# Table of Contents

Academic Calendar .................................................................................................................. 2  
General Information ................................................................................................................ 4  
The Admissions Process ............................................................................................................ 11  
Additional Program-Specific Requirements ........................................................................... 14  
Graduate Admissions .............................................................................................................. 16  
The Bursar’s Office ................................................................................................................ 18  
Welcome to Financial Aid ...................................................................................................... 21  
Financial Aid Policies ........................................................................................................... 27  
Academic Information ............................................................................................................ 30  
Graduate Education Policies ................................................................................................ 60  
Support Services .................................................................................................................. 65  
Graduate Education ................................................................................................................ 69  
Master of Science in Nursing ................................................................................................. 69  
Bachelor of Science Programs ............................................................................................... 73  
  Bachelor of Science in Nursing ........................................................................................... 73  
  Registered Nurse to Bachelor of Science in Nursing ......................................................... 77  
  Biomedical Sciences ........................................................................................................... 81  
  Biomedical Science with Clinical Lab Concentration ....................................................... 84  
  Healthcare Management ..................................................................................................... 87  
  Physician Assistant ........................................................................................................... 89  
Occupational Therapy ........................................................................................................... 93  
Associate of Science & Associate of Applied Science Programs ........................................ 100  
  Two-Year Associate of Science in Nursing ...................................................................... 100  
  LPN to Associate of Science Degree in Nursing Track ..................................................... 106  
  Paramedic/Respiratory Therapist to Associate of Science in Nursing-Accelerated Track ................................................................................................................................. 113  
Associate of Science ............................................................................................................. 119  
  Emergency Health Sciences - Paramedic ........................................................................ 121  
  EHS-Advanced Standing Requirements ........................................................................... 124  
  Fire & EMS Technology ................................................................................................... 125  
  Occupational Therapy Assistant ...................................................................................... 127  
  Physical Therapist Assistant ............................................................................................ 132  
  Respiratory Therapy ........................................................................................................ 134  
Course Descriptions .............................................................................................................. 139  
Personnel Roster ................................................................................................................... 192
Academic Calendar

Fall 2006

1st New Student Orientation..............Thursday & Friday, August 10-11
9-Month Faculty Start Date.........................Monday, August 14
Employee Meeting...............................Tuesday, August 15
Dorm Move-In Date..............................Wednesday, August 16
2nd New Student Orientation............Thursday & Friday, August 17-18
Programmatic Orientation/Convocation.........Saturday, August 19
Fall Classes Begin..............................Monday, August 21
Last Day to Add/Drop with Refund............Friday, September 1
Reading Days.................................Monday & Tuesday, October 9-10
Mid-term Grades..............................Friday, October 13
Last Day to Drop with a "W"...............Friday, October 20
Thanksgiving Break- no classes......Wednesday-Friday, November 22-24
Last Day of Classes............................Friday, December 8
Fall Exams..............................Monday-Thursday, December 11-14
Grades for Graduates Due.......................Tuesday, December 12
Final Grades Due..............................Friday, December 15

Graduation..............................Friday, December 15

Holiday Break........College closed at 5 p.m. on Thursday, December 21 and will reopen on Wednesday, January 3 at 8 a.m.

Spring 2007

12-month Faculty/Staff Return.................January 3
9-Month Faculty Report..............................January 3
New Student Orientation......................January 5
Spring Classes Begin..............................January 8
Last Day to Add/Drop with a Refund............January 19
Mid-term Grades..............................March 2
Spring Break.................................March 5-9
Last Day to Drop with a "W".....................March 16
Last Day of Classes.................................................................April 27

Spring Exams......................................................................April 30-May 3

Final Grades Due.....................................................................May 7

**Graduation**.........................................................................May 11

**Summer 2007**

New Student Orientation.......................................................May 18

Summer Classes Begin............................................................May 21

Last day to Add/Drop with a Refund.................................May 28

Last day to Drop with a "W"..................................................June 11

Independence Day Holiday...................................................July 4

Last Day of Classes..............................................................July 20

Exams....................................................................................July 23-July 25

Final Grades Due.....................................................................July 27

Dorm Move-Out Day..............................................................July 28
General Information
Jefferson College of Health Sciences is a professional health sciences college, offering two undergraduate nursing programs, a graduate program, and 12 additional allied healthcare programs.

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

We offer associate, baccalaureate and graduate programs in nursing and allied healthcare.

We annually enroll approximately 900 undergraduate students and 30 graduate students in our Master of Science in Nursing program.

Academic Programs

General Education
The general education component of the curriculum is designed to provide a broad understanding of self, others, community and society. Liberal arts and sciences help develop reflective and critical thinking, leading to intellectual and emotional growth, thus building a foundation for professional competence in a specialized healthcare field.

