right to request the amendment of the student's 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.

3. 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. The right to inspect a student's academic record is limited to the student. 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, age, address, gender, curriculum, degree(s) granted and graduation date(s), honors, classification, enrollment status and dates of attendance. Students may restrict access to their directory information by contacting the Registrar's Office and filing a written request. In addition, the College will release announcements of academic honors and awards upon authorization by the student to do so, and the College will publish for internal use a student directory, which includes names, addresses and campus telephone numbers. Further, to minimize the risk of improper disclosure, academic and disciplinary records are kept separate.

   Students may authorize disclosure of information to parents or anyone else by completing a *Consent to Disclose Information from Educational Records Form* available in the Registrar's Office. Upon request, the College will exercise its discretion to disclose information from the

student's educational records to authorized individuals under the following circumstances:

a. through the written consent of the student;

b. by submission of evidence that the parents declared the student as a dependent on their most recent Federal Income Tax form;

c. and in compliance with a subpoena.

In cases of divorce, separation or custody, when only one parent declares the student as dependent, an institution may grant equal access to information from the student's education records. However, when access is given to one parent, the College must grant equal access to the other parent upon request, unless there is a court order, state stature, or legally binding document stating otherwise. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning the alleged failures by the College to comply with requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Offices, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

Transcripts

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

Telephone requests cannot be honored. Official transcripts will not be issued to students with unpaid accounts and those who are in default on federal loan payments and/or owe a repayment on any federal grant. Requests for transcripts

should be received, in writing by fax or via IQ Web, by the Registrar's Office no less than 10 working days before they are needed.

When requesting a transcript, students must include name, present address, social security number, birth date, maiden name, estimated date of last attendance, signature and the name and address to which the transcript should be sent.

The College will not provide students with copies of transcripts from other institutions. Copies of transcripts issued directly to students will have written on them "issued to the student."

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 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 transcript by 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 JCHS 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.

Transfer to Another JCHS Program

Any student in good academic standing who wishes to transfer to another JCHS program should submit a Change of Major form to the director of the new program for approval. Students are encouraged to contact the Program Director for program specific requirements.

If approved, the form must be signed by the new (admitting) program director and the exiting (leaving) program director. The form will then be sent to the Registrar's Office after all the signatures have been obtained.

Change of major forms must be completed and submitted to the Registrar's office two weeks before registration begins.

Voluntary Withdrawal

Any student who wishes to withdraw from the College during a term must complete an add/drop form and an exit form in the Registrar's Office and make satisfactory arrangements before leaving the College. If the student is receiving financial aid, the student must also complete an Exit Interview with the Financial

Aid Officer.

Students who cease attending classes, clinicals and/or externships without completing the proper withdrawal procedure will remain academically and financially responsible.

Any student who has not properly "cleared" with the College will not be permitted to re-enroll until such clearance is completed. The official date of withdrawal will be the date the completed drop exit form is received by the Registrar.

Withdrawing students must turn in their identification cards, complete all paperwork and exit surveys, meet with a Financial Aid department officer and clear all charges on their student accounts at the time of their exit interview.

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. Questions or comments about these policies should be directed to the Dean for Technology Services.

One Jefferson Account Policy

The College will issue a One Jefferson account to all accepted students at no cost. This account provides a username and password and the same naming structure for this account is utilized to access student e-mail, IQ Web (the student information system) and Blackboard (the course management system). Students are expected to utilize all three systems during their enrollment at Jefferson College of Health Sciences and are responsible for content and information provided through these systems.

Protection of Accounts

Accounts for access to technology resources must be protected by the student by changing the initial password to a unique password known only to the individual student. Technology staff cannot see individual passwords, but do have access to reset accounts as necessary. Students forgetting account passwords may request they be reset by contacting Distance Learning and Instructional Technology staff. Students are responsible for appropriately logging out of all accounts to prevent unauthorized access.

Misuse of Accounts

Examples of misuse of accounts include, but are not limited to:

- Permitting other persons to use their usernames, passwords, accounts or disclosing usernames, passwords or account information to any third party.
- Logging on to someone else's account.
- Changing or deleting another user's account
- Attempting to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization.
- Using any account for commercial purposes or personal gain.

Misuse of technology accounts may result in disciplinary action and/or criminal prosecution.

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 and computers in the LRC 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. Individual computers may be connected to the network. Routers and other devices that connect to the network jacks are not permitted. 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 JCHS 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, 4)obeying all JCHS policies, state and federal laws.

Examples of misuse of JCHS computers and network resources include but are not limited to:

1. Duplicating or using copyrighted materials without appropriate licenses and/or permission.

2. Copying, renaming, altering, examining, or deleting the files, programs, or work of another person or JCHS without permission.

3. Attempting to disrupt services of the computing and network systems, including the knowing propagation of computer viruses.

4. Moving, reconfiguring, or tampering with equipment or engaging in activity of any kind that could disrupt services or damage computers or printers.

5. Utilizing the computers or network for commercial purposes.

6. Attempting to bypass the print card system on JCHS printers.

7. 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 JCHS because it delivers information in a convenient, timely, cost effective, and environmentally aware manner. **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 JCHS. Other uses of this account should be limited.

Expectations Regarding Student Use of Electronic Communications

Students are expected to check their official JCHS 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.

JCHS offices cannot validate that a communication coming by e-mail is from a student unless it comes from a valid JCHS 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 JCHS account.

Faculty Expectations and Educational Uses of e-mail

Faculty members may require e-mail for course content delivery, class discussion, and class communication and instructor conferencing and may specify course-related e-mail policies in their syllabi.

Forwarding e-mail

Students will not be permitted to set automatic forwarding on their JCHS e-mail to another non-college e-mail account.

Appropriate Use of Student Electronic Communications

All use of electronic communications will be consistent with other college policies and local, state, and federal law, and the Family Educational Rights and Privacy Act of 1974 (FERPA).

Privacy of Electronic Communications

Privacy of electronic communication is not guaranteed. Authorized JCHS personnel may monitor e-mail system usage for purposes of planning and managing resources, evaluating system performance, troubleshooting purposes, or investigating suspected abuse.

Misuse of Electronic Communications Systems

Examples of misuse of JCHS-provided electronic communications systems include, but are not limited to:

1. Circulating chain letters

2. Using college e-mail systems for: "for-profit" activities; "non-profit" or public, professional, or service organization activities unrelated to JCHS.

3. Large-scale distributions of unsolicited e-mail (sometimes called "spam").

4. Sending fraudulent e-mail, breaking into another user's e-mail account, or reading someone else's e-mail without his or her permission.

5. Disclosing proprietary information, without permission of the owner.

6. 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.

Technology Support to Students Living in Residence Halls

1. Each residence will have at least one live working network jack per room. This high speed internet connection is provided by a third party to JCHS.

2. Students may elect to bring their own router to connect multiple devices or to be able to connect wirelessly.

3. JCHS is responsible only for providing a live jack for each residential student. JCHS assumes no responsibility for devices connected by the student.

4. Students with network connectivity problems should report these to their RA. The RA will report the problem to the appropriate individuals.

5. Outside vendors are not allowed in the Residence Halls. JCHS Technology staff must be accompanied by a member of the Student Services staff to enter the residence halls.

6. Any damage to network connections will be the responsibility of the students living in that room and will follow the damage policy outlined in the Resident Life Handbook.

7. Students must have an active anti-virus package on any computer connecting to the network. An anti-spyware package is also recommended. Student computers causing network problems may result in the lost of network access.

8. JCHS Technology Services will not install any software on a student owned computer.

9. Students must abide by all federal and state laws and college policies regarding computer usage. Violations may result in loss of computer network access, removal from college housing, other judicial action or criminal prosecution.

Undergraduate Program Descriptions

Bachelor of Science in Biomedical Science

Introduction

This program prepares graduates for entry into a variety of professional healthcare programs. The student is well prepared to compete successfully for admission to professional schools in medicine, chiropractic medicine, veterinary medicine, pharmacology and physician assistant programs as well as graduate studies in science and biomedical sciences. The biomedical sciences program will prepare the student for careers in the business world that focus on biomedical processes. Biomedical science graduates will be well prepared for entrance into careers such as a pharmaceutical industry representative, medical equipment manufacturer's representative and laboratory support positions in both the biomedical and academic fields.

The biomedical sciences program offers individualized attention to students in the program. Small classes and personalized guidance by the faculty help each student achieve his or her goals in the biomedical field. Students are required to participate in a research course and project in an area of biomedical sciences that interests the student.

Program Mission and Outcomes

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

Upon completion of the Bachelor of Science in Biomedical Sciences program, graduates will be able to:

1. Demonstrate familiarity with a broad knowledge base of the natural sciences that includes human biology, chemistry and physics.

2. Understand and apply basic concepts of research design, implement study design, perform analysis of data and interpret research findings.

3. Demonstrate the use of critical thinking skills, skeptical inquiry and the scientific approach to problem-solving and reasoning.

4. Demonstrate an understanding of the anatomical and physiological basic of human disease.

5. Understand the function and mechanism of action of basic cellular processes.

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6. Understand the application of fundamental biochemical processes of normal cellular function and of abnormal function.

7. Demonstrate familiarity with fundamental concepts of genetics, gene activation and aspects of protein production.

8. Be well prepared for graduate studies or entry level employment in the biomedical field.

9. Demonstrate effective professional communication and a commitment to lifelong learning.

Clinical Laboratory Science Concentration

Clinical Laboratory Scientists are healthcare professionals that perform diagnostic testing in a clinical laboratory setting. JCHS maintains an affiliation agreement that allows students to complete their senior year at the Carilion School of Clinical Laboratory Science. Students who successfully complete this program will qualify for a Bachelor of Science with a concentration in Clinical Laboratory Science.

Students who wish to pursue this option must contact their faculty advisor to develop an appropriate, individualized plan of study that will satisfy the requirements of the College and of the School of Clinical Laboratory Science. The Plan of Study **MUST** be approved by the Biomedical Sciences program director and the JCHS registrar in advance.

Students must apply and be accepted into the Carilion School of Clinical Laboratory Science. JCHS does not guarantee acceptance into the CLS program.

Academic Policies

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

Bachelor of Science in Biomedical Science
Program of Study (127 credit hours)
The following plan of study is a sample plan of study. The actual order in which classes are taken may vary depending on transfer credit and course availability.

1. A total of at least 40 hours of BIO credit are required, including 20 credits from upper division courses (300 or 400 level courses)
2. A total of at least 20 hours of CHM credit are required.
3. A total of at least 40 hours of 300 or 400 level credits are required.
4. Either MTH 210 or MTH 301 is required to satisfy the Statistics requirement. IDS 302 will not be accepted.
4. A total of 127 hours are required for graduation.

PREFIX	COURSE TITLE	CREDITS
Semester 1: Fall		
ENG 111	Grammar and Composition I	3
Elective (BIO)	Biology Elective	4
CHM 111/111L	General Chemistry I	4
GEN 100	Academic Seminar	1
BUS 131	Computer Concepts and Applications	3
HPE 131	Physical fitness and Wellness	1
	Total Credits:	**16**
Semester 2: Spring		
ENG 112	Grammar and Composition II	3
Elective (BIO)	Biology Elective	4
CHM 112/112L	General Chemistry II	4
MTH 165	College Algebra (Math courses at the sophomore (200) level or higher may be substituted. MTH 210 and MTH 301 do not meet this requirement)	3
IDS 215	Bioethics	3
	Total Credits:	**17**
Semester 3: Fall		
BIO 211/211L	Anatomy and Physiology I	4
CHM 241/24L	Organic Chemistry I	4
SOC 213	Social Issues in Healthcare Delivery	3
PHY 201/201L	General Physics I	4
Elective (ENG)	English Elective	3
	Total Credits:	**18**
Semester 4: Spring		
BIO 212/212L	Anatomy and Physiology II	4
Elective (CHM)	Chemistry Elective	4
MTH 210	Introduction to Statistics (or MTH 301)	3
PHY 202/202L	General Physics II	4
	Total Credits:	**15**

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PREFIX	COURSE TITLE	CREDITS
Semester 5: Fall		
BIO 253/253L	Microbiology	4
Elective (BIO)	Biology Elective	3
Elective (BIO)	Biology Elective	3
CHM 360/360L	Biochemistry I	4
IDS 307	Topics in Interdisciplinary Healthcare	3
	Total Credits:	**17**
Semester 6: Spring		
Elective (BIO)	Biology Elective	3
Elective (Soc Sc)	Social Science Elective (PSY 201, 202, or 238, or Intro to Sociology)	3
Elective	Elective	4
Elective	Elective	3
Elective	Elective	3
	Total Credits:	**16**
Semester 7: Fall		
BIO 312	Research Methodology	3
Elective (BIO)	Biology Elective	4
Elective	Elective	3
Elective	Elective	3
Elective	Elective	3
	Total Credits:	**16**
Semester 8: Spring		
BIO 407	Seminar in Biology	1
BIO 410	Capstone Research	3
Elective	Elective	2
Elective	Elective	3
Elective	Elective	3
	Total Credits:	**12**
	Total Credits:	**127**
	Credits from Non-Science/Math Courses:	**61**
	Credits from Science/Math Courses:	**66**

Bachelor of Science in Emergency Services

Introduction

The Bachelor of Science degree in Emergency Services prepares graduates for entry level practitioner and management positions in the field of emergency services. The Emergency Services profession has undergone dynamic changes since September 11, 2001. These changes have placed an increased emphasis on having a well educated and prepared workforce to meet the needs of both traditional and all-hazards responses. The program provides 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 two 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, complete numerous fire certifications.
>
> The **Critical Care/ Paramedic Track** prepares students for management and leadership positions in critical care ground and air transport services as well an non-fire service based EMS agencies. Graduates will be eligible to sit for the national paramedic credentialing exam.

Program Mission

The mission of the Bachelor of Science in Emergency Services program is to prepare graduates to be highly skilled fire and/or emergency medical services professionals who possess entry-level leadership and management skills for the dynamic field of emergency services.

Program Outcomes

Upon completion of the program, graduates will be able to

1. Provide the highest level of prehospital care to ill or injured patients across the life span and cultures.
2. Serve as an advocate for patients by providing information on appropriate healthcare resources that facilitate access to care.
3. Serve as the Incident Commander or other designated National Incident Management System (NIMS) position during an emergency incident operation.
4. Communicate effectively with peers and other healthcare or emergency services professionals.
5. Interpret and analyze patient data and assessment findings to formulate an appropriate patient treatment plan.
6. Synthesize the hazard level of an emergency scene and its future hazard potential.

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7. Assess the need for and implement public fire and/or injury prevention strategies.
8. Critically evaluate emergency services related research.
9. Model caring, culturally competent behaviors in the delivery of patient care.
10. Value life-long professional development.
11. Conduct management and leadership processes in an emergency services organization.
12. Formulate a political action plan based on a fire and/or emergency services issue.

Program Accreditation

National Accreditation

The Emergency Services program is accredited by the Committee on Accreditation for Emergency Medical Services Professions (CoAEMSP), 4101 W. Green Oaks Blvd., Suite 305-599, Arlington, TX 76016, Phone 817-330-0080 in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street Clearwater, FL 33756, Phone: 727-210-2350.

State Accreditation

The program is also accredited by the Virginia Department of Health, Office of Emergency Medical Services (VAOEMS), 109 Governor Street, Suite UB-55 Richmond, VA 23219, Phone 1-800-523-6019

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.

Academic Policies

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

Certification Information

Upon successful completion of the program and by approval of the Operational Medical Director, students are eligible to sit for the National Registry EMT-Paramedic Exam**.** The National Registry of EMT's, Rocco V. Morando Building, 6610 Busch Blvd., P.O. Box 29233, Columbus, Ohio 43229

Certifications are also earned from the following organizations:
U.S. Fire Administration, 16825 S. Seton Ave., Emmitsburg, MD 21727
Virginia Department of Fire Programs, 1005 Technology Park Drive, Glen Allen, Virginia 23059
Virginia Fire Marshal Academy, 1005 Technology Park Drive, Glen Allen, Virginia 23059

Bachelor of Science in Emergency Services: Firefighter/Paramedic Track
Program of Study (139 Credit hours)
EMF and EMS courses must be taken sequentially in the order provided.

PREFIX	COURSE TITLE	CREDITS
Semester 1: Fall		
BIO 211/211L	Anatomy & Physiology I w/Lab	4
BUS 131	Computer Applications	3
ENG 111	Grammar & Composition I	3
GEN 100	Academic Seminar	1
MTH 130	Applied Mathematics for Healthcare Professionals	3
PSY 201	General Psychology	3
	Total Credits:	**17**
Semester 2: Spring		
BIO 212/212L	Anatomy & Physiology II w/Lab	4
ENG 112	Grammar & Composition II	3
HPE 131	Physical Fitness & Wellness I	1
EMS 108	Principles of Emergency Services	3
EMS 112/112L	Patient Assessment & Airway Management w/Lab	3
EMS 140	Introduction to Pharmacology	1
EMS 151C	Clinical Practice I	1
	Total Credits:	**16**
Semester 3: Summer		
SOC 213	Social Issues in Healthcare	3
EMF 131	Fire Behavior and Combustion	3
EMS 145/145L	Cardiorespiratory Emergencies w/Lab	3
EMS 159	Pharmacology Applications	2
EMS 160C	Clinical Practice II	2
	Total Credits:	**13**
Semester 4: Fall		
CHM 111/111L	Chemistry I w/Lab	4
EMF 200/200L	Fire Essentials I w/Lab	4
EMF 205	Building Constructions for Fire Protection	3
EMS 161I	Field Internship I	1
EMS 165/165L	Medical Emergencies I w/Lab	3
EMS 171C	Clinical Practice III	1
	Total Credits:	**16**

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PREFIX	COURSE TITLE	CREDITS
Semester 5: Spring		
ENG 220	Public Speaking	3
IDS 255	Introduction to Library Research	1
EMF 225	Fire Protection Hydraulics & Water Supply	3
EMF 300	Fire Protection Systems	3
EMS 215/215L	Medical Emergencies II & Special Care w/Lab	3
EMS 254/254L	Trauma Emergencies w/Lab	2
EMS 271C	Clinical Practice IV	1
EMS 271 I	Field Internship II	1
	Total Credits:	**17**
Semester 6: Fall		
IDS 301	Statistics for Healthcare	3
PHL 215	Bioethics	3
EMF 310/310L	Fire Essentials II w/Lab	3
EMS 301L	Emergency Operations Lab	3
EMS 330/330L	Obstetrics & Pediatrics Emergencies w/Lab	2
EMS 371C	Clinical Practice V	1
EMS 371 I	Field Internship III	2
	Total Credits:	**17**
Semester 7: Spring		
IDS 304	U.S. Healthcare System	4
EMS 305L	Test Prep Lab	1
EMS 370	Community Risk Reduction for Emergency Services	3
EMS 381I	Field Internship IV	4
EMS 390	Political & Legal Foundations of Emergency Services	3
	Total Credits:	**15**
Semester 8: Fall		
ACC 301	Financial Accounting	3
IDS 453	Research	3
EMF 390 I	Fire Internship	3
EMS 410	Public Administration for Emergency Services	3
EMS 425	Personnel Management for Emergency Services	3
EMS 430	Senior Practicum Proposal	1
	Total Credits	**16**
Semester 9: Spring		
EMS ELE	Emergency Services Elective (300-400 level)	3
EMS 450	Disaster Planning and Control	3
EMS 480	Emergency Services Administration	3
EMS 490	Senior Practicum	3
	Total Credits:	**12**
	Total Credits:	139
	Credits from non-Emergency Services Courses:	52
	Credits from Emergency Services Courses:	87

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Bachelor of Science in Emergency Services: Critical Care Paramedic Track
Program of Study (139 credit hours)
EMC, EMF and EMS courses must be taken sequentially in the order provided.

PREFIX	COURSE TITLE	CREDITS
Semester 1: Fall		
BIO 211/211L	Anatomy & Physiology I w/Lab	4
BUS 131	Computer Applications	3
ENG 111	Grammar & Composition I	3
GEN 100	Academic Seminar	1
MTH 130	Applied Mathematics for Healthcare Professionals	3
PSY 201	General Psychology	3
	Total Credits:	**17**
Semester 2: Spring		
BIO 212/212L	Anatomy & Physiology II w/Lab	4
ENG 112	Grammar & Composition II	3
HPE 131	Physical Fitness & Wellness I	1
EMS 108	Principles of Emergency Services	3
EMS 112/112L	Patient Assessment & Airway Management w/Lab	3
EMS 140	Introduction to Pharmacology	1
EMS 151C	Clinical Practice I	1
	Total Credits:	**16**
Semester 3: Summer		
HLT 301	Nutrition	3
SOC 213	Social Issues in Healthcare	3
EMS 145/145L	Cardiorespiratory Emergencies w/Lab	3
EMS 159	Pharmacology Applications	2
EMS 160C	Clinical Practice II	2
	Total Credits:	**13**
Semester 4: Fall		
BIO 253/253L	Microbiology w/Lab	4
IDS 215	Ethics	3
PSY 202	Human Growth and Development	3
EMS 161I	Field Internship I	1
EMS 165/165L	Medical Emergencies I w/Lab	3
EMS 171C	Clinical Practice III	1
	Total Credits:	**15**

PREFIX	COURSE TITLE	CREDITS
Semester 5: Spring		
ENG 220	Public Speaking	3
IDS 255	Introduction to Library Research	1
EMC 200	Principles of Critical Care Medicine	3
EMS 215/215L	Medical Emergencies II & Special Care w/Lab	3
EMS 254/254L	Trauma Emergencies w/Lab	2
EMS 271C	Clinical Practice IV	1
EMS 271 I	Field Internship II	1
	Total Credits:	**14**
Semester 6: Fall		
BIO 300	Pathophysiology	3
IDS 301	Statistics for Healthcare	3
ELE	General Education Elective (300 level)	2
EMS 301L	Emergency Operations Lab	3
EMS 330/330L	Obstetrics & Pediatrics Emergencies w/Lab	2
EMS 371C	Clinical Practice V	1
EMS 371I	Field Internship III	2
	Total Credits:	**16**
Semester 7: Spring		
IDS 304	U.S. Healthcare System	4
IDS 308	Critical Thinking	3
EMC 300/300L	Flight Physiology & Assessment w/Lab	3
EMC 350	Critical Care Pharmacology	2
EMS 305L	Test Prep Lab	1
EMS 381I	Field Internship IV	4
	Total Credits:	**17**
Semester 8: Fall		
ACC 301	Financial Accounting	3
IDS 453	Research	3
EMC 400/400L	Advanced Medical Care w/Lab	2
EMC 421C	Critical Care Clinical I	2
EMS 410	Public Administration for Emergency Services	3
EMS 425	Personnel Management for Emergency Services	3
EMS 430	Senior Practicum Proposal	1
	Total Credits	**17**
Semester 9: Spring		
EMC 460/460L	Advanced Trauma Care w/Lab	3
EMC 471C	Critical Care Clinical II	2
EMS ELE	Emergency Services Elective (300-400) level	3
EMS 480	Emergency Services Administration	3
EMS 490	Senior Practicum	3
	Total Credits:	**14**
	Total Credits:	139
	Credits from non-Emergency Services Courses	66
	Credits from Emergency Services Courses	73

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Bachelor of Science in Health and Exercise Science

Program Description

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

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

Program Philosophy

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

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

Program Mission

The mission of the Health and Exercise Science program is to provide an academic environment that will enable students to develop knowledge, skills, and abilities (KSAs) in the areas of health and exercise science. Through a focused

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curriculum, faculty-student interactions, and clinical opportunities, graduates of the Health and Exercise Science program will cultivate the competencies and proficiencies required for entry-level professional practice or continuation to graduate-level education.

Program Outcomes

Upon completion of the Bachelor of Science in Health and Exercise Science program, graduates will be able to:

1. apply biophysical and behavioral theory and research from health and exercise science to critically analyze health, exercise, and fitness processes, behaviors, and outcomes.

2. demonstrate integration of health and exercise science scholarship into clinical practice through:
   - assessment, design, and implementation of individual and group exercise programs and fitness activities for persons of all ages who are apparently healthy and those with controlled disease.
   - application of skills in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion.

3. demonstrate competence, professionalism, cultural sensitivity, and a commitment to life-long learning as a leader of health and fitness programs in college, clinical, corporate and/or commercial settings in which clients participate in health promoting and fitness-related activities.

4. develop knowledge, skills, and abilities requisite for post-baccalaureate education in health and exercise science, other medical/allied health fields, and/or professional certification/career placement.

5. complete minimally 400 hours of practical experience in supervised clinical exercise program settings.

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

Observation Skills:
- Ability to observe a client's response to programming, changes in client's physical condition, body alignment, exercise technique, gait, posture and functional abilities, interpret instrument panels/displays, assess the

environment, and gather information from data sources and professional literature.

Communication Skills:
- Ability to communicate clearly, effectively and efficiently in English, both orally and in writing, with patients and their families, other health care providers, peers, faculty, community or other professional groups.
- Ability to use nonverbal behavior to effectively and appropriately communicate messages.
- Ability to recognize, interpret and respond to the nonverbal behavior of others.
- Ability to read at a competency level necessary to safely and efficiently carry out the essential functions of a task.
- Ability to document clearly, legibly and using appropriate scholarly and professional terminology.

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

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

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

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

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

Academic Policies

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

Licensing Information

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

Bachelor of Science in Health and Exercise Science
Program of Study (122 credit hours)
HES classes must be taken sequentially in the order presented.

PREFIX	COURSE TITLE	CREDITS
Semester 1		
BUS 131	Computer Concepts & Applications	3
ENG 111	Grammar & Composition I	3
PSY 201	General Psychology	3
GEN 100	Academic Seminar	1
MTH 165	College Algebra (or above)	3
CHM 111	General Chemistry I	4
	Total Credits:	**17**
Semester 2		
ENG 112	Grammar & Composition II	3
IDS 215	Bioethics	3
SOC 213	Social Issues in Healthcare Delivery	3
HPE 112	Basic First Aid and CPR for Healthcare Providers	1
PSY 202	Human Growth & Development	3
Elective	Elective	3
	Total Credits:	**16**
Semester 3		
BIO 211/211L	Anatomy & Physiology I	4
ENG ELE	Elective (ENG 325 or ENG 220)	3
PSY 221	Behavior Change Methods	3
HES 220	Foundations of Health and Exercise Science	3
HES 221	Group Exercise Activities	1
HPE 221	Aerobic Exercise Skills	1
	Total Credits:	**15**
Semester 4		
BIO 212/212L	Anatomy & Physiology II	4
MTH 301	Statistics (or MTH 210)	3
IDS 307	Topics in Interdisciplinary Healthcare	3
HES 271	Principles of Injury Prevention & Treatment	3
HES 222	Muscle Fitness Activities	1
HPE 222	Resistance Training Skills	1
	Total Credits:	**15**
Semester 5		
HES 302	Exercise Physiology	4
HES 365	Psychosocial Aspects of Exercise	3
HES 355	Applied Nutrition and Energy Production	3
HES 311C	Clinical I	2
Elective	Elective (Selected 300 Level or above)	**3**
	Total Credits:	**15**

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PREFIX	COURSE TITLE	CREDITS
Semester 6		
HES 334	Kinesiology	3
HES 323	Concepts of Strength and Conditioning	3
HES 345	Exercise Testing and Prescription	3
HES 312C	Clinical II	2
HES 375	Research Methods in HES	3
	Total Credits:	**14**
Semester 7		
HES 422	Organization and Administration in HES	3
HES 444	Physical Activity and Aging	3
HES 411C	Clinical III	2
HES 426C OR HES 427C	Professional Fieldwork in HES 426C or HES 427C: Scholarly Fieldwork in Health and Exercise Science	2
Elective	Electives (Selected)	6
	Total Credits:	**16**
Semester 8		
HES 452	Community Health and Physical Activity Promotion	3
HES 485	Professional Seminar in HES	3
HES 412C	Clinical IV	2
Elective	Electives (Selected)	6
	Total Credits:	**14**
	Total Credits	**122**
	Credits from Non-Major Courses	**68**
	Credits from Major Courses	**54**

Bachelor of Science in Healthcare Management

Introduction

The Healthcare Management (HCM) program educates a diverse community of students who have varying levels of work experience. Consistent with the college's mission to develop competent and ethical healthcare professionals, the HCM 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.

Program Memberships

The Bachelor of Science in Healthcare Management Program is an associate member of the Association of University programs in Health administration (AUPHA).

Program Outcomes

The undergraduate students of the HCM major are expected to be able to satisfactorily fulfill each of the following goals:

Goal 1: Be knowledgeable of a broad range of social, behavioral, and environmental factors that influence individual and population health in the U.S.

Student learning outcomes:

a) Demonstrates in-depth knowledge of the complex relationship between organizational structure and cost/quality/access outcomes.
b) Demonstrates knowledge and skills related to the evaluation of cost/quality/access outcomes at the organizational and community levels
c) Demonstrates knowledge and skills to access and evaluate information related to healthcare needs and status of countries including the U.S. and of specific population groups.
d) Demonstrates understanding of cultural diversity and its relationship to health needs and status.

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Goal 2: Be knowledgeable and skilled in general business management concepts and practices.

Student learning outcomes:

a) Demonstrates application of management theories and practices to managing complex healthcare organizations
b) Demonstrates knowledge and skills in various operational processes that include information technology and systems, planning, staffing, leading, communicating, and directing to solve complex issues and problems.
c) Demonstrates ability to summarize and synthesize data to support management decisions and organizational change.
d) Demonstrates application of knowledge and skills in planning, law, ethics, finance, marketing, and human resources to develop business plans and strategies

Goal 3: Demonstrate knowledge and skills to manage effectively healthcare organizations within complex competitive, regulatory, and legal environments.

Student learning outcomes:

a) Demonstrates the ability to define and analyze market forces that influence the organization and delivery of healthcare services
b) Demonstrates the ability to analyze legal and regulatory structures and policies at the state and federal levels that affect the organization and delivery of healthcare services.
c) Demonstrates the knowledge and skills needed to make ethically sound decisions related to the organization and delivery of health care

Goal 4: Be able to apply, integrate, and synthesize acquired knowledge and skills toward the resolution of practical managerial issues and problems.

Student learning outcomes:

a) Demonstrates the knowledge and skills to conduct analyses of healthcare management cases, some of which are drawn from local and regional markets. Case analyses reflect students' ability to integrate knowledge and skills across the functional areas of management to develop a sound and systematic approach to complex management issues.
b) Demonstrates ability to develop, implement, and report on a management project that applies research to address a current management issue in a designated organization. Students' skills in planning, organization, and analysis are evident in the final project report.
c) Demonstrates strong written and oral communication skills enhanced through the application of information technology to present cases and projects.

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Academic Policies

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

Bachelor of Science in Healthcare Management
Program of Study (120 credit hours)

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. For those students who do not have transfer credit, a list of suggested electives is provided at the end of the plan of study.

The transfer of credit is subject to the Transfer Credit policy. At least 40 credits of upper division courses must be completed at JCHS.

1. Courses marked with one asterisk (*) must be taken prior to the first HCM course.
2. Courses marked with two asterisks (**) must be taken before or during the prior to or concurrent with the first semester of HCM coursework
3. Courses marked with the three asterisks (***) must be taken before or during the prior to or concurrent with the first year of HCM coursework

PREFIX	COURSE TITLE	CREDITS
Semester 1		
ENG 111*	Grammar and Composition I	3
BUS 131*	Computer Concepts and Applications	3
IDS 255**	Introduction to Library Research	1
Natural Science Elective***	Natural Science Elective	3
Elective	Elective	3
Elective	Elective	3
	Total Credits:	**16**
Semester 2		
ENG 112*	Grammar and Composition II	3
MTH 165*	College Algebra	3
Social Science Elective***	PSY 201 General Psychology OR Introductory Sociology	3
Elective	Elective	3
Elective	Elective	3
	Total Credits:	**15**

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PREFIX	COURSE TITLE	CREDITS
Semester 3		
ACC 301**	Principles of Financial Accounting	3
Elective	Elective	3
Elective	Elective	3
Elective	Elective	3
Elective	Elective	3
	Total Credits:	**15**
Semester 4		
Humanities Elective	Humanities Elective	3
Elective	Elective	3
Elective	Elective	3
Elective	Elective	3
Elective	Elective	3
	Total Credits:	**15**
Semester 5		
ENG 325	Communication in Professional Practice	3
IDS 308	Critical Thinking	3
HCM 301	U.S. Healthcare System	4
HCM 320	Health Information System & Computer Applications	4
	Total Credits:	**14**
Semester 6		
HCM 302	Healthcare Management	4
HCM 310	Healthcare Accounting	4
IDS 302	Statistical & Epidemiological Methods for Healthcare	4
	Total Credits:	**12**
Semester 7		
HCM 410	Healthcare Research Methods	4
HCM 340	Healthcare Finance	4
	Total Credits:	**8**

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PREFIX	COURSE TITLE	CREDITS
Semester 8		
HCM 464	Healthcare Management Senior Project Proposal	1
HCM 450	Healthcare Economics & Policy	4
HCM 330	Human Resources Management in Healthcare	4
HCM 420	Healthcare Law and Ethics	4
	Total Credits:	**13**
Semester 9		
HCM 415	Managing a Diverse Healthcare Workforce	1
HCM 465	Healthcare Management Senior Project/ Internship	3
HCM 485	Healthcare Strategic Management & Marketing	4
Elective	300 or 400 Level Elective	4
	Total Credits:	**12**
	Total Credits:	**120**
	Credits from Non-HCM Courses:	**75**
	Credits from HCM Courses:	**45**

Suggested Elective Courses

ECN 101 Concepts of Economics
ENG 220 Public Speaking
ENG 230 Business & Technical Communications
HLT 111 Personal Health
HLT 215 Medical Terminology
MTH 110 College Math
IDS 215 Bioethics
PSY 202 Human Growth and Development
PSY 221 Behavior Change Methods
SOC 213 Social Issues in Healthcare Delivery

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Bachelor of Science in Health Psychology

Introduction

This program offers a well-rounded education in psychological theory and research, as well as a specialization in health psychology. Health psychology identifies links between people's well-being and how people feel, think, and behave. It seeks to understand the impact of physical factors on human behavior and to work to improve health and prevent illness with psychosocial interventions.

The JCHS Health Psychology program offers the flexibility of customization to fit the student's long-term career goals. Students who graduate with a Bachelor of Science degree in Health Psychology are prepared for careers in social, health, and human service settings. Many choose to continue their education through graduate study in psychology and related disciplines, including physician assistant studies and occupational therapy.

Program Outcomes

Upon completion of the Bachelor of Science in Health Psychology program, graduates will demonstrate the knowledge, skills, and values consistent with the science and application of psychology, as adapted from the *American Psychological Association Guidelines for the Undergraduate Psychology Major*. Graduates will be able to:

1. Demonstrate familiarity with a broad knowledge base of psychology that includes psychological theory, research, and historical trends.

2. Understand and apply basic psychology research concepts, including research design, data analysis and interpretation of research findings.

3. Demonstrate the use of critical thinking, skeptical inquiry, and the scientific approach to problem-solving and reasoning.

4. Demonstrate an understanding of the psychological and social determinants of health and healthy behaviors.

5. Understand and apply psychological principles to individual and community issues involving health and wellness.

6. Understand the application of behavior change techniques for the purpose of influencing healthy lifestyles.

7. Value empirical evidence, recognize and respect diversity of explanations, and act ethically and with academic integrity.

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8. Be well positioned for graduate study or entry level employment in social service or health organizations as a result of a well-grounded foundation of knowledge and skills in psychology.

9. Demonstrate effective professional communication, cultural sensitivity, and a commitment to lifelong learning.

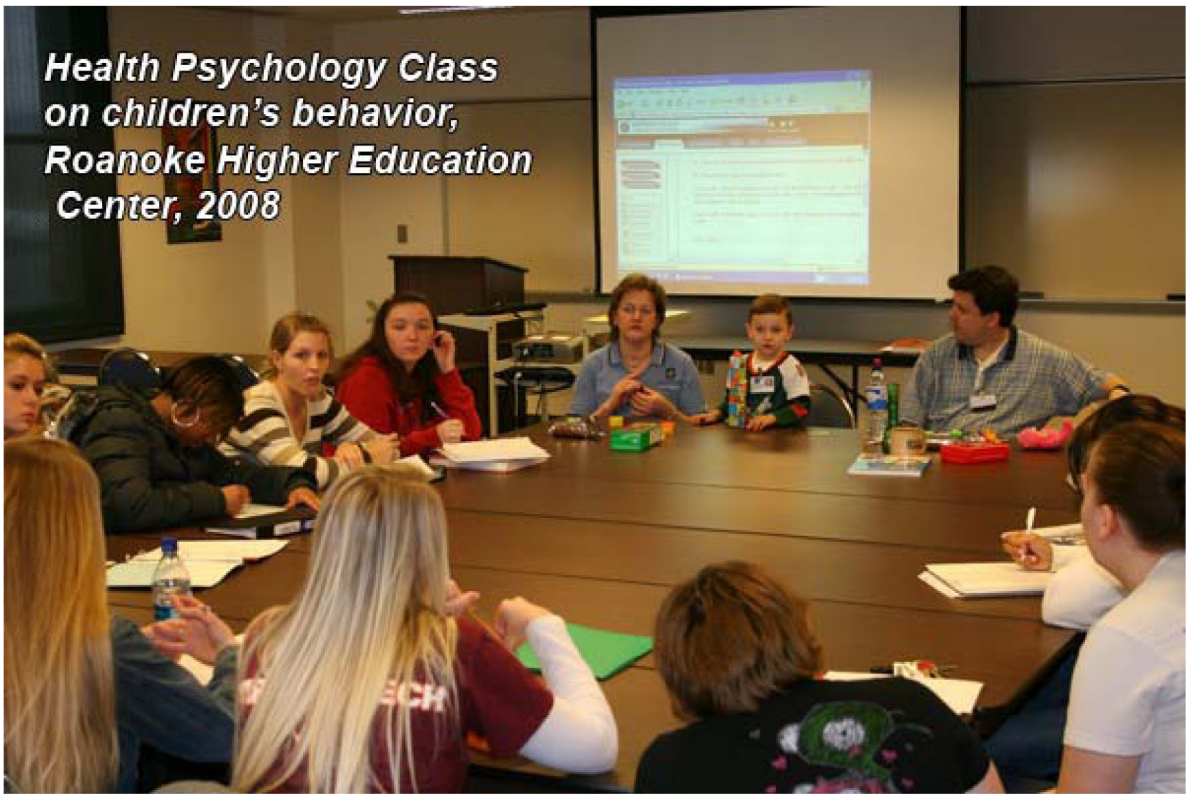
Academic Policies

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

Psychology Minor

Required:

- Minimum 18 credit hours, of which 9 must be earned at JCHS
- PSY 201 General Psychology (or 238 Developmental Psychology
- PSY 265 Research methods in Psychology
- MTH 301 Statistics (or MTH 210 Introduction to Statistics)
- 6 hours PSY courses at the 300/400 level
- 3 hours PSY courses at any level



Bachelor of Science in Health Psychology
Program of Study (126 credit hours)
The actual order in which classes are taken may vary.