Interdisciplinary Studies
Jefferson College of Health Sciences' primary purpose is to prepare ethical, knowledgeable, competent and caring healthcare professional. The College provides educational opportunities for career advancement, employment mobility and lifelong learning adapted to the healthcare environment. College curriculum integrates theory, innovative practice and technology in classroom, laboratory and clinical settings.

To meet the demands for cost-effectiveness, expanded access and higher quality care, healthcare delivery systems are constantly changing. Healthcare practitioners who have an interdisciplinary outlook and possess multiple skills are prepared to excel in this dynamic environment.

One component of the Jefferson College of Health Sciences curriculum for achieving excellence in education is Interdisciplinary Studies (IDS). Healthcare practitioners taking IDS courses gain an awareness and knowledge of other disciplines while working together as a healthcare team.

Graduate Program
Master of Science in Nursing

Bachelor of Science Degrees
Biomedical Sciences
Bachelor of Science in Nursing
Healthcare Management
Occupational Therapy
Physician Assistant

Associate of Science Degrees (A.S.)
Associate of Science in Nursing
Licensed Practical Nurse to Associate of Science in Nursing
Accelerated Track for Respiratory Therapists to Associate of Science in Nursing
Accelerated Track for Paramedics to Associate of Science in Nursing Science

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

Mission, Purpose and Values

The mission, purpose, vision and values 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.

Purpose and Values

Founded in 1914, as Jefferson Hospital School of Nursing, Jefferson College of Health Sciences, located in Roanoke, Va., is a private institution offering baccalaureate and associate degree programs, as well as graduate education, exclusively in healthcare disciplines. The College's history dates from the formation of the Community Hospital of Roanoke Valley School of Nursing, which evolved from the 1965 merger of the Jefferson Hospital School of Nursing, founded in 1914, and the Lewis-Gale Hospital School of Nursing, founded in 1911. The College provides educational opportunities for those seeking healthcare careers, lifelong learning, and career enhancement adapted to the health care environment.

The Jefferson College community values:

- excellence and innovation in education;
- integration of contemporary technologies;
- community-campus partnerships;
- diversity of person and thought;
- integrity in personal and professional life;
- personal, professional and scholarly development;
- and a commitment to lifelong learning.

Based on these values, we believe:

- The college is a partnership of people. Our students, faculty, staff and alumni are our principal assets.
- Teaching is our primary mission and we recognize the contribution of scholarly activity to the learning process.
- A foundation in general education prepares students intellectually, culturally and ethically for their professional and
personal lives.

- Scientific and technical knowledge, competencies and proficiencies are required for successful practice and advancement in students’ chosen professions.

- Scholarly environment is required for the intellectual, personal, and professional development of student, staff, faculty and alumni.

- Broad-based, interdisciplinary education fosters community partnerships, improved health and respect for human diversity and dignity.

- Institutional and programmatic accreditation contributes to academic excellence.

- Systematic planning and evaluation contributes to sound management of human, physical, and financial resources.

**Vision**

Jefferson College of Health Sciences will be nationally recognized as an institution of choice for individuals seeking careers as professionals in healthcare.

**Institutional Accreditations and Program Approvals**

Jefferson College of Health Sciences is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097: Telephone number: 404-679-4501) to award associate, baccalaureate and graduate degrees.

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

- The Emergency Health Sciences-Paramedic program is accredited by the Joint Review Committee on Educational Programs for the Emergency Medical Technician-Paramedic (JRCETMTP) and the Council on Accreditation and Unit Recognition (CAUR) of the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

- 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 (6603 West Broad St., 5th Floor, Richmond, VA 23230-1712, Phone: 804-662-9909).

- The Baccalaureate Degree Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) (One Dupont Circle, NW, Suite 530, Washington, DC, Phone: 202-887-6791).

- The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).
· The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

· The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (APTA).

· The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

· 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).

**Tuition and Fees**

Click here to see our tuition and fees structure.

**Financial Aid**

87 percent of our students receive some sort of financial aid.

Academic merit scholarships and grants are 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 determined by the Free Application for Federal Student Aid (FAFSA)

We participate in the Carilion Health System Tuition Waiver Program for both our undergraduate critical need programs, as designated by CHS, and our master of science in nursing program. You must be an employee of Carilion Health System to apply for this benefit.

**Faculty**

58 full-time faculty

Overall student-to-faculty ratio is 15:1, but this varies by program and by classroom/clinical setting.

**Academic Opportunities**

Fourteen undergraduate programs and one graduate program

Excellent clinical opportunities

Seamless undergraduate-to-graduate nursing program. Extensive distance learning offerings, as well as continuing education and volunteer opportunities near campus and abroad.

**Calendar**
Two semesters, late August-December, January-May, one summer session, May-July

**Location**

We are located in historic and beautiful Downtown Roanoke. Within walking distance of numerous restaurants and one of the oldest outdoor markets in Virginia. We are on the campus of Carilion Roanoke Community Hospital and less than a mile from Carilion Roanoke Memorial Hospital and numerous other outstanding clinical sites.