PREFIX	COURSE TITLE	CREDITS
Semester 1: Fall		
GEN 100	Academic Seminar (or IDS 255: Library Research)	1
ENG 111	Grammar and Composition I	3
CHM 111	General Chemistry I	4
BUS 131	Computer Concepts and Applications	3
PSY 201	General Psychology	3
HPE 131	Physical Fitness and Wellness	1
	Total Credits:	**15**
Semester 2: Spring		
CHM 112	General Chemistry II	4
ENG 112	Grammar and Composition II	3
SOC 213	Social Issues in Healthcare Delivery	3
MTH 165	College Algebra	3
PSY 202	Human Growth and Development	3
	Total Credits:	**16**
Semester 3: Fall		
BIO 211	Anatomy and Physiology I	4
HLT 215	Medical Terminology	3
PSY 204	Abnormal Psychology	3
MTH 301	Statistics for Healthcare	3
PSY 221	Behavior Change Methods	3
	Total Credits:	**16**
Semester 4: Spring		
BIO 212	Anatomy and Physiology II	4
HLT 221	Concepts of Disease	3
PSY 265	Research Methods in Psychology	3
IDS 215	Bioethics	3
ENG 220	Public Speaking	3
PSY 215C	Introductory Fieldwork	1
	Total Credits:	**17**
Semester 5: Fall		
IDS 308	Critical Thinking	3
PSY 315	Social Psychology	3
IDS 307	Topics in Interdisciplinary Healthcare	3
HLT 301	Nutrition	3
PSY 330	Positive Psychology	3
PSY 300	Career Options in Psychology	1
	Total Credits:	**16**

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PREFIX	COURSE TITLE	CREDITS
Semester 6: Spring		
PSY 360	Health Psychology	3
IDS 355	Principles of Public Health	4
PSY 380	Learning and Memory	3
ENG 325	Communication in Professional Practice	3
	Elective	3
	Total Credits:	**16**
Semester 7: Fall		
PSY 415	Senior Fieldwork I	1
PSY 415C	Field Placement I	2
PSY 470	Neuroscience	3
PSY 418	Senior Research I or Elective	3
	Elective	3
	Elective	3
	Total Credits:	**15**
Semester 8: Spring		
PSY 425	Senior Fieldwork II	1
PSY 425C	Field Placement II	2
PSY 428	Senior Research II or Elective	3
	Elective	3
	Elective	3
	Elective	3
	Total Credits:	**15**
	Total Credits	**126**
	Credits from non-Health Psychology Courses	**88**
	Credits from Health Psychology Courses	**38**

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Bachelor of Science in Nursing

Introduction

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

The ***Pre-licensure BSN Track*** is a pre-licensure track 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 nursing coursework. Graduates of the Pre-licensure BSN Track will be prepared to take the National Council Licensing Examination-Registered Nurse (NCLEX-RN).

Second Degree Students - Individuals who possess an undergraduate degree in a field other than nursing from an accredited college or university and who desire to change their professional career and become a Registered Nurse may be eligible for advanced placement in the Pre-licensure BSN Track. These students are encouraged to work closely with their academic advisor to develop an appropriate plan of study that builds on their prior educational preparation.

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 on-line format, allowing students to continue to work while they pursue their educational objectives. Acceptance and validation of requisite knowledge will be gained through performance in specified courses.

Program Accreditation, Approval, and Memberships

The BSN program is accredited by the Commission on Collegiate Nursing Education (One DuPont Circle, NW, Suite 530 Washington, DC 20036, Phone:

202-887-6791). The pre-licensure BSN program has received preliminary approval by the Virginia Board of Nursing, Perimeter Center, 9960 Maryland Dr., Suite 300, Richmond VA 23233-1463. Phone: (804) 367-4515

The Department of Nursing is a member of the National League for Nursing (NLN) Council of Associate Degree Programs and the American Association of Colleges of Nursing (AACN).

Program Outcomes

Upon completion of the Bachelor of Science in Nursing program, graduates will be able to:

1. Synthesize current knowledge from nursing science, the humanities, social and natural sciences into nursing practice.

2. Provide comprehensive nursing care utilizing critical thinking skills through application of the nursing process.

3. Practice within the ethical, legal, and regulatory frameworks of nursing and standards of professional practice, demonstrating accountability for nursing practice.

4. Utilize teaching and learning processes to promote and maintain health.

5. Model caring, culturally competent behaviors in the delivery of comprehensive nursing care.

6. Integrate effective communication skills consistent with the roles of the professional nurse.

7. Apply leadership, management and learning theories to enhance the development of nursing practice in the diverse context of health care delivery.

8. Coordinate the delivery of comprehensive healthcare by demonstrating leadership in collaboration with other disciplines.

9. Incorporate contemporary technology into nursing practice.

10. Incorporate evidence-based findings from nursing and health-related research to improve health outcomes.

11. Examine the impact of social, economic, legal and political factors on nursing and the health care system.

12. Demonstrate a commitment to lifelong learning and professional development.

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 Program Director. The Minimum Performance Standards for Admission and Progression include:

Essential Mental Abilities:

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

Essential Communication Skills:

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

Essential Physical Abilities:

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

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Academic Policies

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

Licensure

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

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

1. fraud or deceit in procuring or attempting to procure a license;
2. unprofessional conduct;
3. willful or repeated violation of any of the provisions of this chapter;
4. conviction of any felony or any misdemeanor involving moral turpitude;
5. practicing in a manner contrary to the standards of ethics or in such a manner as to make his or her practice a danger to the health and welfare of patients or to the public;
6. use of alcohol or drugs to the extent that such use renders him unsafe to practice, or any mental or physical illness rendering him unsafe to practice;
7. the denial, revocation, suspension or restriction of a license or certificate to practice in another state, the District of Columbia or a United States possession or territory; or
8. abuse, negligent practice or misappropriation of a patient's or resident's property.

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

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

PREFIX	COURSE TITLE	CREDITS
Semester 1		
GEN 100	Academic Seminar	1
BIO 211/211L	Anatomy & Physiology I	4
ENG 111	Grammar & Composition I	3
PSY 201	General Psychology	3
IDS 255	Introduction to Library Research	1
Elective	Non-major Elective Course	3
	Total Credits:	**15**
Semester 2		
BIO 212/212L	Anatomy & Physiology II	4
SOC 213	Social Issues in Healthcare Delivery	3
ENG 112	Grammar & Composition II	3
IDS 215	Bioethics	3
PSY 202	Human Growth & Development	3
	Total Credits:	**16**
Semester 3		
BIO 253/253L	Microbiology	4
ENG 325	Communication in Professional Practice	3
HLT 301	Nutrition	3
IDS 308	Critical Thinking	3
PSY 204	Abnormal Psychology	3
	Total Credits:	**16**
Semester 4		
BIO 300	Pathophysiology	3
CHM 310	Pharmacology	3
MTH 130	Applied Mathematics for Healthcare Professionals	3
NSG 203	Foundations for Professional Nursing Practice	3
NSG 255/255L	Health Assessment	3
	Total Credits:	**15**
Semester 5		
NSG 302/302L	Professional Nursing Skills I	2
NSG 324	Nursing Process Applications I	3
NSG 310	Nursing Process in Aging & Mental Health	3
NSG 328C	Clinical Practicum I	3
NSG 320	Computer Applications in Healthcare	3
	Total Credits:	**14**

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PREFIX	COURSE TITLE	CREDITS
Semester 6		
NSG 308/308L	Professional Nursing Skills II	2
NSG 309	Professional Nursing Practice I	1
NSG 325	Nursing Process Applications II	3
NSG 330	Nursing Process for Families with Children	3
NSG 338C	Clinical Practicum II	3
NSG 315	Health, Health Promotion, & Frameworks for Practice	3
	Total Credits:	**15**
Semester 7		
MTH 301	Statistics for Healthcare	3
NSG 424	Nursing Process Applications III	3
NSG 428C	Clinical Practicum III	3
NSG 420	Community Health Nursing	3
NSG	Nursing Elective	3
	Total Credits:	**15**
Semester 8		
IDS 307	Topics in Interdisciplinary Healthcare	3
NSG 409	Professional Nursing Practice II	1
NSG 425	Nursing Process Applications IV	3
NSG 438C	Clinical Practicum IV	3
NSG 475	Leadership & Management in Nursing	3
NSG 410	Research Applications In Health Care	3
	Total Credits:	**16**
	Total Credits:	**122**
	Credits from Non-Major Courses	**62**
	Credits from Major Courses	**60**

Bachelor of Science in Nursing: Post-licensure RN-BSN Track
Program of Study (122 Credits)

Validation of Requisite Knowledge

Licensure as a Registered Nurse (RN) is required for admission to the 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 works by a process of knowledge validation that is linked to completion of three specific courses with a grade of "C" or better: NSG 315, NSG 318, and NSG 420/420C.

Challenge Credit

A written challenge examination may be taken for the Nutrition course. If not successfully completed prior to enrolling in nursing courses, the nutrition course must be taken. There is a fee to cover the cost of administering the exam. After successfully passing the exam, the student will be charged a fee for the nutrition course when challenge credit is awarded. Students may arrange to take the challenge exam by contacting the department secretary.

Credit for Certification

Many 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 Associate Program Director. Students are eligible for only one certification/3 credit elective. Students certified by other agencies may petition for consideration of elective credit. A list of the approved certification agencies is available on the program Blackboard site or can be obtained from the department secretary.

Forty (40) credit hours of upper division courses must be completed at JCHS. Classes must be taken sequentially in the order presented.

PREFIX	COURSE TITLE	CREDITS
The following MUST be completed prior to beginning Upper Division Nursing Courses		
ENG 111	Grammar & Composition I	3
ENG 112	Grammar & Composition II	3
ENG 325	Communication in Professional Practice	3
HLT 301	Nutrition	3
MTH 301 OR MTH 210	Statistics for Healthcare OR Introduction to Statistics	3
IDS 308	Critical Thinking	3
IDS 255	Introduction to Library Research	1
	Total Credits:	**19**
The following may be taken before or concurrently with Upper Division Nursing Courses		
IDS 307 OR IDS 304	Topics in Interdisciplinary Healthcare OR Introduction to US Healthcare Systems	3
Electives	Unspecified Electives	14
Elective (NSG)	Nursing Electives	6
	Total Credits:	**23**
Upper Division Nursing Courses		
Semester 1		
NSG 320	Computer Applications in Healthcare	3
NSG 312	Nursing Concepts, Roles and Issues	3
	Total Credits:	**6**
Semester 2		
NSG 315	Health, Health Promotion, & Frameworks for Practice	3
NSG 318	Assessment of Human Responses to Illness	4
	Total Credits:	**7**
Validation Credits	Students who successfully complete NSG 315 will be awarded 12 advance placement courses for psychology, human growth and development, sociology, and ethics	12
Validation Credits	Students who successfully complete NSG 318 will be awarded 12 advanced placement credits for anatomy, physiology, and microbiology	12
	Total Credits:	**24**

PREFIX	COURSE TITLE	CREDITS
Semester 3		
NSG 410	Research Applications in Healthcare	3
NSG 420	Community Health Nursing	3
NSG 420C	Community Health Nursing-Clinical	1
	Total Credits:	**7**
Validation Credits	Students who successfully complete NSG 420/NSG420C will be awarded 30 advanced placement credits in nursing.	30
	Total Credits:	**30**
Semester 4		
NSG 485	Capstone	1
NSG 475	Leadership & Management in Nursing	3
NSG 475C	Leadership and Management in Nursing-Clinical	2
	Total Credits:	**6**
	Total Credits	**122**
	Credits from Non-Nursing Courses	**36**
	Credits from Nursing Courses	**32**
	Credits from Validation Courses	**54**

Bachelor of Science in Physician Assistant

Jefferson College of Health Sciences accepted its final class to the Bachelor of Science in Physician Assistant program in Fall 2007 and initiated the Master of Science in Physician Assistant in Fall 2008. Please refer to the Master of Science in Physician Assistant program description in the Graduate information section of this catalog.

Introduction

Physician assistants are healthcare professionals licensed (or when employed by the federal government, credentialed) to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and write prescriptions. Within the physician-PA relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. A PA's practice may also include education, research, and administrative services. PAs increase patient access to primary care, promote cost savings, and improve practice efficiency and productivity.

Mission Statement

The mission of the Jefferson College of Health Sciences' Physician Assistant program is to prepare physician assistants who are well versed in the art and science of medicine of medicine for service to their communities, with special attention to eliminating disparities in health care.

Program Accreditation, Approval and Memberships

The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the recognized accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards.

Graduate Competencies

The Physician Assistant Program curriculum at JCHS 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 interdisciplinary 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 that covers the major organ systems. In addition, the Program provides supervised clinical practice in emergency medicine, family medicine, general internal medicine, and general surgical care— including operative experiences, pediatrics, women's health, psychiatry, 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.
- Identify signs and symptoms, and physical exam findings 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 the normal and the abnormal in anatomic, physiological, laboratory findings, and other diagnostic data.
- Use history and physical findings and diagnostic studies to formulate a problem list, differential diagnosis, diagnosis and patient management plan.
- Provide care to patients in all stages of life, including preventative, 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 messages 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 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, including 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 their own population of patients and the larger population from which patients are drawn.

- Use information technology to manage information and to access online medical information.

Minimum Performance Standards

All students in the Jefferson College of Health Sciences Physician Assistant Program must possess the intellectual ability to learn, integrate, analyze, and synthesize data. They must have functional use of the senses of vision, hearing, equilibrium, and smell, with or without reasonable accommodations. Their exteroceptive (touch, pain, temperature) and proprioceptive (position, pressure, movement, stereognosis, and vibratory) senses must be sufficiently intact to enable them to carry out all activities required for a complete physician assistant education. These standards for admission establish the expectations and abilities considered essential for students to complete and graduate from our Program. These technical standards will be necessary for successful clinical practice.

The student must possess and be able to demonstrate the following abilities and skills:

1. **Intellectual:** A student must have the mental capacity to assimilate and learn a large amount of complex and technical information; be able to conceptualize and solve clinical problems and to synthesize and apply concepts and detailed information from various disciplines in order to formulate diagnostic and therapeutic plans. Students must be able to learn to read and comprehend technical materials, medication and laboratory reports.

2. **Observation:** The ability to observe well is required for demonstrations and visual presentations, laboratory evidence, and microscopic studies of microorganisms and tissues in normal and pathologic states. A student must be able to observe patients accurately and completely, at a distance and closely. This requires functional vision and somatic sensation, enhanced by a sense of smell.

3. **Communication:** 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, and efficiently and effectively communicate with the health-care team, orally and in writing.

4. **Motor:** student must have motor function to elicit information from patients by palpation, auscultation, and percussion, and to 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 to use standard medical/surgical instruments and possess sufficient control of the upper extremities to meet the physical requirements for training and performing a safe physical examination procedure.

5. **Emotional:** 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 JCHS 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.

6. **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 must. Students must be adaptable, flexible, and able to function in the face of uncertainty during the course of study and with patients. He or she must have integrity, the motivation to serve, a high level of compassion, and a consciousness of social values. Students need the interpersonal skills to interact positively with people from all levels of society, ethnic backgrounds, and beliefs. These skills will be assessed on an ongoing basis during the Program.

Academic Policies

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

Licensing Information

To be licensed, physician assistants must first complete a course of study approved and accredited by the ARC-PA. The PANCE is the entry-level exam PAs must pass in order to become nationally certified. Prior to PA licensure in Virginia, the physician defines, with approval from the Virginia Board of Medicine, a PA's scope of practice based on that individual's competencies, education, experience and the state law. Although licensure regulations and procedures vary by state, physician assistants perform medical tasks delegated to them by the supervising physician.

Bachelor of Science in Physician Assistant
Program of Study (93 Credit Hours)
All program coursework defined in the junior and senior years required for the baccalaureate degree must be completed at Jefferson College of Health Sciences. While previous experience is valued, no advanced placement is given. Classes must be taken sequentially in the order presented.

PREFIX	COURSE TITLE	CREDITS
Semester 1		
PHA 300	Clinical Medicine I	5
PHA 303/303L	Clinical Anatomy & Physiology I	4
PHA 306/306L	Clinical Skills I	3
PHA 309	Behavioral Medicine I	2
PHA 312	Clinical Pharmacology I	2
PHA 315/315L	Clinical Diagnostics I	3
PHA 318	Professional Seminar I	1
	Total Credits:	**20**
Semester 2		
PHA 301	Clinical Medicine II	5
PHA 304/304L	Clinical Anatomy & Physiology II	4
PHA 307/307L	Clinical Skills II	3
PHA 310	Behavioral Medicine II	2
PHA 313	Clinical Pharmacology II	2
PHA 316/316L	Clinical Diagnostics II	3
PHA 319	Professional Seminar II	1
	Total Credits:	**20**
Semester 3		
PHA 302	Clinical Medicine III	4
PHA 308/308L	Clinical Skills III	3
PHA 314	Clinical Pharmacology III	1
PHA 317	Clinical Diagnostics III	2
PHA 320	Professional Seminar III	2
	Total Credits:	**12**

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PREFIX	COURSE TITLE	CREDITS
Semester 4		
PHA 401A/401B	Internal Medicine Rotation	6
PHA 403A/403B	Family Practice Rotation	6
PHA 405	Pediatrics Rotation	3
PHA 407	Women's Health Rotation	3
PHA 409	Emergency Medicine Rotation	3
PHA 411	Psychiatry Rotation	3
PHA 413	General Surgery Rotation	3
PHA 415	General Orthopedics Rotation	3
PHA 417	Community Medicine Rotation	3
PHA 419	Elective Rotation	3
PHA 420	Clinical Concentration	5
	Total Credits:	**41**
	Total Credits:	**93**
	Credits from Major Courses	**93**

Associate of Science in Nursing

Introduction

This program prepares graduates with the knowledge, skills and values inherent in the roles basic to associate degree nursing practice: provider of care, manager of care and member within the discipline of nursing. The program prepares the graduate to take the NCLEX-RN licensure examination. Graduates of the associate degree program have a sound foundation and are encouraged to further their nursing education and professional development.

The associate degree nurse provides nursing care to diverse clients and groups of clients with health care needs. This includes providing for a safe, effective care environment, physiological integrity, psychosocial integrity and health promotion. The associate degree nurse practices in a variety of health care settings.

This program is closing in 2010. All students should work with their academic advisor to ensure an academic plan leading to graduation in May 2010. Please refer to the Bachelor of Science in Nursing program description in this catalog for more information about that program.

There are three tracks available in the Associate Degree Nursing Program. All three tracks prepare the graduate to take the NCLEX-RN licensure examination.

- **Traditional Track**
  Applicants are not required to have a background in healthcare and often enter the program after graduation from high school. Please see the program of study provided below.

- **LPN-RN Track for Licensed Practical Nurses**
  Licensed Practical Nurses (LPN's) with unencumbered LPN licensure are accepted for admission. LPN’s will be granted exemption credit for most first-level nursing courses and admitted to second-level nursing courses upon completion of NSG 200 - Nursing Transition. Please see the program of study provided below.

- **Accelerated Track for Paramedics and Respiratory Therapists**
  Respiratory Therapists and Paramedics who hold an Associate Degree in their field build upon previous experience and education to complete an Associate of Science in Nursing. Students are awarded 27 advanced placement credits from their prior associate degree. The program can be completed in 3 semesters of full-time

study. Students must satisfactorily complete the registry exams in Respiratory Care or in Paramedic prior to the beginning of fall semester to continue to progress in the program. Please see the program of study provided below.

Program Accreditation, Approval, and Memberships

The Associate Degree Nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway - 33rd Floor, New York, NY 10006, Phone: 800-669-1656 (ext. 153), and approved by the Virginia Board of Nursing, Perimeter Center, 9960 Maryland Dr., Suite 300, Richmond, VA 23233-1463. Phone: 804- 367-4515, Fax: (804) 527-4455, Complaints: (800) 533-1560, E-mail: *nursebd@dhp.virginia.gov*, Web site: *http://www/dhp.state.va.us/nursing*.

The Department of Nursing is a member of the National League for Nursing (NLN) Council of Associate Degree Programs and the American Association of Colleges of Nursing (AACN).

Program Outcomes

Upon completion of the associate degree program, the graduate will:

1. Integrate current knowledge from nursing science, the humanities, social and natural sciences in providing nursing care.

2. Perform comprehensive client assessment by collecting information from multiple sources to establish a foundation for provision of client care.

3. Provide safe, competent care, promoting positive client outcomes by using critical thinking to make clinical decisions.

4. Demonstrate accountability for ethical, legal and professional standards of nursing.

5. Teach the client and significant support person(s) in order to promote and facilitate informed decision making, achieve positive outcomes, and promote self-care activities.

6. Demonstrate caring behaviors toward the client, significant support person(s), peers and other members of the healthcare team.

7. Demonstrate effective therapeutic communication skills to exchange information verbally, non-verbally, in writing and through information technology, directed toward promoting positive health outcomes.

8. Manage client care as a member of the healthcare team, effectively utilizing resources to meet client needs and to support organizational outcomes.

9. Collaborate with the client, significant support person(s) and members of the health care team to achieve positive client outcomes.

10. Use contemporary technology safely in nursing practice.

11. Use evidence-based information to support clinical decision-making.

12. Recognize the impact of social, economic, legal and political factors on the delivery of healthcare.

13. Value life-long learning and professional development.

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 accommodation should schedule an appointment with the ADN Program Director.

The Minimum Performance Standards for Admission and Progression include:

Essential Mental Abilities

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

Essential Communication Skills

1. Speak clearly in order to communicate with patients, families, health care team members, peers and faculty.
2. Effectively utilize interpersonal abilities to interact with diverse individuals, families and groups.
3. Demonstrate communication abilities sufficient for clear interaction with others, in verbal and written form.
4. Ability to read and correctly interpret written material without assistance.

Essential Physical Abilities

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

Academic Policies

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

Licensing Information

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

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

1. fraud or deceit in procuring or attempting to procure a license;
2. unprofessional conduct;
3. willful or repeated violation of any of the provisions of this chapter

4. conviction of any felony or any misdemeanor involving moral turpitude;
5. practicing in a manner contrary to the standards of ethics or in such a manner as to make his or her practice a danger to the health and welfare of patients or to the public;
6. use of alcohol or drugs to the extent that such use renders him unsafe to practice, or any mental or physical illness rendering him unsafe to practice;
7. the denial, revocation, suspension or restriction of a license or certificate to practice in another state, the District of Columbia or a United States possession or territory; or
8. abuse, negligent practice or misappropriation of a patient's or resident's property.

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

Associate of Science in Nursing: Traditional Track
Program of Study (68 credit hours)
Classes must be taken sequentially in the order presented.

PREFIX	COURSE TITLE	CREDITS
Program Pre-requisites: CNA certification (or IDS 101 & 101L) and CPR Certification		
	Total Credits:	**1**
Semester 1 • GEN 100, BIO 211, BUS 111, ENG 111 must be taken prior to or concurrently with NSG 101, NSG 102 and NSG 111. • NSG 101, NSG 102 and NSG 111 must be taken together.		
GEN 100	Academic Seminar	1
BIO 211/211L	Anatomy & Physiology I	4
BUS 111	Introduction to Computers	1
ENG 111	Grammar & Composition I	3
NSG 101/101C	Introduction to Nursing	5
NSG 102	Dosage Calculations	1
NSG 111/111L	Nursing Skills I	1
	Total Credits:	**16**
Semester 2 • NSG 103, NSG 112 and NSG 130 must be taken together.		
BIO 212/212L	Anatomy & Physiology II	4
NSG 103	Introduction to Pharmacology	3
NSG 112/112L	Nursing Skills II	2
NSG 130/130C	Adult Health I	5
	Total Credits:	**14**
Semester 3		
BIO 253/253L	Microbiology	4
PSY 238	Developmental Psychology	4
SOC 213	Social Issues in Healthcare Delivery	3
	Total Credits:	**11**
Semester 4 • All first year nursing and general education courses listed above must be completed before beginning the following nursing courses.		
IDS 215	Bioethics	3
	Specialty Nursing Course**	3
	Specialty Nursing Course**	3
NSG 230/230C	Adult Health II	5
	Total Credits:	**14**

PREFIX	COURSE TITLE	CREDITS
Semester 5		
NSG 231/231C	Adult Health III	4
	Specialty Nursing Course**	3
NSG 286	Professional Seminar & Leadership	4
NSG 260C	Practicum in Nursing	2
****Specialty Nursing Courses** • May be taken as early as the third semester if all first year general education and nursing courses have been successfully completed. Students who wish to pursue part time study may take these courses out of sequence with their advisors' permission.		
NSG 211/ 211C	Mental Health Nursing	3
NSG 221/221C	Nursing of the Childbearing Family	3
NSG 241/241C	Nursing Care of Infants and Children	3
	Total Credits:	**68**
	Credits from Non-Major Courses	**27**
	Credits from Major Courses	**41**

Associate of Science in Nursing: LPN-RN Track for Licensed Practical Nurses
Program of Study (68 credit hours)
Classes must be taken sequentially in the order presented.

PREFIX	COURSE TITLE	CREDITS
The following MUST be successfully completed prior to beginning NSG 200:		
BIO 211/211L	Anatomy & Physiology I	4
BIO 212/212L	Anatomy & Physiology II	4
	Total Credits:	**8**
The following MUST be successfully completed prior to beginning NSG 103, NSG 214, or any specialty nursing course:		
BIO 253/253L	Microbiology with Lab	4
PSY 238	Developmental Psychology	4
SOC 213	Social Issues in Healthcare Delivery	3
	Total Credits:	**11**
These four courses MUST be successfully completed prior to beginning NSG 215, NSG 286, or NSG 261		
ENG 111	Grammar & Composition I	3
IDS 215	Bioethics	3
BUS 111	Introduction to Computers	1
GEN 100	Academic Seminar	1
	Total Credits:	**8**
Nursing courses MUST be taken in the sequence described below (students who are not enrolled full time in nursing should work with advisor closely).		
Semester 1		
NSG 200	Nursing Transition	2
	Total Credits:	**2**
Challenge Courses	These courses will be challenged during NSG 200 Nursing Transition	
NSG 102	Dosage Calculations	1
NSG 111/111L	Nursing Skills I	1
NSG 112/112L	Nursing Skills II	2
	Total Credits:	**4**
Validation Credits	Students who complete NSG 200 with a “C” or higher, the student will be awarded 8 additional advanced placement credits in nursing.	**8**
		8
Semester 2		
	Specialty Nursing Course (see below)	3
	Specialty Nursing Course (see below)	3
NSG 103	Introduction to Pharmacology	3
NSG 214/214C	Synthesis of Adult Health I	5
	Total Credits:	**14**

PREFIX	COURSE TITLE	CREDITS
Semester 3		
	Specialty Nursing Course (see below)	3
NSG 215/215C	Synthesis of Adult Health II	4
NSG 286	Professional Seminar & Leadership	4
NSG 261C	Practicum in Nursing (Practicum in Nursing must be taken immediately prior to graduation).	2
	Total Credits:	**13**
****Specialty Nursing Courses (May challenge 2 of 3)** Students may challenge two of the specialty nursing courses. Students who wish to pursue part time study may take these courses out of sequence with their advisor's permission.		
NSG 211/211C	Mental Health Nursing	3
NSG 221/221C	Nursing of the Childbearing Family	3
NSG 241/241C	Nursing of Infants and Children	3
	Total Credits:	**68**
	Credits from Non-Nursing Courses	**27**
	Credits from Nursing Courses	**33**
	Credits from Validation Courses	**8**

Associate of Science in Nursing: Accelerated Track for Paramedics and Respiratory Therapists
Program of Study (68 credit hours)

The following plan of study is designed so that classes must be taken sequentially in the order presented. **Students MUST successfully complete the Paramedic or RRT Exams prior to beginning the second semester of the program.**

PREFIX	COURSE TITLE	CREDITS
Semester 1		
BIO 253/253L	Microbiology	4
PSY 238	Developmental Psychology	4
NSG 202/202C	Fundamentals of Nursing	3
NSG 213/213C	Introduction to Nursing Skills	2
	Total Credits:	**14**
Semester 2		
	Specialty Nursing Course (see below)	3
	Specialty Nursing Course (see below)	3
NSG 103	Introduction to Pharmacology	3
NSG 214/214C	Synthesis of Adult Health I	5
	Total Credits:	**14**
Semester 3		
	Specialty Nursing Course (see below)	3
NSG 215/215C	Synthesis of Adult Health II	4
NSG 286	Professional Seminar & Leadership	4
NSG 260C	Practicum in Nursing (Must be taken immediately prior to graduation)	2
	Total Credits:	**13**
Specialty Nursing Courses Students who wish to pursue part time study may take these courses out of sequence with their advisor's permission. NSG 260C must be taken in the semester in which the student plans to graduate.		
NSG 211/211C	Mental Health Nursing	3
NSG 221/221C	Nursing of the Childbearing Family	3
NSG 241/241C	Nursing Care of Infants and Children	3
	Total Credits:	**68**
	Credits from Non-Nursing Courses	**8**
	Credits from Nursing Courses	**33**
	Credits from Validation Courses	**27**

Associate of Science in Science

Introduction

This program provides the student with a comprehensive program of study designed to satisfy entry-level eligibility requirements into a professional healthcare program. The curriculum is designed to allow students to attain their occupational or educational goals, primarily in healthcare. It offers adequate course flexibility for acceptance into Jefferson College of Health Sciences' and other institutions' degree programs.

Program Outcomes

Upon completion of the Associate of Science in Science, graduates will:

1. Articulate a fundamental understanding of basic sciences and scientific reasoning.

2. Demonstrate a fundamental knowledge of mathematics.

3. Communicate effectively verbally and in writing.

4. Demonstrate the ability to think critically and to be successful in upper division courses.

Academic Policies

Students in the Associate of Science in Science program are expected to follow all policies published in the JCHS Student handbook and Catalog.

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Associate of Science in Science
Program of Study (66 credit hours)

The actual order in which classes are taken may vary depending on transfer credit and course availability. In order to complete the Associate of Science in Science degree, the student must earn a grade of "C" or better in the required courses listed below.

PREFIX	COURSE TITLE	CREDITS
Semester 1: Fall		
BIO 101/101L	General Biology I	4
BUS 111	Introduction to Computers	1
CHM 100/100L	College Chemistry (or higher)	4
ENG 111	Grammar and Composition I	3
GEN 100	Academic Seminar	1
Elective	Elective	3
	Total Credits:	**16**
Semester 2: Spring		
ENG 112	Grammar and Composition II	3
HPE 131	Physical Fitness and Wellness	1
MTH 100	College Math (or higher)	3
PSY 201	General Psychology	3
Elective	Elective	3
Elective	Elective	3
	Total Credits:	**16**
Semester 3: Fall		
BIO 211/211L	Anatomy and Physiology I	4
SOC 213	Social Issues in Healthcare Delivery	3
Elective	Elective	3
Elective	Elective	3
Elective	Elective	3
	Total Credits:	**17**
Semester 4: Spring		
BIO 212/212L	Anatomy and Physiology II	4
IDS 215	Bioethics	3
Elective	Elective	3
Elective	Elective	3
Elective	Elective	4
	Total credits	**17**
	Total Credit	**66**
	Credits from Non-Science/Math Courses	**47**
	Credits from Science/Math Courses	**19**

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Associate of Applied Science in Emergency Health Sciences - Paramedic

Introduction

This program prepares graduates to serve in the role of attendant in charge (AIC) for incidents occurring in the pre-hospital environment. Graduates obtain the requisite knowledge, skills and professional attributes necessary to sit for the National Registry EMT-Paramedic examination. The program prepares competent and caring graduates to become an essential component of the continuum of care.

This program accepted its last entering class in fall 2008*.* Please refer to the Bachelor of Science in Emergency Services program description in this catalog for more information about that program.

Program Accreditation

National Accreditation

The Emergency Health Sciences-Paramedic program is accredited by the Committee on Accreditation for Emergency Medical Services Professions (CoAEMSP), 4101 W. Green Oaks Blvd., Suite 305-599, Arlington, TX 76016, Phone 817-330-0080 in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street Clearwater, FL 33756, Phone: 727-210-2350.

State Accreditation

The program is also accredited by the Virginia Department of Health, Office of Emergency Medical Services (VAOEMS), 109 Governor Street, Suite UB-55, Richmond, VA 23219, Phone 1-800-523-6019

Program Outcomes

Graduates of the EHS-Paramedic Program will be able to:

1. Provide care to patients in the pre-hospital environment as the attendant in charge (AIC).

2. Serve as an advocate for patients by providing information on appropriate healthcare resources and facilitate access to care.

3. Value life-long professional development.

4. Recognize the need for public education in health promotion, illness and injury prevention.

5. Recognize the value of pre-hospital research.

6. Model caring, culturally competent behaviors in the delivery of patient care.

7. Communicate effectively with peers and other healthcare professionals.

8. Interpret patient data and assessment findings.

9. Conduct themselves in an ethical and professional manner.

10. Operate in an incident command system.

11. Recognize hazardous and potentially hazardous scenes.

Minimum Performance Standards

The paramedic 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, and 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.

Academic Policies

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

Advanced Standing

The Emergency Health Sciences-Paramedic program will only review currently certified National Registered EMT-Intermediates and Nationally Registered EMT-Paramedics for advanced standing. A current certification card must be submitted as proof.

Certification Information

Upon successful completion of the program and by approval of the Operational Medical Director, students are eligible to sit for the National Registry EMT-Paramedic Exam**.** The National Registry of EMT's, Rocco V. Morando Building, 6610 Busch Blvd., P.O. Box 29233, Columbus, Ohio 43229

Associate of Applied Science in Emergency Health Sciences - Paramedic
Program of Study (73 credit hours)
Major classes (EHS) must be taken sequentially in the order presented.

PREFIX	COURSE TITLE	CREDITS
Semester 1		
BIO 211/211L	Anatomy & Physiology I	4
GEN 100	Academic Seminar	1
MTH 130	Applied Mathematics for Healthcare Professionals	3
EHS 108	Principles of Emergency Services	3
EHS 112/112L	Patient Assessment & Airway Management	3
EHS 140	Introduction to Pharmacology	1
EHS 151C	Clinical Practice I	1
	Total Credits:	16
Semester 2		
BIO 212/212L	Anatomy & Physiology II	4
BUS 111	Introduction to Computers	1
EHS 145/145L	Cardiorespiratory Emergencies	3
EHS 154/154L	Trauma Emergencies	3
EHS 159	Pharmacology Applications	2
EHS 160C	Clinical Practice II	2
EHS 160E	Field Externship I	2
	Total Credits:	17
Semester 3		
ENG 111	Grammar & Composition I	3
PSY 201	General Psychology	3
EHS 165/165L	Foundations to Medical Emergencies	3
EHS 170C	Clinical Practice III	2
EHS 170E	Field Externship II	1
	Total Credits:	12
Semester 4		
ENG 112	Grammar & Composition II	3
HPE 131	Physical Fitness & Wellness I	1
EHS 215/ 215L	Advanced Medical Emergencies	3
EHS 230/ 230L	OB/GYN/Pediatrics Emergencies	2
EHS 200	Rescue Operations	2
EHS 250C	Clinical Practice IV	2
EHS 250E	Field Externship III	2
*EHS 207	Introduction to Air Care	2
	Total Credits:	15-17

PREFIX	COURSE TITLE	CREDITS
Semester 5		
IDS 215	Bioethics	3
SOC 213	Social Issues in Healthcare Delivery	3
EHS 132/132L*	Physical Fitness & Wellness II	1
EHS 260E	Field Externship IV	5
EHS 297	Senior Seminar	2
	Total Credits:	13-14
	Total Credits:	**73**
	Credits from Non-EHS Courses	**29**
	Credits from EHS Courses	**44**

* Elective course

Associate of Applied Science in Emergency Health Sciences - Paramedic Advanced Standing Requirements for NREMT-P's Program of Study (27 credits)

The Emergency Health Sciences-Paramedic program will only review currently certified National Registered EMT-Intermediates and Nationally Registered EMT-Paramedics for advanced standing. A current certification card must be submitted as proof.

Paramedics must complete a minimum of 33% of the total credit hours required for the degree from Jefferson College of Health Sciences. Students must also meet the core curriculum requirements for Associate degree programs. All coursework must be approved by the Program Director. There is no residency requirement. See the advanced standing curriculum for currently certified NREMT-P's.

The following plan of study is a sample plan of study. The major (EHS) classes must be taken in the last semester of the program.

PREFIX	COURSE TITLE	CREDITS
The following courses may be taken at JCHS or transferred from another institution, but at least 33% of the total credit hours must be completed at JCHS.		
ELE	Math or Science Elective	3
BUS 131	Computer Concepts and Applications	3
HPE 131	Physical Fitness and Wellness	1
ENG 111	Grammar and Composition I	3
PSY 201	General Psychology	3
SOC 213	Social Issues in Healthcare Delivery	3
IDS 215	Bioethics	3
ENG/PSY	English or Psychology Elective	3
	Total Credits:	22
The following courses must be taken at JCHS.		
EHS 298	Current Issues in Emergency Services	3
EHS 299	EMS Practicum	2
	Total Credits:	5
	Total Credits:	**27**
	Credits from Non-EHS Courses	**22**
	Credits from EHS Courses	**5**

Associate of Applied Science in Fire and EMS Technology

Introduction

This program is designed to meet the needs of a rapidly growing market in fire protection and emergency medical services. The program is modeled from the U.S. Fire Administration Associate Degree Core Curriculum guide. It provides opportunities for the career, volunteer or beginning fire and emergency services person to advance their theoretical knowledge and practical skills. The program integrates National Registry EMT-Intermediate, fire suppression, technical rescue skills and public education training. Additionally, students take general education courses in English, math, chemistry, biology, psychology, computers, and health and physical fitness to ensure a well-rounded, educational experience.

This program accepted its last entering class in fall 2008*.* Please refer to the Bachelor of Science in Emergency Services program description in this catalog for more information about that program.

Program Accreditation

The professional courses adhere to state and national standards set forth by the Virginia Department of Fire Programs (VDFP), Virginia Office of Emergency Medical Services (VOEMS), Virginia Fire Marshal Academy (VFMA) and the National Fire Academy (NFA). The VDFP is accredited by the National Board on Fire Service Professional Qualifications (ProBoard), the International Fire Service Accreditation Congress (IFSAC) and the American Council on Education (ACE). The emergency medical services (EMS) component of the program is taught under the Emergency Health Sciences-Paramedic program which is accredited by the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP) and the Virginia Office of EMS.

Program Outcomes

Graduates of the Fire and EMS Technology Program will be able to:

1. Conduct fire suppression in a safe and efficient manner.

2. Operate within an incident command system.

3. Recognize the need for public education in health promotion, injury and fire prevention.

4. Recognize hazardous and potentially hazardous scenes.

5. Evaluate building construction for the threat of fire spread and potential for collapse.
6. Provide care to patients in the pre-hospital environment as the attendant in charge (AIC).
7. Value life-long professional development.
8. Model caring, culturally competent behaviors in the delivery of patient care.
9. Communicate effectively with peers and other healthcare professionals.
10. Interpret patient data and assessment findings.
11. Conduct themselves in an ethical and professional manner.

Minimum Performance Standards

The fire fighter/NREMT-Intermediate must be a confident leader who can accept the challenge and high degree of responsibility entailed in the position.

Mental Demands

The fire fighter/NREMT-Intermediate 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, and interview hostile patients, while maintaining a safe distance. The fire fighter/NREMT-Intermediate must be able to function independently at an optimum level in a non-structured environment that is constantly changing.

Communication Demands

The fire fighter/NREMT-Intermediate 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 fire fighter/NREMT-Intermediate, and other workers' well being must not be jeopardized. Fire fighter/NREMT-Intermediate must also be able to work in confined spaces and temperature extremes of both hot and cold.