Jefferson College of Health Sciences is located at 920 South Jefferson Street in Roanoke, Virginia. The College facilities include a ten-story brick building and parking deck, with student parking available in several adjacent areas.

The College also leases several rooms at the Roanoke Higher Education Center, located in downtown Roanoke. Parking is available at the RHEC.

The College is unique in offering students classrooms, science and skills laboratories, and residence halls all under the same roof. In addition to this convenience, the College is also located between two major hospitals which provide easy access to clinical work sites and a wealth of healthcare resources.

The residence halls provide students with rooms that are much larger than those found in 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 Internet connectivity. Meals can be purchased at reasonable prices at Carilion Roanoke Community Hospital, located adjacent to the College. 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. A fitness room is located on the basement level of the facility and is available for student and staff use.

The residence halls include two lounges and kitchens for group use by residents and their guests. Soft drinks, snacks, sandwiches, microwave oven, cable television, radio and pay telephones are available to students in “The Recovery Room,” the College's student lounge.

The College and surrounding parking lots are patrolled by Carilion Health System 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.

The College Bookstore, located on the 4th floor of Carilion Roanoke Community Hospital, offers not only the books and materials needed for classes and clinicals, but also shirts, jackets and other items with the College logo.

Classrooms, located throughout the facility, are wired for Internet access. Laboratories for curricula programs, located throughout the facility, are equipped with equipment and supplies that will prepare students to work in
today's healthcare environment. Science laboratories for chemistry, microbiology, and anatomy and physiology are found on the second floor. There is a physics lab on the 3rd floor. An electronic classroom is located on the second floor.

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 LRC, open during LRC hours, and additional computer resources at the RHEC.

The Administration and Bursar's offices are located in Reid Center. The Financial Aid and Admissions offices are in Fralin House, across Jefferson Street, and the Registrar's office is located in 915 S. Jefferson, directly across from Reid Center.

**Housing**

We offer residence hall rooms to first year students who are from outside of commuting distance. Our residence halls are all located close to main campus. The largest residence hall is located within Reid Center. Our students are also housed on a floor of Carilion Roanoke Community Hospital.

The cafeteria is located in Carilion Roanoke Community Hospital, which also offers a national restaurant franchise. As part of Carilion Health System, we are monitored by Carilion Security.

**Student Services**

Student Services supports students academically, mentally and socially through tutoring, counseling, study skills development, student activities and residence life. Students can make an appointment for any of these services by calling (540) 985-8513.

**Activities and Athletics**

The Student Activities Office hosts several social events each semester.

The Downtown Sports Club and ZOOM fitness center are within walking distance, and the Roanoke Athletic Club (RAC) is located about 5 miles from campus. The Downtown Sports Club and RAC have typical private club membership fees. Resident students for 2006-2007 will be offered a free membership at the ZOOM fitness center, located a few blocks north of campus.

We have several intramural teams, including volleyball, tennis, softball, and basketball. We participate in the Roanoke Parks and Recreation events each year.

**Students' Rights to Confidentiality**

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. The College reserves the right to impose reasonable charges for copies should they be requested.

Non-discriminatory Policy

Jefferson College of Health Sciences does not discriminate against employees, students, or applicants on the basis of race, sex, disability, age, veteran status, national origin, religion, political affiliation or sexual orientation. The College is subject to Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act, the Vietnam Era Veterans’ Readjustment Assistance Act of 1974 and all other rules and regulations that are applicable. Anyone having questions concerning any of those regulations should contact the Equal Opportunity and Affirmative Action Officer at (540) 985-8206, 920 S. Jefferson Street, PO Box 13186: Roanoke, VA 24031-3186. Individuals with disabilities desiring accommodations in the application process should contact the Counseling Department at (540) 985-8449 or the Director of Student Services at (540) 985-8501.

Rights Reserved by the College

The College reserves the right to make changes in this catalog, without prior notification, as it relates to programs, personnel, cost, general information or any regulatory policies and procedures. 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.
The Admissions Process

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 emailing the Office of Admissions. 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 GPA or your high school GPA and your SAT or ACT scores (a transcript request letter can be downloaded below). Use our scholarship calculator 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 1, and to ensure placement within a program, class availability, and residence hall placement, applications should be received as soon as possible.

We look forward to getting to know you and introducing you to the opportunities available to you at JCHS!

All students who need to request transcripts from their high school or any colleges attended may download this Transcript Request Letter to help expedite this critical step.

- Transcript Request Letter (.doc)

College Admission Requirements

Traditional Students (Recent High School Grads)

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 or Anatomy & Physiology
- 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

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:

- An online application
- High school transcripts and/or copy of GED
- Transcripts from any other institution attended.

**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:

- An online application

**Additional Program-Specific Requirements**

Click above to see Additional Program-Specific Requirements.

**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 application to College Counseling 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 asked to participate in additional assessment options in order to determine their potential for success.

These applicants will receive a referral to College Counseling Services for further consideration.

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.
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 email request to: admissions@mail.jchs.edu.
- English proficiency demonstrated by a minimum TOEFL score of 550 (paper-based) or 213 (computer-based)
- Documentation that all financial responsibilities will be met.
- Documentation of acceptable health status. A downloadable form is below.

Physician Assistant Applicants

Physician Assistant Applicants: Apply through the Central Application Service for Physician Assistants, (CASPA), online at www.caspaonline.org.

Applicants who are current students at the College need to submit the CASPA application.
Additional Program-Specific Requirements

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

Additional Program Requirements will be added through July 2006. Check back to see more additional requirements as they become available.

Nursing Associate Degree

- Certified Nurse Aid or Completion of IDS 101 and IDS 101 Lab
- Applicants with two or more course failures in a previous nursing program will not be considered for admission within three years of the last professional course failure. No transfer credit for nursing credits will be granted for these applicants.

LPN to Associate Degree in Nursing

- Certificate or Degree in Practical/Vocational Nursing
- LPN or LVN Licensure
- Program course prerequisites (See LPN to ADN section of this catalog)

Accelerated Track for Respiratory Therapists and Paramedics to Associate Degree in Nursing

- Associate Degree in Paramedic or Respiratory Therapy
- Current EMT-P certification or RRT licensure or eligibility for EMT-P or RRT.

Registered Nurse to Bachelor of Science Degree in Nursing

- Associate Degree or Diploma in Nursing
- RN Licensure (Virginia)

EHS-Paramedic

- must be 18 years of age or older prior to the start of the program
• must have current EMT-Basic certification.

**Fire and EMS Technology**

• must have current EMT-Basic certification by the start of the summer semester (3rd semester).

**Healthcare Management**

• An associate degree from an accredited college/university
• Current resume
• Have at least 15 hours of general education credit at the lower division level that must include at least one course from the following areas: mathematics/natural sciences; social/behavioral sciences; and humanities.
Graduate Admissions

On behalf of Jefferson College of Health Sciences graduate faculty, welcome to the Graduate Program Admissions web site. This is an exciting time for us as we initiate a dynamic and challenging graduate program, the master of science in nursing, designed to enhance the knowledge and skills of healthcare practitioners.

We look forward to working with you as you pursue your graduate degree. If you have any questions about the program, please feel free to email me at becky@jchs.edu.

Rebecca Culver Clark, PhD
Professor/Associate Dean
Graduate Education
540-985-8311

Admissions Process

The application process allows the applicant to manage the collection and submission of all supporting documentation required for application to the Graduate Program. In this way, the applicant is assured that the application is complete (with the exception of test scores). The first review of student applications will occur at the end of February. Please submit the requested documentation in a single envelope to: Graduate Admissions Office, Jefferson College of Health Sciences P. O. Box 13186 Roanoke, VA 24031

Admission Requirements

A completed application for the Master's of Science in Nursing must include the following components:

- Non-refundable application fee, payable to Jefferson College of Health Sciences. The fee should be submitted in check or money order form.
- Completed, signed application form (download above)
- Completed recommendation forms from three individuals who are knowledgeable regarding your suitability for graduate work (download above)
- Official transcripts from all colleges and universities attended (download request form above)
- Official scores from the Miller Analogies Test (official GRE scores may be substituted)
  - JCHS is a MAT test site.
  - Contact Beth Claybrook at 540-224-6971 or eclaybrook@jchs.edu for more information concerning testing at JCHS.
  - The testing fee is $60.00
  - The school code for JCHS is 2522
  - For more information about the MAT, go to the Miller Analogies Test website. This site provides information about the test and an on-line candidate booklet.
  - For the schedule of MAT testing sessions click here.

RN with BSN from NLNAC or CCNE accredited program:

- Completion of college level statistics course with a C or higher
- A copy of current licensure as a registered nurse (RN) in the United States.
- Professional resume that provides evidence of one year of recent practice as a registered nurse

RN with BS or BA from a regionally accredited university:

- Completion of college level statistics course with a C or higher
- A copy of current licensure as a registered nurse (RN) in the United States
- Professional resume that provides evidence of one year of recent practice as a registered nurse
- Completion of NSG 490, Contemporary Nursing Issues and Theory with a B or better (This course is offered...
at JCHS in the summer session. It provides the student with knowledge of nursing theory and other concepts that are central to the discipline of nursing).