Academic Policies

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

Certification Information

Fire and EMS Technology program students are eligible to earn numerous professional certifications through successful completion of the program. Upon successful completion of the program and by approval of the Operational Medical Director, students are eligible to sit for the National Registry EMT-Intermediate Exam**.** The National Registry of EMT's, Rocco V. Morando Building, 6610 Busch Blvd., P.O. Box 29233, Columbus, Ohio 43229

Certifications are also earned from the following organizations:

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

Advanced Placement

Applicants holding current certifications in required professional courses may be given exemption credit with documentation of current certification. Thirty-three (33%) percent of the total credit hours required for graduation must be earned through Jefferson College of Health Sciences and satisfy the Associate degree core curriculum requirements.

Associate of Applied Science in Fire and EMS Technology
Program of Study (72 credit hours)
Major classes (FIR) must be taken sequentially in the order presented.

PREFIX	COURSE TITLE	CREDITS
Semester 1		
GEN 100	Academic Seminar	1
MTH 130	Applied Mathematics for Healthcare Professionals	3
BIO 151	Survey of Human Anatomy and Physiology	3
FIR 108	Principles of Emergency Services	3
FIR 111	Basic Truck Operations	1
FIR 131	Fire Behavior and Combustion	3
	Total Credits:	**14**
Semester 2		
BUS 131	Computer Concepts & Applications	3
CHM 111	General Chemistry I	4
ENG 111	Grammar & Composition I	3
FIR 151	Fire Essentials I	3
FIR 151L	Fire Essentials I Laboratory	1
FIR 261	Building Construction for Fire Protection	3
	Total Credits:	**17**
Semester 3		
SOC 213	Social Issues in Healthcare Delivery	3
EHS 125	Intermediate Care I	5
EHS 125L	Intermediate Care I Lab	2
EHS 130C	Intermediate Clinical I	1
FIR 241L	Rope & Vehicle Rescue	1
	Total Credits:	**12**
Semester 4		
FIR 221	Fire Protection Systems	3
FIR 225	Fire Protection Hydraulics and Water Supply	3
FIR 251	Fire Essentials II	1
FIR 251L	Fire Essentials II Laboratory	2
EHS 175	Intermediate Care II	4
EHS 175L	Intermediate Care II Lab	1
EHS 150C	Intermediate Clinical II	1
	Total Credits:	**15**

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PREFIX	COURSE TITLE	CREDITS
Semester 5		
HPE 131	Physical Fitness & Wellness	1
IDS 215	Bioethics	3
PSY 201	General Psychology	3
FIR 290E	Fire/EMS Externship	2
FIR 297	Fire Prevention	3
EHS 200E	Intermediate Externship	2
	Total Credits:	**14**
	Total Credits:	**72**
	Credits from Non-Major Courses:	**27**
	Credits from Major Courses:	**45**

Associate of Applied Science in Occupational Therapy Assistant

Introduction

The mission of the Occupational Therapy Assistant Program of Jefferson College of Health Sciences is to prepare within a scholarly environment, ethical, knowledgeable, competent, and caring Occupational Therapy Assistants who value lifelong learning as an instrument and testament of professionalism.

The profession of Occupational Therapy believes in the concept that humans are complex beings who derive meaning from interactions with their environment. These diverse environments include physical, social, temporal, cultural, psychological and spiritual aspects. Humans learn to evolve, change, and adapt through active encounters within these internal and external environments.

To accomplish the goals of the profession as well as the mission of our program, the Occupational Therapy Assistant program at Jefferson College of Health Sciences offers a two-year Associate of Applied Science degree program designed to prepare students for careers as licensed occupational therapy assistants (OTA's). The OTA works under the supervision of a Licensed Occupational Therapist and carries out evaluation as well as treatment procedures in a wide variety of clinical settings. OTA's have opportunities to obtain employment in hospitals, nursing homes, rehabilitation settings, outpatient clinics, private practices, home health agencies and public school systems.

Program Accreditation

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's telephone number is (301) 652-AOTA.

Program Outcomes

Graduates of the Occupational Therapy Assistant program will:

1. demonstrate an understanding of 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 background and behaviors.

4. communicate effectively by conveying and receiving information with appropriate technologies.

5. demonstrate a basic appreciation for the research process and evidence based practice.

6. advocate for the effective delivery, use and benefits of occupational therapy services.

7. act as advocates for the ethical treatment of the patients/clients for whom occupational therapy intervention is provided.

Minimum Performance Standards

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

In an average academic day a student must be able to:

- Sit 2 - 6 hours
- Attend to tasks 1 – 2 hours (without a break)
- Walk on level surfaces and/or use stairs
- Provide one's own transportation to and from assigned fieldwork placements or clinical instruction sites within a 2 hour driving radius of the college (100-150 miles).

Key: **Rarely = 1-10%**
Occasionally (O) = 11 - 33%
Frequently (F) = 34 - 66%
Continuously (C) = 67 - 100%

The student is required throughout the 5-semester academic program to:

- Lift less than 10 pounds (F)
- Lift 25 - 50 pounds (R)
- Bend/Stoop (F)
- Climb stools (R)
- Kneel (R)
- Use hand repetitively (C)
- Lift 10 - 25 pounds (O)
- Twist (F)
- Squat (O)
- Reach above shoulder level (O)
- Push/Pull (O)
- Simple Grasping (C)

- Firm grasp (O)
- Manual dexterity (O)
- Finger dexterity (manipulation of objects less than 1in.) (F)

Use auditory/tactile/visual senses to evaluate status of an individual (F)

Physical Demands:

1. Lift, boost, turn, or transfer patients weighing up to approximately 300 pounds in and out of bed, car, on and off of mats, wheelchairs, toilet or tub/shower, and average of 15 times per day.
2. Frequent (>15 times daily) lifting and carrying of supplies and equipment up to approximately 20 pounds.
3. Frequently (>25 times daily) twisting, bending, reaching, stooping , stooping, pushing, and pulling.
4. Intermittent sitting, kneeling, half-kneeling, standing, and walking.
5. Applying resistance/providing support during exercise and activities of daily living training and independent living skills training.
6. Strair ascending and descending up to approximately 10 times daily.
7. Visual ability to observe compensatory strategies, functional performance, read medical records, etc.
8. Hand dexterity to palpate levels of muscle activity, manipulate treatment tools and supplies, and domument fine-motor skills.

Working Conditions:

1. Exposure to contagious diseases, body fluids, and cleaning materials.
2. Patient care environment, office environments, and patients' homes.
3. Out of doors in all weather conditions while performing home evaluations.

Academic Policies

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

Credentialing and Licensing Information

Upon successful completion of the program, graduates will be able to take the national certification examination for the Occupational Therapy Assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states, including Virginia, require licensure in order to practice, and state licenses are usually based on the results of the NBCOT Certification Examination.

Associate of Applied Science in Occupational Therapy Assistant

Program of Study (73 credit hours)

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

PREFIX	COURSE TITLE	CREDITS
Semester 1		
GEN 100	Academic Seminar	1
ENG 111	Grammar & Composition	3
BIO 211/211L	Anatomy & Physiology I	4
BUS 111	Introduction to Computers	1
PSY 201	General Psychology	3
OTA 101	Fundamentals of the Profession	3
OTA 151/151L	Functional Anatomy I	2
	Total Credits:	**17**
Semester 2		
BIO 212/212L	Anatomy & Physiology II	4
PSY 204	Abnormal Psychology	3
OTA 104/104L	Therapy Skills	3
OTA 152/152L	Functional Anatomy II	2
OTA 163	Principles/Procedures of OT –Psychiatric Disorders	3
OTA 163C	OT Psychiatric Disorders – Psychiatric Disorders Fieldwork	1
	Total Credits:	**16**
Semester 3		
OTA 203	Pathologic Conditions	2
OTA 114L	Therapy Skills Lab	1
IDS 215	Bioethics	3
PSY 202	Human Growth & Development	3
SOC 213	Social Issues in Healthcare Delivery	3
	Total Credits:	**12**

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PREFIX	COURSE TITLE	CREDITS
Semester 4		
OTA 231/231L	Pediatric Principles & Procedures of Occupational Therapy	3
OTA 231C	Pediatric Principles & Procedures of Occupational Therapy-Fieldwork	1
OTA 241/241L	Principles & Procedures of Geriatric Programming	3
OTA 241C	Principles & Procedures of Geriatric Programming Fieldwork	1
OTA 252/252L	Therapeutic Adaptation	4
OTA 261	Principles/Procedures of OT – Physical Dysfunction	3
	Total Credits:	**15**
Semester 5		
OTA 270	Fieldwork Level II-A	6
OTA 271	Fieldwork Level II-B	6
OTA 285	Professional Seminar	1
	Total Credits:	**13**
	Total Credits:	**73**
	Credits from Non-Major Courses	**28**
	Credits from Major Courses	**45**

Associate in Applied Science in Physical Therapist Assistant

Introduction

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

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

Program Philosophy and Mission

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

The mission of Physical Therapist Assistant Program is to provide a curriculum which meets the needs of its students and graduate 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.

Program Accreditation

The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), 1111 North Fairfax Street, Alexandria, VA 22314, Phone 703/684-3245, e-mail, *accreditation@apta.org*, website: *www.capteonline.org*.

Program Outcomes

Upon graduation from the Physical Therapist Assistant program, the individual will:

1. Begin work as an entry-level Physical Therapist Assistant.

2. Display ethical and professional behavior and awareness in patient care.

3. Collect data on patient through interviews, observations, screenings, and the administration of prescribed tests and assessments within the scope of work of the Physical Therapist Assistant.

4. Provide physical therapy services as specified in the plan of care prescribed by the Physical Therapist, including modifying treatment techniques as indicated with the plan of care and within the parameters of state law and the scope of work of the Physical Therapist Assistant.

5. Perform in a safe and effective manner within the scope of work of the Physical Therapist Assistant.

6. Appropriately interact with patients and families.

7. Understand basic principles and levels of authority and responsibility as it relates to functioning as an entry-level Physical Therapist Assistant.

8. Appreciate the responsibility for continued personal and professional growth and a desire for life-long learning.

9. Display appropriate and effective, written, oral and non-verbal communications

Minimum Performance Standards

Technical Standards

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

Technical Performance Standards

The PTA student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical settings while providing the spectrum of physical therapy treatments. Patient safety and provision of quality services is paramount. Students in the Physical Therapist Assistant Program are expected to demonstrate:

Observation Skills:

- Visual ability to observe a patient's response to treatment, changes in patient condition, gait, posture and functional abilities, read instrument panels/displays, observe and assess the environment, gather information from medical records and professional literature.
- Auditory ability to recognize and respond to a patient or co-worker's voice, equipment timers and alarms.
- Tactile ability to palpate surface anatomy and soft tissue, palpate pulses, detect skin temperature, muscle tone and joint movement.

Communication Skills:

- Ability to communicate clearly, effectively and efficiently in English, both orally and in writing, with patients and their families, other health care providers, peers, faculty, community or other professional groups.
- Ability to read at a competency level necessary to safely and efficiently carry out the essential functions of a task.
- Ability to recognize, interpret and respond to the nonverbal behavior of others.
- Ability to document clearly, legibly and using appropriate medical and professional terminology.

Motor Skills:

- Satisfactory physical strength and motor control to safely transport move or lift patients requiring all levels of assistance.
- Satisfactory physical strength and motor control necessary to safely walk patients and provide gait training.
- Motor control necessary to manipulate/operate equipment controls and use assessment tools.
- Motor control, speed and agility necessary to provide for the patient's safety in all physical therapy activities.
- Motor control necessary to palpate anatomical structures and soft tissue, provide manual therapy/assessment techniques, and provide support or resistance needed during interventions
- Satisfactory physical strength and endurance to perform prolonged periods of standing, sitting, walking, bending, crawling, reaching, pushing and pulling.

Intellectual Conceptual Skills:

- Ability to collect, interpret and assess data about patients.

- Ability to prioritize multiple tasks, integrate information and make decisions.
- Ability to problem solve.
- Critical thinking ability sufficient for safe and sound clinical judgment and discretion.
- Ability to apply knowledge of physical therapy interventions in a variety of clinical settings and situations.
- Recognize and respond appropriately to emergency and potentially hazardous situations.

Behavior:

- Ability to interact appropriately with individuals of all ages, genders, races, socio-economic, religious, lifestyle and cultural backgrounds.
- Cope effectively with the stresses of academic demands and clinical situations.
- Ability to work collaboratively with PTA students, faculty, and clinical staff.
- Emotional health and stability required to fully utilize intellectual capabilities, demonstrate good judgment and render physical therapy services.

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

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

Academic Policies

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

Licensing Information

In the final semester of the PTA Program, students will be provided information and assistance in completing license exam applications. After successfully completing all required coursework in the PTA Program, an Associate in

Applied Science degree in Physical Therapist Assisting is awarded. This degree allows the student to sit for the State PTA licensure exam. Each state has its own criteria for granting licensure (some states do not license PTAs) - if you plan to obtain a license from other states, you need to contact that state's licensing agency.

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

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

Associate in Applied Science in Physical Therapist Assistant
Program of Study (74 credit hours)
Classes must be taken sequentially in the order presented.

PREFIX	COURSE TITLE	CREDITS
Semester 1		
BIO 211/211L	Anatomy & Physiology I and Lab	4
BUS 111	Introduction to Computers	1
ENG 111	Grammar and Composition I	3
GEN 100	Academic Seminar	1
PSY 238	Developmental Psychology	4
PTA 106/106L	Basic Skills for the Physical Therapist Assistant	3
PTA 110	Integrated Sciences for the PTA	2
	Total Credits:	**18**
Semester 2		
BIO 212/212L	Anatomy & Physiology II and Lab	4
IDS 215	Bioethics	3
PTA 108L	Clinical Assessment Skills	2
PTA 150/150L	Functional and Applied Anatomy	4
SOC 213	Social Issues in Healthcare Delivery	3
EEE	IDS/HPE Elective	1
	Total Credits:	**17**
Semester 3		
HPE 104	Therapeutic Massage I	1
HPE 105	Intermediate Massage II	1
PTA 161/161L/161C	Principles and Procedures of Physical Therapy I	6
PTA 201/201L	Principles of Therapeutic Exercise	2
	Total Credits:	**10**
Semester 4		
PTA 203	Pathology for the PTA	2
PTA 221	Psychosocial Aspects of Therapy	2
PTA 235/235L	Principles & Procedures of Physical Therapy II	4
PTA 236/236L	Principles & Procedures of Physical Therapy III	2
PTA 251C	Clinical Education I	3
	Total Credits:	**15**
Semester 5		
PTA 241/241L	Pediatric Physical Therapy	**2**
PTA 242/242L	Adult Neurological Rehabilitation & Lab	**3**
PTA 252C	Clinical Education II	**7**
PTA 285	Professional Seminar	**2**
	Total Credits:	**14**
	Total Credits:	**74**
	Credits from Non-Major Courses	**26**
	Credits from Major Courses	**48**

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Associate in Applied Science in Respiratory Therapy

Introduction

The Associate of Applied Science in Respiratory Therapy prepares students to become valuable and dedicated members of the healthcare team. RT students obtain both the knowledge and the skills needed to practice respiratory care through our program of didactic, laboratory and clinical preparation.

Following successful completion of the associate degree, the student applies the National Board for Respiratory Care for the credentialing examinations

Program Accreditation

The Respiratory Therapy program is accredited by the Committee on Accreditation for Respiratory Care (CoARC), in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Program Outcomes

Upon completion of the Associate of Applied Science in Respiratory Therapy program, our graduates will be competent respiratory therapists. The graduate will demonstrate competency in cognitive, psychomotor, and effective skills. In order to achieve these outcomes the graduate will:

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 (effective skills) toward the patient, family members, and other members of the healthcare team.

4. Demonstrate effective professional communication and a commitment to lifelong learning.

5. Integrate health promotion and disease prevention strategies into current healthcare practice while focusing on quality and cost-effective protocols.

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Minimum Performance Standards

In compliance with the Americans with Disabilities Act, respiratory therapy students must be, with reasonable accommodations, physically and mentally capable of performing minimal standards to meet program objectives. Any student who may require accommodations should schedule an appointment with the Program Director.

The Minimum Performance Standards for Admission and Progression include:

Essential Mental Abilities

1. Follow instructions and rules
2. Maintain reality orientation accompanied by short and long term memory.
3. Apply basic mathematical and algebraic skills.
4. Demonstrate safe practice within the defined clinical time period.
5. Critical thinking ability sufficient for clinical judgment and for making quick life saving decisions.

Essential Communication Skills:

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

Essential Physical Abilities:

1. Gross and fine motor abilities sufficient to provide safe and effective care.
2. Stand and walk for eight to twelve hours/day.
3. Walk quickly in response to emergencies and life saving procedures.
4. Bend, squat, kneel, and twist upper and lower back.
5. Assist in lifting or moving clients of all age groups and weights.
6. Lift small equipment up to 35 pounds.
7. Perform CPR (i.e., move above patient to compress chest and manually ventilate patient).
8. Work with arms fully extended overhead.
9. Use hands for grasping, pushing, pulling and fine manipulation.
10. Demonstrate eye/hand coordination for manipulation of equipment (i.e., syringes, procedures, etc.).
11. Auditory abilities sufficient to hear alarms, beepers, and pages.
12. Auditory abilities to monitor breath sounds with a stethoscope and assess health needs.
13. Visual abilities to see all colors of the spectrum, distinguish calibrated markers of 0.1 mm, identify digital displays and controls in low light

conditions, determine depth of instrumentation placement, and read small print on medicine containers.

14. Tactile ability sufficient for physical assessment.

Academic Policies

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

Licensing Information

Graduates of an accredited respiratory therapy program are eligible to sit for the NBRC Certified Respiratory Therapist (CRT) examination. After successful completion of this exam, the graduate can then take the Registered Respiratory Therapist (RRT) national examinations.

Upon completion of an accredited respiratory therapy program and upon successful completion of the CRT examination, the student is eligible to apply for licensure to practice in the state which they plan to obtain employment. In the Commonwealth of Virginia, licensure can be obtained by applying to the Virginia State Board of Medicine (VSRC).

Associate in Applied Science in Respiratory Therapy
Program of Study (77 credit hours)
Classes must be taken sequentially in the order presented.

PREFIX	COURSE TITLE	CREDITS
Semester 1		
BIO 211/211 L	Anatomy &Physiology I	4
GEN 100	Academic Seminar	1
ENG 111	Grammar & Composition I	3
BUS 111	Introduction to Computers	1
RTH 104/104L	Fundamentals of Respiratory Therapy	4
RTH 130	Integrated Sciences for Respiratory Care	3
	Total Credits:	**16**
Semester 2		
BIO 212/212L	Anatomy & Physiology II	4
RTH 105/105L	Fundamentals of Respiratory Therapy II	4
RTH 110C	Clinical Practice I	3
IDS 215	Bioethics	3
RTH 118	Cardiopulmonary Anatomy & Physiology	3
	Total Credits:	**17**
Semester 3		
RTH 121	Respiratory Pharmacology	3
RTH 249/249L	Introduction to Mechanical Ventilation	4
RTH 200	Respiratory Pathophysiology	3
BIO 253/253L	Microbiology	4
	Total Credits:	**14**
Semester 4		
RTH 220C	Clinical Practice II	3
RTH 201	Pulmonary Function Studies	2
RTH 254/254L	Critical Care I	3
RTH 252	Pediatrics & Neonatology	3
RTH 241	Patient Rehabilitation & Home Care	2
Elective (PSY)	Psychology Elective	3
	Total Credits:	**16**
Semester 5		
RTH 260/260L	Advanced Life Support	2
RTH 230C	Clinical Practice III	3
RTH 255	Critical Care II	3
RTH 285	Professional Seminar	3
SOC 213	Social Issues in Healthcare Delivery	3
	Total Credits:	**14**
	Total Credits	**77**
	Credits from Non-Respiratory Courses	**26**
	Credits from Respiratory Courses	**51**

Graduate Programs at JCHS

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Graduate Programs

Jefferson College of Health Sciences offers graduate programs in Nursing, 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
- interdisciplinary practice
- information literacy
- evidence-based knowledge and
- ethical practice with respect for diversity

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Graduate Admissions

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

Admission Requirements

Master of Science in Nursing

- Baccalaureate degree from a regionally accredited institution. Applicants who have earned a bachelors degree in a field of study other than nursing must meet the program course prerequisites (Please refer to the *Master of Science in Nursing* section of this catalog).
- Completion of college level statistics course with a C or higher
- Candidates with a GPA of less than 3.0 will generally not be considered.
- Professional resume that provides evidence of one year of recent practice as a registered nurse
- Current Registered Nurse Licensure (Virginia) from any state or territory of the United States

Master of Science in Occupational Therapy

- Baccalaureate degree from a regionally accredited institution.
- Candidates with a GPA of less than 3.0 will generally not be considered.

Master of Science in Physician Assistant

- Baccalaureate degree from a regionally accredited institution.
- Candidates with a GPA of less than 3.0 will generally not be considered.
- 500 hours of healthcare experience, paid, volunteer, or as a student.
- Applicants for the MSPA program must apply through the Central Application Service for Physician Assistants (CASPA). Please see below titled *"Master of Science in Physician Assistant"* for specific information related to this process.

International Applicants

International applicants must have their transcripts submitted for independent evaluation of equivalency by an acceptable credentialing evaluation agency. Students for whom English is not their primary language must submit scores from the Test of English as a Foreign Language (TOEFL). We encourage international applicants to have some coursework at a regionally 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.

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

Admission decisions are based on: grade point average, prerequisites, healthcare experience, Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores, references, written essay, and interview (MSOT). Please submit the requested documentation in a single envelope to:

Office of Graduate Admissions
Jefferson College of Health Sciences
P.O. Box 13186
Roanoke, VA 24031

Application Procedure
These procedures do not apply to the MSPA program.

A completed application must include the following components:

- Completed, signed application form (may be completed online).
- A non-refundable application fee of $35, payable to *Jefferson College of Health Sciences*. The fee should be submitted in check or money order. This fee is waived with completion of the online graduate application.
- Resume.
- Written essay (MSOT).
- Completed recommendation forms from three individuals who are knowledgeable regarding your suitability for graduate work. Forms are available on our website.
- Official transcripts from all colleges and universities attended.
- Required official scores from the Miller Analogies Test (Master of Science in Nursing - School code is 2522) or the Graduate Record Examination (Master of Science in Occupational Therapy - School code is 5099)

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Master of Science in Physician Assistant

Applicants for the MSPA program must apply through the Central Application Service for Physician Assistants (CASPA). **The application deadline is January 15.** Interviews of selected applicants begin in late November. 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. Interview sessions usually continue through the spring.

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

Application Requirements

- Applicants must apply through CASPA, the Central Application Service for Physician Assistants. JCHS does not require a supplemental application. Deadline for submission is January 15. ***DO NOT* send application materials directly to the College or to the program**.
- Send all transcripts to CASPA, not to the College. Students must send transcripts to the College only after acceptance to the MSPA program and after they have paid the required deposit
- A bachelor's degree from a regionally accredited institution is required. We accept degrees from all disciplines provided the applicant meets the MSPA program's course prerequisites.
- 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 the CASPA forms.
- The CASPA application includes a written essay, which will be reviewed by our admissions committee. The essay should be of high quality, and it should demonstrate writing on the graduate level.
- The Graduate Record Examination (school code is 5099) is required and should have been taken within the last five years. The applicant must arrange to have GRE scores submitted directly to JCHS.
- All successful candidates must document 500 hours of healthcare experience, paid, volunteer, or as a student prior to enrollment in the MSPA program. This experience should be in areas with direct patient or

client contact, for example, EMT, medical technology, nursing, phlebotomy, or respiratory therapy. 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.

Graduate Finances

Please refer to the finances section of the catalog.

Graduate Information, Policies and Procedures

Academic Advising

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

Academic 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 this standard of academic integrity 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.

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.

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Adding and Dropping Courses

Add/Drop

Adding or dropping courses must be completed in accordance with the designated periods on the official College Calendar. An Add/Drop Form, obtained from the Registrar's Office, must be completed and signed by the student and the course instructor and returned to the Registrar. The student must also have the Add/Drop Form signed by his or her advisor as appropriate. The added/dropped course will become effective the date the completed Add/Drop Form is received by the Registrar's Office.

Add/drop forms submitted:

- on or before the "Last Day to Drop with a Refund" will result in a full refund, if applicable, for each class dropped.

- after the "Last Day to Drop with a Refund" but on or before the "Last Day to Withdraw" will not incur a refund. However, a student enrolled in only one class who then drops this class will be considered "Withdrawn from the College" and will be subject to the tuition policy for students who withdraw from JCHS (see the "Finances" section of the Catalog). Students withdrawing from courses after the "Last Day to Drop with a Refund" will also have a "W" notation beside each course from which they have withdrawn on the academic transcript.

Students wishing to drop a course after the "Last Day to Withdraw" must request an Administrative Withdrawal (see below), which is only authorized by the Provost and Dean for Academic Affairs for extenuating circumstances.

Students who fail to submit a completed Add/Drop Form to the Registrar's Office by the "Last Day to Withdraw" and cease participation in the course will receive a final grade of "F".

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 Provost and Dean for Academic Affairs for extenuating circumstances.

The student must submit a request for administrative withdrawal in writing to the Provost and Dean for Academic Affairs. The request must be placed on an official form provided by the Provost'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 a distance 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 Provost 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 Provost is final.

Accommodations for Students with Disabilities

The College is committed to serving students with disabilities by providing appropriate accommodations to assist them, 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. The College does not have a structured program designated and designed just for students with disabilities. A person with a disability is anyone who either has, had a record of, or is regarded as having a physical or mental 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 or meet essential course or 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.

The College has designated the Center for Academic Success, located in the Reid Center, as the office that coordinates services for students with disabilities. Students with disabilities who desire accommodations should schedule a meeting with the coordinator for students with disabilities (540) 985-8395, to discuss program accessibility and individual needs. Reasonable accommodations, tailored to meet the individual student's needs, will be made when requested and supported by appropriate documentation. For more information, request a guide for students with disabilities by calling (540) 985-8449.

A request for accommodation is deemed reasonable if it:

1. is based on individual documentation;
2. allows the most integrated experience possible;
3. does not compromise essential requirements of a course or program;
4. does not pose a threat to personal or public safety;
5. does not impose undue financial or administrative burden on the College;
6. is not of a personal nature (i.e. hiring of personal care attendants).

It is the student's responsibility in the accommodation process to:

1. Self-identify as having a disability to a Counselor, or to a faculty, or staff member. Students may voluntarily contact Counseling Services to self-identify prior to the completion of the admissions process for the purpose of providing information concerning their disability;
2. The Admissions acceptance packet provides an opportunity for students with disabilities to self-identify. Responses are addressed directly to Counseling Services, kept confidential, and only used to assist in planning reasonable accommodations;
3. Students may elect to contact the Counseling Services Department for formal identification at any time during their 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;
4. Provide, at the student's expense, current (not more than 3 years old), appropriate documentation of the disability from a medical or other licensed professional qualified to diagnose the disabling condition;

5. Request specific accommodation(s) or service(s) through the department of Counseling Services.

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 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 ADA/Section 504 complaints, excluding those filed against the coordinator, should be addressed to:

ADA/Section 504
Coordinator of Disability Services
Jefferson College of Health Sciences, Room 701
920 S. Jefferson St.
PO Box 13186
Roanoke, VA 24031-3186

All ADA complaints filed against the Coordinator of Disability Services should be addressed to:

Dean for Student Services
Jefferson College of Health Sciences
920 S. Jefferson St.
PO Box 13186
Roanoke, VA 24031-3186

1. 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.

2. An investigation, as may be appropriate, shall follow the filing of the complaint. The investigation shall be conducted by the Coordinator of Disability Services or the Office of the Dean for Student Services, depending upon the nature of the grievance. All interested persons and their representatives will have an opportunity to submit evidence relevant to the complaint.

3. A written determination as to the validity of the complaint and a description of the resolution shall be issued by either the Coordinator of Disability Services or the Office of the Dean for Student Services, and a copy will be forwarded to the complainant no later than fifteen (30) working days after receipt of the complaint.

4. Upon receipt of the decision, if the student is not satisfied, he/she may file an appeal to the Dean for Student Services. The Office of the Dean must receive the appeal no later than 30 working days after the date of the written determination by the Coordinator of Disability Services. The Office of the Dean, as may be appropriate, shall conduct an investigation, and 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 fifteen (15) working days after receipt of the complaint. The decision of the Dean is final.

5. The student may file a complaint with the Office of Civil Rights by accessing the complaint form and instructions at *www.ed.gov/offices/OCR/complaintintro.html*.

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 JCHS 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 in 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 JCHS. 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 will consist of a minimum of 30 semester credit hours.

Grading

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

Grading Scale

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

Special Grading Symbols

I	0.000	Course Work Incomplete
IE	0.000	Incomplete Extended
NJ	0.000	No Judgment
W	0.000	Student Withdrawal

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

Grade Point Average

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

Pass / Fail

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

Incomplete Status

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

Incomplete Extended

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

No Judgment

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

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 eighty (80) 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.

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:

1. At the time of Spring Graduation, the student may not have more than 3 credit hours pending.

2. 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.

3. The student will not be eligible to participate in any other graduation ceremony for conferral of the same degree.

Interdisciplinary Studies/Interprofessional Education

JCHS 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:

1. 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.

2. 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.

3. 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.

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.

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Reinstatement

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

Standards of Satisfactory Academic Progress

Students must maintain a minimum GPA of 3.0 to progress in a graduate program. A student who falls below a cumulative GPA of 3.0 will be placed on academic probation. Students who do not successfully earn a semester GPA of 3.0 in all subsequent semesters while on probation will be dismissed from the program. Specific programs may establish additional requirements. Students on academic probation must meet with their financial aid representatives to determine how this status impacts their financial aid awards.

Programs may have established additional standards of satisfactory academic progress. Discipline specific details are found in the appropriate program handbook. Graduate faculty and the Provost and Dean for Academic Affairs administer these standards.

Students' Rights of Access to Their Educational Record

The College complies with the provisions of the Family Educational Rights and Privacy Act of 1974 as amended, as it relates to student rights, records, release of information and financial aid. Only persons who have a legal right in accordance with the law to access this information will be allowed to review such records. Such records are accessible to authorized College and administrative personnel who may require review and utilization of such records for educational purposes. The student may request, in writing, the opportunity to review the material or to have transcripts sent to other educational institutions in accordance with regulations governing students' records.

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:

1. 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.

2. Courses must have been completed at a regionally accredited institution within the prior five calendar years.

3. 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.

4. 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.

5. 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.

6. 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.

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 received special permission from the Provost and Dean of Academic Affairs. A student who simply stops attending class during the term will receive a grade of “F” for the course.

Withdrawal from the College

By the Student

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

By the College

If a student does not register for a course for three consecutive terms, the student will be administratively withdrawn from the College and considered an inactive student. An inactive student must apply to the Admissions Office for readmission, and may resume studies under the Catalog in effect at the time of readmission. The College reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

Leave of Absence

Graduate students may request a leave of absence for a number of terms not to exceed one calendar year. A request for a leave of absence should be sent in writing to the academic advisor of the program. Students who return on the agreed-upon date re-enter the program with the same status held at the time they left. Students who do no 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.

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. Questions or comments about these policies should be directed to the Dean for Technology Services.

One Jefferson Account Policy

The College will issue a One Jefferson account to all accepted students at no cost. This account provides a username and password and the same naming structure for this account is utilized to access student e-mail, IQ Web (the student information system) and Blackboard (the course management system). Students are expected to utilize all three systems during their enrollment at Jefferson College of Health Sciences and are responsible for content and information provided through these systems.

Protection of Accounts

Accounts for access to technology resources must be protected by the student by changing the initial password to a unique password known only to the individual student. Technology staff cannot see individual passwords, but do have access to reset accounts as necessary. Students forgetting account passwords may request they be reset by contacting Distance Learning and Instructional Technology staff. Students are responsible for appropriately logging out of all accounts to prevent unauthorized access.

Misuse of Accounts

Examples of misuse of accounts include, but are not limited to:

- Permitting other persons to use their usernames, passwords, accounts or disclosing usernames, passwords or account information to any third party.
- Logging on to someone else's account.
- Changing or deleting another user's account
- Attempting to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization.
- Using any account for commercial purposes or personal gain.

Misuse of technology accounts may result in disciplinary action and/or criminal prosecution.

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 and computers in the LRC 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. Individual computers may be connected to the network. Routers and other devices that connect to the network jacks are not permitted. 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 JCHS 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, 4)obeying all JCHS policies, state and federal laws.

Examples of misuse of JCHS 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 JCHS 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 JCHS 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 JCHS because it delivers information in a convenient, timely, cost effective, and environmentally aware manner. **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 JCHS. Other uses of this account should be limited.

Expectations Regarding Student Use of Electronic Communications

Students are expected to check their official JCHS 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.

JCHS offices cannot validate that a communication coming by e-mail is from a student unless it comes from a valid JCHS 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 JCHS account.

Faculty Expectations and Educational Uses of e-mail

Faculty members may require e-mail for course content delivery, class discussion, and class communication and instructor conferencing and may specify course-related e-mail policies in their syllabi.

Forwarding e-mail

Students will not be permitted to set automatic forwarding on their JCHS e-mail to another non-college e-mail account.

Appropriate Use of Student Electronic Communications

All use of electronic communications will be consistent with other college policies and local, state, and federal law, and the Family Educational Rights and Privacy Act of 1974 (FERPA).

Privacy of Electronic Communications

Privacy of electronic communication is not guaranteed. Authorized JCHS personnel may monitor e-mail system usage for purposes of planning and managing resources, evaluating system performance, troubleshooting purposes, or investigating suspected abuse.

Misuse of Electronic Communications Systems

Examples of misuse of JCHS-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 JCHS.
- 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.
- 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.

Technology Support to Students Living in Residence Halls

- Each residence will have at least one live working network jack per room. This high speed internet connection is provided by a third party to JCHS.
- Students may elect to bring their own router to connect multiple devices or to be able to connect wirelessly.
- JCHS is responsible only for providing a live jack for each residential student. JCHS assumes no responsibility for devices connected by the student.
- Students with network connectivity problems should report these to their RA. The RA will report the problem to the appropriate individuals.
- Outside vendors are not allowed in the Residence Halls. JCHS Technology staff must be accompanied by a member of the Student Services staff to enter the residence halls.

- Any damage to network connections will be the responsibility of the students living in that room and will follow the damage policy outlined in the Resident Life Handbook.

- Students must have an active anti-virus package on any computer connecting to the network. An anti-spyware package is also recommended. Student computers causing network problems may result in the lost of network access.

- JCHS Technology Services will not install any software on a student owned computer.

- Students must abide by all federal and state laws and college policies regarding computer usage. Violations may result in loss of computer network access, removal from college housing, other judicial action or criminal prosecution.

Graduate Program Descriptions

Master of Science in Nursing

Introduction

The purpose of the Master of Science in Nursing (MSN) program is to prepare nurses for leadership roles in academic and healthcare organizations; to influence the provision of high quality healthcare; initiate and manage change and contribute to improving nursing knowledge and practice.

The graduate program is built upon the foundation of baccalaureate education. Graduate nursing education provides an opportunity for professional nurses to develop specialty practice in the areas of education or management to meet the needs of an evolving healthcare delivery system. A common core of knowledge provides a foundation for nurses in education and management roles. This core includes the Essentials of Master's Education for Advanced Practice Nursing and the Institute of Medicine reports on health professions education. The MSN program at JCHS has two tracks: Education and Management.

In the Nursing Education Track students analyze and apply theories of learning, engage in educational assessment and evaluation, develop innovations in curriculum and instruction, and apply educational technology. Students will develop expertise in health education and promotion, patient education, professional development and/or college teaching.

In the Nursing Management Track students develop knowledge and skills needed in an evolving healthcare environment. Students analyze and apply theories of leadership, develop expertise in the areas of personnel and financial management, quality improvement, evidence-based practice and implementation of change in collaborative, interdisciplinary complex healthcare environments.

Accreditation

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

MSN Program Outcomes

Upon completion of the MSN program, the graduate will:

1. Analyze and integrate theories of education, leadership, nursing, and other disciplines to guide professional role development and nursing practice.

2. Devise, implement, and evaluate policies, strategies, and models to promote health, prevent disease, and provide quality care.

3. Model the use of ethical and legal principles to guide decision making in nursing practice and policy development.

4. Integrate teaching and learning theories and research to design learning experiences that promote health, enhance practice, and foster role development.

5. Provide leadership that ensures healthcare that reflects caring and regard for the dignity and diversity of others.

6. Formulate and promote effective collaboration and communication strategies.

7. Synthesize principles of leadership and management to improve healthcare, incorporating systems level planning and quality improvement practices.

8. Integrate appropriate technology to improve practice, education, and management in healthcare systems.

9. Contribute to nursing knowledge through the integration and application of research findings from nursing and related fields.

10. Synthesize social, cultural, financial, legal, and political influences to identify opportunities to improve nursing practice, healthcare, and education.

11. Attain a level of scholarship congruent with professional role development and preparation for doctoral study.

Academic Policies

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

Program of Study

The MSN Program of Study is designed so that most courses are offered in an intensive time frame. This allows the student to complete three courses a semester, but only focus on one course at a time. There are typically four class meetings a semester, the rest of the course work is accomplished via distance education. Exceptions to this are the IPE 509, IPE 507, practicum and the

master's project. The student will work with assigned faculty throughout the entire semester to complete these requirements.

Prerequisite Courses for Students with Non-Nursing Baccalaureate Degrees

- Completion of NSG 490, Contemporary Nursing Issues and Theory, with a B or better.
- Completion of a college level research course with a C or better.

Master of Science in Nursing: Management Track
Program of Study (36 credit hours)
The following is a sample plan of study, the actual order in which classes are taken may vary.

PREFIX	COURSE TITLE	CREDITS
Semester 1		
NSG 501	Leadership in Healthcare Systems	3
NSG 517	Quality Outcomes in Healthcare	3
NSG 506	Nursing Theory and Role Development	3
	Total Credits:	**9**
Semester 2		
IPE 509	Research and Evidence Based Practice	3
NSG 515	Advanced Issues in Clinical Practice	3
NSG 650	Management Theory and Decision Making	3
	Total Credits:	**9**
Semester 3		
NSG 655	Financial Management of Healthcare	3
NSG 660	Human Resource Management	3
NSG 690	Planning for Master's Project	3
	Total Credits:	**9**
Semester 4		
IPE 507	Ethical and Legal Practice in Healthcare	3
NSG 670	Practicum in Nursing Management	3
NSG 692	Master's Project	3
	Total Credits:	**9**
	Total Credits	**36**
	Credits from Non-Nursing Courses	**6**
	Credits from Nursing Courses	**30**

Master of Science in Nursing: Education Track
Program of Study (36 credit hours)
The following is a sample plan of study, the actual order in which classes are taken may vary.