- Completion of a college level research course with a C or better. (The student may complete NSG 410 *Nursing Research* with a C or better; offered at JCHS in the summer session).
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
Email: vrbrown@jchs.edu

Tonia Andrews
Business Office Assistant
Phone: (540) 224-4508
Email: tandrews@jchs.edu

Marie Peterges
Business Office Assistant
Phone: (540) 985-8272
Email: mpeterges@jchs.edu

2006-2007 Tuition Chart
Undergraduate Programs - Full Time  $13,860 Fall and Spring
(Does not include summer session)

Undergraduate Programs - Part Time  $400 per credit hour, plus fees

Graduate Program  $430 per credit hour, plus fees

Physician Assistant
Year One Fall and Spring  $21,900
Year One Summer  $5,560
Year Two Fall and Spring  $17,400
Year Two Summer  $4,000

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.

2006-2007 Fees and Incidentals Chart
Application fee (paper copy): $35 (non-refundable)
Deposit Fee: PA Program: $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 (refundable)
Audit Fee: $100 per credit hour
Laboratory/Clinical/Externship Fees: $60 per class, per semester, for part time students
Background Check Fee (Required by Aug. 11, for all incoming fall students who will have clinicals) $60

Residence Hall Fee: $1,800 per semester (fall and spring)
Residence Hall Fee: $1,000 (summer)
Late Payment Fee: $50
Diploma Replacement Fee: $60 (non-refundable)
Incidental Expenses Textbooks and supplies: $850 estimated per academic year
Uniforms, lab coats and accessories: $175 estimated per academic year
Challenge Exams: $10 for General Education, 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.

Billing Procedure
Each student will receive an invoice of charges for each semester or summer session:
1. 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
PO 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

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first day of class</td>
<td>100% with no administrative fee</td>
</tr>
<tr>
<td>On or after the first day of class and on or before last date to drop with a refund</td>
<td>100%, less $100 administrative fee</td>
</tr>
<tr>
<td>After last day to drop</td>
<td>No refund</td>
</tr>
</tbody>
</table>

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
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 tuition refunds, 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. Students who occupy a room after the beginning of an academic term are charged a prorated rent and receive no refund if they vacate the room prior to the end of the semester or summer session.
Welcome to 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 students based upon their level of eligibility. 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.

Sincerely,

Debra Johnson, Director of Financial Aid

Staff Contact Information

Debra Johnson
Director of Financial Aid
djohnson@jchs.edu
540-985-8492

Anita Ella
Financial Aid Assistant
Loan Specialist
aella@jchs.edu
540-985-9048

Elaine Linkenhoker
Financial Aid Assistant
VTAG Specialist
elinkenhoker@jchs.edu
540-985-8085

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.

Also, the Virginia Tuition Assistance Grant 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:

\[
\text{Cost of Attendance} - \text{Expected Family Contribution (better known as “EFC“)} = \text{Financial Need}
\]

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 (download form below).

For the Academic Requirements for Continuance of Financial Aid Policy, download below.

- Direct Deposit Authorization Form (.pdf)
- Direct Deposit Authorization Form (.doc)
- Academic Requirements for Continuance of Financial Aid (.pdf)

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** form to expedite service.

- Information Release Form (.pdf)
- Information Release Form (.doc)

**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 Supplemental Education Opportunity Grant (SEOG)
- Federal Stafford Loan (Subsidized and Unsubsidized)
- Federal Parent Loan for Undergraduate Students (PLUS)
- 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
Jefferson offers institutional aid and other scholarships in addition to the many federal, state, and foundation scholarships available to you from many different sources.

JCHS Grant
JCHS Award
American Business Women’s Association
Bedford Community Health Foundation, Inc
Business and Professional Women’s Clubs of Roanoke
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

Types of Loans
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.

Federal Plus Loan - Low-interest loans for Parents of dependent students, repayment begins 30-45 days after last payment is released or credited to student account. The Plus loan is approved or denied based on the parents’ credit history. The yearly limit on a PLUS loan is equal to the cost of attendance minus any other financial aid you receive. If the parent is denied the 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.

Stafford Loan Chart

<table>
<thead>
<tr>
<th>Award Year</th>
<th>DEPENDENT</th>
<th>INDEPENDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st YEAR</td>
<td>Subsidized/Unsubsidized</td>
<td>Subsidized - $2,625.00</td>
</tr>
<tr>
<td></td>
<td>$2,625.00</td>
<td>Unsubsidized - $4,000.00</td>
</tr>
<tr>
<td>2nd YEAR</td>
<td></td>
<td>Subsidized -$3,500.00</td>
</tr>
</tbody>
</table>
Subsidized/Unsubsidized

$3,500.00

Unsubsidized - $4,000.00

3rd YEAR

Subsidized/Unsubsidized

$5,500.00

Unsubsidized - $5,000.00

4th and 5th YEAR

Subsidized/Unsubsidized

$5,500.00

Unsubsidized - $5,000.00

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.

Click below to find out more about alternative loans.
• Alternative Loan Information (.doc)

What Happens After I Start School?
In order for you to receive your financial aid refund, we must have verification of your class attendance. You must have the Verification of Attendance form signed by at least ONE instructor.

Please:
• Print your name in the student section below, then list a course name and section
• Have the instructor for the course you listed, sign then print their name and the date, certifying your class attendance
• Complete and Sign the Student Certification section
• Take completed form to the Office of Financial Aid.
• Bursar's Office will notify you by letter when your refund check is available for pickup.

When signature is obtained, print your social security number in the student section and return this form to the
Office of Financial Aid.

**Your refund check will not be disbursed until this form has been received and verified by the Office of Financial Aid.** The Bursar's Office will notify you by letter when your refund check is ready for pickup.

Books should be purchased using your personal resources. If there is a remaining credit balance on your account you will receive a refund check from the Bursar.

The date refund checks will be available is communicated in the form of a letter from the Bursar's Office (normally 30-45 days into the semester).

- Attendance Verification Form (.doc)

**Tracking the Status of Your Loan**

You may track the status of your loan at 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 website for all information on loans.

To go directly to the entrance counseling section of this site, click here.

To go directly to the exit counseling section, click here.

To go directly to the graduate exit counseling section, click here.

**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 $2,500.

- Virginia Tuition Assistance Grant

**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](http://www.ed.gov)
- [www.schev.edu](http://www.schev.edu)
- [www.collegeboard.com](http://www.collegeboard.com)
- [www.finaid.org](http://www.finaid.org)

For JCHS FAQs about Financial Aid, Click Here.
Financial Aid Policies

Institutional Refund Policy Based on Withdrawal Date

Withdrawal Date Refund
Before the first day of classes 100% with no administrative fee

During the first 6 calendar days 100% with no administrative fee of the term (first-time students only)

During the first day of classes 90% less $100 administrative fee through 10% of the term

After more than 10% of the term 50% less $100 administrative fee through 25% of the term

After more than 25% of the term 24% less $100 administrative fee through 50% of the term

After more than 50% of the term No refund, no administrative fee

If the student completes the program in less time than the published course duration, contracted tuition shall be fully earned by the College upon date of completion and the student will not be entitled to any refund due to early completion.

Institutional Return/Repayment 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 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. 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.

The maximum number of credits that may be attempted in pursuit of a certification or degree is 150% on the number of credits required by that program.

Financial aid recipients must maintain a minimum cumulative grade point average based on their official grade level as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2.00</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2.00</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Students are reviewed for satisfactory academic progress at the end of each Fall or Spring semester. Students must 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."

If You Take You Must Complete
- 12 credits: 8 credits
- 11-10 credits: 7 credits
- 9 credits: 6 credits
- 8-7 credits: 5 credits
- 6 credits: 4 credits

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 is 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.

In case of less than satisfactory academic progress, reinstatement of aid in full is exceptional and is based on unusual circumstances affecting academic progress that were not within the student’s control and are not of a recurring nature.

Students re-enrolling after periods of non-enrollment 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.

The Reinstatement Process
- Reinstatement means that the student has resolved his/her suspension status and will be considered for Federal Aid another term.
- A student may be reinstated if a grade change increases the cumulative grade point average and/or percent of cumulative credits completed.
- A student may be reinstated 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 this change.

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.
**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.

**Drop/Add**
Dropping or adding courses must be completed in accordance with the deadlines noted on the College Calendar. An official add/drop form, obtained from the Registrar’s Office, must be completed and signed by the student and instructor, then returned to the Registrar’s Office. The dropped or added course will be effective the day the completed add/drop form is received. A fee will be assessed for each add/drop form completed.

A student will receive a full refund for each class dropped when the form is submitted by “the last day to drop with a refund” as noted in Academic Calendar section of this handbook. A student enrolled in only one class who then drops the class will be considered “withdrawn” and will then be subject to the tuition policy for students who withdraw from the College.

**Withdrawal Date**
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.

**Tag Grant (Virginia Tuition Assistance Grant)**
Eligibility for the Virginia Tuition Assistance Grant is limited to four years or eight (8) semesters, and students must reapply each year. The Virginia Grant is limited to the cost of tuition.

**Federal Student Loan Programs Minimum Credit Load Policy**
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, and the Parent Plus Loan.
Academic Information

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 pre-registration 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 College Catalog, College Student Handbook, program requirements and their own academic transcript.

Academic and Personal Integrity

Responsibility for Academic 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 these standards 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.

Academic Calendar

Jefferson College of Health Sciences is on a semester system. Fall and spring semesters equal 16 weeks each. Summer sessions average approximately 9 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 Foundations Policy
Jefferson College of Health Sciences expects all students to achieve minimum levels of proficiency in five academic skill areas. Students under-prepared in any of these areas are expected to avail themselves of the varieties of assistance throughout the College to meet these standards within the appropriate timeframe set with their advisor or program director.

I. To write and speak with unity of purpose, coherent organization, and effective use of English consistent with standard rules and ordinary conventions.