PREFIX	COURSE TITLE	CREDITS
Semester 1		
NSG 501	Leadership in Healthcare Systems	3
NSG 517	Quality Outcomes in Healthcare	3
NSG 506	Nursing Theory and Role Development	3
	Total Credits:	**9**
Semester 2		
IPE 509	Research and Evidence Based Practice	3
NSG 515	Advanced Issues in Clinical Practice	3
NSG 600	Education Theory and Decision Making	3
	Total Credits:	**9**
Semester 3		
NSG 612	Measurement and Evaluation in Education	3
NSG 603	Instructional Strategies and Technologies	3
NSG 690	Planning for Master's Project	3
	Total Credits:	**9**
Semester 4		
IPE 507	Ethical and Legal Practice in Healthcare	3
NSG 680	Practicum in Nursing Education	3
NSG 692	Master's Project	3
	Total Credits:	**9**
	Total Credits	**36**
	Credits from Nursing Courses	**6**
	Credits from Nursing Courses	**30**

Master of Science in Occupational Therapy

Introduction

Occupational Therapy (OT) is an allied health profession. Its primary aims are to provide intervention to individuals whose lives have been disrupted by adverse circumstance, assist them in gaining or improving their quality of life, and make them capable, using specific skills required of them, to function effectively within their own dynamic environments. To this end occupational therapist use meaningful / purposeful "occupations" (those tasks and functions of life that require time and energy and which otherwise able-bodied individuals take for granted) to develop or redevelop necessary and/or desired skills for life. These life tasks include, but are not limited to, self care skills such as bathing, dressing, and toileting; interpersonal communication skills such as carrying on a telephone conversation or speaking with family members or an employer about sensitive issues; everyday living tasks such as the roles of a homemaker, vocational interactions and the roles of employee; paying personal bills, balancing a checkbook, purchasing groceries, driving, planning for the future, enjoying leisure pursuits, etc.

Occupational therapists function in a variety of settings. Graduates may work in a hospital, rehabilitation center, extended care facility, nursing home, public schools, developmental daycare facility, adult day care program, mental health clinic, out-patient facilities, home health agencies, industrial rehabilitation programs, hospice programs, private practice and in various community agencies that aid individuals with specific disabilities.

Program Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, Maryland, 20824-1220. AOTA's phone number is (301) 652-2682.

Program Outcomes

Upon graduation from the occupational therapy program a graduate will be able to:

1. Apply occupational therapy theories with evidenced-based evaluations and interventions to achieve expected outcomes as related to their client's participation in their daily lives.

2. Demonstrate life-long learning by applying the latest research and professional knowledge that supports the practice of occupational therapy.

3. Contribute to the occupational therapy profession through the analysis and application of current occupational therapy theories and other related healthcare knowledge.

4. Communicate effectively with other healthcare professionals, agencies, and other members of the healthcare team to foster interdisciplinary collaboration.

5. Articulate and model the ethical standards, values, and attitudes of the occupational therapy profession.

6. Advocate in various settings for both the services occupational therapy may provide and the recipients of those services.

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

Minimum Performance Standards

In an average academic day a Student must be able to:

- Sit: 2 - 6 hours
- Attend to tasks: 1 – 2 hours (without a break)
- Walk on level surfaces and/or use stairs
- Provide one's own transportation to and from assigned fieldwork placements or clinical instruction sites within a 2 hour driving radius of the college. (100-150 miles)

Key: Rarely (R) = 1-10%
Occasionally (O) = 11 - 33%
Frequently (F) = 34 - 66%
Continuously (C) = 67 - 100%

The student is required throughout the 5-semester academic program to:

- Lift less than 10 pounds (F)
- Lift 25 - 50 pounds (R)
- Bend/Stoop (F)
- Climb stools (R)
- Kneel (R)
- Use hand repetitively (C)
- Firm grasp (O)
- Lift 10 - 25 pounds (O)
- Twist (F)
- Squat (O)
- Reach above shoulder level (O)
- Push/Pull (O)
- Simple Grasping (C)
- Manual dexterity (O)
- Finger dexterity (manipulation of objects less than 1in.) (F)
- Use auditory/tactile/visual senses to evaluate status of an individual (F)

Physical Demands:

- Lift, boost, turn, or transfer patients weighing up to approximately 300 pounds in and out of bed, car, on and off of mats, wheelchairs, toilet or tub/shower, and average of 15 times per day.
- Frequent (>15 times daily) lifting and carrying of supplies and equipment up to approximately 20 pounds.
- Frequently (>25 times daily) twisting, bending, reaching, stooping , stooping, pushing, and pulling.
- Intermittent sitting, kneeling, half-kneeling, standing, and walking.
- Applying resistance/providing support during exercise and activities of daily living training and independent living skills training.
- Stair ascending and descending up to approximately 10 times daily.
- Visual ability to observe compensatory strategies, functional performance, read medical records, etc.
- Hand dexterity to palpate levels of muscle activity, manipulate treatment tools and supplies, and domument fine-motor skills.

Working Conditions:

- Possible exposure to contagious diseases, body fluids, and cleaning materials.
- Patient care environment: hospital, clinic, outpatiient setting.
- Office environment: indoors.
- Client's home.
- Out of doors in all weather conditions if performing home evaluations.

Academic Policies

In addition to those policies published in the JCHS Catalog and JCHS Student Handbook, students are expected to follow the program policies as published in the *Occupational Therapy Student Handbook*. These handbooks are available electronically on the program's blackboard site and may be requested from the department secretary.

Licensing Information

Upon graduation from this program graduates must sit for a national registry exam administered by the National Board for Certification in Occupational Therapy (NBCOT). Their offices are located at 12 S. Summit Avenue, Suite 100, Gaithersburg, Maryland, 20877-4150**.** NBCOT's phone number is (301) 990-7979.

All Occupational Therapists must be licensed by the Virginia Board of Medicine BEFORE practicing in the state of Virginia. Licensure requirements may be obtained by contacting: The Department of Health Professions, Perimeter Center, 9960 Maryland Drive, Suite 300, Richmond, Virginia 23233.

Master of Science in Occupational Therapy
Program of Study (83 Credits)

PREFIX	COURSE TITLE	CREDITS
Semester 1		
BIO 521	Gross Anatomy for Clinical Applications	4
IDS 502	Research Methodologies	3
OT 501	Fundamentals of Occupation	3
OT 510	Use of Occupations in Mental Health	3
OT 550	Fieldwork I-A	2
	Total Credits:	**15**
Semester 2		
BIO 530	Functional Clinical Neuroanatomy	4
IPE 509	Evidenced-Based Practice	3
OT 520	Humans in Motion	3
OT 531	Occupational Response to Pathological Conditions	3
OT 551	Fieldwork I-B	2
OT 670	Occupational Fitness for Life	2
	Total Credits:	**17**
Semester 3		
OT 540	Occupation using Adaptation	3
OT 560	Client Advocacy/Public Policy	3
	Total Credits:	**6**
Semester 4		
IPE 507	Ethical and Legal Decision Making	3
OT 552	Fieldwork I-C	2
OT 602	Occupations thru the Lifespan I	4
OT 602L	Pediatric Lab	0
OT 615	Client Care Techniques	3
OT 615L	Techniques Lab	0
OT 630	Research Project Design	2
OT 635	Program Development	3
	Total Credits:	**17**
Semester 5		
OT 553	Fieldwork I-D	2
OT 603	Occupations thru the Lifespan II	4
OT 603L	Geriatric Lab	0
OT 610	Clinical Reasoning	3
OT 640	Topics in Administration	3
OT 650	Research Implementation	3
	Total Credits:	**15**

PREFIX	COURSE TITLE	CREDITS
Semester 6		
OT 680	Fieldwork Level II –A	6
	Total Credits:	**6**
Semester 7		
OT 690	Fieldwork Level II – B	6
OT 695	Senior Seminar	1
	Total Credits	**7**
	Total Credits	**83**
	Credits from Non-OT Courses	**17**
	Credits from OT Courses	**66**

Master of Science in Physician Assistant

Introduction

Physician assistants (PAs) are healthcare professionals licensed (or when employed by the federal government, credentialed) to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and write prescriptions. Within the physician-PA relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. A PA's practice may also include education, research, and administrative services. PAs increase patient access to primary care, promote cost savings, and improve practice efficiency and productivity.

Mission Statement

The mission of the Jefferson College of Health Sciences' Physician Assistant program is to prepare physician assistants who are well versed in the art and science of medicine for service to their communities, with special attention to eliminating disparities in health care.

Program Accreditation, Approval and Memberships

The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the recognized accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards.

Program Outcomes

Upon completion of the JCHS MSPA 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 interdisciplinary 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 (Systems-Based 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).

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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).

Minimum Performance Standards

All students in the Jefferson College of Health Sciences Physician Assistant Program must possess the intellectual ability to learn, integrate, analyze, and synthesize data. They must have functional use of the senses of vision, hearing, equilibrium, and smell, with or without reasonable accommodations. Their exteroceptive (touch, pain, temperature) and proprioceptive (position, pressure, movement, stereognosis, and vibratory) senses must be sufficiently intact to enable them to carry out all activities required for a complete physician assistant education. These standards for admission establish the expectations and abilities considered essential for students to complete and graduate from our Program. These technical standards will be necessary for successful clinical practice.

The student must possess and be able to demonstrate the following abilities and skills:

1. **Intellectual:** A student must have the mental capacity to assimilate and learn a large amount of complex and technical information; be able to conceptualize and solve clinical problems and to synthesize and apply concepts and detailed information from various disciplines in order to formulate diagnostic and therapeutic plans. Students must be able to learn to read and comprehend technical materials, medication and laboratory reports.

2. **Observation:** The ability to observe well is required for demonstrations and visual presentations, laboratory evidence, and microscopic studies of microorganisms and tissues in normal and pathologic states. A student must be able to observe patients accurately and completely, at a distance and closely. This requires functional vision and somatic sensation, enhanced by a sense of smell.

3. **Communication:** 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, and efficiently and effectively communicate with the health-care team, orally and in writing.

4. **Motor:** student must have motor function to elicit information from patients by palpation, auscultation, and percussion, and to 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 to use standard

medical/surgical instruments and possess sufficient control of the upper extremities to meet the physical requirements for training and performing a safe physical examination procedure.

5. **Emotional:** 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 JCHS 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.

6. **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 must. Students must be adaptable, flexible, and able to function in the face of uncertainty during the course of study and with patients. He or she must have integrity, the motivation to serve, a high level of compassion, and a consciousness of social values. Students need the interpersonal skills to interact positively with people from all levels of society, ethnic backgrounds, and beliefs. These skills will be assessed on an ongoing basis during the Program.

Academic Policies

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

Licensing Information

To be licensed, physician assistants must first complete a course of study approved and accredited by the ARC-PA. The PANCE is the entry-level exam PAs must pass in order to become nationally certified. Prior to PA licensure in Virginia, the physician defines, with approval from the Virginia Board of Medicine, a PA's scope of practice based on that individual's competencies, education, experience and the state law. Although licensure regulations and procedures vary by state, physician assistants perform medical tasks delegated to them by the supervising physician.

Master of Science in Physician Assistant
Program of Study (102 credits)

Classes must be taken sequentially in the order presented

PREFIX	COURSE TITLE	CREDITS
Semester 1		
PHA 501	Clinical Medicine I	4
PHA 511	Clinical Pathophysiology & Lab I	3
PHA 521 / 521L	Clinical Skills I	3
BIO 509 / 509L	Clinical Anatomy I	2
PHA 531	Behavioral Medicine I	2
PHA 541	Clinical Pharmacotherapeutics I	2
PHA 561	Professional Seminar I	1
	Total Credits:	**17**
Semester 2		
PHA 502	Clinical Medicine II	5
PHA 512	Clinical Pathophysiology & Lab II	3
PHA 522 / 522L	Clinical Skills II	3
BIO 510 / 510L	Clinical Anatomy II	2
PHA 542	Clinical Pharmacotherapeutics II	2
IPE 509	Research & Evidence Based Practice	3
	Total Credits:	**18**
Semester 3		
PHA 503	Clinical Medicine III	3
PHA 523 / 523L	Clinical Skills III	2
BIO 511 / 511L	Clinical Anatomy III	2
PHA 543	Clinical Pharmacotherapeutics III	2
PHA 551	Introduction to Master's Project I	1
PHA 532	Behavioral Medicine II	2
	Total Credits:	**12**
Semester 4		
PHA 504	Clinical Medicine IV	4
PHA 524/ 524L	Clinical Skills IV	2
PHA 552	Introduction to Master's Project II	1
IPE 507	Ethical & Legal Practice in Healthcare	3
PHA 601	Internal Medicine Rotation I	3
PHA 602	Internal Medicine Rotation II	3
	Total Credits:	**16**

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PREFIX	COURSE TITLE	CREDITS
Semester 5		
PHA 603	Family Practice Rotation I	3
PHA 604	Family Practice Rotation II	3
PHA 605	Pediatrics Rotation	3
PHA 606	Women's Health Rotation	3
PHA 607	Orthopedic Rotation	3
PHA 553	Introduction to Master's Project III	1
	Total Credits:	**16**
Semester 6		
PHA 608	Surgery Rotation	3
PHA 609	Psychiatry Rotation	3
PHA 610	Community Medicine Rotation	3
PHA 554	Introduction to Master's Project IV	1
	Total Credits:	**10**
Semester 7		
PHA 611	Emergency Medicine Rotation	3
PHA 612	Elective/ Preceptorship Rotation	3
PHA 613	Elective Rotation	3
PHA 621	Master's Capstone	4
	Total Credits:	**13**
	Total Credits:	**102**
	Credits from Non-PA Courses:	**12**
	Credits from PA Courses:	**90**

Student Services

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Student Services

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 Services 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 Services 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 Services supports students academically, mentally and socially through tutoring, counseling, study skills development, 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 "Student Services" section of the *College Student Handbook*.

Residence Life

JCHS offers residence hall rooms to students who wish to live on campus. The largest residence hall is located within Reid Center. Our students are also housed on a floor of Carilion Roanoke Community Hospital.

Our residence hall rooms are large, compared with those at most colleges and universities. The coeducational residence hall floors consist of shared suites, each with a private bath. Each unit has one or more large closets and kitchenette space. Each suite is wired for cable television and high-speed Internet. Rooms are furnished with a bed, desk and chair, and a dresser for each student. Linens are the responsibility of the student. Laundry facilities are available in the residence halls.

The residence halls include lounges and kitchens for group use by residents and their guests. Students living in the residence halls are required to participate in a meal plan

offered at Carilion Roanoke Community Hospital and Carilion Roanoke Memorial Hospital.

Campus Life

The College sponsors activities and student organizations as a means to enrich student life and enhance the college experience to include participation in civic, cultural, social, club athletic, and recreational programs. These 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.

One Jefferson Community Hours is a program designed to offer JCHS students, staff, and faculty a common time to participate in fun and meaningful activities, strengthening the bonds within our community. Several times a week no classes are scheduled between 12 noon and 1 PM to allow everyone to participate. For more information on Community Hours, please see the College website.

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, and a residence staff person is on call 24 hours a day to assist residents with any problems.

New Student Orientation

New Student Orientation (NSO) is required for any new student who will be attending Jefferson College for the first time. Available NSO dates, the New Student Orientation Brochure, and other information pertaining to NSO are posted on the College website by following the link from the home page titled: Prospective Students. Additionally, all new students are required to attend the College Convocation Ceremony and academic program orientations, which are typically scheduled for the day prior to the beginning of fall semester classes.

Code for Student Conduct

Students attending the College are accepted as responsible adults working with the faculty in search of knowledge. It is assumed that the rigid regulation of personal conduct will not be necessary since freedom as an objective of education is difficult without the actual existence of freedom. Such freedom must be balanced by individual responsibility and respect for the rights, responsibilities and freedoms of others. Students, therefore, will be held accountable for their own decisions and actions. Failure to assume responsibility for actions that jeopardize the rights and freedoms of others or involve the integrity of the College will result in disciplinary review.

The College expects its students to uphold high standards of academic excellence and personal conduct.

Counseling Services

Counseling Services is a department within the Division of Student Services. Counseling is a free and confidential service, provided for College 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 degree counseling programs provide services at the College. Confidentiality is strictly maintained for all personal information shared in counseling.

Specific services include:

- Individual and group counseling
- Academic skills development
- Preparation for state or national certification exams
- Career counseling and testing
- Arrangements for 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 of the request. Appointments are generally made between normal business hours. To make an initial appointment, stop by the Student Services Suite on the 4th floor of Community Hospital or call (540) 985-8395. **In the event of an after-hours emergency, please call RESPOND 776-1100 or CONNECT 981-8181.**

Confidentiality

Communication with Counseling Services is confidential. Contact made with the Counseling Department and information resulting from individual sessions, does not become a part of one's student record in the Registrar's Office.

No information, unrelated to academics, 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; 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.

Services for Students with Disabilities

The College is committed to serving students with disabilities by providing appropriate accommodations to assist them, 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. The College does not have a structured program designated and designed just for students with disabilities. A person with a disability is anyone who either has, had a record of, or is regarded as having a physical or mental 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 or meet essential course or 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.

The College has designated the Center for Academic Success, located in the Reid Center, as the office that coordinates services for students with disabilities. Students with disabilities who desire accommodations should schedule a meeting with the coordinator for students with disabilities (540) 985-8395, to discuss program accessibility and individual needs. Reasonable accommodations tailored to meet the individual student's needs, will be made when requested and supported by appropriate documentation. For more information, request a guide for students with disabilities by calling (540) 985-8449.

A request for accommodation is deemed reasonable if it:

1. is based on individual documentation;
2. allows the most integrated experience possible;
3. does not compromise essential requirements of a course or program;
4. does not pose a threat to personal or public safety;
5. does not impose undue financial or administrative burden on the College;
6. is not of a personal nature (i.e. hiring of personal care attendants).

It is the student's responsibility in the accommodation process to:

1. Self-identify as having a disability to a Counselor, or to a faculty, or staff member. Students may voluntarily contact Counseling Services to self-identify prior to the completion of the admissions process for the purpose of providing information concerning their disability, **OR**
2. The Admissions acceptance packet provides an opportunity for students with disabilities to self-identify. Responses are addressed directly to Counseling Services, kept confidential, and only used to assist in planning reasonable accommodations;
3. Students may elect to contact the Counseling Services Department for formal identification at any time during their 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;
4. Provide, at the student's expense, current (not more than 3 years old), appropriate documentation of the disability from a medical or other licensed professional qualified to diagnose the disabling condition;
5. Request specific accommodation(s) or service(s) through the department of Counseling Services.

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 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 ADA/Section 504 complaints, excluding those filed against the coordinator, should be addressed to:

ADA/Section 504
Coordinator of Disability Services
Jefferson College of Health Sciences, Room 701
920 S. Jefferson St.
P.O. Box 13186
Roanoke, VA 24031-3186

All ADA complaints filed against the Coordinator of Disability Services should be addressed to:

Jennifer Carlo, MA
Dean for Student Services
Jefferson College of Health Sciences
920 S. Jefferson St.
P.O. Box 13186
Roanoke, VA 24031-3186

1. 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.

2. An investigation, as may be appropriate, shall follow the filing of the complaint. The investigation shall be conducted by the Coordinator of Disability Services or the Office of the Dean for Student Services, depending upon the nature of the grievance. All interested persons and their representatives will have an opportunity to submit evidence relevant to the complaint.

3. A written determination as to the validity of the complaint and a description of the resolution shall be issued by either the Coordinator of Disability Services or the Office of the Dean for Student Services, and a copy will be forwarded to the complainant no later than fifteen (30) working days after receipt of the complaint.

4. Upon receipt of the decision, if the student is not satisfied, he/she may file an appeal to the Dean for Student Services. The Office of the Dean must receive the

appeal no later than 30 working days after the date of the written determination by the Coordinator of Disability Services or Dean. The Office of the Dean, as may be appropriate, shall conduct an investigation, and 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 fifteen (15) working days after receipt of the complaint. The decision of the Dean is final.

5. The student may file a complaint with the Office of Civil Rights by accessing the complaint form and instructions at *www.ed.gov/offices/OCR/complaintintro.html*.

Financing Your College Education

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THE BURSAR'S OFFICE

Reid Center, Room 406
Phone: (540) 985-8272
Fax: (540) 985-9752 Attn: Bursar's Office
Hours: 8:30 a.m. to 4:00 p.m. Monday-Friday

Meet the Staff

Vicki Brown
Bursar
Phone: (540) 985-9784
E-mail: *vrbrown@jchs.edu*

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

2008-2009 Tuition Chart

Undergraduate Programs - Full Time	$16,275 Fall and Spring (Does not include summer session)
Undergraduate Programs - Part Time	$470 per credit hour, plus fees
Graduate Program (except MSPA)	$500 per credit hour, plus fees
Master of Science in Physician Assistant	$515 per credit hour, plus fees
MSPA Year Two Fall and Spring	$18,270
MSPA Year Two Summer	$ 4,200

Tuition or admission cost for any program, other than a degree program, (i.e. a Continuing Education program) will be determined by that program at the time it is offered.

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2008-2009 Fees and Incidentals Chart

Application fee (paper copy):	$35 (non-refundable)
Deposit Fee- MSPA and MSOT:	$500 (non-refundable)

The deposit fee serves as confirmation of the student's intent to enroll and is applied to the cost of attendance upon enrollment.

Deposit Fee - All Other Programs:	$200 (non-refundable)

The deposit fee serves as confirmation of the student's intent to enroll and is applied to the cost of attendance upon enrollment.

Deposit Fee: Residence Hall:	$250
Audit Fee:	$100 per credit hour
Laboratory/Clinical/Externship Fees:	$60 per class, per semester, for part time students
Background Check Fee:	$60

(Required by Aug. 11, for all incoming fall students who will have clinicals)

Residence Hall Fee:	$2,350 per semester (Fall and Spring)
Residence Hall Fee:	$1,300 (Summer)
Meal Plan:	$1,155

(Required for resident students- each semester)

Late Payment Fee:	$50
Diploma Replacement Fee:	$60 (non-refundable)
Uniforms, lab coats and accessories:	$175 estimated per academic year
Challenge Exams:	$10 for General Education Challenge exams, plus $100 per credit if the student passes the exam $50 for Nursing Challenge Exams, plus $100 per credit if the student passes the exam

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Billing Procedure

Each student will receive an invoice of charges for each semester or summer session:

Payment of College expenses is the responsibility of the student. All charges are due on the date stated on the invoice for returning students. All tuition, fees and residence hall charges must be paid prior to class attendance.

a. The student must clear his or her account by the due date stated on the invoice in order to maintain valid registration.

b. Students receiving financial aid will receive an award letter from the Office of Financial Aid. If charges exceed the financial aid award, payment is expected prior to the due date stated on the invoice. If the financial aid award exceeds the charges, the student will receive a refund for the excess amount.

Refunds, which are processed after the last day to add/drop courses, will be mailed unless otherwise requested by the student.

Payments and Payment Plan

Make checks and money orders payable to: Jefferson College of Health Sciences. We also accept cash, Visa, MasterCard, and Discover.

Payments should be mailed to:

Jefferson College of Health Sciences
Attn: Bursar's Office
P.O. Box 13186
Roanoke, VA 24031

All tuition, fees and residence hall charges must be paid prior to class attendance. Students receiving financial aid must pay any balance that exceeds their anticipated financial aid award. Late financial aid applicants are required to pay tuition and fees upon registration.

A tuition payment option is available to Jefferson College of Health Sciences students. This plan is administered through Academic Management Services (AMS) located in Providence, Rhode Island.

The AMS Plan enables students to pay all or part of their expenses in 9 equal monthly installments without interest. The only cost to the student is a $60 annual enrollment fee. Also included is tuition payment insurance on the unpaid balance at no additional cost.

AMS plan brochures are available from the Bursar's Office, Office of Financial Aid and the Admissions Office. You can also enroll on their interactive website at *www.tuitionpayenroll.com*.

Returned Checks

A returned check fee in the amount of $25 will be added to the student account along with the amount of the returned check.

Tuition Refund Policy

A statutory schedule based upon the percentage of the semester completed before the withdrawal date is used to determine the amount of tuition and fees that will be refunded if a student withdraws from class. If a student withdraws after 60% of the semester has passed, no refund will be given.

The percentage of semester completed is calculated using the total number of calendar days in the semester divided into the number of calendar days completed in that semester, as of the day the student withdraws.

1098-T Information

A 1098-T will be mailed to students in January. The 1098-T informs the student of the possibility of a tax credit. The amount of eligible charges, along with scholarships and grants are provided on each 1098-T. It is the student's responsibility to determine eligibility for the tax credit.

Refunds for Residence Hall Rooms

Although residence hall room agreements are effective for the full academic year, charges for rooms in the residence hall are billed on a semester basis. The method of determination of refunds for students who vacate their room is the same as shown for the tuition refund policy, except that the administrative fee in this case is $200. The $250 room deposit offsets this fee unless the student has caused damage to his/her room or to the residence hall.

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Financial Aid

The Financial Aid office at JCHS is here to provide financial access for students to attend Jefferson College of Health Sciences. Our objective is to use all financial resources available to help students and their families realize their educational and career goals. It is our commitment to make the financial aid application process easy to understand and easy to obtain for families who are eligible.

Financial Aid is available from state and federal agencies, civic organizations, health agencies, foundations and institutional aid sources. Specific policies and/or laws regulate each program. A financial aid "package" is created for the student based upon their level of eligibility for these programs. This package includes aid from various sources (depending on the availability of funds) and will not exceed the amount of the student's direct cost. In most aid packages, the assistance offered covers only a portion of the total cost of education.

You are responsible for completing your aid applications by the published deadline and for asking questions when information is unclear. Each student applying for aid should complete the Free Application for Federal Student Aid (FAFSA). We encourage students and their families to complete this application at the beginning of each year as soon as their Federal Income Tax Return has been filed. The application can be filed electronically at *www.fafsa.ed.gov* or paper applications are available in the Office of Financial Aid.

Please call our office with any questions that you may have regarding Financial Aid assistance at JCHS.

Staff Contact Information

Debra Johnson
Director of Financial Aid
djohnson@jchs.edu
(540) 985-8492

Anita Ella
Financial Aid Assistant
VTAG Specialist
aella@jchs.edu
(540) 985-9048

Michelle Brewer
Financial Aid Assistant
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(540) 985-8085

Victoria Rodriguez
Financial Aid Department Secretary
vlrodriguez@jchs.edu
(540) 985-8267

Our School Code

The Jefferson College of Health Sciences school code is 009893.

Completing the FAFSA

To complete the application on-line is a 3-step process.

1) Apply for a PIN (Personal Identification Number) at *www.pin.ed.gov*. You'll need this PIN to electronically sign your FAFSA application.

2) Complete the electronic FAFSA at *www.fafsa.ed.gov* and review your answers carefully.

3) When you receive the results of your application, the Student Aid Report (SAR), review it for accuracy. Provide any needed information requested by the school as quickly as possible.

The Free Application for Federal Student Aid is your doorway to all forms of federal aid. Eligibility for the student loan program and the supplemental grant program are determined using the FAFSA.

The Virginia Tuition Assistance Grant (VTAG) Program application for Virginia residents must be completed to gain access to the Commonwealth of Virginia assistance 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:

Cost of Attendance
- Expected Family Contribution (better known as "EFC")
= Financial Need

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.

Procedure for New Students

The Complete Financial Aid Procedure for Incoming Students

The following steps apply to Incoming (new) Students who are interested in applying for Federal/State Aid:

1) Complete a Jefferson College of Health Sciences Admissions Application (Only admissions applicants are considered for Financial Aid).

2) Complete the Free Application for Federal Student Aid (FAFSA) using our school code: **009893** (this can be done by going to*: www.fafsa.ed.gov*)

3) Complete and Return the Virginia Tuition Assistance Program Application by the priority deadline listed on the application, normally July 31 of each year.

4) Provide any requested documents to the Office of Financial Aid as quickly as possible upon request.

5) Upon receipt of the Award Letter, complete the Entrance Counseling Session and complete and return the Master Promissory Note.

6) If you are a Veteran, who is eligible for educational benefits, contact the Office of Financial Aid to complete necessary paperwork.

7) If you receive outside scholarships, notify the Office of Financial Aid as soon as possible.

8) Attend all required orientations.

9) Complete the Permission to Release Information forms, which are available on our website.

Procedure for Continuing Students

The following steps apply to Continuing Students who are interested in applying for Federal/State Aid:

1) Complete the Free Application for Federal Student Aid (FAFSA) using our school code: **009893** (this can be done by going to: *www.fafsa.ed.gov*). You now have the option of completing the Renewal Application at the same website.

2) Complete and Return the Virginia Tuition Assistance Program Application by the priority deadline listed on the application, normally July 31 of each year.

3) Provide any requested documents to the Office of Financial Aid as quickly as possible upon request.

4) Upon receipt of the Award Letter, complete the Entrance Counseling Session only if you have NOT participated in the Student Loan Program before. Also complete and return the Master Promissory Note.

5) If you are a Veteran, who is eligible for educational benefits, contact the Office of Financial Aid to complete necessary paperwork.

6) If you receive outside scholarships, notify the Office of Financial Aid as soon as possible.

7) Attend all required orientations.

Financial Aid Sources

State:

- Tuition Assistance Grant Program, (VTAG)
- College Scholarship Assistance Program (CSAP) administered by the State Council of Higher Education for Virginia
- General Assembly Nursing Scholarships administered by Community Health Services,
- Virginia State Health Department

Federal:

- Federal Pell Grant
- Federal Academic Competitiveness Grant (ACG)
- Federal National Smart Grant (NSG)
- Federal Supplemental Education Opportunity Grant (SEOG)
- Federal Stafford Loan (Subsidized and Unsubsidized)
- Federal Parent Loan for Undergraduate Students (PLUS)
- Federal Grad PLUS Loan
- Federal Work Study (FWS)

Veterans' Benefits: Most Programs are approved for veterans' training. Amounts of benefits payable vary with eligibility and enrollment status. Contact the Office of Financial Aid for details.

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

Scholarships and Grants

Jefferson offers institutional aid, scholarships, and grants in addition to the many federal financial aid programs available. Some of these include:

Debra Kimmel McNamara Nursing Scholarship
Donna Mathews Scholarship
Health Focus of Southwest Virginia (formerly Lewis Gale Foundation)
Roanoke Academy of Medicine Auxiliary Scholarship
Dr. Robert L.A. Keeley Scholarship in Respiratory Care
Stanley Kamm Memorial Nursing Scholarship
Theresa Thomas Memorial Scholarship
S. Lynn Marshall Emergency Loan Fund

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. Current amount of VTAG is $3,200 for undergraduate programs and $1,900 for graduate programs. Eligibility for the Virginia Tuition Assistance Grant is limited to four years or eight (8) semesters for undergraduates and up to degree completion, but no more that three years at the graduate level; which ever comes first. Students must confirm their domicile information each year. The Virginia Grant is limited to the cost of tuition.

Student Loans

Students must maintain half-time enrollment (6 credit hours) to participate in the Federal Student Loan Program. This Program includes the Stafford Subsidized Loan, Stafford Unsubsidized Loan, the Parent Plus Loan and the Grad Plus loan.

Federal 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. For loan limits see the chart below. Interest will accrue when you enter repayment or a period of forbearance.

Federal 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 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.

Stafford Loan Chart of Loan Limits for Undergraduate Students 2008-2009

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

Stafford Loan Chart of Loan Limits for Graduate Students 2008-2009

AWARD YEAR	GRADUATE STUDENT
	Subsidized: $8,500.00 Unsubsidized: $12,000.00

Federal 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 approved or denied 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. Check our website to find additional information about alternative loans.

Tracking the Status of Your Loan

You may track the status of your loan at *www.SallieMae.com*.

The Entrance and Exit Interview

All students who have received federal student loans must complete entrance and exit interviews. Please go to the student loan counseling section of the Sallie Mae website (see above) for all information on loans.

Aid for International Students

International students are awarded Institutional Awards based upon Admissions criteria.

Financial Aid Links

These links are great resources of information about federal and state financial aid.

- www.ed.gov
- www.schev.edu
- www.collegeboard.com
- www.finaid.org

Refund and Repayment of 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.

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 Academic Competitiveness Grant (ACG)
- Federal National Smart Grant (NSG)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- College Scholarship Assistance Program (CSAP)
- Federal Family Education Loan Program (FFELP)

Non-Title IV Funds – The following aid sources are categorized as non-Title IV funds:

- Tuition Assistant Grant Program (TAG)
- Other state, private, or institutional sources of aid

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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:

- Unsubsidized Federal Stafford loans
- Subsidized Federal Stafford loans
- Federal PLUS loans

  If funds remain after repaying all loan amounts, those remaining funds must be credited in the following order:

- Federal National Smart Grant (NSG)
- Federal Academic Competitiveness Grant (ACG)
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Other assistance under this Title for which a return of funds is required

Students may contact the Office of Financial Aid to receive details and examples of the Title IV refund policy.

Satisfactory Academic Progress for Continuance of Financial Aid

In order to be academically eligible to receive federal and state financial aid, students must be in an eligible program of study and making satisfactory progress in their course of study as outlined in the *Academic Information* section of this catalog. All entering

students at the College, including those returning after a period of non-enrollment, are admitted with the confidence that they will make satisfactory progress.

If a student has not maintained the minimum standards by the end of the semester, financial aid assistance will continue for a probationary period of one (1) semester. If a student is on probation and satisfactory progress is attained, then financial aid is continued and probation status is removed. If a student has been placed on probation and at the end of the probationary semester satisfactory academic progress is not attained the student is placed on Financial Aid Suspension and no Federal aid is awarded. Students re-enrolling after periods of non-enrollment or changing academic programs following program dismissal or suspension will be evaluated based on their last period of enrollment.

A student will be terminated from Financial Aid without a probationary period semester if he/she:

- Has attempted 150% of their program of study. All attempted hours will be considered, including transfer hours from other institutions.
- Fails to maintain a minimum 2.0 cumulative grade point average midway through their program of study.

Appeal Process for Students on Financial Aid

Students placed on Financial Aid Suspension may appeal their status. Students who choose to appeal must submit a letter clearly outlining the unusual circumstances with supporting documents to the Office of Financial Aid. The Financial Aid Appeals Committee will review the student appeal request on an as needed basis. The student may request to attend the committee meeting to explain their situation. The Committee will review the appeal and the student will be notified in writing of the decision. All decisions are final.

The Reinstatement Process

Reinstatement means that the student has resolved his/her suspension status and will be considered for Federal Aid another term. In case of less than satisfactory academic progress, reinstatement of aid in full is atypical and is based on unusual circumstances affecting academic progress that were not within the student's control and are not of a recurring nature.

A student may be reinstated:

- If a grade change results in an increase in the cumulative grade point average and/or percent of cumulative credits completed.
- After completing credits to raise the cumulative grade point average and/or completion rate of credit hour attempted.

The student must notify the office of financial aid of any changes that may result in reinstatement.

Student Withdrawals and Refunds

The College incurs costs based on student registration data. Since many of the costs cannot be recovered, refunds to students are limited. A student who completely withdraws from the College is eligible for a refund of tuition and refundable fees as described in the institutional refund based on withdrawal date policy. Tuition refunds for individual classes are addressed in the Drop/Add section.

Add/Drop

Adding or dropping courses must occur in accordance with the *Academic Information* section of this catalog. Changes to the number of credit hours enrolled may affect the status of some financial aid. The student is responsible for any additional cost incurred due to a change in credit hours.

Withdrawal Date

The withdrawal date policy listed below is strictly for the purposes of financial aid. For academic purposes, see the *Academic Information* section of this catalog.

The withdrawal date, as determined from the attendance records is usually:

- The date the student began the withdrawal process prescribed by the school;
- The date the student otherwise provided official notification to the school of the intent to withdraw; or
- If the student did not begin the withdrawal process or otherwise notified the school of the intent to withdraw, the midpoint of the semester for which SFA Program assistance was disbursed or a later date documented by the school.

If the school determines that a student did not begin the withdrawal process or otherwise notify the school of the intent to withdraw due to illness, accident, serious personal loss, or other circumstances beyond the student's control, the school may determine the appropriate withdrawal date.