II. To read and think critically utilizing data from a variety of services to form mature judgments and arrive at sound conclusions.

III. To analyze quantitative information and to use mathematical skills and tools.

IV. To gather and evaluate information from libraries, computer-based resources, from observation and from experimentation.

V. To use computer technology effectively for word processing, information access and data management.

Required courses in each curriculum are designed to assure students have the opportunity to develop these competencies including English Grammar and Composition, Medical Terminology, Anatomy and Physiology, Math, Introduction to Microcomputers and Academic Seminar.

**Academic Grievance Policy**

(Students should see the College Student Handbook for information about the Academic Grievance Policy)

**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.

- **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.

- **President’s List**
  The College also 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.

- **Academic Achievement**
  Students who have taken at least six (6) credit hours in a semester and earned a semester Grade Point Average of 3.50 (with no grade lower than a “C” and no withdrawals during the semester and no incomplete coursework) will receive a letter of Academic Achievement from the Dean for Academic and Student Services recognizing his/her achievement.

**Academic Probation**

(See Academic Standards of Satisfactory Progress)

**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
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

If a student fails to meet the GPA or credit hour requirement, he/she will be placed on academic probation 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.

**College academic dismissal** 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 Dean for Academic and Student Services, 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.
Accommodations for Students with Disabilities

(See 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 Dean for Academic and Student Services.

Add/Drop

Dropping or adding courses must be completed in accordance with the designated periods on the official Academic 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 dropped/added course will become effective the date the completed drop/add form is received by the Registrar’s Office.

A full refund 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 drop with a refund," as shown in the "Academic 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 drop for a refund" but on or before the "Last day to drop" will not incur a refund.

Students wishing to drop a class after the "Last day to drop" must complete a request for Administrative Withdrawal, which are only authorized by the Dean for Academic and Student Services for extenuating circumstances.

Administrative Withdrawal

After the final drop date (the last date to drop with a "W") a student may request an administrative withdrawal by following the procedures below:

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

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

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

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, CLEP testing and other credit given.

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.

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.

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.
6. 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.

**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 as dropping or adding a class as listed in the official Academic Calendar.

**Background Check**

A criminal background check may be required by Jefferson College of Health Sciences 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.

**Calculating Grade Point Average**

Students frequently get into academic difficulties because they do not know how to calculate Grade Point Average (GPA). The cumulative grade point average 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, do not include courses numbered 100 or above that are graded pass/fail (P/F) or satisfactory/unsatisfactory (S/U) 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>X</th>
<th>Quality Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 211</td>
<td>B</td>
<td>3</td>
<td>X</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>BIO 211L</td>
<td>F</td>
<td>1</td>
<td>X</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BUS 111</td>
<td>C</td>
<td>1</td>
<td>X</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ENG 111</td>
<td>A</td>
<td>3</td>
<td>X</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>GEN 100</td>
<td>A</td>
<td>1</td>
<td>X</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>HLT 215</td>
<td>B</td>
<td>3</td>
<td>X</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>PSY 201</td>
<td>D</td>
<td>3</td>
<td>X</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
<td></td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

GPA = \frac{\text{Total Quality Points}}{\text{Credits Attempted}} = \frac{39}{15} = 2.6

Total Quality Points (39) divided by Credits Attempted (15) = 2.6

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 General Education 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.
2. The student who fails a General Education course cannot challenge that same course.
3. The student may challenge a General Education course only once.
4. The student must attain a grade of “C” (77%) or higher to achieve a passing score, unless specified otherwise.
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 “Finances” section of this catalog.)
7. Credit by exam will not count toward financial aid hours and cannot be used to defer loans.

**College Academic Dismissal**

(See Academic Standards of Satisfactory Progress)

**Computer Use and E-Mail Policy**

The College seeks to maximize productivity and minimize misuse of computers in the three traditional areas of college computing (administrative, faculty and student) by establishment and enforcement of policies and procedures governing the use of computers, peripherals and associated systems. This policy is applicable to all employees and students of, and visitors to, the College.

**Statement of Policy**

Computing resources and network access are provided to support the College’s goals of teaching and learning. Computing resources include but are not limited to administrative computing system, lab computers, server resources and peripherals.
All use of College computing and network resources must be in accordance with current federal, state, and college regulations. Willful misuse of any computing resource may result in termination of access privileges, disciplinary action, or civil and criminal penalties.

System users should remember that College computers are maintained to help members of the community in their individual and collective educational pursuits. In addition, all faculty, staff, and students should remember that the College strongly supports academic freedom in the pursuit of research; system users should remember that holding a computer account at the College is a privilege, not a right. Further, as the computing and networking infrastructure of the College underlies many crucial activities for the entire College community, including research and Internet access, the College’s primary responsibility is to protect and sustain the operation of those activities. As such, the College may take whatever steps it feels appropriate to remedy or prevent activities that, in the College’s judgment, endanger the orderly operation of the College networks or systems, and which threaten connections to the Internet and other institutions or networks.