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Course Descriptions

ACCOUNTING

ACC 121—Accounting I
This course is designed to acquaint students with the theory and logic underlying accounting procedures and principles. The course content includes the basic accounting cycle, special journals, systems and control, short-term liquid assets and inventories. (3 credit hours)

ACC 141—Accounting II
Prerequisites: ACC 121
A continuation of the principles learned in ACC 121. The course content focuses on the comprehension of long-term assets and liabilities, current liabilities and payroll, partnerships, corporations, inter-company investments, the statement of cash flows and financial statement analysis. (3 credit hours)

ACC 301—Principles of Financial Accounting
This course is designed to identify, process, and communicate information about the performance and financial condition of a business. The ultimate goal of accounting is to provide reliable information useful for making economic decisions. (3 credit hours)

ART

ART 210—Advanced Observational Skills Through Art Appreciation
This course provides an overview of the history of art, major movements in art, basic elements of the visual arts and techniques utilized in art and craft for the non-specialist. (3 credit hours)

ART 211—Drawing I
Prerequisites: ART 210
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. (3 credit hours)

ART 212—Drawing II
Prerequisites: ART 210, ART 211
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. (3 credit hours)

BIOLOGY

BIO 101/101L—General Biology I
Corequisites: BIO 101L
This is the first of a two-semester lecture and laboratory study of general biology. The course will focus on the basic processes common to all living organisms. The course will include a study of cell biology, genetics, bacteria, viruses, single-cell organisms, fungi, and plants. The laboratory component of the course will focus on cell structure, physical processes important to all cells, cellular energy flow, Mendelian genetics, the general life cycle, and structure of plants. Experimental work in the laboratory is closely correlated with the lecture component. (4 credit hours)

BIO 102/102L—General Biology II
Prerequisites: BIO 101
This is the second of a two-semester lecture and laboratory study of general biology. The course will focus on basic zoology, human biology, and ecology. The laboratory will also focus on basic ecological processes. Experimental work in the laboratory is closely correlated with the lecture component. Field trips are required. (4 credit hours)

BIO 151—Survey of Human Anatomy and Physiology
This course addresses the fundamentals of human anatomy and system physiology. Emphasis will be placed on cardiovascular and respiratory system function. Additional attention will be devoted to neuroendocrine control of visceral effectors and to homeostasis. Students' understanding of all of the systems will be developed during the survey. (3 credit hours)

BIO 199L—Biology Supervised Study I
Prerequisites: BIO 102 OR BIO 212
This course allows students an opportunity to complete a supervised study of a topic of interest to the student. The topic will be related to the laboratory work in a course relevant to the first year of study in the Biomedical Sciences curriculum. (1 credit hour)

BIO 211/211L—Anatomy and Physiology I
This is a lecture and lab course that focuses on the basic structure and function of the human body for students preparing for professions in the healthcare field. This is the first of in a sequence of two courses in anatomy and physiology. The course will prepare students for continued study of human physiology and disease processes in subsequent courses. The content includes detailed consideration of basic cellular processes, integumentary, skeletal, muscular, and nervous system anatomy and physiology. The laboratory component closely follows lecture and is designed to support the lecture with a laboratory experience that will require student participation in animal dissection and experimentation in basic physiology. (4 credit hours)

BIO 212—Anatomy and Physiology II
Prerequisites: BIO 211
This is the second in a sequence of two courses in anatomy and physiology for students preparing for professions in the healthcare field. The course provides a study of the basic structure and function of the human body with an emphasis on system anatomy

and current theories of physiology. The course will prepare students for continued study of human physiology and disease process in subsequent courses. The course focuses on cardiovascular, respiratory, endocrine, digestive, immune, reproductive and urinary systems. 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. (4 credit hours)

BIO 253/253L—Microbiology
Prerequisites: BIO 212
This course provides a detailed study of the definition, scope, history and significance of microbiology to students preparing for professions in healthcare. The lecture focuses on microbial taxonomy, microbial structure, genetics and life history. It also considers the basic aspects of microbial physiology and their ability to cause infection. The course has emphasis on the human immune process, modes of microbial transmission and virulence. The laboratory component is designed to examine basic concepts of taxonomy, microbial morphology, staining characteristics, population studies, isolation methods and the control of microbes. The laboratory will require student participation in experimentation and observation of results in these basic microbiology concepts. (4 credit hours)

BIO 299L—Biology Supervised Study II
Prerequisites: BIO 253
This course allows students an opportunity to complete a supervised study of a topic of interest to the student. The topic will be related to the laboratory work in a course relevant to the second year of study in the Biomedical Sciences curriculum. (1 credit hour)

BIO 300—Pathophysiology
Prerequisites: BIO 253
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. (3 credit hours)

BIO 301/301L—Fundamentals of Forensic Science I
Prerequisites: BIO 102 OR CHM 112 OR BIO 212
This course is designed to be an introduction to forensic science. It is a combined lecture and laboratory course. Topics include the recognition, identification, individualization, and evaluation of physical evidence such as hairs, fibers, blood, body fluids, glass, soil, paint, fingerprints, firearms, and tool marks commonly collected as part of crime scene investigations. Proper collection techniques, processing, and handling of evidence will be emphasized. The laboratory component will include detailed hands-on examination and testing of the physical evidence discussed during lecture. (3 credit hours)

BIO 302/302L—Fundamentals of Forensic Science II
Prerequisites: BIO 301

This course is a continuation of an introduction to the field of forensic science started in BIO 301. Topics to be addressed include the recognition, identification, individualization, and evaluation of physical evidence such as hairs, fibers, chemicals, drugs, blood, body fluids, glass, soil, paint, documents, and blood spatter. The fields of forensic toxicology, entomology, anthropology, odontology, arson, and DNA analysis will be introduced. The proper techniques for the collection, processing and handling of evidence at crime scenes and in the forensic laboratory will be emphasized. The laboratory component will include the detailed hands-on examination and testing of the physical evidence discussed during lecture. (3 credit hours)

BIO 304—Genetics
Prerequisites: CHM 111, (BIO 212 OR BIO 102)
This course will introduce the students to the concepts of inheritance. It will encompass the general concepts of Mendelian genetics of both plants and animals. Emphasis will be on the application of these basic concepts to the human inheritance. Molecular considerations will focus on gene action and on gene variations within a genome. (3 credit hours)

BIO 312—Research Methodology
Prerequisites: BUS 131
This course introduces the student to the role of research in the biomedical sciences. The scientific method and research processes are examined in detail. Students critically review and investigate healthcare specific literature. Emphasis is placed upon the student's development of abilities to read, understand and critically respond to current research from scientific journals. Emphasis is also placed on the role of healthcare IRBs with respect to the use of human subjects in biomedical research. Students are expected to evaluate and discuss research designs, sampling designs, data collection methods, and data analysis. (3 credit hours)

BIO 321/321L Gross Anatomy I
Prerequisites: BIO 211
This course is the first of a two semester lecture and laboratory study of human gross anatomy. It is designed to enhance and develop the general knowledge base received in a college-level anatomy and physiology course. Lecture discussions will support the laboratory. During the laboratory, students will be required to participate in the dissection of the entire musculoskeletal system of a human cadaver. Emphasis will be on osseous anatomical features, skeletal muscles, tendons, ligaments, nerves, and blood vessels that supply the skeletal muscles. Additional emphasis will be placed on body surface anatomy as it relates to skeletal features and to the underlying skeletal muscles. (3 credit hours)

BIO 322/322L—Gross Anatomy II
Prerequisites: BIO 321
This course is the second of a two-semester lecture and laboratory detailed study of human anatomy. It is designed to enhance and develop the knowledge base from the first semester of gross anatomy. Lecture discussion will support the laboratory. During the laboratory students will be required to participate in the dissection of a human cadaver. Lecture and laboratory emphasis will be on the dissection of the entire thoracic, abdominal and pelvic cavities. Lecture and dissection focus will also be on

visceral structures, nerves and blood supply. In addition, the brain, brainstem and cranial nerves will be considered in anticipation of laboratory dissection. (3 credit hours)

BIO 325—Local Flora of Virginia
This course addresses commonly encountered plants of Virginia. The course will focus on the identification of a variety of plants as they are encountered in the field. Emphasis will be on flowering plants, trees and some non-vascular plants. Students will work individually to produce a collection of digital photographs that illustrate the plants they identify. The course will require students to work in the field in order to obtain photographs. Students will learn basic plant anatomy, taxonomy and the use of dichotomous keys to identify common plants. Students will learn which common plants are used as medicinal plants and which plants have application in common herbal remedies. (3 credit hours)

BIO 351—Applied Human Gross Anatomy
Prerequisites: BIO 212
This course enhances the general knowledge base of that received in a college level general anatomy and physiology course. Lecture focuses on identification of the entire musculoskeletal system of a previously dissected human cadaver with emphasis on osseous anatomical features, muscles (including tendons and ligaments), nerves and blood supply; and on identification of the entire thoracic, abdominal and pelvic cavities of a previously dissected human cadaver, with emphasis on visceral structures, nerves and blood supply. In addition, the brain, brainstem and cranial nerve will be discussed and reviewed in a human cadaver specimen. Approximately twenty (20) percent of this class will be in the laboratory/morgue setting for demonstration. (3 credit hours)

BIO 399L—Biology Supervised Study III
Prerequisites: BIO 322
This course allows students an opportunity to complete a supervised study of a topic of interest to the student. The topic will be related to the laboratory work in a course relevant to the third year of study in the Biomedical Sciences curriculum. (1 credit hour)

BIO 401—Molecular Biology
Prerequisites: CHM 360 AND BIO 304
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. (3 credit hours)

BIO 404—Cell Biology
Prerequisites: CHM 360
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. (3 credit hours)

BIO 407—Seminar in Biology
Corequisites: BIO 410
Prerequisites: BIO 312
This course will provide an opportunity for students to review and discuss the research topics being developed in BIO 410. Students will observe seminars by members of the JCHS faculty and/or outside speakers. At the conclusion of the course, students will give formal presentations of their research papers from their research in BIO 410. (1 credit hour)

BIO 410—Capstone Research
Corequisites: BIO 407
Prerequisites: BIO 312
This course will use the fundamental concepts of research developed in BIO 312, Research Methodology. Students will select and develop a research topic in the biomedical field. The selected topic will be researched to produce a research paper written in the APA format. The paper will include an extensive review of the literature and an analysis of the data with regard to the topic. (3 credit hours)

BIO 412—Immunology
Prerequisites: BIO 253
This course is designed to provide an introduction to the science of immunology by focusing on the tissues, cells and mechanisms involved in the normal immune response. Emphasis will be placed on the mechanisms of B and T cell sensitization, and cellular specialization of immune cells. Detailed consideration of active and passive immunities will focus on the human system. Outside reading will provide supplemental information on various immunological disorders and pathologies. (3 credit hours)

BIO 430/430L—Neuroanatomy and Neurophysiology
Prerequisites: BIO 322
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. (4 credit hours)

BIO 509/509L—Clinical Anatomy I
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. (2 credit hours)

BIO 510/510L—Clinical Anatomy II
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. (2 credit hours)

BIO 511/511L—Clinical Anatomy III
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. (2 credit hours)

BIO 521/521L—Clinical Gross Anatomy for Clinical Applications
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. (4 credit hours)

BIO 530/530L—Functional Clinical Neuroanatomy and Neurophysiology
Corequisites: OT 520
Prerequisites: BIO 521
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. (4 credit hours)

BUSINESS

BUS 111—Introduction to Computers
This course introduces the student to computer hardware and software systems. Topics will include common operating systems (Windows 2000). Microsoft Office Suite is used for word processing, multimedia presentations and internet usage. Students are afforded hands-on experience at individual computer stations. (1 credit hour)

BUS 131—Computer Concepts and Applications
This course introduces the student to common computer equipment and software with emphasis on applications utilized in business and healthcare. This course also

introduces principles, methods and techniques involved in use of the most widely used office suite program(s). (3 credit hours)

BUS 220—Advanced Microsoft Word
Prerequisites: BUS 111
This course familiarizes the student with advanced features of Microsoft Word software. (1 credit hour)

BUS 221—Advanced Microsoft Excel
Prerequisites: BUS 111
This course familiarizes the student with the advanced features of Microsoft Excel software. (1 credit hour)

BUS 222—Advanced Microsoft PowerPoint
Prerequisites: BUS 111
This course familiarizes the student with the advanced features of Microsoft PowerPoint software. (1 credit hour)

BUS 303—Management and Organizational Dynamics
This course presents a study of general management and organizational behavior theories and their application to the healthcare environment. Emphasis will be on the use of critical skills in leadership, decision-making, problem-solving, meeting and time management, human relations and the effective management of human resources by healthcare managers. (3 credit hours)

BUS 304—Organizational Behavior
This course is a survey of individual and group roles and the manager's responsibilities in developing interactive relationships. Leadership, group dynamics, motivation and other behavioral principles are emphasized in this course. (3 credit hours)

BUS 330—Human Resource Management
This course examines the organizational structure of business with emphasis on human resource management, including employee recruitment and the hiring process. Employee training and development, wage and salary administration, and personnel assessment are also examined. (3 credit hours)

BUS 340—Marketing and Public Relations
This course is the study of the theories, principles and concepts of healthcare marketing, management and public relations. (3 credit hours)

BUS 360—Legal Aspects of Healthcare Management
This course will examine the legal environment faced by the healthcare provider and its manager. Included will be current concepts such as malpractice, tort law, legal constraints on organizational management, human resource laws and regulations in hiring and laws affecting death and dying. Also examined will be the ethical concerns surrounding the more controversial laws. (3 credit hours)

BUS 365—Fiscal Management of Healthcare
This course includes methods of financing the delivery of healthcare services in the United States, budgetary methods and financial management techniques for controlling the cost of services to both the provider and consumer. (3 credit hours)

BUS 415—Theories of Leadership
This course examines the management and leadership concepts that are used in healthcare settings, such as quality management and re-engineering concepts, management theory and supervisory practices. Emphasis would be placed on understanding the concepts, techniques and application of management tools. (3 credit hours)

BUS 460—Strategic Planning and Policy
This course examines the strategic planning concepts that are used in the management process within healthcare settings, such as hospitals, long-term care and other related settings. These concepts would include the overview of strategic management, strategy formulation and the implementation of the designed strategy. This course is designed to reflect upon the previous courses taken in the program. (3 credit hours)

CHEMISTRY

CHM 100—College Chemistry
This course is a study of fundamental principles of chemistry with an emphasis on those topics applicable to the health profession. This course will enable the student to prepare for CHM 111. This course does not satisfy requirements for graduation with a Bachelor of Science in Biomedical Sciences, but may count toward total semester credit load. This course is for the student who does not have a strong chemistry foundation. (3 credit hours)

CHM 100L—College Chemistry Laboratory
This course is a study of fundamental principles of chemistry with an emphasis on those topics applicable to the health profession. This course will enable the student to prepare for CHM 111. This course does not satisfy requirements for graduation with a Bachelor of Science in Biomedical Sciences, but may count toward total semester credit load. This course is for the student who does not have a strong chemistry foundation. (1 credit hour)

CHM 111/111L—General Chemistry I
This course is the first of a two-semester lecture and laboratory study of general chemistry. It examines the fundamental properties of elements, compounds and their quantitative relationships. Stoichiometry and molecular structure are stressed. The laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory will require students to be involved in experimentation that measure basic chemical reactions and develop fundamental skills important to introductory chemistry. (4 credit hours)

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CHM 112/112L—General Chemistry II
Prerequisites: CHM 111
This course is the second of a two-semester lecture and laboratory study of the principles of general chemistry. It emphasizes the study of modern principles of general chemistry, chemical kinetics, chemical equilibrium and chemical thermodynamics. The laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory will require students to be involved in exercises that measure basic chemical reactions and develop fundamental skill important to introductory chemistry. (4 credit hours)

CHM 199L—Chemistry Supervised Study I
Prerequisites: CHM 112
This course allows students an opportunity to complete a supervised study of a topic of interest to the student. The topic will be related to the laboratory work in a course relevant to the first year of study in the Biomedical Sciences curriculum. (1 credit hour)

CHM 241/241L—Organic Chemistry I
Prerequisites: CHM 112
This course is the first of a two-semester lecture and laboratory study of organic chemistry. The lecture component is designed to provide a detailed study of carbon containing compounds, their properties and characteristics. Emphasis is placed on organic compound nomenclature, isomerism and characteristics of organic structure. Compounds of importance to biological systems and biochemistry are stressed. The laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory will require students to be involved in exercises that involve basic reactions fundamental to organic chemistry. (4 credit hours)

CHM 242—Organic Chemistry II
Prerequisites: CHM 241
This course is a continuation of a two semester study of organic chemistry. The course focuses on the synthesis and reaction mechanisms of organic compounds. Emphasis is placed on compounds of biological importance. (3 credit hours)

CHM 299L—Chemistry Supervised Study II
Prerequisites: CHM 242, CHM 300L
This course allows students an opportunity to complete a supervised study of a topic of interest to the student. The topic will be related to the laboratory work in a course relevant to the second year of study in the Biomedical Sciences curriculum. (1 credit hour)

CHM 300L—Chemistry Methods Laboratory
Prerequisites/Corequisites: CHM 242 OR CHM 351
This laboratory course is designed to demonstrate the principles studied in analytical chemistry and organic chemistry II. (2 credit hours)

CHM 310—Pharmacology
Prerequisites: BIO 253
This course is designed to be an introduction to basic pharmacology. Fundamental aspects of pharmacology will be emphasized. The course will include and develop

concepts of pharmacokinetics, pharmacodynamics, drug development, drug safety, drug selection and monitoring for safety issues. The course will address drug classifications and appropriate uses and applications. (3 credit hours)

CHM 351—Analytical Chemistry
Prerequisites: CHM 242
This course is a study of fundamental techniques and principles of the quantitative methods used in chemistry. Emphasis is placed on gravimetric, titrimetric, colorimetric, and chromatographic procedures of chemical analysis. Emphasis will be placed on quantitative methods of analysis and on the interpretation of quantitative data. (3 credit hours)

CHM 360/360L—Biochemistry I
Prerequisites: CHM 241
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. (4 credit hours)

CHM 361/361L—Biochemistry II
Prerequisites: CHM 360
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. (4 credit hours)

CLINICAL LAB STUDIES

CLS 400A—Clinical Laboratory Sciences
This clinical lab experience is designed to give students a comprehensive foundation in Clinical Laboratory Sciences that includes, but is not limited to, the following fields of study: phlebotomy; hematology; hemostasis; immunology; immunohematology; analysis of body fluids; clinical microbiology, mycology, and parasitology; and laboratory management. (8 credit hours)

CLS 400B—Clinical Laboratory Sciences
This clinical lab experience is designed to give students a comprehensive foundation in Clinical Laboratory Sciences that includes, but is not limited to, the following fields of study: phlebotomy; hematology; hemostasis; immunology; immunohematology; analysis of body fluids; clinical microbiology, mycology, and parasitology; and laboratory management. (12 credit hours)

CLS 400C—Clinical Laboratory Sciences

This clinical lab experience is designed to give students a comprehensive foundation in Clinical Laboratory Sciences that includes, but is not limited to, the following fields of study: phlebotomy; hematology; hemostasis; immunology; immunohematology; analysis of body fluids; clinical microbiology, mycology, and parasitology; and laboratory management. (12 credit hours)

ECONOMICS

ECN 101—Concepts of Economics
This course studies basic economic problems faced by any society, together with an analysis of the fundamental concepts and practices of our economic system, involving comparisons with other systems and providing an overview of the characteristics of the market for healthcare services. Specific reference is made to health services expenditures, demand, pricing policies, manpower, access to care, supply of health services, productivity, cost analysis, inflation and the financing of healthcare services. (3 credit hours)

EMERGENCY HEALTH SCIENCES

EHS 100—Emergency Medical Technician Basic
Corequisites: EHS 100L
This course is an introductory course to emergency pre-hospital care and follows the 1994 Department of Transportation National Standard Curriculum for the EMT-Basic. Upon successful completion of this course and its corequisites, candidates are eligible to sit for Virginia and national EMT-Basic certification. (5 credit hours)

EHS 100L—Emergency Medical Tech Basic Laboratory
Corequisites: EHS 100 Lecture
This laboratory course is a corequisite for EHS 100 and is designed to complement the lecture materials being taught in EHS 100. The course follows the 1994 Department of Transportation National Standard Curriculum for the EMT-Basic. (1 credit hour)

EHS 108—Principles of Emergency Services
This course provides an overview of the Fire and EMS service. 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. A Basic overview of the National Response Plan and National Incident Management System is included. (3 credit hours)

EHS 112/112L—Patient Assessment and Airway Management
Corequisites: EHS 140, EHS 151C, EHS 200
This course provides the student with the foundation to conduct a patient exam and provide appropriate airway management. The course includes: Division 2 Airway: Airway Management and Ventilation and Division 3 Patient Assessment: History Taking, Physical Exam, Clinical Decision Making, Communication, and Documentation. The course format includes lecture and laboratory components. (3 credit hours)

EHS 120—Pre-Hospital Care II
Corequisites: EHS 120L, EHS 210
This course is the second of four professional courses designed to prepare the paramedic student to function as an entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Division 4 Medical Emergencies: Pulmonary, cardiology and diabetic emergencies, allergic reactions, poisoning and overdose, neurological, environmental, behavioral and gynecological emergencies. Division 5 Special Considerations: Obstetrical emergencies, neonatal resuscitation, pediatric and geriatric emergencies, assessment-base management and responding to terrorism. (5 credit hours)

EHS 120L—Pre-Hospital Care Skills II Laboratory
Corequisites: EHS 120
This laboratory course is designed to teach and develop competency of psychomotor skills required for the entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes: Division 4 Medical Emergencies: Pulmonary, cardiology and diabetic emergencies, allergic reactions, poisoning and overdose, neurological, environmental, behavioral and gynecological emergencies. Division 5 Special Considerations: Obstetrical emergencies, neonatal resuscitation, pediatric and geriatric emergencies, assessment-base management and responding to terrorism. (2 credit hours)

EHS 125—Intermediate Care I
Corequisites: EHS 125L, EHS 130C
This course provides the student with the cognitive foundations necessary for the preparatory, airway management and ventilation, and patient assessment modules of the DOT National Standard Curriculum for the EMT-1. The obstetrics section of the medical module is also included. (5 credit hours)

EHS 125L—Intermediate Care I Lab
Corequisites: EHS 125, EHS 130C
This lab-based course provides the student with the psychomotor foundations necessary for the preparatory, airway management and ventilation, and patient assessment modules of the DOT national standard curriculum for the EMT-I. The obstetrics section of the medical module is also included. (2 credit hours)

EHS 130C— Intermediate Clinical I
Corequisites: EHS 125, EHS 125L
This clinical provides students with experience in the hospital setting under clinical supervision in areas appropriate to the didactic and psychomotor presentation of EHS 125 and 125L. Areas include the emergency department, and/or labor and delivery. (1 credit hour)

EHS 131—Physical Fitness and Wellness
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 the end of the course. The student will affirm positive changes and identify areas of improvement for the future. (Pass/Fail). (1 credit hour)

EHS 132/132L—Physical Fitness and Wellness II
This course will be a combination of aerobic activities and weight training. Group and individual aerobic activities will be included. The lab will introduce the student to the following aspects of weight training: safety, stretching, basic lifting fundamentals, equipment use and program development. (1 credit hour)

EHS 133/133L—Physical Fitness and Wellness III
Prerequisites: EHS 131 OR HPE 131
This course is designed to promote positive lifestyles through the concept of wellness. Students will have weight training labs to strengthen their bodies for lifting, moving and carrying patients. A variety of activities will be offered. Students are encouraged to develop personal fitness goals. The goal is to help the EMT-P to perform the physical tasks involved in rescue operations. (1 credit hour)

EHS 140—Introduction to Pharmacology
Corequisites: EHS 112, EHS 151C
This course prepares the entry-level paramedic to formulate a field impression and implement a pharmacological management plan. The course follows Module 1 Preparatory: Pharmacology. Topics include: FDA Drug Classification, Pharmacokinetics, Pharmocodynamics, Drug Laws and Drug Administration. (1 credit hour)

EHS 145/145L—Cardiorespiratory Emergencies
Corequisites: EHS 154, EHS 159
Prerequisites: EHS 108, EHS 112
This course provides the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient suffering from cardiac and/or respiratory illness. It will include: Division 5 Medical: Cardiology and Pulmonology. The course is designed in a lecture and laboratory format.
(3 credit hours)

EHS 150C—Clinical Practice I
Corequisites: EHS 175
Prerequisites: EHS 125 OR EHS 130C
This clinical course provides the student with supervised patient care opportunities to gain experience in patient assessment, physical examination techniques, and appropriate communication and documentation skills. It will focus on further developing patient assessment and physical examination techniques. Clinical sites will include the emergency department and various communication centers. (1 credit hour)

EHS 151C—Clinical Practice I
Corequisites: EHS 112, EHS 140, EHS 200
This course will provide the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient involved in a trauma emergency. It includes Division 4 Trauma Emergencies: Trauma Systems, Blunt and Penetrating Trauma, Hemorrhage and Shock, Soft Tissue, Burns, Head and Neck,

Spinal, Thoracic, Abdominal, and Musculoskeletal Trauma. The course is designed in a lecture and laboratory format. (1 credit hour)

EHS 154/154L—Trauma Emergencies
Corequisites: EHS 145, EHS 154L, EHS 159, EHS 160C
Prerequisites: EHS 108 OR EHS 112
This course will provide the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient involved in a trauma emergency. It includes Division 4 Trauma Emergencies: Trauma Systems, Blunt and Penetrating Trauma, Hemorrhage and Shock, Soft Tissue, Burns, Head and Neck, Spinal, Thoracic, Abdominal, and Musculoskeletal Trauma. The course is designed in a lecture and laboratory format. (3 credit hours)

EHS 159—Pharmacology Applications
Corequisites: EHS 145, EHS 154, EHS 160C, EHS 160E
Prerequisites: EHS 108, EHS 112
This clinical course provides the student with supervised patient care opportunities to gain experience in managing the airway, obtaining and interpreting electrocardiograms, initiating intravenous therapy, and administering fluids and medications. It will focus on further developing patient assessment and physical examination techniques. Clinical sites will include the following areas: emergency department, operating room/anesthesia, critical care units, and other specialty units. (2 credit hours)

EHS 160C—Clinical Practice II
Corequisites: EHS 154, EHS 159, EHS 160E
Prerequisites: EHS 108, EHS 112
This externship course provides 100 hours of precepted time with an approved advanced life support (ALS) agency. Students will initially be expected to participate as an observer and assist the preceptor as directed. Students will shadow the preceptor to learn the roles and responsibilities of the paramedic while on duty. During the final stages of the semester, the student will begin to transition to the role of attendant in charge (AIC) on non-emergent calls. Each call shall be critiqued with the preceptor. (2 credit hours)

EHS 160E—Field Externship I
Corequisites: EHS 159, EHS 160C
Prerequisites: EHS 112, EHS 151C
This course will provide the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient suffering from medical conditions of the following pathologies: Division 5 Medical: Neurology, Endocrine, Gastroenterology, Allergies and Anaphylaxis, Toxicology, Renal and Urologic. The course is designed in a lecture and laboratory format. (2 credit hours)

EHS 165/165L—Foundations to Medical Emergencies
Corequisites: EHS 170C, EHS 170E
Prerequisites: EHS 145, EHS 154
This course will provide the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient suffering from medical conditions of the following pathologies: Division 5 Medical: Neurology, Endocrine,

Gastroenterology, Allergies and Anaphylaxis, Toxicology, Renal and Urologic. The course is designed in a lecture and laboratory format. (3 credit hours)

EHS 170C—Clinical Practice III
Corequisites: EHS 165, EHS 170E
Prerequisites: EHS 160C, EHS 159
This clinical course provides the student with supervised patient care opportunities that continue to build on those patient care processes obtained the previous semester. Clinical sites will include the following areas: emergency department, operating room/anesthesia, critical care units, and other specialty units. (2 credit hours)

EHS 170E—Field Externship II
Corequisites: EHS 165, EHS 170C
Prerequisites: EHS 159, EHS 160E
This externship course provides 50 hours of precepted time with an approved advanced life support (ALS) agency. Concepts of the attendant-in-charge (AIC) and the paramedic as a leader will continue to be explored. Students are expected to take charge of calls under the guidance of the preceptor and each call shall be critiqued. (1 credit hour)

EHS 175—Intermediate Care II
Corequisites: EHS 150C, EHS 175L
Prerequisites: EHS 125, EHS 130C
This course provides the student with the cognitive foundations necessary for the trauma and medical modules of the DOT National Standard Curriculum for the EMT-I. (4 credit hours)

EHS 175L—Intermediate Care II Laboratory
Corequisites: EHS 175
This lab course provides the student with the psychomotor foundations necessary for the trauma and medical modules of the DOT National standard curriculum for the EMT-I. (1 credit hour)

EHS 177E—Field Externship II
Prerequisites: EHS 176E
This course is the second of four field courses designed to prepare the paramedic student to function as an entry level paramedic. This includes 50 hours of field externship time with an approved Advance Life Support (ALS) Agency. Each call shall be critiqued with the preceptor. Concepts of the attendant-in-charge (AIC) and the paramedic as a leader will continue to explore.
Students are expected to take charge of calls under the guidance of the preceptor. Content includes: Division 3 Trauma: Soft tissue trauma, other environmental conditions, head and facial trauma, spinal trauma, abdominal trauma, musculoskeletal trauma, geriatric and pediatric trauma considerations. Division 4 Medical: Gastroenterology and renal/urology. (1 credit hour)

EHS 178E—Field Externship III
Corequisites: EHS 225
Prerequisites: EHS 177E
This semester includes 50 hours of field externship time with an approved ALS agency. The focus of this course is to gain experience functioning at the Advanced Life Support level while working on paramedic skills. Concepts of the AIC and the paramedic as a leader will be explored. Students are expected to take charge of calls under the guidance of the preceptor. (1 credit hour)

EHS 179E—Field Externship IV
Corequisites: EHS 285, EHS 295L
Prerequisites: EHS 178E
This semester includes 200 hours of field externship with a preceptor at the approved ALS agency and 50 hours with a career oriented ALS agency unless otherwise approved career agency must be approved by the EHS Department. The focus of this course is to evaluate and support the student as a team leader. The concepts of the AIC and the paramedic as a team leader will be emphasized. The student is expected to operate as the AIC on calls. Accurate charting/documentation will also be strongly emphasized. (4 credit hours)

EHS 200—Rescue Operations
Corequisites: EHS 112, EHS 151C
This introductory course to Emergency Medical Service Operations provides the student a general approach to scene management and ambulance operations. The course follows the 1998 DOT National Standard Curriculum for the EMT-P. Content includes all of Module 8 Operations: and Rescue Awareness and Operations. (2 credit hours)

EHS 200E—Intermediate Externship
Prerequisites: EHS 175, EHS 150C
This semester includes a minimum of 100 hours of field externship with a preceptor at an approved ALS agency. The focus of this course is to evaluate and support the student as an advanced life support provider. The concepts of the attendant in charge (AIC) and the EMT-Intermediate as a team leader will be emphasized. The student is expected to progress from being a team provider to being able to operate as the AIC on all calls. Accurate charting/documentation will also be strongly emphasized. (2 credit hours)

EHS 207—Introduction to Air Care
Prerequisites: EHS 220
This is an elective course offered to students who have an interest in air-medical transport. Areas of study include history of air medevac, basic helicopter orientation, management of the critically ill patient, communications and crew resource management. (2 credit hours)

EHS 210—Paramedic Pharmacology
Corequisites: EHS 120 Lecture
Prerequisites: EHS 112
This course is designed to teach the cognitive principles necessary in pharmacology for the entry-level paramedic to formulate a field impression and implement a

pharmacological management plan. The course follows the 1999 DOT National Standard Curriculum for the EMT-Paramedic. Content includes: Module 1 Preparatory: Pharmacology. Drug classes covered will include anesthetics, antianxiety, anticonvulsants, CNS stimulants, psychotherapeutics, CNS peripheral dysfunctions, skeletal muscle relaxants, cardiovascular, anticoagulants, antihyperlipidemics, diuretics, renal system dysfunction, bronchodilators, gastrointestinal, ophthalmics, ears, thyroid, endocrine, reproductive, antineoplastics, infectious disease, antibiotics, antifungals, antimicrobials, NSAIDS, uricosuric, vaccines, dermatologic, vitamins and minerals, fluids and electrolytes and antidotes. (3 credit hours)

EHS 215/215L—Advanced Medical Emergencies
Corequisites: EHS 215L
This course will provide the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient suffering from various medical conditions. The course will include Division 5 Medical: Hematology, Environmental, Infectious and Communicable Diseases and Behavioral/Psychiatric Disorders. Division 6 Special Considerations: Geriatrics, Abuse and Assault, Chronic Care Patients, and Special Challenges. The course is designed in a lecture and laboratory format. (3 credit hours)

EHS 220—Pre-Hospital Care III
Corequisites: EHS 220L
Prerequisites: EHS 120
This course is the third of four professional courses designed to prepare the paramedic student to function as an entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes Division 3 Trauma: Soft tissue trauma, other environmental conditions, head and facial trauma, spinal trauma, abdominal trauma, musculoskeletal trauma, geriatric and pediatric trauma considerations. Division 4 Medical: Gastroenterology and Renal/Urology. (3 credit hours)

EHS 220L—Pre-Hospital Care Skills III Lab
Corequisites: EHS 220
This laboratory course is designed to teach and develop competency of psychomotor skills required for the entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes: Division 3 Trauma: Soft tissue trauma, other environmental conditions, head and facial trauma, spinal trauma, abdominal trauma, musculoskeletal trauma, geriatric and pediatric trauma considerations. Division 4 Medical: Gastroenterology and Renal/Urology. (1 credit hour)

EHS 225—Pre-Hospital Care IV
Corequisites: EHS 178E, EHS 225L
This course is the fourth of four professional courses designed to prepare the paramedic student to function as an entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic: Division 4 Medical: Pulmonary, cardiology, neurology, endocrinology, hematology, toxicology, infectious diseases, psychiatric and behavioral disorders, gynecology. Division 5 Special Considerations: Obstetrics, neonatology, pediatrics, geriatrics, special challenges,

abuse and neglect and acute intervention for chronic patients, crime scene awareness and ambulance operations. (5 credit hours)

EHS 225L—Pre-Hospital Care Skills IV Lab
Corequisites: EHS 225
This laboratory course is designed to teach and develop competency of psychomotor skills required for the entry-level paramedic. The course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes Division 4 Medical: Pulmonary, cardiology, neurology, endocrinology, hematology, toxicology, infectious diseases, psychiatric and behavioral disorders, gynecology. Division 5 Special Considerations: Obstetrics, neonatology, pediatrics, geriatrics, special challenges, abuse and neglect and acute intervention for chronic patients, crime scene awareness and ambulance operations. (2 credit hours)

EHS 230/230L—OB/GYN/Pediatrics Emergencies
This course will provide the student with the knowledge and skills to assess, form a field impression, and develop a treatment plan for the patient suffering from various medical conditions. The course will include Division 5 Medical: Gynecology and Obstetrics. Division 6 Special Considerations:
Pediatrics and Neonates. The course is designed in a lecture and laboratory format. (2 credit hours)

EHS 250C—Clinical Practice IV
This clinical course provides the student supervised patient care experiences that continue to build on patient care processes obtained the previous semester. Clinical sites include emergency departments, obstetrics, pediatrics and other special units. (2 credit hours)

EHS 250E—Field Externship III
This externship course provides 100 hours of precepted time with an approved advanced life support (ALS) agency. Concepts of the attendant-in-charge (AIC) and the paramedic as a leader will continue to be explored. Students are expected to take charge of calls under the guidance of the preceptor and will be able to assess and analyze actions taken during each call. Each call shall be critiqued with the preceptor. (2 credit hours)

EHS 260E—Field Externship IV
This externship course provides 250 hours of precepted time with an approved advanced life support (ALS) agency. The course will emphasize evaluation of the student as paramedic student team leader and as the attendant in charge (AIC).
(5 credit hours)

EHS 285—Professional Seminar
Corequisites: EHS 179E
Prerequisites: EHS 225
This course explores concepts of professionalism in emergency medical services and the allied health professions. Students will write and submit resumes for future career opportunities, learn interviewing skills, discuss personal issues surrounding career opportunities and review research in the Pre-Hospital arena. (1 credit hour)

EHS 295L—Senior Seminar
Corequisites: EHS 179E
Prerequisites: EHS 225
This seminar offers to the student a review of all DOT learning objectives for purposes of National Registry Paramedic Exam preparation. Combinations of practical and written examinations are utilized as preparatory tools. (1 credit hour)

EHS 297—Senior Seminar
This course is a capstone for the paramedic student. It reviews the professional learning objectives and includes a summative written and practical examination. Students also explore the concepts of professionalism, career readiness and research as it pertains to emergency medical services. (2 credit hours)

EHS 298—Current Issues in Emergency Services
This distance education course is designed to teach EMS professionals how to objectively evaluate and form an opinion on current issues pertaining to the field of emergency services, including having a basic understanding of research literature. (3 credit hours)

EHS 299—EMS Practicum
This distance education course is designed to teach EMS professionals how to effectively evaluate elements critical to job performance utilizing the SWOT analysis format. Students will be required to present the analysis in a PowerPoint presentation format designed to effect change at an operational level. (2 credit hours)

ENGLISH

ENG 111—Grammar and Composition I
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. (3 credit hours)

ENG 112—Grammar and Composition II
Prerequisites: ENG 111
This course is a continuation of English 111. The student will continue to develop the skills of essay writing and analysis of rhetorical modes and methods and techniques of formal research learned in Grammar and Composition I. The emphasis will be on literature and the skills of critical analysis, effective and correct methods of research writing and documentation, formal critical reading and analysis. The student will carefully examine literary samples of fiction, poetry and drama. The student will understand, identify and explain how rhetorical features reflect an author's or writer's purpose, audience and subtleties of style to impact readers or audiences. A formal research paper will be written and documented. (3 credit hours)

ENG 199—Writing for Publications
Prerequisites: ENG 111
This course provides the student the opportunity to practice writing and layout skills while contributing to student publications. (1 credit hour)

ENG 201—Survey of American Literature
Prerequisites: ENG 111
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. (3 credit hours)

ENG 202—Survey of English Literature
Prerequisites: ENG 111
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. (3 credit hours)

ENG 220—Public Speaking
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. (3 credit hours)

ENG 230—Business and Technical Communications
Prerequisites: ENG 111
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. (3 credit hours)

ENG 240—Creative Writing
Prerequisites: ENG 112
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. (3 credit hours)

ENG 325—Communication in Professional Practice
Prerequisites: ENG 112
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). (3 credit hours)

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FINANCE

FIN 121—Finance, Principles and Applications
The course centers on the principles and applications of financial management skills that include statement analysis, working capital, capital budgeting and long-term financing with emphasis on net present value, internal rate of return, lease versus purchase analysis and cost of capital calculations. (3 credit hours)

FIRE & EMS TECHNOLOGY

FIR 108—Principles of Emergency Services
Corequisites: FIR 131
This course provides an overview of the Fire and EMS service. 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. A basic overview of the National Response Plan and National Incident Management System is included. (3 credit hours)

FIR 111—Basic Truck Operations
This course is an entry-level course for firefighters. The emphasis of this course addresses the safe operation of emergency vehicles responding to and returning from incident scenes. Upon the successful completion of this course the student will receive Emergency Vehicle Operation and Control (EVOC) certification from the Virginia Department of Fire Programs (VDFP) for: Class 1, Class 2, and Class 3 vehicles. (1 credit hour)

FIR 131—Fire Behavior and Combustion
Corequisites: FIR 108
This course explores the theories and fundamentals of how and why fires start, spread, and how they are controlled. (3 credit hours)

FIR 151—Fire Essentials I
Corequisites: FIR 151L
Prerequisites: FIR 111
This course is the entry-level classroom component for beginning firefighters. Taken with the corequisites, the course will qualify the student to take the Virginia Department of Fire Programs Firefighter I written and skills test, and the Hazardous Materials First Responder - Awareness test. The emphasis of the course is to prepare the firefighter to carry out most fireground functions under
the direct supervision of an officer or experienced firefighter, hazardous material recognition, and how to use the current United States Department of Transportation (USDOT) Emergency Response Guidebook. (3 credit hours)

FIR 151L—Fire Essentials I Lab
Corequisites: FIR 151
This course is the entry-level practical component for beginning firefighters. Taken with the corequisites, the course will qualify the student to take the Virginia Department of Fire Programs Firefighter I written and skills test, and the Hazardous Materials First

Responder - Awareness test. The emphasis of the course is to prepare the firefighter to carry out most fireground functions under the direct supervision of an officer or experienced firefighter; hazardous material recognition, and how to use the current United States Department of Transportation (USDOT) Emergency Response Guidebook. (1 credit hour)

FIR 170—Electrical Hazards for Fire Personnel
This course is designed to acquaint firefighters to the unique hazards associated with electrical energy that may be found at an emergency incident. (1 credit hour)

FIR 180—Emergency Response to Terrorism
This course is designed to provide a general entry-level introduction to the basic concepts for first responder awareness at the scene of a potential terrorist incident. (1 credit hour)

FIR 185—Farm Machinery Safety and Extrication
This course is designed to familiarize the emergency responder with the unique hazards associated with agricultural machinery and environments. (1 credit hour)

FIR 210L—Basic Truck and Pump Operations Lab
This laboratory course is designed for the firefighter who is preparing to assume operation responsibilities of fire apparatus. The lab prepares the student to operate an emergency vehicle safely by stressing the principles of defensive driving in both emergency and nonemergency situations. The lab also teaches the basic principles of pump operation at draft, from hydrants, and relay operations. (1 credit hour)

FIR 221—Fire Protection Systems
Corequisites: FIR 251L
Prerequisites: MTH 130
This course provides information relating to the features of 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. (3 credit hours)

FIR 222—Flammable Liquids and L.P. Gas
This course is designed to review the properties of Flammable Liquids and Liquefied Petroleum Gas (LPG), their use and storage. Various containers, construction, handling devices and different transportation hazards will be addressed. (2 credit hours)

FIR 225—Fire Protect Hydraulics and Water Supply
Corequisites: FIR 251L
Prerequisites: MTH 130
This course provides a foundation of theoretical knowledge in order to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and to solve water supply problems. (3 credit hours)

FIR 241L—Rope and Vehicle Rescue
Prerequisites: FIR 151
This course is designed as an in-depth advanced course in specific fire rescue tactics. The emphasis of this course is to prepare the firefighter mentally and physically to handle specialized rescue incidents. The course will consist of two credit certificates: HTR Rope I and HTR Vehicle Rescue. (1 credit hour)

FIR 245—Trench Rescue
This course teaches a combination of classroom and practical evolutions that allow the student to make open trenches and excavations safe for victim access and removal. (1 credit hour)

FIR 250—Managing Company Tactical Operations -
Prerequisites: FIR 151
This course provides an effective approach to command decision-making and organization. The focus of this course is a review of the command sequence and an overview of incident command for structural firefighting. Key content of the five modules include: The Command Sequence; Developing an Action Plan; Introduction to the Incident Command System; and a naturalistic approach utilizing critical cues for making difficult Size-up judgments. (1 credit hour)

FIR 251—Fire Essentials II
Corequisites: FIR 251L
Prerequisites: FIR 151, FIR 131
This is the advanced classroom component for firefighters possessing Firefighter I, and H.M.F.R. -Awareness certifications, and builds on that knowledge base. Taken with the corequisites the course will qualify the successful student to take the Virginia Department of Fire Programs Firefighter II written test and Hazardous Materials First Responder - Operation written and skills tests. The emphasis of the course is to prepare the firefighter to assume the role of team leader under direct supervision of an officer or fire ground commander. (1 credit hour)

FIR 251L—Fire Essentials II Laboratory
Corequisites: FIR 221, FIR 225, FIR 251
Prerequisites: FIR 151
This is the advanced classroom component for firefighters possessing Firefighter I, and H.M.F.R. - Awareness certifications, and builds on that knowledge base. Taken with the corequisites the course will qualify the successful student to take the Virginia Department of Fire Programs Firefighter II written test and Hazardous Materials First Responder - Operation written and skills tests. The emphasis of the course is to prepare the firefighter to assume the role of team leader under direct supervision of an officer or fire ground commander. (2 credit hours)

FIR 261—Building Construction for Fire Protect
Prerequisites: FIR 131
This course explores the components of building construction that relate to fire and life safety. The focus of this course is on firefighter safety. The elements of construction and design of structures are shown to be key factors when inspecting building, preplanning fire operations and operating at emergencies. (3 credit hours)

FIR 280—Incident Management Systems
This course teaches a standardized approach to the incident command system from day to day operations to a full scale disaster response and the use of mutual aid. (1 credit hour)

FIR 290E—Fire and EMS Externship
Corequisites: FIR 297
Prerequisites: FIR 251
This externship course provides the student direct observation and hands on experience in the Fire and EMS profession. Students will be precepted in three areas: Engine Company Operations and Ladder Company Operations and Daily Station Operations. Students will be expected to perform daily station activities and emergency scene activities as directed by the preceptor. (2 credit hours)

FIR 295—Public Fire Education
This course consists of two aspects of Public Fire Education. The first is how to effectively communicate with children by identifying and taking into account their age and stage of development differences when preparing lessons and/or programs dealing with fire safety. The second is recognizing trends and interpreting those trends when developing lessons and/or programs presented to the citizens of your jurisdictions. (3 credit hours)

FIR 297—Fire Prevention
Corequisites: FIR 290E
This course provides fundamental information regarding the history and philosophy of fire prevention, organization and operations of a fire prevention bureau, use of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with built-in fire protection systems, fire investigation, and fire and life-safety education. The fire and life-safety education
portion of this course will provide the knowledge and skills necessary to effectively communicate with children by identifying and taking into account their age and stage of development differences when preparing lessons and/or programs dealing with fire safety. (3 credit hours)

GENERAL

GEN 100—Academic Seminar
This course will detail specific skills related to classroom and individual study at the college level including note taking, textbook usage, critical thinking, test taking, reading and time management. Individual assessment will be used to design personal student objectives. Problem solving, relationship issues, conflict resolution, assertiveness and self-management skills will be examined. Students are required to enroll in GEN 100 the fall semester of their first year of enrollment or in the summer session preceding entry into a program of study. A student may be exempt from GEN 100 if he/she has completed 30 semester college credit s with 3.00 or higher cumulative grade point average. (1 credit hour)

GEN 102—Stress Management for Students
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). (1 credit hour)

GEN 107—Personal Productivity in Stress Society
This course is designed to teach students how to develop and maintain a productive self-esteem. The course will focus on effective methods of stress management and the avoidance of procrastination and perfectionism. The student will learn methods that assist with the management of anxiety and to recognize and manage depression that is associated with college life in a stressful society. Students will also learn the benefits of even temperament. (1 credit hour)

HEALTHCARE MANAGEMENT

HCM 301—US Healthcare System
Prerequisites: ENG 112
This junior level course is designed to provide a practical and conceptual picture of the organization, financing, and delivery of healthcare services. Attention will be focused on evaluating the effects of healthcare on costs, quality, and access. Additionally, policy changes at the state and national levels will be examined to assess their effects on individuals and organizations. (4 credit hours)

HCM 302—Healthcare Management
Prerequisites: HCM 301
This course provides a systematic understanding of organizational principles, practices, and insights related to the management of healthcare services. Applications of the manager's role in planning, organizing, staffing, and directing are discussed and evaluated. Exploration and analysis of organizational issues that include coordination and communication, as well as, quality management and innovation will be presented. In addition, future issues that challenge healthcare will be examined. (4 credit hours)

HCM 310—Accounting for Healthcare Management
This course will prepare students to read, analyze and utilize healthcare financial statements and budgets. Financial management techniques for controlling the cost of services to both the provider and consumer will be examined. (4 credit hours)

HCM 312—Organizational Behavior and Development
This course provides a survey of individual and group roles and the manager's responsibilities in developing interactive relationships. Special emphasis placed on behavior and development within health care environments. Leadership, group dynamics, motivation and other behavioral principles are emphasized in this course. (4 credit hours)

HCM 315—Health Care Management Seminar I
Prerequisites: HCM 301
The course is the first in a series of courses that examine current literature focused on the professional practices and competencies of Health Care Management. (1 credit hour)

HCM 320—Information Resources in Healthcare
This course explores the role of the healthcare manager in relation to information technology in the healthcare setting, and how computers enhance healthcare practice. The course includes analysis of components of computers and networks; development, enhancement, and selection of healthcare information systems; and management and uses of medical databases and spreadsheets for healthcare managers. Other topics will include examining the process of transforming data into usable information, the fundamentals of proposing and evaluating various health information systems, and the role of the Internet in today's health information environment. (4 credit hours)

HCM 330—Human Resource Management in Health Care
Prerequisites: HCM 301
This course explores the principles and practices of effectively managing people. An overview of the key issues that affect healthcare workforce planning and performance management will be examined and analyzed. An emphasis will be placed on practical techniques and tools to effectively implement human resources practices, as well as an examination of beliefs and traditions that impede implementation of sound human resources management. (4 credit hours)

HCM 340—Healthcare Finance
Prerequisites: HCM 310
In this course students will apply financial concepts concerning the time value of money, financial risk and required return, capital structure, and capital investment decisions. Students will learn to understand and apply concepts related to the cost of capital, debt and equity long term financing, capital budgeting, working capital management, short term financing, and leases. The course will also prepare students to analyze financial performance through the use of ratio analysis and other analytical techniques. (4 credit hours)

HCM 365C—Senior Project/Internship
This seminar and supervised study is an integrative learning opportunity in which the student analyzes and synthesizes core management competencies of Human Resources Management, Finance, Planning, Marketing, and Economics to implement a professional work-related project. Each student works with academic and organizational preceptors to ensure completion and reporting of their senior project. The course includes an internship component in a healthcare management work environment. The internship component consists of 45-90 hours. Credits: .00

HCM 399—Healthcare Management Special Topics I
Prerequisites: HCM 301
This special topics course is designed to provide opportunities for HCM students to research and analyze current topics in healthcare management during the junior and/or senior years of course work. (1 credit hour)

HCM 410—Health Care Research Methods
Prerequisites: IDS 302
This course covers the methods used in health services research and decision making that includes research development, design, measurement, and methods of analysis.

The objective is to provide the quantitative skills applicable to understanding the research process used in planning, data collection, and policy development. The course includes the development of research plan, critique published articles, and interpretation of data. (4 credit hours)

HCM 415—Managing a Diverse Healthcare Workforce
Prerequisites: HCM 330
This course focuses on analyzing issues related to management and leadership of a diverse workforce. Students will become knowledgeable of current research and will develop a practical plan to manage diversity in an organization. (1 credit hour)

HCM 420—Healthcare Law and Ethics
Prerequisites: HCM 301
This course examines 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 with regulatory and licensure compliance will be examined and analyzed. (4 credit hours)

HCM 440—Marketing and Public Relations in Healthcare
This course examines the theories, principles and concepts of healthcare marketing, management and public relations with specific emphasis placed on the marketing mix, product, placement and promotion. (4 credit hours)

HCM 450—Healthcare Economics and Policy
Prerequisites: HCM 301
This course is designed to develop conceptual and analytical skills in the application of economic principles to the organization and delivery of healthcare services. Economic theory will be applied to the supply and demand of healthcare, health insurance, payment mechanisms, and market structure. Economic measures will be used to analyze the cost/benefits of healthcare systems. Students will gain a deeper understanding of state, federal, and local governments' roles in healthcare. (4 credit hours)

HCM 464—Senior Project Proposal
Prerequisites: HCM 301
In this seminar, the student develops a detailed work-related senior project proposal in the discipline of Healthcare Management that is supervised by academic and organizational preceptors. This supervised study is an integrative learning opportunity whereby the student will develop a proposal that addresses a practical managerial problem or issue. (Pass/Fail) (1 credit hour)

HCM 465/465C—Internship/Project in Healthcare Management
Prerequisites: HCM 464
This seminar and supervised study is an integrative learning opportunity in which the student analyzes and synthesizes core management competencies of Human Resources Management, Finance, Planning, Marketing, and Economics to implement a professional work-related project. Each student works with academic and organizational preceptors to ensure completion and reporting of their senior project. The course

includes an internship component in a healthcare management work environment. The internship component consists of 45-90 hours. (3 credit hours)

HCM 485—Healthcare Strategic Management and Marketing
Prerequisites: HCM 301
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. (4 credit hours)

HEALTH & EXERCISE SCIENCE

HES 220—Foundations of Health Exercise Science
Course facilitates a general understanding of health and exercise science as a field of study. Students will be introduced to the history and origins of the academic discipline, current trends in the field, scholarship that informs the profession, and future directions for research and practice. Physical activity, structured exercise, and health-related fitness behaviors and programs will be discussed applying a social ecological framework across individual, group, organization, community, and policy levels. Students will be introduced to the HES electronic portfolio requirement, develop their portfolio framework, and document knowledge, skills, and abilities as appropriate to developing competencies and demonstrating proficiencies in HES content areas. (3 credit hours)

HES 221—Group Exercise Activities
Corequisites: HPE 221
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. (1 credit hour)

HES 222—Muscle Fitness Activities
Corequisites: HPE 222
Prerequisites: HES 221
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. (1 credit hour)

HES 271—Injury Prevention and Post-Rehabilitative
Prerequisites: BIO 211
Corequisites: BIO 212
Course includes approaches involved in preventing common injuries that occur within the active population and concepts of post-rehabilitative exercise. The content of the course will include risk management and safety within an exercise environment and post-rehabilitation principles for common injuries and illnesses. Emphasis will be placed on prevention and recognition of and post-rehabilitative exercise recommendations for the injuries and illnesses most common in non-clinical exercise environments. (3 credit hours)

HES 302—Exercise Physiology
Prerequisites: BIO 212
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. (4 credit hours)

HES 311C—Clinical I
Prerequisites: BIO 212, HES 220
This clinical experience is designed to provide students with an opportunity to gain entry-level experience in commercial exercise science settings. Students will complete a minimum of 90 hours of supervised clinical experience in a fitness center environment that will include land- and water-based group and individual exercise protocols for apparently healthy individuals of various ages and abilities. This rotation will include 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. (2 credit hours)

HES 312C—Clinical II
Prerequisites: BIO 212, HES 302
This clinical placement provides the student with an opportunity to apply the knowledge and skills learned in the classroom to a practical experience in a medically-directed, clinical setting. Students will complete a minimum of 90 hours of supervised clinical experience that will include structured and rehabilitative exercise for populations of various ages and abilities with known disease and/or injuries. Experiences will be documented in the student's electronic portfolio demonstrating entry-level knowledge, skills, and abilities in medical exercise settings. (2 credit hours)

HES 323—Concepts Strength and Conditioning
Prerequisites: BIO 212
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. (3 credit hours)

HES 334—Kinesiology
Prerequisites: BIO 212
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. (3 credit hours)

HES 345—Exercise Testing and Prescription
Prerequisites: HES 302
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. (3 credit hours)

HES 355—Applied Nutrition and Energy Production
Prerequisites: BIO 212
This course focuses on fundamental concepts of nutrition and dietary behaviors with a special focus on contemporary issues relevant to developing professionals in health and exercise science. A survey of concepts and research in nutrition science, including micro and macro nutrients, food industry, dietary practices for weight management, and supplementation will be applied to nutritional support of active lifestyle and exercise behaviors for health and wellness across the lifespan. Emphasis is placed on metabolism of foodstuffs and the acute and chronic effects that exercise and physical activity have on the energy pathways.
(3 credit hours)

HES 365—Psychosocial Aspects of Exercise
Prerequisites: PSY 201
This course brings 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. This course also examines 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. (3 credit hours)

HES 375—Research Methods Health and Exercise Science
Prerequisites: (MTH 210 OR IDS 301), HES 345, HES 365
This course provides the students with a directed research experience. Students will work as members of the research team to design, write, propose, implement and present a study. Activities include the Internal Review Board (IRB) process, development of a research question, a literature review strategy and methodology to be

employed, data collection, analyses, interpretation and conclusions, and oral and written presentations of findings. (3 credit hours)

HES 411C—Clinical III
Prerequisites: BIO 212, HES 345
This clinical experience provides the opportunity for students to gain experience in health fitness at a college-qualified or worksite program site under the direct supervision of a clinical instructor. All aspects of health fitness management, including assessment, programming, and facility administration will be practiced. Students will complete a minimum of 90 hours of supervised clinical applications, further develop requisite knowledge, skills, and abilities of an entry-level practitioner, and submit an electronic portfolio. (2 credit hours)

HES 412C—Clinical IV
Prerequisites: HES 311C, HES 312C, HES 411C
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 program. Case study methodology, including theory and application, measurement and evaluation, and HES program strategies and outcomes, will be applied in the development of knowledge, skills, and abilities in a clinical placement specific to the post-baccalaureate goals of the learner. This final HES portfolio component, the case study thesis document, will be included in the electronic portfolio and orally defended. Students will complete a minimum of 90 hours of supervised clinical experience, write and present a case study project documenting knowledge, skills, and abilities. (2 credit hours)

HES 422—Organization and Administration in HES
Prerequisites: HES 220
This course examines 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. (3 credit hours)

HES 426C—Professional Fieldwork in HES
Prerequisites: HES 311C, HES 312C
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. (2 credit hours)

HES 427C—Scholarly Fieldwork in HES
Prerequisites: HES 375
This course is designed to provide the student with the opportunity for an applied research experience in health and exercise science under the direction of HES research faculty. The directed research experience is intended to offer a challenge to senior-level

students and test their potential and interest in scholarly activity in the field of Health and Exercise Science. (2 credit hours)

HES 444—Physical Activity and Aging
Prerequisites: BIO 212, HES 302
This course presents an overview of the benefits of lifespan physical activity and structured exercise programs for adults, focusing on older adults of varying ability and health status. Students will examine, in detail, the changes that occur during exercise as it influences older adults, including the frail elderly and other individuals with special medical considerations. Developing exercise and fitness programs specifically for individuals in these populations based upon age, medical conditions, and special needs will be addressed. (3 credit hours)

HES 452—Community Health and Physical Activity Promotion
Prerequisites: IDS 307, HES 375
This course examines the practical applications of principles concerning community health and physical activity promotion. A history of community health organizations and activities will be 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 will be targeted. Emphasis is on debate of controversial issues. (3 credit hours)

HES 485—Professional Seminar in HES
Course provides the students with a directed research experience. Class members will work together as members of the research team to design, write, propose, implement and present a study. Activities include the IRB process, development of a research question, a literature review and methodology to be employed, data collection, analyses, interpretation and conclusions, and oral and written presentations of findings. (3 credit hours)

HEALTH

HLT 111—Personal Health
This course introduces the concepts of personal health, including the health-illness continuum, fitness, stress management, nutrition, sexuality, substance abuse and safety with an emphasis on personal responsibility for health. The student will design and implement a balanced nutrition plan and a personal, safe, aerobic fitness plan. (3 credit hours)

HLT 200—Issues in Community Health
This course serves as an introduction to community health. A history of community health organizations and activities will be presented as well as the organization and responsibilities of community health agencies currently operating nationally and locally. In addition, current issues which are seriously impacting on community health, i.e., STDs, substance abuse, environmental factors, etc. will also be addressed. (3 credit hours)

HLT 215—Medical Terminology
Medical terms, root words (prefixes, suffixes and combing 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. (3 credit hours)

HLT 221—Concepts of Disease
This course is designed to consider some of the basic characteristics of disease states in the human. Emphasis is placed on basic pathophysiologic principles and common mechanisms of disease. Representative disease states are addressed for all of the human systems. Consideration is given to diseases common across the lifespan. Causation, symptoms and treatments are emphasized. (3 credit hours)

HLT 301—Nutrition
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. (3 credit hours)

HEALTH & PHYSICAL EDUCATION

HPE 100—Basic First Aid and Emergency Care
Basic cardiac life support (BLS) provides the opportunity for cardiopulmonary resuscitation certification after 12 hours of basic provider training including 1- and 2-person CPR, management of the obstructed airway of infants and adults and infant resuscitation according to the American Heart Association standards. (1 credit hour)

HPE 104—Therapeutic Massage I
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. (1 credit hour)

HPE 105—Therapeutic Massage II
Prerequisites: HPE 104
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. (1 credit hour)

HPE 106—Therapeutic Massage III
Prerequisites: HPE 105
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. (1 credit hour)

HPE 112—Basic First Aid and CPR for Healthcare Providers
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. (1 credit hour)

HPE 120—Mindfulness and Yoga I
This course will introduce students to the concept of mindfulness, being aware of what is happening in the moment. Mindfulness practices are a valuable method of stress reduction and are valuable in achieving and maintaining wellness for both client and healthcare providers. The primary mindfulness focus will be on the awareness of the body experiencing what it feels like to move, breath, and relax. (1 credit hour)

HPE 121—Mindfulness and Yoga II
Prerequisites: HPE 120
This course will further explore the concept of mindfulness, being aware of what is happening in the moment. Mindfulness practices are a valuable method of stress reduction and can facilitate achieving and maintaining optimal wellness for both client and healthcare providers. Mindfulness practices will include continued and expanded focus on body sensations through the practices of yoga and sitting quietly, noticing sensations as these arise in the body and exportation of breathing techniques to facilitate the development of concentration and relaxation. (1 credit hour)

HPE 124—Self-Defense I
This course is designed to be a basic self defense course. The student will be taught techniques against either violent or minor attacks from many situations. The student will learn various self defense techniques involving holds and escapes. Observation and awareness skills will also be taught to prevent or avoid trouble before it develops. Safety in training will be strictly emphasized during the class. (1 credit hour)

HPE 131—Physical Fitness and Wellness I
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). (1 credit hour)

HPE 135L—Physical Fitness and Wellness V Lab
Students will have weight training labs to strengthen their bodies for lifting, moving and carrying patients. A variety of aerobic activities will be offered. Students are encouraged to develop personal fitness goals.

HPE 136—Running for Fitness
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. (1 credit hour)

HPE 221—Aerobic Exercise Skills
Corequisites: HES 221 Lecture
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. (1 credit hour)

HPE 222—Resistance Training Skills
Corequisites: HES 222 Lecture
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. (1 credit hour)

INTERDISCIPLINARY STUDIES

IDS 100—Introduction to Healthcare Delivery Systems
This course provides the student with the opportunity to interact in a multidisciplinary environment while learning interpersonal and communication skills. The course will include multidisciplinary and interdisciplinary styles of communication including verbal and nonverbal with various groups and settings. Student will learn appropriate ways to manage conflict. Each discipline represented will discuss practice acts and the implications related to the scope of practice with all health team members. Each student will receive a copy of applicable Virginia law regarding criminal history records checks for employment. In addition, occupational health and safety measures will be discussed. The course will provide students with information on culturally sensitive care. Finally, the content will provide a fundamental introduction to healthcare trends and settings. (1 credit hour)

IDS 101/101L—Introduction to Patient Care Skills
This course will provide students with the opportunity to interact in a multidisciplinary environment while learning basic safety practices, infection control and basic care of clients. An introduction to the basic patient care principles and concepts will be discussed with an emphasis on meeting the physical needs of the individual. Students will be given the opportunity to practice skills in an open lab setting and demonstrate competency by completing the required skills through proficiency checks. (1 credit hour)

IDS 102C—Basic Patient Care Skills Clinical
This course provides the student with the opportunity to develop and demonstrate basic patient care skills learned in previous coursework. This course will focus on practicing

basic patient care principles and concepts to meet the physical, psychosocial and spiritual needs of the individual. Skills to be demonstrated include: therapeutic communication, infection control, safety practices and meeting the basic and special needs of the long term care patient.
(2 credit hours)

IDS 107—Introduction to Sign Language
This course is designed to teach basic sign language conversational skills to healthcare professionals. When appropriate, vocabulary will be tailored for use in healthcare settings. This course will include a brief overview of deaf culture including, but not limited to, the Americans with Disabilities Act (ADA) and the use of the Virginia Relay System to place calls between standard and text telephones. (1 credit hour)

IDS 111—Basic Cardiac Rhythm Interpretation
This course will introduce the multi-skilled patient-focused provider to basic skills associated with cardiac rhythm recognition. The student will learn basic cardiac anatomy and electrophysiology and the techniques of lead placements. The main focus will be the recognition of basic dysrhythmias. (1 credit hour)

IDS 114—Twelve-Lead ECG Interpretation
This course will introduce the healthcare student to the basic skills of 12-Lead ECG interpretation. This course will include 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 crisis will be addressed.
(1 credit hour)

IDS 117—Basic Venipuncture Skills for Non-Phlebotomists
This course is designed for the healthcare student who may be required to collect specimens for the clinical laboratory. Emphasis will be on routine adult venipuncture methods. Additional topics will include capillary puncture methods and the collection of non-blood laboratory specimens such as 24-hour urine. Students will learn through both didactic and student laboratory instruction. There is no clinical component to this course. (1 credit hour)

IDS 117L—Basic Venipuncture Skills Laboratory
Prerequisites: IDS 117
This course is the laboratory component to the Basic Laboratory Collection Skills for the Non-Phlebotomist (IDS 117). Students are not required to take this course but must have completed IDS 117 in order to enroll in this laboratory study. Students will be divided into small groups and can expect intensive hands-on laboratory experiences. (1 credit hour)

IDS 120—Transcultural Healthcare
This course is designed to examine multi-cultural populations and how their cultural diversity impacts the planning and delivery of healthcare. It will provide a theoretical framework for providing transcultural healthcare through examination and utilization of different models of cultural competence. Major ethnic groups will be studied to understand salient healthcare needs. (1 credit hour)

IDS 201—The Experience of Illness
Prerequisites: ENG 111
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 professional. 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. (3 credit hours)

IDS 203—Applied Spanish - Healthcare Profession
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. (3 credit hours)

IDS 215—Bioethics
This course focuses on the field of bioethics, including the study of theoretical approaches principles, legal aspects, and process of ethical decision making in healthcare issues. Examination of ethical and legal issues in landmark and contemporary cases will build a foundation for clinical application. (3 credit hours)

IDS 255—Introduction to Library Research
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. (1 credit hour)

IDS 302—Statistical and Epidemiological Methods for Healthcare
This course is designed to develop knowledge and skills in fundamental statistical concepts and methods. Additionally, basic principles of epidemiology will be applied to the management and utilization of healthcare services. (This course is not open to students who successfully completed IDS 301) (4 credit hours)

IDS 304—U.S. Healthcare System
Prerequisites: ENG 112
This junior level course is designed to provide a practical and conceptual picture of the organization, financing, and delivery of healthcare services. Attention will be focused on evaluating the effects of healthcare on costs, quality, and access. Additionally, policy changes at the state and national levels will be examined to assess their effects on individuals and organizations. (4 credit hours)

IDS 305—Complementary/Alternative Approaches
This course is designed to provide an overview of complementary and alternative therapies and their impact upon healthcare delivery. Lecture discussions include the attributes and shortcomings of complementary and alternative approaches and conventional medicine. The history and maturation of complementary and alternative approaches will be examined. (3 credit hours)

IDS 306—Arts in Healing
This course will focus on the use of the expressive arts in the practice of nursing and other healthcare disciplines. This experiential course will provide 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. (3 credit hours)

IDS 307—Topics in Interdisciplinary Healthcare
Prerequisites: ENG 112, SOC 213, IDS 215
In this course, students will be introduced to challenges facing the American healthcare system and current recommendations for change. Emphasis will be placed on factors that contribute to positive interdisciplinary healthcare interventions. Students will work in interdisciplinary groups to develop a client-centered healthcare intervention project. (3 credit hours)

IDS 308—Critical Thinking
This course focuses on the development of creative and critical thinking skills. Students gain knowledge of the creative process and how to problem solve using critical analysis. The aim is to facilitate self-directed learning through an examination of the attitudes and processes that support critical thinking. (3 credit hours)

IDS 350—Spanish Language and Culture
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. (3 credit hours)

IDS 355—Principles of Public Health
Prerequisites: IDS 301
This course provides a comprehensive introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities and results of public health practice at the national, state, and community levels. The course also addresses important health issues and problems facing the public health system, and introduces students to epidemiology and its uses in public health. (4 credit hours)

IDS 360—Introduction to Client Education
Prerequisites: ENG 325
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. (3 credit hours)

IDS 370—End of Life Issues
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. (3 credit hours)

IDS 372—Spirituality in Healthcare
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. (3 credit hours)

IDS 373—Chronic Disease Management
Prerequisites: ENG 111
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. (3 credit hours)

IDS 392—Advanced Patient Assessment
This course is designed to provide the student with advanced skills and knowledge necessary for the delivery of quality patient care. Topics include therapeutic patient interaction, informed consent, medical-legal considerations, sterile techniques, infection control, patient preparation and post procedural care, vital signs, ECG's, conscious sedation, and pharmacology. (3 credit hours)

IDS 450—Global Health Issues
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. (3 credit hours)

IDS 453—Research
This course is designed to study research methodology pertaining to topics within the healthcare professions. The student will evaluate and discuss research designs, sampling designs, data collection methods and data analysis. Various examples of research will be critiqued. (3 credit hours)

IDS 502—Research Methods
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. (3 credit hours)

IDS 503—Advanced Statistics for Healthcare
This course examines statistical methods of analyses of variance and multiple linear regression. Content includes descriptive statistics, ANOVA, repeated measures analysis of variances, correlation analysis, and multiple linear regression. Learning statistical theories is coupled with practice of data analysis using statistical software. This course is for graduate students in nursing and health sciences. It is not for credit toward any undergraduate or graduate degrees in Statistics. (3 credit hours)

INTER-PROFESSIONAL EDUCATION

IPE 507—Ethical and Legal Practice in Healthcare
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. (3 credit hours)

IPE 509—Research and Evidence-Based Practice
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. (3 credit hours)

MATH

MTH 100—College Mathematics
This course is for the student who did not have high school algebra. The course will include ratios, metrics, fractions, percentages, decimals, conversions and solving for one and two unknowns. This course does not satisfy requirements for graduation by does count toward total semester credit load. (3 credit hours)

MTH 130—Applied Math for Healthcare Professional
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. (3 credit hours)

MTH 165—College Algebra
This course presents various topics from algebra within the complex number system. These include linear and quadratic equations and inequalities, functions and graphs, polynomials, logarithms and systems of equations and inequalities. Some topics from analytic geometry and discrete algebra also will be explored. (3 credit hours)

MTH 201—Calculus
Prerequisites: MTH 165
This course is an introduction to one-variable calculus. Topics covered include functions, limits, differentiation and integration, with an emphasis on applications to the biomedical sciences. (3 credit hours)

MTH 210—Introduction to Statistics
Prerequisites: MTH 165
This course will focus on the basic statistical concepts and applications in health sciences. Descriptive and inferential statistics will be covered. (3 credit hours)

MTH 301—Statistical Methods for Healthcare
This course provides students with a conceptual understanding of statistical methods in relation to the purpose, design and methods of healthcare research. Both descriptive and inferential applications are presented and students are introduced to the use of computers for data storage, retrieval and statistical analysis. (3 credit hours)

MUSIC

MUS 101—Music Appreciation
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. (3 credit hours)

NURSING

NSG 091L—Independent Study in Psychomotor Skills
This course is designed to provide students, with faculty supervision, opportunity to practice psychomotor skills to increase proficiency, either as remediation or fulfillment of psychomotor skills mastery requirement prior to clinical course entrance. (1 credit hour)

NSG 101/101C—Introduction to Nursing
Corequisites: NSG 102, NSG 111
Prerequisites: IDS 101
This course provides the student with an introduction to nursing. Focus is on the development of assessment skills to evaluate the client's status in regard to meeting basic human needs. The nursing process is introduced as a framework for delivering client care. Concepts include: caring, basic human needs, stress/adaptation, the nursing process, teaching and learning, and factors influencing care. (Lecture 45 hours, Clinical 90 hours) (5 credit hours)

NSG 102—Dosage Calculations
Corequisites: NSG 101, NSG 111
This course reviews basic mathematics used by nurses for dosage calculation of medications and solutions. Focus will be on calculating medication dosages (oral and parenteral); intravenous fluids; and solutions. Reading physician's orders and drug labels is also included. (1 credit hour)

NSG 103—Introduction to Pharmacology
Corequisites: NSG 112
Prerequisites: BIO 211, (NSG 102 OR NSG 213)
This course will provide the student with a foundation in basic pharmacologic principles. It will explain how that knowledge base can be directly applied in providing safe administration of medications in patient care across the life span. It will incorporate the nursing process into medication administration and monitoring. Identification of major drug classifications and their prototypes will be included. (3 credit hours)

NSG 111/111L—Nursing Skills I
Corequisites: NSG 101, NSG 102
This course provides the student with psychomotor skills and related fundamental concepts needed to provide therapeutic nursing care and meet physical human needs. Fundamental concepts include standards of care, sterile technique, admitting/discharging the client and cost awareness. Psychomotor skills include physical assessment, wound care, urinary catheterization, skills related to bowel elimination, nonparenteral medication, and related topics. (1 credit hour)

NSG 112/112L—Nursing Skills II
Prerequisites: NSG 111, BIO 211
Corequisites: NSG 103, NSG 112L, NSG 130
This course provides the student with advanced nursing skills and related concepts to meet the needs of clients with common health problems. Nursing skills include intravenous fluid and parenteral medication administration. Also included are skills related to the gastrointestinal, respiratory and neurological systems. (2 credit hours)

NSG 130/130C—Adult Health I
Prerequisites: BIO 211, NSG 111
Corequisites: NSG 112
This course will provide the student with an opportunity to apply communication, critical thinking and caring to assist adults in meeting their health needs. Emphasis is placed on direct nursing care to diverse adult clients with common health needs affecting sensory/perception, sensory-motor function, and gastrointestinal function. Emphasis will also be placed on the perioperative experience, fluid and electrolyte balance, the client in pain and managing client care. (5 credit hours)

NSG 135C—Adult Health I Transitions
Prerequisites: NSG 130 Lecture
This course will provide the student with an opportunity to use the nursing process through the application of therapeutic communication techniques, nursing skills, and caring behaviors to assist adults in meeting their healthcare needs in the acute care setting. Emphasis is placed on providing direct nursing care to diverse adult clients with common healthcare needs. (1 credit hour)

NSG 160/160C—Nursing of Older Adults
Prerequisites: BIO 253, NSG 112
Corequisites: (NSG 112 OR NSG 213), PSY 238
This course will focus on the unique needs of older adults. The biopsychosocial changes associated with the aging process will be discussed. The aging client will be

considered as part of the family, community and society. Students will have an opportunity to provide nursing care to older adults in different healthcare settings, including long term care. This course includes selected nursing management topics. (3 credit hours)

NSG 200—Nursing Transition
Prerequisites: BIO 212
This course serves as an introductory course for licensed practical nurses entering the LPN to Associate Degree Nursing program. It provides the student with an overview of the dimensions of the conceptual framework of the nursing program. Emphasis will be on human needs, growth and development, stress-adaptation, and the roles and competencies of the associate-degree nurse. A major focus will be the nursing process with emphasis on building assessment skills and organizing data for selected nursing diagnoses. Completion challenges for NSG 102, NSG 111, and NSG 112 are corequisites to this course. (2 credit hours)

NSG 202/202C—Nursing Fundamentals
Corequisites: NSG 213
This course provides the student with an introduction to nursing. The nursing process will be introduced as a framework for delivering client care to meet basic human needs. Course will include core concepts and factors influencing care. (3 credit hours)

NSG 203—Foundations for Profess Nursing Practice
Corequisites: NSG 255
In this course the curriculum framework will be introduced. The student will explore the impact of nursing history, nursing theory, professional values, and human diversity on the practice of professional nursing. The use of the nursing process will be introduced as the model for critical thinking and the foundation for professional nursing practice. The student will develop therapeutic communication, interviewing, and documentation skills necessary for professional practice. (3 credit hours)

NSG 208—Critical Thinking Skills for Nursing
This course is designed to assist the nursing student in applying knowledge and developing critical thinking skills. Student will progress through a series of exercises designed to reinforce fundamental concepts and their applications to patient care situations. NCLEX-like test questions will be utilized throughout the course to assist students in the development and application of test-taking strategies. (1 credit hour)

NSG 211/211C—Mental Health Nursing
Corequisites: NSG 211C
Prerequisites: BIO 253, (NSG 112 OR NSG 213), PSY 238
This course will emphasize communication, critical thinking and caring for diverse clients with psychosocial needs. The client's needs will be considered in a variety of settings. Knowledge of the health-illness continuum and its application will be emphasized. Therapeutic interventions will focus on direct care. This course includes selected management topics. (3 credit hours)

NSG 213/213L—Introduction to Nursing Skills (2 credit hours)
Corequisites: NSG 202
This course provides the student with psychomotor skills and related concepts needed to provide therapeutic nursing care and meet physical human needs. Concepts include standards of care, sterile technique, and cost awareness. Psychomotor skills include physical assessment, medication administration and skills related to management of all body systems.

NSG 214/214C—Synthesis of Adult Nursing I
Prerequisites: NSG 200 OR NSG 202
In this course the student will learn to provide therapeutic nursing interventions for adults with common to acute health needs. Emphasis is placed on using critical thinking through the nursing process to provide direct care for diverse adult clients. Clinical experiences will be provided in the acute care and community environments. This course contains selected management topics. (5 credit hours)

NSG 215/215C—Synthesis of Adult Health II
Prerequisites: NSG 103, NSG 214
In this course the student will learn to provide therapeutic nursing interventions for adults with common and complex health needs. The student will use caring behaviors, critical thinking, and therapeutic communication skills. Emphasis is placed on providing direct care using the nursing process for diverse adult clients. Clinical experiences will be provided in the acute care and community environments. This course contains selected management topics. (4 credit hours)

NSG 221/221C—Nursing of the Childbearing Family
This course provides the student with the opportunity to apply communication, critical thinking and caring to assist families in meeting their needs during childbearing. Emphasis is placed on common childbearing needs along the health-illness continuum. Therapeutic nursing interventions will focus on direct nursing care of diverse families and their health needs in a variety of healthcare settings. (3 credit hours)

NSG 230/230C—Adult Health II
Prerequisites: NSG 130, BIO 253
This course will provide the student with an opportunity to apply knowledge, skills, values and competencies to assist adults to meet common health needs. The course will build on concepts and principles presented in Adult Health I. Emphasis will be placed on clients with acute needs. Selected management topics will be incorporated. (5 credit hours)

NSG 231/231C—Adult Health III
Prerequisites: NSG 230
This course provides the student with the opportunity to apply critical thinking, communication and caring to provide therapeutic nursing interventions to adults with common complex health needs. The course will build on concepts and principles in Adult I and Adult II. This course includes selected nursing management topics. (4 credit hours)

NSG 241/241C—Nursing Care of Infants and Children
This course provides the student with the opportunity to apply communication, critical thinking, and caring to assist children and their families in meeting needs on the health-illness continuum. Emphasis is placed on normal childhood functioning and common childhood conditions. Therapeutic nursing interventions will focus on direct care of diverse groups of children and families in a variety of structured healthcare settings. This course includes selected nursing management topics. (3 credit hours)

NSG 255/255L—Health Assessment
Corequisites: NSG 203
In this course the student will develop knowledge and skills necessary to conduct a complete individual health assessment. Students will also develop psychomotor, cognitive, and affective skills to provide basic nursing care. (3 credit hours)

NSG 260C—Practicum in Nursing
Prerequisites: NSG 214 OR NSG 230
The purpose of this course is to assist the student in making the transition from the role of nursing student to the role of staff nurse. This practicum will occur in a structured healthcare setting under the supervision of a RN preceptor. It is to be completed during the last semester of the program. (2 credit hours)

NSG 261C—Practicum in Nursing
Prerequisites: NSG 214
The purpose of this course is to assist the student in making the transition from the role of nursing student to the role of staff nurse. This practicum will occur in a structured healthcare setting under the supervision of a RN preceptor. It is to be completed during the last semester of the program. (1 credit hour)

NSG 284—Professional Seminar I
Prerequisites: NSG 130 OR NSG 200 OR NSG 112
This course offers a foundation of knowledge in nursing leadership and management. It also provides the student with opportunities to explore present issues and future trends that impact healthcare and nursing. (1 credit hour)

NSG 285—Professional Seminar II
Prerequisites: NSG 284
This course provides an overview of factors that influence career management and the role transition to a professional nurse. It provides the student with strategies and opportunities to prepare for successful postgraduate Registered Nurse licensure examination. (1 credit hour)

NSG 286—Professional Seminar and Leadership
Prerequisites: NSG 230 OR NSG 214
This course provides an overview of current trends and issues in nursing and healthcare. It offers a foundation of knowledge in nursing leadership and management, with focus on the basic skills that are necessary for nurses to function effectively in the professional nursing role. It also prepares the student to embark on a career in nursing making the transition from student to professional. (4 credit hours)

NSG 290—Nursing Independent Study
Independent study courses are designed to permit the students, with faculty supervision, to study topics or areas of particular interest. The subjects are usually continuations in greater depth of a topic covered in a regular course and usually involve extensive readings, clinical practice under supervision of a preceptor and may include written papers. Permission of the Program Director is required, with supervising faculty assigned by the Program Director. (1 credit hour)

NSG 300—Pharmacology
This course will include the study of pharmacological agents, their properties and use in health and illness. Specific emphasis is placed on physiological reactions to drugs across the life span. Students who are currently licensed RNs may challenge this course for credit. (3 credit hours)

NSG 302/302L—Professional Nursing Skills I
Prerequisites: NSG 255, NSG 203
Corequisites: NSG 310, NSG 324, NSG 328C
In this course the students will continue to learn psychomotor, cognitive, and affective nursing skills necessary to practice safely and competently in the acute care environment. (2 credit hours)

NSG 306—Arts in Healing
This course will focus on the use of the expressive arts in the practice of nursing and other healthcare disciplines. This experiential course will provide 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. (3 credit hours)

NSG 308/308L—Professional Nursing Skills II
Prerequisites: NSG 324, NSG 328C
Corequisites: NSG 309, NSG 325, NSG 330, NSG 338C
In this course, the student will learn advanced clinical nursing skills to practice competently and safely in complex healthcare settings. Skills for community-based practice will be included. (2 credit hours)

NSG 309—Professional Nursing Practice I
Prerequisites: NSG 324, NSG 328C
Corequisites: NSG 308, NSG 325
In this course the student will develop strategies relative to preparation for professional licensure examination. Professional role transition and lifelong learning will be explored. (1 credit hour)

NSG 310—Nursing Process in Aging and Mental Heal
Prerequisites: NSG 203, NSG 255
Corequisites: NSG 302, NSG 328C
This course will explore the role of the professional nurse as caregiver and advocate in optimizing the level of functioning and promoting dignity for older adults and for individuals with mental health and psychiatric problems. Emphasis will be placed on nursing strategies that promote physical and mental health, reduce risk, and prevent disease. (3 credit hours)

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NSG 312—Nursing Concepts Roles and Issues
Prerequisites: ENG 325, PHL 301
In this course, the student will explore the impact of nursing history, nursing theory, evidence-based practice, and professional ethics on the practice of professional nursing and the delivery of healthcare. The focus of this course includes the role of the professional nurse as teacher, change agent, and healthcare team member. Current literature in nursing will be used to explore issues of concern to practicing nurses. (3 credit hours)

NSG 315—Health and Health Promotion, Framework for Practice
This course provides a foundation for health education and health promotion in nursing practice. Concepts and theories of health, health promotion, and health education will be explored. The influence of social, cultural, economic, environmental and political factors on health will be examined. Healthy People 2010 will be utilized as basis for planning and intervention. (3 credit hours)

NSG 318—Assessment of Human Responses to Illness
Prerequisites: NSG 312
This course will explore the etiology, pathophysiologic basis, and clinical manifestations of common disease processes across the lifespan. Common disease processes from each body system will be discussed. Concepts of physical assessment will be incorporated using a body systems approach.
Students will demonstrate the physical assessment techniques, integrating knowledge of pathophysiological changes. (4 credit hours)

NSG 320—Computer Applications in Healthcare
In this course the student will investigate the use of computer applications in the healthcare environment, particularly in the area of clinical practice, education, and research. The uses of computer technology in communication and networking will also be explored. (3 credit hours)

NSG 324—Nursing Process Applications I
Prerequisites: NSG 203, NSG 255
Corequisites: NSG 302, NSG 328C
In this course, the student will develop knowledge and attitudes needed to provide basic nursing care. Concepts of illness and disease management will be integrated. The students will learn to apply the nursing process to clients with selected alterations in adaptive and regulatory mechanisms. The course focuses on developing the role of provider of care for the individual. (3 credit hours)

NSG 325—Nursing Process Applications II
Prerequisites: NSG 302, NSG 324
Corequisites: NSG 308, NSG 309, NSG 330, NSG 338C
In this course the student will continue to develop knowledge and attitudes needed to provide nursing care. Students will learn to apply the nursing process in more complex situations, integrating concepts of illness and disease management. Emphasis will be placed on evidenced-based nursing practice. The course focuses on continued

development of the role of provider of care with emphasis on the individual and family. (3 credit hours)

NSG 328C—Clinical Practicum I
Prerequisites: NSG 203, NSG 255
Corequisites: NSG 302, NSG 310, NSG 324
During this clinical practicum, students will 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. Students at the novice level very often (75% of the time) require faculty direction, guidance, monitoring and support. The novice level student occasionally (at least 25% of the time) exhibits accuracy, safety, initiative, independence, efficiency, and organization in the delivery of client-centered care. (3 credit hours)

NSG 330—Nursing Process for Families with Children
Corequisites: NSG 308, NSG 325
Prerequisites: NSG 302, NSG 324
This course will explore the role of the professional nurse as caregiver and advocate in care of the childbearing and childrearing family. Emphasis will be placed on nursing strategies that promote health, reduce risk, and prevent disease in mothers, newborns, infants, and children through adolescence. (3 credit hours)

NSG 338C—Clinical Practicum II
Prerequisites: NSG 328C, NSG 302
Corequisites: NSG 308, NSG 325
During this clinical practicum, students will 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. Students at the assisted level often (50% of the time) require faculty direction, guidance, monitoring and support. The assisted level student often (at least 50% of the time) exhibits accuracy, safety, initiative, independence, efficiency, and organization in the delivery of client-centered care. (3 credit hours)

NSG 360—Principles of Client Education
Prerequisites: ENG 325
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. (3 credit hours)

NSG 370—End of Life Issues
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. (3 credit hours)

NSG 371/371C—Introduction to Perioperative Nursing
Prerequisites: NSG 130
This is an introductory course to perioperative nursing and the perioperative setting. Information and concepts essential to perioperative nursing practice in the surgical environment will be presented. Unique didactic and clinical experiences in the surgical suite will provide the foundation required for the beginning level of perioperative nurse practice. (3 credit hours)

NSG 372—Spirituality in Healthcare Practice
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. (3 credit hours)

NSG 373—Chronic Disease Management
Prerequisites: ENG 111
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. (3 credit hours)

NSG 409—Professional Nursing Practice II
Prerequisites: NSG 424, NSG 428C
Corequisites: NSG 425, NSG 438C
This capstone course provides the student with the opportunity to integrate and synthesize the content of the professional practice and clinical courses in the program. The student will integrate current concepts in nursing and current research into a capstone paper that explores an issue in healthcare. (1 credit hour)

NSG 410—Research Applications in Healthcare
Prerequisites: IDS 301 OR MTH 210
This course introduces the student to the role of research in the delivery of health care. The scientific method and research process are examined. The student will evaluate and discuss research designs, sampling designs, data collection methods and data analysis. Various examples of research will be critiqued, focusing on the student's area of healthcare interests. (3 credit hours)

NSG 420—Community Health Nursing
Prerequisites: (NSG 325, NSG 338C) OR (NSG 315, NSG 318)
This course provides a foundation for nursing practice in community health. Topics emphasized include epidemiology, family as client, community as client, vulnerable

populations, contemporary problems in community health nursing, and settings for community health nursing practice. Students will apply concepts of cultural competence, health promotion and health education to care of vulnerable populations. (3 credit hours)

NSG 420C—Community Health Nursing Clinical
Prerequisites: HLT 301
This course is designed to develop the RN student's understanding of community health nursing. Clinical experiences take place in selected of community health settings. This course must be taken in conjunction with NSG 420. (Pass/Fail).
(1 credit hour)

NSG 424—Nursing Process Applications III
Prerequisites: NSG 308. NSG 325
Corequisites: NSG 428C
In this course the student will continue to develop knowledge and attitudes needed to provide acute intervention, ambulatory, and home care for selected health problems. Students will learn to apply the nursing process in increasingly complex situations, integrating concepts of illness and disease management and health promotion. The course emphasis is on developing the roles of designer/manager/coordinator of care and interdisciplinary collaborator. (3 credit hours)

NSG 425—Nursing Process Applications IV
Prerequisites: NSG 420, NSG 424
Corequisites: NSG 409, NSG 438C
In this course, the student will continue to develop knowledge and attitudes to provide acute intervention, ambulatory, and home care for selected health problems. Students will apply the nursing process, integrating concepts of illness and disease management and health promotion. The course emphasis is on developing the role of designer/manager/coordinator of care and provider of care in complex nursing situations. (3 credit hours)

NSG 428C—Clinical Practicum III
Prerequisites: NSG 338C, NSG 308, NSG 325
Corequisites: NSG 424
During this clinical practicum, students will 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. Students at the supervised level occasionally (25% of the time) require faculty direction, guidance, monitoring and support. The supervised level student very often (at least 75% of the time) exhibits accuracy, safety, initiative, independence, efficiency, and organization in the delivery of client-centered care. (3 credit hours)

NSG 430—High Acuity Nursing
Prerequisites: NSG 424 OR PHL 301
This course is designed to provide students with the knowledge base needed to care for high acuity patients with complex nursing needs. In this course the student will apply

pathophysiological and pharmacological concepts to high acuity patients to enhance clinical decision-making. Incorporated into this course are the current American Association of Colleges of Nursing (AACN) Standards for Acute and Critical Care Nursing. (3 credit hours)

NSG 435—Nursing Case Management
Prerequisites: NSG 325 OR PHL 301
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. (3 credit hours)

NSG 438C—Clinical Practicum IV
Prerequisites: NSG 428C, NSG 420, NSG 424
Corequisites: NSG 409, NSG 425
During this clinical practicum, students will 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. Students at the self-directed level almost never (greater than or equal to 90% of the time) exhibits accuracy, safety, initiative, independence, efficiency, and organization in delivery of client-centered care. (3 credit hours)

NSG 441—Holistic Nursing
This course introduces students to the concept of self-healing within a philosophical and theoretic framework that includes quantum mechanics, mind/body phenomenon, innate intelligence and the energy body. This foundation is used to explore holistic nursing and energy therapy practice. (3 credit hours)

NSG 450—Global Health Issues
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. (3 credit hours)

NSG 455—Ethical Issues/Current Nursing Practice
This course examines ethical issues confronting nursing practice in today's 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. (3 credit hours)

NSG 460—Advanced Nursing Leadership
Prerequisites: ENG 325
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. (3 credit hours)

NSG 470—Special Topics in Nursing
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. (3 credit hours)

NSG 475—Leadership and Management in Nursing
Prerequisites: NSG 424, NSG 318
This course provides an examination of leadership, management and change theories. Emphasis is on acquiring the knowledge, skills and abilities required to collaborate in nursing leadership and nursing management using evidence based practice and theory. (3 credit hours)

NSG 475C—Leadership and Management in Nursing Clinical
Prerequisites: NSG 315, NSG 318
Corequisites: NSG 485
This course will provide an examination of leadership, management and change theories. Emphasis is on acquiring the knowledge, skills and abilities required to collaborate in nursing leadership and nursing management. The student will design a self-directed leadership practicum through fulfillment of personal contract goals and completion of clinical practicum requirements. This course must be taken concurrently with NSG 475. (Pass/Fail). (2 credit hours)

NSG 485—Capstone
Corequisites: NSG 475C
This is a capstone course designed to demonstrate the student's ability to integrate the core concepts of health promotion, community health nursing, leadership, management, and research into professional practice. The student will develop a comprehensive portfolio of accomplishments reflecting the BSN program outcomes. (1 credit hour)

NSG 490—Contemporary Nursing Issues and Theory
The essential competencies that are introduced in the traditional Baccalaureate in Nursing program are examined. This course explores and analyses current issues facing the professional practice of nursing in today's delivery of healthcare. (3 credit hours)

NSG 501—Leadership in Healthcare Systems
This course provides an overview of current theory, principles and skills of leadership in healthcare organizations. The course focuses on the development of competency in the application of leadership theory in a variety of healthcare settings. Students will examine their own leadership styles, discuss the impact of these, and apply leadership skills in team-based, problem-based healthcare situations. Students will explore the implications

of current health policies and political and financial issues on the delivery of healthcare. (3 credit hours)

NSG 506—Nursing Theory and Role Development
Prerequisites: NSG 501
Students critically analyze theories from nursing and related fields and apply these in a variety of situations that involve the health care of individuals, groups and communities. The development of advanced practice roles is explored, particularly in the areas of administration and education. Professional, social and legal factors that influence the roles and practice of nursing are considered. (3 credit hours)

NSG 515—Advanced Issues in Clinical Practice
Prerequisites: IPE 507, IDS 509, NSG 506, NSG 501
This course focuses on the study of current issues affecting clinical practice. Systems and multidisciplinary aspects of care will be considered as they impact the delivery of healthcare. Students will select a clinical area of interest and explore particular patient care issues through a problem-based analysis of client outcomes and healthcare interventions. Student will incorporate theories and research regarding best practice in delivery of healthcare and consider future trends. (3 credit hours)

NSG 517—Quality Outcomes in Healthcare
In this course, students explore quality management in healthcare. Concepts essential to the development of quality outcomes will be emphasized. Students will work in teams to synthesize quality concepts through the development of improvement plans. (3 credit hours)

NSG 522—Ethical and Legal Practice in Healthcare
Prerequisites: IPE 507
In this course, the student examines and analyses the impact of ethical, legal and political issues that are a force in the delivery of healthcare today. Through case studies, specific points of healthcare delivery are identified and used by the student for the analysis of the ethical, political and legal issues. The student will apply ethical, legal and political knowledge to both professional and organizational behavior. (3 credit hours)

NSG 570—Analytical Thinking/Writing Nurse Practice
This course focuses on the refinement of analytic thinking and writing. The student will gain knowledge of various writing forms and styles. The student will synthesize and integrate this knowledge to develop professional communications, papers and presentations. (3 credit hours)

NSG 599—Independent Study in Nursing
This course offers students the opportunity to study special topics in nursing based upon the students' needs and interests. (3 credit hours)

NSG 600—Educational Theory and Practice
Prerequisites: NSG 501, NSG 517, NSG 506
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. (3 credit hours)

NSG 603—Instructional Strategies and Technologies
Prerequisites/Corequisites: NSG 600
In this course students explore, analyze and evaluate teaching strategies as applied to various populations with emphasis on diversity in learning styles and the adult learner. Students will select appropriate teaching strategies for traditional, on-line and clinical instruction. Multimedia resources and distance learning techniques are integrated into micro teaching opportunities to assist the student to develop and refine personal teaching techniques. This course provides students with the opportunity to apply technology tools with a primary focus in either the teaching/learning environment or healthcare practice. (3 credit hours)

NSG 612—Measurement and Evaluation in Education
Prerequisites: NSG 600
In this course, students analyze theories of measurement and evaluation as they relate to the various aspects of instruction in nursing and healthcare education. Students also analyze ethical, legal and social issues involving measurement and evaluation. Class activities are designed to offer students opportunities to study the uses of a variety of measurement and evaluation techniques. (3 credit hours)

NSG 650—Management Theory and Decision Making
Prerequisites: NSG 501, NSG 506, NSG 517
The course provides students with a framework for nursing management grounded in the Scope and Standards of professional nursing practice. Current trends that affect healthcare delivery will be explored and students will develop skills needed for effective planning and implementation of services in a cost-effective, quality driven healthcare market. (3 credit hours)

NSG 655—Financial Management of Healthcare
Prerequisites: NSG 650
This course examines tools and methods of financial management in healthcare organizations and systems, with emphasis on allocation and use of funds. Analysis of costs and constraints of alternative source of funds, and application of financial decision instruments and their effect on operational management and market value of entity will be included. (3 credit hours)

NSG 660—Human Resource Management
Prerequisites: NSG 650
This course examines strategic human resource management in healthcare and advanced practice nursing administration. Functional areas that define the core of human resource management essentials are analyzed. Human resource management strategies are formulated to enhance organizational performance. Legal and ethical dimensions of human resource management in advanced practice nursing

administration are appraised. Theoretical and empirical finding in the development of research-based practice are examined. (3 credit hours)

NSG 670—Practicum in Nursing Management
Prerequisites: NSG 655, NSG 660, NSG 690
Students will work in a practicum in a nursing/healthcare setting, with nurse managers and executives to develop leadership and management skills. In addition, students attend a seminar that provides opportunities for concept development and reflections on practice. (3 credit hours)

NSG 680—Practicum in Nursing Education
Prerequisites: NSG 603, NSG 612, NSG 690
Students will work in a practicum in a nursing/healthcare educational setting, with nurse educators to develop teaching and assessment skills. In addition, students attend a seminar that provides opportunities for concept development and reflections on practice. (3 credit hours)

NSG 690—Planning for Master's Project
Prerequisites: NSG 600 OR NSG 650
This is the first course in a sequence that will culminate in the Mater of Science in Nursing scholarly project. In this pass/fail course, 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. The student will gain knowledge of writing forms and styles. The student will synthesize and integrate this knowledge to identify and complete a proposal for the Master's Scholarly project. The Master's Scholarly Project is conducted under the direction of a faculty project advisor. (Pass/Fail). (3 credit hours)

NSG 692—Master's Project
Prerequisites: NSG 690
This course provides the opportunity for students to integrate their knowledge into a scholarly project in their area of interest. The student will work with a committee of three graduate faculty of the department of nursing to conduct and evaluate a project. The student will produce a publishable paper describing the project following the Guidelines for Student publication as presented in the Graduate Student Handbook. This is a variable credit course that awards three to six hours of credit. (3 credit hours)

OCCUPATIONAL THERAPY

OT 501—Fundamentals of the Profession
Corequisites: OT 510, OT 550
This course focuses on the history of occupational therapy (OT) and the development of OT philosophy, frames of reference, and theory. OT Practice Framework and activity analysis will be introduced with an overview of the OT process. The course will focus on developing critical thinking, clinical reasoning, and interpersonal skills that are necessary to become an effective and successful occupational therapist. This course will examine the OT's role in health and wellness, the OT/OTA practitioner relationship, OT ethics and the core values of OT practice, as well as the structure and functions of the national and state professional organizations. (3 credit hours)

OT 510—Use of Occupations in Mental Health
Corequisites: OT 501
This course focuses on principles and intervention techniques used with individuals and populations experiencing a range of psychosocial dysfunction. Topics include models of practice within psychiatric OT practice settings, introduction to therapeutic use of self and the development of communication skills. Creating a list of various assessment tools used in Mental Health settings and practicing group dynamics skills are part of this course. Analysis of evidence-based practice articles concerning mental health issues will be conducted. (3 credit hours)

OT 520/520L—Humans in Motion
Prerequisites: BIO 521
Corequisites: BIO 530
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. (3 credit hours)

OT 531—Occupational Response Pathological Condit
Corequisites: OT 551
This course explores the many different pathological conditions that can affect human beings. Attention is placed on the effect of occupation as a result of developing various conditions. The holistic approach to medicine is applied to each disease process. Students will examine how OT can help improve the quality of life for individuals now faced with physical/mental challenges. (3 credit hours)

OT 540—Occupation Using Adaptation
Prerequisites: OT 531
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. (3 credit hours)

OT 550—Fieldwork I-A Mental Health
Corequisites: OT 501
In this course, students engage consumers in community-based fieldwork settings to explore and examine issues of mental health. Interpersonal and professional communication skills and the identification of theoretical constructs being practiced in various settings are examined. Students will document interactions in journals and structured assignment formats. In accordance with AOTA Essentials and Guidelines, Level I Fieldwork may be supervised by qualified personnel including, but not limited to, licensed occupational therapists, certified occupational therapy assistants, teachers, social workers, nurses, physical therapists, etc. (2 credit hours)

OT 551—Fieldwork I-B
Corequisites: OT 531
Students interact in principally adult and geriatric settings to observe and assist in occupational therapy services, under supervision of experienced occupational therapy personnel and other professional practitioners. Roles will be assigned by OT program faculty and qualified on-site supervisors. Students will document their observations and interactions using reflective journal entries and structured formats for graded assignments. In accordance with AOTA Essentials and
Guidelines, Level I Fieldwork will be supervised by qualified personnel including but not limited to licensed occupational therapists, certified occupational therapy assistants, teachers, social workers, nurses, and physical therapists. (2 credit hours)

OT 552—Fieldwork I-C Pediatric
Corequisites: OT 602
In this course, students engage consumers in community-based fieldwork settings to explore and examine issues concerning occupational intervention within the pediatric setting. Students will have the opportunity to engage in hands-on experiences with various age groups, developmental levels and abilities as appropriate to the setting. Students will document interactions in journals and structured assignment formats. In accordance with ACOTE Standards, Level I fieldwork may be supervised by qualified personnel including, but not limited to, licensed or credentialed occupational therapists, occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses and physical therapists. (2 credit hours)

OT 553—Fieldwork I-D Geriatric
Corequisites: OT 603
In this course, students engage consumers in community-based fieldwork settings to explore and examine issues concerning occupational intervention within the geriatric setting. Students will have the opportunity to engage in hands-on experiences with various age groups, developmental levels and abilities as appropriate to the setting. Students will document interactions in journals and structured assignment formats. In accordance with ACOTE Standards, Level I fieldwork may be supervised by qualified personnel including, but not limited to, licensed or credentialed occupational therapists, occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses and physical therapists. (2 credit hours)

OT 560—Client Advocacy/Public Policy
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. (2 credit hours)

OT 602/602L—Occupations through the Lifespan I
Prerequisites: OT 560
Corequisites: OT 552
This course incorporates knowledge, skills, methods, attitudes and judgments required to participate in OT programs in pediatrics. Lectures and lab activities will teach OT students to explore and study methods for evaluation, interpretation, and treatment techniques with the pediatric population in a variety of settings. Culture, politics, ethics,

legal, socioeconomic and spiritual issues/needs will be addressed through case study, diagnosis related research, evaluation/assessment research and treatment strategies. (4 credit hours)

OT 603/603L—Occupations through the Lifespan II
Prerequisites: OT 602, OT 602L
Corequisites: OT 553
This course reviews theories of aging, occupational therapy specific assessment tools and intervention techniques, and issues of family dynamics. This course also focuses on patient and family education with an emphasis on a multiplicity of diagnoses. Students will learn to understand the attitudes, beliefs and values of the healthy and non-healthy aging population and relationships within their communities (socioeconomic, spiritual, cultural). (4 credit hours)

OT 610—Clinical Reasoning
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. (3 credit hours)

OT 615/615L —Client Care Techniques
The student will develop skills in client care techniques used in occupational therapy interventions. These interventions include self-care, occupational tasks of daily living, orthoses, prosthetics, adaptive devices, adaptation principles and applications for a myriad of needs and settings. Theoretical frames of reference and a wide range of assessment and treatment tools and techniques are addressed. This course affords the student opportunities to engage in the initiation of and practice with assessment tools and adaptive intervention techniques. (3 credit hours)

OT 630—Research Project Design
Prerequisites: IDS 502
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. (3 credit hours)

OT 635—Program Development
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. (3 credit hours)

OT 640—Topics in Administration
Prerequisites: OT 635
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. (2 credit hours)

OT 650—Research Project Implementation
Prerequisites: OT 630
In this course the student will implement the plan for the research study developed in OT 630. The student will fine-tune his/her design, collect data, analyze and interpret results, and present findings. (3 credit hours)

OT 670—Occupational Fitness for Life
This course will introduce the student to the concept of a healthy lifestyle through the lifespan. The importance of nutrition and exercise will be examined. Occupations for all age groups to engage in for leisure and exercise will be explored. Students will critique their own lifestyle and balance of work, rest and play. The concept of wellness will be assessed throughout the lifespan exploring the effects on an individual's occupations when faced with the expected difficulties presented by aging, illness, and/or infirmities. (2 credit hours)

OT 680—Fieldwork II-A
Prerequisites: OT 553
The student uses accumulated academic, laboratory, and Level I fieldwork experiences in his/her progression toward entry-level occupational therapy competence. The student engages in clinical activities in facilities and agencies providing occupational therapy services to varied individuals, groups and populations. The student practices the art and science of occupational therapy in preparation for graduation. This experience is a distinct service environment practice opportunity. Evaluation is (Pass/Fail). (6 credit hours)

OT 690—Fieldwork II-B
Prerequisites: OT 680
The student uses accumulated academic, laboratory, and Level I fieldwork experiences in his/her progression toward entry-level occupational therapy competence. The student engages in clinical activities in facilities and agencies providing occupational therapy services to varied individuals, groups and populations. The student practices the art and science of occupational therapy in preparation for graduation. This experience is a distinct service environment practice opportunity. Evaluation is (Pass/Fail). (6 credit hours)
OT 690—Fieldwork II-B

OT 695—Professional Seminar
Prerequisites: OT 690
Students meet in the academic setting to discuss essential professional activities: resume writing, employment interviewing, contract negotiation, issues of supervision, and registry examination preparation. (1 credit hour)

Occupational Therapy Assistant

OTA 101—Fundamentals of the Profession
This course provides an orientation to the profession of occupational therapy, the roles of the assistant-level therapist and the OTR philosophy and practice standards of the profession will be emphasized. Students will become acquainted with the history and development of the profession, as well as its relationship to other health professions, the diversity of its service settings and functions as they relate to the future of the profession. Students will also be introduced to medical terminology used in documentation/treatment planning. (3 credit hours)

OTA 104/104L—Therapy Skills
Prerequisites: OTA 101, OTA 151
In this course students will explore the history of media as a treatment modality. Self-awareness, criteria for activity choices and activity analysis will also be examined. Students will begin to understand the Occupational Therapy Practice Framework: Domain and Process. Occupation-based practice and how multicultural issues impact occupational therapy intervention will be presented. In the laboratory students will explore basic media. Tool use and safety will be emphasized. (3 credit hours)

OTA 114L—Therapy Skills Lab
Prerequisites: OTA 104
In this course students will explore advanced media activities to include woodworking, ceramics and leather. Application of these media within the occupational therapy process will be discussed. Tool use, safety, activity analysis, problem solving and process development will be emphasized. (1 credit hour)

OTA 151/151L—Functional Anatomy I
Prerequisites: OTA 101
This course will present the study of movement of the upper extremities as they relate to activity, disability and occupational therapy intervention. Muscle origins, insertions and innervations will also be presented. In the laboratory sessions students will be involved in soft tissue palpations, bony palpations, and bony landmark identifications. The students will become familiar with range of motion evaluations and manual muscle testing. (2 credit hours)

OTA 152/152L —Functional Anatomy II
Prerequisites: OTA 101, BIO 211
This course will present the study of movement of the facial muscles, temporomandibular joint, neck, trunk, and lower body as it relates to activity, disability and occupational therapy intervention. Muscles of respiration, posture and normal gait will also be presented. Muscle origins, insertions and innervations will be reviewed. In the laboratory sessions students will be involved in soft tissue palpations, bony palpations and bony landmark identifications. (2 credit hours)

Corequisites: OTA 163C
Prerequisites: PSY 201, PSY 204, OTA 101
In this course the student will learn the roles of occupational therapy in psychiatry. Course materials will present frames of reference, basic group process skills,

therapeutic use of self and various intervention techniques as they apply to psychiatric settings and populations. Fieldwork will further expose the student to opportunities to integrate new learning. (3 credit hours)
OTA 163—Principles and Procedures of OT

OTA 163C—Principles and Procedures of OT Fieldwork
Prerequisites: PSY 201
Corequisites: OTA 163
Students are sent to facilities which do and do not provide Occupational Therapy services. The focus is principally on the diversity of settings in which OT may function and the interpersonal dynamics within the facilities and communications between staff and client populations. (1 credit hour)

OTA 203—Pathologic Conditions
In this course the student will explore the health-illness-health continuum. Etiology, management and prognosis of specific diseases of childhood, adulthood and aged populations will be presented and discussed. (2 credit hours)

OTA 231/231L—Pediatric Programming
Corequisites: OTA 231C, OTA 231L
Prerequisites: (PSY 202 OR PSY 238), OTA 203
This course addresses pediatric intervention procedures which are based on an understanding of relevant pediatric frames of reference. The course covers the developmental process from prenatal to adolescence with various diagnostic groups in a variety of settings. The students gain an understanding of the evaluation process, treatment planning, documentation and the role of the COTA in relationship to parents, care givers and other service providers. Concurrent laboratory and fieldwork experiences expand observational skills, provide opportunities for client centered interventions, and refine documentation skills. (3 credit hours)

OTA 231C—Pediatric Programming Clinical
Corequisites: OTA 231, OTA 231L
Students are involved in pediatric facilities and will have limited responsibilities for client evaluation, treatment interaction, program implementation and development. (Pass/Fail). (1 credit hour)

OTA 241/241L—Principles and Procedures of Geriatric Programming
Prerequisites: (PSY 202 OR PSY 238), OTA 203
Corequisites: OTA 241C, OTA 241L
This course addresses geriatric intervention procedures which are based on an understanding of relevant geriatric frames of reference. The course covers the normal aging process and how the physical and psychological changes affect elders. Various diagnostic groups and treatment settings are explored. The students gain an understanding of the evaluation process, treatment planning, documentation and the role of the COTA in relationship to care givers and other service providers. Concurrent laboratory and fieldwork experiences expand observational skills provide opportunities for client-centered interventions, and refine documentation skills. (3 credit hours)

OTA 241C—Geriatric Program Clinical
Corequisites: OTA 241, OTA 241L
Students are involved in geriatric facilities and will have limited responsibilities for client evaluation, treatment interaction, program implementation and development. (1 credit hour)

OTA 252/252L—Therapeutic Adaptation
Prerequisites: OTA 203
Corequisites: OTA 261
In this course the student will have hands on experience and learn about assistive devices and therapeutic interventions using devices in all areas of activities of daily living, work and play/leisure. They will also participate in fabricating assistive devices and orthoses. Therapy testing equipment and various evaluation tools will also be demonstrated. (4 credit hours)

OTA 261—Principles and Procedures of OT
Corequisites: OTA 252
Prerequisites: OTA 203
This course will present diagnoses of general medical, neurological and orthopedic conditions commonly treated in occupational therapy practices. Etiology, pathology, course of treatment, prognosis and prevention will be discussed as they apply to the assistant-level therapist. Fieldwork will afford opportunities to develop observational skills regarding various conditions, treatment techniques and documentation. Problem solving to enable normal activity will be emphasized. (3 credit hours)

OTA 270—Field Work Level II A
The essentials of education for the occupational therapy assistant (as outlined by the American Occupational Therapy Association), require that the student successfully complete at least two Level II clinical fieldwork assignments within 18 months of the completion of all other academic course work. It is the intention of these essentials to encourage the student to gain multiple opportunities to further develop clinical skills in diverse settings, thus insuring a broad-based knowledge of the profession and its practices. The student is encouraged to seek out placements that will best serve these ends. Scheduled with the OTA program clinical coordinator, these clinical fieldwork assignments are taken as full-time non-paid, pre-employment experiences. (Pass/Fail). (6 credit hours)

OTA 271—Field Work Level II B
The essentials of education for the occupational therapy assistant (as outlined by the American Occupational Therapy Association), require that the student successfully complete at least two Level II clinical fieldwork assignments within 18 months of the completion of all other academic course work. It is the intention of these essentials to encourage the student to gain multiple opportunities to further develop clinical skills in diverse settings, thus insuring a broad-based knowledge of the profession and its practices. The student is encouraged to seek out placements that will best serve these ends. Scheduled with the OTA program clinical coordinator, these clinical fieldwork assignments are taken as full-time non-paid, pre-employment experiences. (Pass/Fail). (6 credit hours)

OTA 285—Professional Seminar
This course provides the student with opportunities to explore the past and present issues and future trends which impact on health care and health professions. The course focus will include health care models, economics and educational preparation required for various health professionals. The content will build on concepts introduced in OTA 105. (1 credit hour)

PHYSICIAN ASSISTANT

PHA 290—Independent Study
This course consists of supervised independent study and research in an area pertinent to health and medicine. The student must present a written proposal for the project and receive the approval of the course instructor immediately after registering for the course. (1-3 credit hours)

PHA 300—Clinical Medicine I
This course is the first in a sequence of three courses that examines diseases commonly encountered in primary care practice. Diseases covered include dermatologic disorders, head, ear, nose and throat disorders, eye disorders, pulmonary, cardiovascular, renal, respiratory and psychiatry disorders. Each disease or disorder is described in terms of pathophysiology, clinical presentation, diagnosis, and treatment. Attention is also given to primary and secondary methods of disease prevention. Diseases are reviewed from the organ systems approach in coordination with other courses in the clinical core (Clinical Anatomy and Physiology, Clinical Diagnostics, Clinical Skills and Clinical Pharmacology). (5 credit hours)

PHA 301—Clinical Medicine II
Prerequisites: PHA 300
This course is the second in a sequence of three courses that examine diseases commonly encountered in primary care practice. Diseases covered include disorders of the gastrointestinal, endocrine, urinary, reproductive, EENT, pediatric, and neurological systems. Each disease is examined in terms of pathophysiology, clinical presentation, diagnosis, and treatment. Attention is also given to primary and secondary methods of disease prevention. Diseases are reviewed from an organ systems approach in coordination with other courses in the clinical core (Clinical Anatomy and Physiology, Clinical Diagnostics, Clinical Skills and Clinical Pharmacology). Included is a Neuroanatomy section that will focus on the anatomy of the neurological system as it relates to the disease process. (6 credit hours)

PHA 302—Clinical Medicine III
Prerequisites: PHA 301
This course is the third in a sequence of three courses that examine diseases commonly encountered in primary care practice. Topics covered in this course include pediatrics, gerontology, emergency medicine, orthopedics and surgery. Diseases are examined in terms of pathophysiology, clinical presentation, diagnosis, and treatment. Attention is also given to primary and secondary methods of disease prevention. Diseases are reviewed from an organ systems approach in coordination with Clinical Pharmacology (5 credit hours)

PHA 303/303L—Clinical Anatomy and Physiology I
This course is the first in a two course sequence devoted to the study of gross anatomy, clinical physiology, and pathophysiology. Special attention is given to the clinical significance of topographical and regional anatomical features. This course, as much as possible, follows an organ system approach with the remainder of the clinical core. The course includes lecture as well as a lab to include cadaver and computerized dissection displays. (4 credit hours)

PHA 304/304L—Clinical Anatomy and Physiology II
Prerequisites: PHA 303
This course is the second in a two course sequence devoted to the study of gross anatomy, clinical physiology, and pathophysiology. Special attention is given to the clinical significance of topographical and regional anatomical features. This course follows an organ system approach with the remainder of the clinical core (Clinical Medicine and Clinical Pharmacology). The course includes lecture as well as a lab to include cadaver and computerized dissection displays. (4 credit hours)

PHA 306/306L—Clinical Skills I
This course is the first in a sequence of three courses designed to develop clinical skills necessary for practice as a physician assistant in primary care. Knowledge and skills relevant to obtaining a medical history and conducting a physical examination are the focus of this initial course. (3 credit hours)

PHA 307/307L—Clinical Skills II
Prerequisites: PHA 306
This course is the second in a sequence of three courses designed to develop clinical skills necessary for practice as a physician assistant in primary care. This course enhances knowledge and skills relevant to obtaining a medical history, conducting specialty examinations, formulating a differential diagnosis and initial treatment plan, presenting a case in a professional setting. (3 credit hours)

PHA 308/308L—Clinical Skills III
Prerequisites: PHA 307
This course is the third in a sequence of three courses designed to develop clinical skills necessary for practice as a physician assistant in primary care. The skills developed in this course are those related to obstetrics, pediatrics, emergency medicine, geriatrics, orthopedics and surgery. Completion of the PALS and ACLS certification requirements are also included. (3 credit hours)

PHA 309—Behavioral Medicine I
This course is the first in a sequence of two courses designed to study behavioral medicine. Behavioral medicine represents an integration of behavioral psychology and biomedical sciences in the study of health and disease. This interdisciplinary approach facilitates identification of the complex determinants of disease as well as effective preventive and therapeutic interventions. Issues covered in this first semester include nutrition and exercise, behavior change and addictions. (2 credit hours)

PHA 310—Behavioral Medicine II
This course is the second of two courses designed to study behavioral medicine.

Behavioral medicine represents an integration of behavioral psychology and biomedical sciences in the study of health and disease. This interdisciplinary approach facilitates identification of the complex determinants of disease as well as effective preventive and therapeutic interventions. Topics covered in this section include group and community behavior change, sexuality and special topics. (2 credit hours)

PHA 312—Clinical Pharmacology I
This course is the first in a sequence of three courses designed to provide a solid foundation in pharmacokinetics and pharmacological interventions for diseases covered in the Clinical Medicine sequence. In doing so, it serves to fulfill a portion of the State's requirements for physician assistants to apply for prescriptive authority. (2 credit hours)

PHA 313—Clinical Pharmacology II
Prerequisites: PHA 312
This course is the second in a sequence of three courses designed to provide a solid foundation in pharmacokinetics and pharmacological interventions for diseases covered in the Clinical Medicine sequence. In doing so, it serves to fulfill a portion of the state's requirements for physician assistants to apply for prescriptive authority. (2 credit hours)

PHA 314—Clinical Pharmacology III
Prerequisites: PHA 313
This course is the third in a sequence of three courses designed to provide a solid foundation in pharmacokinetics and pharmacological interventions for diseases covered in the Clinical Medicine sequence. In doing so, it serves to fulfill a portion of the state's requirements for physician assistants to apply for prescriptive authority. (1 credit hour)

PHA 315/315L—Clinical Diagnostics I
This course is the first in a sequence of three courses providing a practical approach to diagnostic testing in the primary care setting. It is designed to train students to order, perform and interpret the results of diagnostic procedures most commonly used in primary care, with attention to cost-benefit ratio. Students will learn the indications for, sequencing of and interpretation of results of tests commonly used in the diagnosis of dermatologic, hematologic, cardiac, pulmonary, infectious and inflammatory disorders. (3 credit hours)

PHA 316/316L—Clinical Diagnostics II
Prerequisites: PHA 315
This course is the second in a sequence of three courses providing a practical approach to clinical application of laboratory medicine. It is designed to train students to perform and interpret the laboratory procedures most commonly utilized in a primary care setting. Study will include basic theory, selection, and interpretation of the most frequently used laboratory diagnostics. Topics include tests used in pulmonary, hematologic, cardiologic, gastroenterologic, neurologic, genitourinary, and endocrine disease. (3 credit hours)

PHA 317—Clinical Diagnostics III
Prerequisites: PHA 316
This course is the third in a sequence of three courses providing a practical approach to clinical application of laboratory medicine. It is designed to train students to perform and

interpret the laboratory procedures most commonly utilized in a primary care setting. Study will include basic theory, selection, and interpretation of the most frequently used laboratory diagnostics. Topics include tests used in pulmonary, hematologic, cardiologic, gastroenterologic, neurologic, genitourinary, and endocrine disease. (2 credit hours)

PHA 318—Professional Seminar I
This course is the first in a sequence of three courses that will examine the professional issues that physician assistants commonly face in practice. Issues and topics addressed this semester include introduction to computer applications, introduction to using medical literature from the World Wide Web and print sources, evidence-based medicine and statistics. (1 credit hour)

PHA 319—Professional Seminar II
Prerequisites: PHA 318
This course is the second in a sequence of three courses that will examine professional issues physician assistants commonly face in practice. The primary focus will be on public health issues, with particular emphasis on principles and methods of epidemiology and their contribution to clinical and community health practice. In addition, students will learn how to perform a critical analysis of the medical literature. (1 credit hour)

PHA 320—Professional Seminar III
Prerequisites: PHA 319
This course is the third in a sequence of three courses that will examine the professional issues physician assistants commonly face in practice. Topics covered during this semester include:

- Introduction to and history of the physician assistant profession
- Physician assistant professional organizations (AAPA,VAPA, SAAAPA)
- Credentialing and licensing of physician assistants
- State statutes and regulations of physician assistants
- Prescribing and dispensing prescriptions
- Health system organizations and managed care
- Continuing medical evaluation, PANCE, PANRE
- Role of the physician assistant in a variety of settings
- Job searching, resume writing, contract negotiations
- Loan repayment, scholarship opportunities
- Post-graduate programs
- Current issues and future trends of the physician assistant profession
- Ethical principles and their application to clinical care

Through lectures, computer technology, classroom and panel discussions, the student will gain insight into these common issues faced by physician assistants during practice. (2 credit hours)

PHA 401A—Internal Medicine I Rotation
This is a required one-month rotation that takes place in outpatient and/or inpatient settings. The purpose of this rotation is to educate the physician assistance student in the diagnosis, management and treatment of acute and chronic medical problems

commonly encountered in the internal medicine setting. Emphasis is placed on the care of adult, nonsurgical patients in rural communities. (3 credit hours)

PHA 401B—Internal Medicine II Rotation
This is a required one-month rotation that takes place in outpatient and/or inpatient settings. The purpose of this rotation is to educate the physician assistant student in the diagnosis, management and treatment of acute and chronic medical problems commonly encountered in the internal medicine setting. Emphasis is placed on the care of adult, nonsurgical patients in rural communities. (3 credit hours)

PHA 403A—Family Practice I Rotation
This is a required one-month rotation that takes place in outpatient and/or inpatient settings. The purpose of this rotation is to educate the physician assistant student in the diagnosis, management, and treatment of patients in a family practice setting. Emphasis is placed on the primary care needs of patients in rural communities. (3 credit hours)

PHA 403B—Family Practice II Rotation
This is a required one-month rotation that takes place in outpatient and/or inpatient settings. The purpose of this rotation is to educate the physician assistant student in the diagnosis, management, and treatment of patients in a family practice setting. Emphasis is placed on the primary care needs of patients in rural communities. (3 credit hours)

PHA 405—Pediatrics Rotation
This is a required one-month rotation which takes place in an outpatient and/or inpatient setting. The purpose of this rotation is to educate the physician assistant student on growth and development of the child from infancy to adolescence and the diagnosis, management and treatment of common acute and chronic medical problems seen in pediatric practice. Emphasis is placed on conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours)

PHA 407—Women's Health Rotation
This is a required one-month rotation. The purpose of this rotation is to educate the physician assistant student on maternal and fetal well-being and the diagnosis, management and treatment of common acute and chronic medical problems commonly encountered in women's health. Emphasis is placed on the care of obstetrical and gynecological patients in a rural primary care setting. (3 credit hours)

PHA 409—Emergency Medicine Rotation
This is a required one-month rotation that takes place in an emergency department. The purpose of this rotation is to educate the physician assistant student in the diagnosis, management, and treatment of common emergent, urgent, and non-urgent medical problems which present to the emergency department. Emphasis is placed on those conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours)

PHA 411—Psychiatry Rotation
This is required one-month rotation that takes place in both inpatient and outpatient settings. The purpose of this rotation is to teach the student to evaluate, diagnose, and treat common acute and chronic psychiatric problems through direct patient contact.

Emphasis is placed on conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours)

PHA 413—General Surgery Rotation
This required one-month rotation is conducted in both clinical and hospital settings. The purpose of this rotation is to educate the physician assistant student in the diagnosis, treatment and management of both the inpatient and outpatient surgical patient. Emphasis is placed on surgical conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours)

PHA 415—General Orthopedics Rotation
This required one-month rotation is conducted in both the clinical and hospital settings. The purpose of this rotation is to educate the physician assistant student in the diagnosis, treatment, and management of both the inpatient and outpatient orthopedic patient. Emphasis is placed on orthopedic conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours)

PHA 417—Community Medicine Rotation
This is a required one-month rotation that takes place in a community setting. The purpose of this rotation is to educate the physician assistant student regarding public health efforts to enhance health through community-based health promotion and disease prevention services. Students will be placed in public health departments, community health centers and free clinics. They will provide screening and counseling at health fairs; attend and/or organize community meetings about health-related issues; visit homes of elderly patients; and plan, implement, and evaluate disease management programs that target health-related behaviors. (3 credit hours)

PHA 419—Elective Rotation
The elective rotation is a one-month experience that is designed to provide the students with an opportunity to pursue an area of personal interest, including medical subspecialties, medical education, health administration and research. Students may also use this rotation to strengthen their skills in a required area. (3 credit hours)

PHA 420—Clinical Concentration
This required 6-week experience is the student's final rotation. It is designed to provide the student with an opportunity to refine skills in health promotion, disease prevention, diagnosis, management, and treatment of patients in a primary care setting. Ideally, it also provides practical experience in patient care responsibilities at a response site of potential employment. (5 credit hours)

PHA 501—Clinical Medicine I
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 MPAS 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. (4 credit hours)

PHA 502—Clinical Medicine II
Prerequisites: PHA 501
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 adds to course material from PHA 500 by introducing new diseases and disorders. 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. (5 credit hours)

PHA 503—Clinical Medicine III
Prerequisites: PHA 502
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. The geriatric component will prepare the student to appropriately manage issues specific to the geriatric patient. The surgery component will prepare the student to diagnose and treat surgical complaints. (3 credit hours)

PHA 504—Clinical Medicine IV
Prerequisites: PHA 503
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. (4 credit hours)

PHA 511/511L—Clinical Pathophysiology I
This is the first in a sequence of two 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. Case studies and problem-based disease-oriented scenarios are used as a teaching modality in the lab. (3 credit hours)

PHA 512/512L—Clinical Pathophysiology II
Prerequisites: PHA 511
This is the second in a sequence of two 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. Case studies and problem-based disease-oriented scenarios are used as a teaching modality in the lab. (3 credit hours)

PHA 521/521L—Clinical Skills I
This course is the first in a sequence of four courses designed to develop clinical skills necessary for practice as a physician assistant in primary care. Knowledge, skills, and attitudes relevant to obtaining a medical history, establishing a therapeutic bond, and conducting a physical examination are the main goals of this course. Areas and organ systems included in this course are the general survey, vital signs, skin, HEENT, and the cardiac and pulmonary systems. The CLIA-waived tests relevant to the topics will be covered. The student will have the opportunity to participate in clinical experiences and work with simulated patients to gain experience in communication and physical examination skills. (3 credit hours)

PHA 522/522L—Clinical Skills II
Prerequisites: PHA 521
This course is the second in a sequence of four courses designed to develop clinical skills necessary for practice as a physician assistant in primary care. Knowledge, skills, and attitudes relevant to obtaining a medical history, establishing a therapeutic bond, and conducting a physical examination are the main goals of this course. Areas and organ systems included in this course are the general survey, vital signs, skin, HEENT, and the cardiac and pulmonary systems. The CLIA-waived tests relevant to the topics will be covered. The student will have the opportunity to participate in clinical experiences and work with simulated patients to gain experience in communication and physical examination skills. (3 credit hours)

PHA 523—Clinical Skills III
Prerequisites: PHA 522
This course is the third in a sequence of four courses designed to develop clinical skills necessary for practice as a physician assistant in primary care. Knowledge, skills, and attitudes relevant to obtaining a medical history, establishing a therapeutic bond, and conducting a physical examination are the main goals of this course. Areas and organ systems included in this course are the general survey, vital signs, skin, HEENT, and

the cardiac and pulmonary systems. The CLIA-waived tests relevant to the topics will be covered. The student will have the opportunity to participate in clinical experiences and work with simulated patients to gain experience in communication and physical examination skills. (3 credit hours)

PHA 524/524L—Clinical Skills IV
Prerequisites: PHA 523
This course is the fourth in a sequence of four courses designed to develop clinical skills necessary for practice as a physician assistant in primary care. This class will be procedure based, allowing the student time to learn and practice common procedures occurring in primary care. The student will have the opportunity to participate in clinical experiences and work with simulated patients to gain experience in communication and physical examination skills. (2 credit hours)

PHA 531—Behavioral Medicine I
This course is the first in a sequence of two courses 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. Topics covered in this section include determinants of disease and health behavior, health behavior theories, establishment of physician assistant-patient partnerships, communication techniques needed for collaborative care, chronic disease management, and patient self-management.
(2 credit hours)

PHA 532—Behavioral Medicine II
Prerequisites: PHA 531
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, community-oriented primary care (identifying and addressing the health problems of a defined population), and its complements to the functions of clinical care (individual health). This course addresses disease prevention and health promotion guidelines across the lifespan. Specific intervention programs used in the community medicine rotation will be introduced. (2 credit hours)

PHA 541—Clinical Pharmacotherapeutics I
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. (2 credit hours)

PHA 542—Clinical Pharmacotherapeutics II
Prerequisites: PHA 541
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. (2 credit hours)

PHA 543—Clinical Pharmacotherapeutics III
Prerequisites: PHA 542
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. This course fulfills a portion of the State of Virginia's requirements for Physician Assistants to apply for prescriptive authority. (2 credit hours)

PHA 551—Introduction to Master's Project I
In this course, students will continue to apply the knowledge learned in IPE 509 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 o the literature. (1 credit hour)

PHA 552—Introduction to Master's Project II
Prerequisites: PHA 551
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. (1 credit hour)

PHA 553—Introduction to Master's Project III
Prerequisites: PHA 552
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. (1 credit hour)

PHA 554—Introduction to Master's Project IV
Prerequisites: PHA 553
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. (1 credit hour)

PHA 561—Professional Seminar I
This course is the first in a sequence of three courses that will examine the professional, legal, historical and ethical issues physician assistants commonly face in practice. This course will lay the foundation for students to gain an appreciation and knowledge of the role of the physician assistant in health care.
(1 credit hour)

PHA 601—Internal Medicine I Clinical Rotation
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. (3 credit hours)

PHA 602—Internal Medicine II Clinical Rotation
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. (3 credit hours)

PHA 603—Family Practice I Clinical Rotation
This four week required rotation is designed to provide the student with an understanding of family practice 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 family practice setting. (3 credit hours)

PHA 604—Family Practice II Clinical Rotation
This four week required rotation is a continuation of PHA 603 and will provide the student with an understanding of family practice 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 family practice setting. (3 credit hours)

PHA 605—Pediatric Medicine Clinical Rotation
This four week required rotation is designed to provide the student with an understanding of pediatrics as practiced in the inpatient or outpatient setting. The rotation provides students an opportunity to develop skills in the prevention, assessment, diagnosis, management, and treatment of acute and chronic medical problems commonly encountered in the pediatric setting. (3 credit hours)

PHA 606—Women's Health Clinical Rotation
This four week required rotation is designed to provide the student with an understanding of common obstetrics, gynecology and other women's health specific conditions as practiced in the hospital or non-hospital outpatient setting. The rotation will provide students an opportunity to develop skills in the prevention, assessment, diagnosis, management, and treatment of acute and chronic medical problems commonly encountered in practice. (3 credit hours)

PHA 607—General Orthopedics Clinical Rotation
This four week required rotation is designed to provide the student with an understanding of general orthopedics as practiced in the inpatient or outpatient setting. The rotation will provide students an opportunity to develop skills in the prevention, assessment, diagnosis, management, and treatment of acute and chronic medical problems commonly encountered in the orthopedic setting. (3 credit hours)

PHA 608—General Surgery Clinical Rotation
This four week required rotation is conducted in both clinical and hospital settings. The rotation is designed to provide the student with an understanding of general surgery as practiced in the hospital setting. The rotation will provide students an opportunity to develop skills in the diagnosis, treatment, and management of both the inpatient and outpatient surgical patient. (3 credit hours)

PHA 609—Psychiatry/Behavioral Med Clinical Rotation
This four week required rotation is designed to provide the student with an understanding of psychiatry as practiced in the inpatient or outpatient setting. The rotation will provide students an opportunity to develop skills in the assessment, diagnosis, management, and treatment of acute and chronic medical problems commonly encountered in the psychiatry setting. (3 credit hours)

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PHA 610—Community Medicine Clinical Rotation
This is a required one-month rotation that takes place in a community setting. The purpose of this rotation is to educate the physician assistant student about public health efforts to enhance health through community-based health promotion and disease prevention services. (3 credit hours)

PHA 611—Emergency Medicine Clinical Rotation
This four week required rotation is designed to provide the student with an understanding of emergency medicine as practiced in a hospital-based emergency department. The rotation will provide students an opportunity to develop skills in the assessment, diagnosis, management, and treatment of common emergency, urgent, and non-urgent medical problems that present to the emergency room. (3 credit hours)

PHA 612—Elective Clinical Rotation I
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. (3 credit hours)

PHA 613—Elective Clinical Rotation II
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.
(3 credit hours)

PHA 621—Master's Capstone
Prerequisites: PHA 554
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. (4 credit hours)

PHILOSOPHY

PHL 320—World Religions
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. (3 credit hours)

PHYSICS

PHY 201/201L—General Physics I
Prerequisites: MTH 165 OR MTH 201
This course is the first of a two-semester lecture and laboratory study of general physics. The course is designed to present the fundamental principles of physics with emphasis on classical mechanics, gravitation, special relativity and elements of quantum mechanics. The laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory will require students to be involved in experimentation that measure basic principles of physics. The laboratory will involve quantitative measurements that require a fundamental working knowledge of algebra and equations that are essential to general physics. (4 credit hours)

PHY 202/202L—General Physics II
Prerequisites: PHY 201
This course is the second of a two-semester lecture and laboratory study of general physics. Is a continuation of the topics considered during the first semester of physics. Emphasis will be placed on an introduction to the basic concepts and fundamental principles of electricity, magnetism, optics, wave mechanics and modern physics. The laboratory will require students to be involved in experimentation that measure basic principles of physics as defined during lectures. The laboratory will involve quantitative measurements that require a fundamental working knowledge of algebra and equations that are essential to general physics. (4 credit hours)

PSYCHOLOGY

PSY 199—Supervised Study in Health Psychology
This supervised study course is 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. (Variable: 1-3 credit hours) (1 credit hour)

PSY 201—General Psychology
This course offers an introductory study of psychology with emphasis on the learning process, perception, the biological basis of behavior, personality, development and social psychology. Special emphasis is placed on motives and emotions as they affect human behavior and on individual differences. (3 credit hours)

PSY 202—Human Growth and Development
Prerequisites: PSY 201
This course is designed to study the basic biopsychosocial principles of human growth and development across the lifespan. The interaction between biological processes and psychological functioning is emphasized. The course encompasses research in human development, the effects of heredity, childbirth, preschool development, the challenges of adolescence, psychosocial interactions in adulthood, and issues involved in death and dying. (3 credit hours)

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PSY 204—Abnormal Psychology
Prerequisites: PSY 201
This course examines the nature, causes and dynamics of abnormal behavior. Units of study include the criteria for diagnosis and classification and treatment of psychopathological behaviors. (3 credit hours)

PSY 215C—Introductory Fieldwork
Prerequisites: PSY 221
This course provides an opportunity for students to observe health psychology work occurring in the field. Students will complete two observational placements and complete writing assignments about each, in order to provide exposure to the clinical field of health psychology. Permission from the Program Director is necessary to enroll in this course. (1 credit hour)

PSY 221—Behavior Change Methods
Prerequisites: PSY 201, PSY 238
This course covers the application of behavioral learning principles to including the design and evaluation of behavior modification programs, and practical and ethical issues. Includes application of behavior change methods for children and adults in schools, healthcare settings, and everyday situations. (3 credit hours)

PSY 238—Developmental Psychology
This course provides the student with an overview and general understanding of basic principles of psychology and how they 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. (4 credit hours)

PSY 265—Research Methods in Psychology
Prerequisites: PSY 201 OR PSY 238
This course provides an introduction to psychological research techniques and methodology. Topics to be covered include research design, data collection and interpretation, evaluation of research findings, and legal and ethical issues. Concepts will be illustrated with examples of research on various topics in psychology. Electronic databases and access to empirical findings will also be covered. (3 credit hours)

PSY 299—Supervised Study Health Psychology
This supervised study course is 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. (Variable: 1-3 credit hours)

PSY 300—Career Options in Psychology
Prerequisites: PSY 201, ENG 112
This course will help students identify career options in psychology and determine the best path for preparing for those careers. Students will learn the processes for applying to graduate school, writing a resume, and conducting a comprehensive job search.

Additionally, students will identify their field placement preferences for PSY 415C and 425C. (1 credit hour)

PSY 315—Social Psychology
Prerequisites: PSY 265, IDS 301
This course provides an overview of the theory and research of social behavior of the individual and the group. The effect of social settings on individual beliefs, attitudes, and behaviors will be covered, with an emphasis on addressing and understanding social determinants of health behaviors. (3 credit hours)

PSY 330—Positive Psychology
Prerequisites: PSY 201 OR PSY 238
This course will provide an introduction to positive psychology. It will explore 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. (3 credit hours)

PSY 350—Community Psychology
Prerequisites: PSY 265, IDS 301
In this course, students will explore and evaluate the theory, historical foundations, and methods of community psychology. They will analyze the potential relevance of community psychology for addressing major social and health problems. Students will examine the existing empirical knowledge base, including effective modes of community-based intervention. (3 credit hours)

PSY 360—Health Psychology
Prerequisites: PSY 265, IDS 301, PSY 221
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 will be discussed. Students will apply key concepts of health psychology to enhance health behaviors. (3 credit hours)

PSY 380—Learning and Memory
Prerequisites: PSY 265, IDS 301
This course covers the major theories of learning, memory, and attention. The experimental study of conditioning, mental representation, memory systems, and knowledge acquisition will be addressed. Students will discuss the application of these theories to life situations and health behaviors. (3 credit hours)

PSY 399—Supervised Study in Health Psychology
This supervised study course is 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. (Variable:
1-3 credit hours)

PSY 415—Field Placement I
Corequisites: PSY 415C Clinical
Prerequisites: PSY 215C, PSY 360
Students are matched with a field placement involving research or clinically oriented activities in health psychology. Students meet weekly with course instructor to synthesize new experiences and prior knowledge. Students begin capstone project synthesizing theory, research, and clinical application of knowledge. (1 credit hour)

PSY 415C—Field Placement I Clinical
Corequisites: PSY 415
Students participate in off-campus supervised fieldwork placements involving the principles and applications of health psychology. (2 credit hours)

PSY 418—Senior Research I
Prerequisites: PSY 265, IDS 301
This course will give the student an opportunity to conduct an independent quantitative research project or comprehensive literature review under the directorship of a faculty member, or to join a research team and contribute substantially to ongoing research projects. Students present a hypothesis and methodology for testing and carry out a project. (1- 3 credit hours)

PSY 425—Field Placement II
Corequisites: PSY 425C
Prerequisites: PSY 415, PSY 415C
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. (1 credit hour)

PSY 425C—Field Placement II Clinical
Corequisites: PSY 425
Students continue their participation in off-campus supervised fieldwork placements involving the principles and applications of health psychology. (2 credit hours)

PSY 428—Senior Research II
Prerequisites: PSY 418
This course is a continuation of PSY 418: Senior Research I. Students will continue their research, analyze results, and present findings in oral and written formats under the directorship of a faculty member. This class can be repeated for 6 credits maximum; each enrollment will receive a separate letter grade. (1-3 credit hours)

PSY 470—Neuroscience
Prerequisites: PSY 360
This course provides the student with an advanced study of neuroscience including consideration of topics such as sleep, pain, eating, learning and memory. Special emphasis will be placed on cutting edge topics such as receptor subtypes, biological basis for learning and memory, neuronal plasticity and psychoneuroimmunology. (3 credit hours)

PSY 480—Psychophysiology II: Psychopharmacology
This course is a basic introduction to psychopharmacology. Basic neuropsychological principles and classes of psychopharmacological medications will be discussed and applied to relevant diagnostic groups. The course will help students understand the application of medications common to the treatment of psychological disorders. (3 credit hours)

PSY 499—Supervised Study in Health Psychology
This supervised study course is 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. (Variable:
1-3 credit hours)

PHYSICAL THERAPIST ASSISTANT

PTA 106/106L—Basic Skills for the PTA
Corequisites: PTA 110
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. (3 credit hours)

PTA 108L—Clinical Assessment Skills
Clinical Assessment Skills is a lab class designed to educate the student in basic clinical assessment skills that are routinely utilized by the Physical Therapist Assistant while delivering patient care. Areas of content include obtaining vital signs, goniometric measurement of joint range of motion, manual muscle testing, use of tilt table and appropriate documentation of assessment procedures. (2 credit hours)

PTA 110—Integrated Sciences for the PTA
Corequisites: PTA 106
This course provides an integration of the major areas of scientific study to prepare the physical therapist assistant student for the proper use of modalities and understanding of exercise principles. The focus is on the study of math skills and physics concepts relevant to the practice of physical therapy. (2 credit hours)

PTA 150/150L—Functional Applied Anatomy
Prerequisites: PTA 106, BIO 211
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. (4 credit hours)

PTA 161/161L/161C—Principles and Procedures of PT I
Prerequisites: PTA 150
Corequisites: PTA 201
This course is designed for the student to carry basic procedures utilized by the physical therapist assistant in the delivery of healthcare that includes physical agents and massage. The physical agents includes, but not limited to, superficial heat and cold, intermittent venous compression and venous pressure garments, ultrasound and phonophresis, hydrotherapy techniques, use of sterile technique, traction, infrared, ultraviolet, biofeedback, and LASER. Medical documentation, report writing, preparation and cleaning of treatment areas and emergency procedures will be discussed in each section. (6 credit hours)

PTA 201/201L—Principles of Therapeutic Exercise
Corequisites: PTA 161
Prerequisites: PTA 108L, PTA 150, BIO 212
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. (2 credit hours)

PTA 203—Pathology for the PTA
Prerequisites: PTA 161, PTA 201
Corequisites: PTA 251C
This course is designed to provide the student with information about the basic pathological processes that occur in the human body that include: Basic Terminology, Diabetes, PVD, Renal Disease, Hematological Disorders, Dermatology, Cardiac, Pulmonary, Cancer, Psychological. (2 credit hours)

PTA 221—Psychosocial Aspects of Therapy
Prerequisites: IDS 215, SOC 213 Lecture
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. (2 credit hours)

PTA 235/235L—Principles and Procedures of PT II
Prerequisites: PTA 161, PTA 201
This course will provide the student with the information and therapeutic techniques needed to treat a wide variety of conditions associated with the medical/surgical patient, including; cardiac rehab, pulmonary rehab, wound care, burn care, amputee rehab, orthosis use, home assessment and wheelchair mobility. Basic pharmacology and its affects on physical therapy care also will be presented throughout the course. The course is designed as a lecture and laboratory format. (4 credit hours)

PTA 236/236L—Principles and Procedures of PT III
Corequisites: PTA 251C
Prerequisites: PTA 161, PTA 201
This course provides the student with the essential information and therapeutic techniques necessary to treat orthopedically-impaired clients in the physical therapy setting. (4 credit hours)

PTA 241/241L—Pediatric Physical Therapy
Prerequisites: PTA 203, PTA 221, PTA 236
Corequisites: PTA 252C
Pediatric conditions of infants through adolescents with emphasis on developmental disabilities and providing Pediatric physical therapy in a variety of settings including outpatient clinic, school and early intervention, normal motor development, treatment theories and interventions, including handling techniques and use of pediatric equipment. (2 credit hours)

PTA 242/242L—Adult Neurological Rehabilitation
Prerequisites: PTA 203, PTA 221, PTA 235
Corequisites: PTA 252C
This course explores the pathophysiology and rehab for a variety of neurological disorders including: cerebral vascular accident, spinal cord injuries, closed head injuries, commonly seen upper and lower motor neuron pathologies, and vestibular pathologies. This course is designed to inform the student of common neurological pathology and appropriate physical therapy intervention for this patient population. (3 credit hours)

PTA 251C—Clinical Practicum I
Corequisites: PTA 203, PTA 236
This full-time practicum is designed to provide the student the opportunity to apply previously learned and practiced skills in an actual clinical setting. The experience is four weeks in length with an emphasis on acute care and/or orthopedics. Supervision during the affiliation will be provided by clinical instructors in the health care facility to which the student is assigned. It is planned for clinical instructors to provide supervision, direction and guidance, but formal instruction will not be a planned part of these clinical experiences. (Pass/Fail). (3 credit hours)

PTA 252C—Clinical Practicum II
Corequisites: PTA 241, PTA 242
This full-time clinical experience is designed to provide the student the opportunity to apply previously learned and practiced skills in an actual clinical setting. The experience is eight weeks in length at selected clinical facilities with emphasis on long-term rehab. Supervision during the clinical will be provided by clinical instructors in the health care facility to which the student is assigned. It is planned for clinical instructors to provide supervision, direction and guidance, but formal instruction will not be a planned part of these clinical experiences. (Pass/Fail). (7 credit hours)

PTA 285—Professional Seminar
This course is discussion/lecture designed to provide the student with current information concerning issues in the field of rehabilitation and to provide preparation for

the licensing procedure. The student also will prepare for job seeking by writing cover letters, resumes and undergoing a mock job interview. This course will also prepare the student in group presentation using multimedia equipment and the internet for research. (2 credit hours)

RESPIRATORY THERAPY

RTH 104/104L—Fundamentals of Respiratory Therapy I
Corequisites: RTH 130 Lecture
This course introduces the student to the profession of Respiratory Therapy, patient assessment, oxygen therapy and aerosol therapy, incentive spirometry, and relevant medical terminology. A thorough knowledge of all equipment and procedures involved will be emphasized in the laboratory. (4 credit hours)

RTH 105/105L—Fundamentals of Respiratory Therapy II
Prerequisites: RTH 104, RTH 130
Corequisites: RTH 110C, RTH 118
This course introduces the student to advanced modalities of respiratory care including assessment, arterial blood gas sampling and analysis, pulse oximetry, chest physical therapy, hyperinflation, respiratory therapy pharmacology, and airway management. Study will include theory, selection, and use of advanced respiratory therapy equipment and procedures. (4 credit hours)

RTH 110C—Clinical Practice I
Prerequisites: RTH 104, RTH 130
Corequisites: RTH 105, RTH 118
This course provides an introduction to the clinical setting and the practice and attainment of skills in Respiratory Care needed for patient care outside of the Intensive Care Unit. All entry level modalities will be implemented after demonstrating proficiency in the laboratory. (Pass/Fail) (3 credit hours)

RTH 118—Cardiopulmonary Anatomy and Physiology
Prerequisites: RTH 104, RTH 130
Corequisites: RTH 105, RTH 110C
This course is a concentrated study of the structure and functional integration of the respiratory system in conjunction with circulatory system. Included are the factors involved in the mechanics of respiratory ventilation, pulmonary circulation, tissue metabolism, oxygen transport, and carbon dioxide elimination along with arterial blood gas interpretation. A general pharmacology unit will also be introduced. The course is concluded with a study of EKG and arrhythmia interpretation. (3 credit hours)

RTH 121—Respiratory Pharmacology
Prerequisites: RTH 105, RTH 118
Corequisites: RTH 200, RTH 249
This course consists of basic pharmacological principles, modes of action, and evaluation of patient response with specific emphasis on drugs used most frequently in the treatment of patients with cardiorespiratory disease. (3 credit hours)

RTH 130—Integrated Sciences for Respiratory Care
Corequisites: RTH 104
This course is an integration of the major areas of scientific study with application to respiratory theory and procedure. The focus is on the metric system and basic laboratory mathematics, microbiology, inorganic, organic and physiologic chemistry, medical physics with emphasis upon the physics of gases, fluids, and electricity. (3 credit hours)

RTH 200—Respiratory Pathophysiology
Prerequisites: RTH 105, RTH 110C
Corequisites: RTH 121, RTH 249
This course is a concentrated study of the etiology and pathogenesis of cardiopulmonary diseases. Additional focus includes clinical manifestations, complications, diagnosis and therapeutic intervention. In addition, cardiovascular diseases and their effect on and importance to the respiratory care practitioner will be covered. Special emphasis will be placed on assessment of COPD, myocardial infarction, congestive heart failure, and the etiology and pathogenesis of pulmonary edema and shock. (3 credit hours)

RTH 201—Pulmonary Function Studies
Prerequisites: RTH 105, RTH 110C
Corequisites: RTH 220C, RTH 241
This course covers a range of pulmonary studies including basic spirometry to computerized testing procedures. Plethysmography and basic pulmonary function testing procedures will be emphasized. Interpretation of data and diagnosis of obstructive and restrictive defects will be integrated with individual case studies. (2 credit hours)

RTH 220C—Clinical Practice II
Prerequisites: RTH 249
Corequisites: RTH 201, RTH 241
This course provides a clinical introduction to the Intensive Care Unit and ventilatory management of the critically ill. Continued competency on previously learned modalities is expected. This clinical experience also provides for observations and participation in the following specialty rotations: Physician Rounds, Neonatal Intensive Care, Operating Room, Sleep Laboratory and Polysomnography and Rehab and Homecare. (Pass/Fail). (3 credit hours)

RTH 230C—Clinical Practice III
Prerequisites: RTH 220C, RTH 254
Corequisites: RTH 260, RTH 285
This course provides clinical practice in the Intensive Care Unit with refinement of skills in ventilator management of the critically ill. Continued competency on previously learned modalities is expected. This clinical practice also includes observation and participation in the following specialty rotations: pulmonary function laboratory, neonatal and pediatric intensive care, long-term ventilatory management, home care, and intubation. (Pass/Fail). (3 credit hours)

RTH 241—Patient Rehabilitation and Home Care
Prerequisites: RTH 121, RTH 249
Corequisites: RTH 201, RTH 220C, RTH 254
This course is designed to introduce students to pulmonary rehabilitation and home care. Special emphasis will be placed on the geriatric patient and family education, components of pulmonary rehabilitation programs, reimbursement, and home care equipment. (1 credit hour)

RTH 249/249L—Intro to Mechanical Ventilation
Prerequisites: RTH 118, RTH 105
Corequisites: RTH 121, RTH 200, RTH 249L
This course serves as introduction to ventilators and monitoring devices, procedures and techniques specifically related to noninvasive and invasive mechanical ventilation. Study will include theory, selection, design and introduction to the use of non-invasive and invasive ventilation. (4 credit hours)

RTH 252—Pediatrics and Neonatology
Prerequisites: RTH 121, RTH 249
This course will provide an overview of the etiology, pathophysiology, diagnoses, and treatment of cardiopulmonary conditions frequently encountered in the newborn and pediatric patient. It will provide information on the developmental stages and assessment of the fetus, newborn, and child. Neonatal and pediatric resuscitation will be introduced. (3 credit hours)

RTH 254/254L—Critical Care I
Prerequisites: RTH 249
Corequisites: RTH 241
This course is a continuation of RTH 249. The student will be provided with an in-depth discussion of the mechanically ventilated patient. The discussion will focus on establishing the need for mechanical ventilation, the initiation of mechanical ventilation, modification of ventilatory parameters based on patient response, weaning and eventual discontinuance of mechanical ventilation. Mechanical ventilators will be classified according to their capabilities and uses. Specific ventilators and ventilatory techniques will also be presented. Laboratory exercises will be dispersed throughout the course as specific modes of ventilation are presented. (3 credit hours)

RTH 255—Critical Care II
Prerequisites: RTH 254
Corequisites: RTH 260
This course will provide the student with an understanding of the principles of electrocardiography and other aspects of cardiopulmonary collapse. Management of the critically ill patient will include hemodynamic monitoring, ventilator management, infection control, and cardiopulmonary collapse in the critical care area. Patient assessment will be reviewed with an emphasis on the special needs of the critically ill patient. (3 credit hours)

RTH 260/260L—Advanced Life Support
Corequisites: RTH 230C, RTH 255, RTH 285
Prerequisites: RTH 254, RTH 252
This course provides the knowledge and skills required to provide care to patients near to or in cardiopulmonary arrest. It presents advanced life support techniques for adult, pediatric, and neonatal populations. This course contains a laboratory component. (2 credit hours)

RTH 285—Professional Seminar
Prerequisites: RTH 252, RTH 254
Corequisites: RTH 230C, RTH 260
This course is designed to prepare students for the professional examinations in respiratory therapy and to analyze the importance of professionalism within this field. Students are required to take the following self-assessment exams: CRT (Entry Level Exam), RRT (Written Registry Exam), and the Clinical Simulation Exam. (Pass/Fail) (3 credit hours)

RTH 290—Respiratory Care Independent Study
Independent study courses are designed to permit the students, with faculty supervision, to study topics or areas of particular interest. The subjects are usually continuations in greater depth of a topic covered in a regular course and usually involve extensive readings, tutorial sessions with a faculty supervisor and may include written papers. Permission of the Program Director is required, with supervising faculty assigned by the Program Director. (1 - 3 credit hours)

SOCIOLOGY

SOC 210—Medical Sociology
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. (3 credit hours)

SOC 213—Social Issues in Health Care Delivery
This course will introduce students to vital social issues affecting healthcare delivery in the United States. Course content will include health related demographics, ethnic and cultural diversity, applied communication methods and skills and an orientation to community healthcare. An experiential learning module will place students in a volunteer role working 20 hours with a community agency serving healthcare needs. Agencies serving geriatric clients or underserved populations will take priority. (3 credit hours)

SOC 225—Family Dynamics
Prerequisites: SOC 213
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. (3 credit hours)

SOC 301—Race and Ethnicity in Healthcare
Prerequisites: SOC 213
This course will provide students with a fundamental understanding of the dynamics of racial and ethnic relations in American daily life. The course will present an in-depth look at the history, theory, and methods that inform social science research on pressing social issues, such as diversity and inequality, and their impact on healthcare locally, regionally, and nationally. (3 credit hours)

SPANISH

SPA 111—Spanish I
An introductory course that delivers oral and written communication in Spanish with emphasis in the present tense. Tutorial labs are included. (4 credit hours)

SPA 112—Spanish II
Prerequisites: SPA 111
A continuation of Spanish I with emphasis upon communication in the present and past tense. Tutorial labs are included. (4 credit hours)

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College Calendar: Fall 2008	
Fall Tuition & Fees Due	July 25, 2008
College Orientation for RN-BSN & PN Students	August 1, 2008
9-Month Faculty Return	August 11, 2008
College Meeting for Faculty & Staff	August 12, 2008
Faculty Education Day	August 13, 2008
Dorm Move-In Date	August 14, 2008
Student Orientation - Dorm Students Only	August 15, 2008
Convocation & Programmatic Orientations for Graduate and Undergraduate Students	August 18, 2008
Fall Classes Begin	August 19, 2008
Last Day to Add a Class or Drop a Class with a Refund	September 2, 2008
Reading & Faculty Education Day	September 30, 2008
Mid-term Grades Due	October 10, 2008
Last Day to Drop a Class with a "W"	October 17, 2008
Returning Student Registration for Spring Semester Begins	November 19, 2008
New Student Registration for Spring Semester Begins	November 24, 2008
Thanksgiving Break (Dorms Closed)	November 26-30, 2008
Last Day of Fall Classes	December 5, 2008
Fall Exams	December 8-11, 2008
Grades for Graduates Due	December 9, 2008
Final Grades Due	December 12, 2008
Graduation	December 12, 2008
Spring Tuition & Fees Due	December 12, 2008
Dorm Move-Out Date	December 12, 2008
Dorms Closed	December 13, 2008 –January 11, 2009
Holiday Break for Faculty & Staff	December 24, 2008-January 2, 2009

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College Calendar: Spring 2009	
Spring Tuition & Fees Due	December 12, 2008
9-month and 12-month Faculty/Staff Return	January 5, 2009
College Meeting for Faculty & Staff	January 7, 2009
Dorm Move In - New Residents	January 8, 2009
Student Orientation	January 9, 2009
Dorm Move In - Returning Residents	January 11, 2009
Spring Classes Begin	January 12, 2009
Last Day to Add a Class or Drop a Class with a Refund	January 23, 2009
Mid-term Grades	March 6, 2009
Spring Break (Dorms Closed)	March 6-15, 2009
Last Day to Drop a Class with a "W"	March 20, 2009
Returning Student Registration for Summer Semester Begins	March 25, 2009
New Student Registration for Summer Semester Begins	March 30, 2009
Returning Student Registration for Fall Semester Begins	April 22, 2009
New Student Registration for Fall Semester Begins	April 27, 2009
Last Day of Spring Classes	May 1, 2009
Summer Tuition & Fees Due	May 1, 2009
Spring Exams	May 4-7, 2009
Dorm Move Out for Residents who are not Graduating	May 8, 2009
Final Grades Due	May 11, 2009
Graduation	May 15, 2009
Dorm Move Out for Residents who are Graduating	May 16, 2009

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College Calendar: Summer 2009	
Summer Tuition & Fees Due	May 1, 2009
Student Orientation	May 22, 2009
Dorm Move-In Date	May 24, 2009
Classes Begin - 1st 5-Week Session	May 25, 2009
Last Day to Add a Class or Drop a Class with a Refund	June 1, 2009
Student Orientation – Fall	June 12, 2009
Last Day to Drop a Class with a "W"	June 15, 2009
Student Orientation – Fall	June 26, 2009
Last Day of Classes - 1st 5-Week Session	June 26, 2009
Exams - 1st 5-Weeks	June 29-30, 2009
Mid-Term Grades Due	June 29, 2009
First Day of Class - 2nd 5-Week Session	July 1, 2009
Independence Day Holiday	July 3, 2009
Student Orientation – Fall	July 17, 2009
Fall Tuition & Fees Due	July 31, 2009
Last Day of Classes - 2nd 5 Week Session	August 5, 2009
Exams - 2nd 5-Week Session	August 6-7, 2009
Exams - General Session	August 5-7, 2009
Dorm Move-Out Date	August 7, 2009
Final Grades Due	August 10, 2009 -noon

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Academic Calendar: Fall 2009	
Fall Tuition & Fees Due	July 31, 2009
College Orientation for RN-BSN & PN Students	August 7,2009
9-Month Faculty Return	August 19,2009
College Meeting for Faculty and Staff	August 20,2009
Dorm Move-In Date	August 20,2009
Student Orientation - Dorm Students Only	August 21,2009
Convocation & Programmatic Orientations for Graduate and Undergraduate Students	August 25,2009
Fall Classes Begin	August 26,2009
Last Day to Add a Class or Drop a Class with a Refund	September 9, 2009
Reading & Faculty Education Day	October 12, 2009
Mid-term Grades Due	October 16, 2009
Last Day to Drop a Class with a "W"	October 23, 2009
Returning Student Registration for Spring Semester Begins	TBA
New Student Registration for Spring Semester Begins	TBA
Thanksgiving Break (Dorms Closed)	November 25-29, 2009
Last Day of Fall Classes	December 11, 2009
Fall Exams	December 14-17, 2009
Grades for Graduates Due	December 16, 2009-noon
Final Grades Due	December 18, 2009-noon
Graduation	December 18, 2009
Spring Tuition & Fees Due	December 18, 2009
Dorm Move-Out Date	December 18, 2009
Dorms Closed	December 19, 2009 – January 10, 2010
Holiday Break for Faculty and Staff	December 23, 2009 – January 3, 2010

Academic Calendar: Spring 2010	
Spring Tuition & Fees Due	December 18, 2009
12-month Faculty/Staff Return	January 4, 2010
9-month Faculty Return	January 6, 2010
College Meeting for Faculty & Staff	January 7, 2010
Dorm Move In - New Residents	January 6, 2010
Student Orientation	January 8, 2010
Dorm Move In - Returning Residents	January 10, 2010
Spring Classes Begin	January 13, 2010
Last Day to Add a Class or Drop a Class with a Refund	January 27, 2010
Spring Break (Dorms Closed)	March 6-14, 2010
Mid-term Grades Due	March 19, 2010
Last Day to Drop a Class with a "W"	March 19, 2010
Returning Student Registration for Summer Semester Begins	TBA
New Student Registration for Summer Semester Begins	TBA
Returning Student Registration for Fall Semester Begins	TBA
New Student Registration for Fall Semester Begins	TBA
Summer Tuition & Fees Due	April 30, 2010
Last Day of Spring Classes	May 4, 2010
Spring Exams	May 4-7, 2010
Dorm Move Out for Students who are not Graduating	May 7, 2010
Final Grades Due	May 12, 2010-10am
Graduation	May 14, 2010
Dorm Move Out for Students who are Graduating	May 15, 2010

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Academic Calendar: Summer 2010	
Summer Tuition & Fees Due	April 30, 2010
Student Orientation	May 21, 2010
Dorm Move-In Date	May 23, 2010
Classes Begin - 1st 5-Week Session	May 24, 2010
Last Day to Add a Class or Drop a Class with a Refund	May 31, 2010
Student Orientation – Fall	June 11, 2010
Last Day to Drop a Class with a "W"	June 14, 2010
Student Orientation – Fall	June 25, 2010
Last Day of Classes - 1st 5-Week Session	June 25, 2010
Exams - 1st 5-Weeks	June 28-29, 2010
Mid-Term Grades Due	June 28, 2010
First Day of Class - 2nd 5-Week Session	June 30, 2010
Independence Day Holiday	July 5, 2010
Student Orientation – Fall	July 16, 2010
Fall Tuition & Fees Due	July 23, 2010
Last Day of Classes - 2nd 5-Week Session	August 4, 2010
Exams - 2nd 5-Week Session	August 5-6, 2010
Exams - General Session	August 3-6, 2010
Dorm Move-Out Date	August 6, 2010
Final Grades Due	August 9, 2010

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