**Users’ Rights**

If the use of a given account causes technical problems, for example, the excessive use of storage space, the user will be notified of the problem by the System Administrator; the user must take appropriate steps to rectify the problem.

The College does not guarantee the privacy of information displayed on computers and peripherals in public areas. Users should keep in mind that they occasionally need the technical assistance of computing personnel, who might unavoidably see private material while providing such assistance. If it is necessary to suspend a user’s account, reasonable attempts will be made to notify the user. The user may seek review of suspension by the Dean for Administrative Services.

**User Responsibilities**

Users are responsible for adhering to existing College and Carilion Health System’s Policy statements not superseded by this document. Such statements include legal use of software, personal abuse, and sexual harassment.

The user must obtain a College e-mail address. Students should contact the College’s Computer Services Department to obtain an email account. Faculty, staff, and administration will use this College e-mail account to contact you. It is the student’s responsibility to read the contents of his or her College e-mail account in a timely fashion and respond when appropriate.

Computer usage shall not interfere with the ability of others in the vicinity to work or study. Usage that may constitute interference includes the generation of offensive, intimidating, or annoying computer images, text, or sounds.
Users must help maintain the security of the systems by keeping their passwords confidential.

Commercial use of the College’s facilities is prohibited. Software piracy is also strictly prohibited.

**Examples of Misuse**

Misuse includes, but is not limited to, the activities in the following list:

- Using a computer account that you are not authorized to use; attempting to monitor or tamper with another user's electronic communications; or reading, copying, changing, or deleting another user's files.

- Using the College network to gain unauthorized access to any computer systems, or attempting to circumvent data protection schemes or uncover security loopholes. This includes creating or running programs that are designed to identify security loopholes or decrypt intentionally secure data. This also includes programs contained within an account, or under the ownership of an account, that is designed or associated with security cracking.

- Displaying obscene or sexually harassing images or text on a College owned computer or on College property.

- Knowingly or carelessly running or installing on any computer system or network, or giving to another user, a program intended to damage or to place excessive load on a computer system or network. This includes, but is not limited to, programs known as computer viruses, Trojan Horses, and worms.

- Violating terms of applicable software licensing agreements or copyright laws.

- Deliberately wasting or overloading computing resources, or in any other way knowingly or carelessly performing an act which will interfere with the normal operation of computers, terminals, peripherals, or networks. This includes, but is not limited to, printing multiple copies of a document or printing out large documents that may be available on line, or that might impact significantly on other users printing resources.

- Using electronic mail to harass others, including sending electronic mail that the sender would reasonably anticipate to be unwelcome.
• Creating mail or electronic distribution lists larger than 10 addressees that send electronic communications to other accounts without prior permission of the receiving individual.

• Posting on electronic bulletin boards or any type of electronic forum information that may be slanderous or defamatory in nature or any materials that violate existing laws or the College Code of Student Conduct.

Enforcement

It is the duty and responsibility of System Administrators to enforce the College computer use policy. Minor infractions of this policy, when likely accidental in nature, such as poorly chosen passwords, overloading systems, excessive disk space consumption, and so on are typically handled in an informal manner by electronic mail or in person discussions. More serious infractions are handled via formal procedures.

Infractions such as sharing accounts or passwords, harassment, or repeated minor infractions as described in, but not limited to, the above policies may result in the temporary or permanent loss or modification of computer access privileges, other disciplinary action and or notification of proper authorities.

If the College has evidence of misuse of computing and networking resources through a specific account, the College will take the following steps to protect the systems, networks, and the user community:

• The suspected accounts will be suspended immediately pending the outcome of any investigation.

• The files and data on the account will be inspected for evidence.

The violation will be reported to the appropriate authorities: the College policy violation to the Dean for Administrative Services, the appropriate instructor, department chair, or supervisor. Illegal activity will be reported to the police, the FBI, the Secret Service, and/or the Attorney General's Office.

Violators are subject to any and all of the following:

• Loss of computing and networking access
• College disciplinary actions (in accordance with applicable policies)

• Civil proceedings

• Criminal prosecution

• Loss of the privilege of using college computers, even if temporary, may prevent a student from completing course assignments and from making normal progress in the course.

This is very likely to have a negative impact on the final course grade. To remove the opportunity for students to avoid consequences associated with the violation of this policy, instructors are not allowed to make accommodation for students’ course work.

The Electronic Communications Privacy Act of 1986 ("ECPA"), protects employers and employees from interception, unauthorized access, and disclosure of electronic communications, and governs monitoring of employee e-mail.

Computer equipment, communications system and e-mail messages are property of the employer and are to be used for business purposes. Employee use of the company provided e-mail system is limited to business use only.

Transmissions made on the College e-mail system are not private. All employee passwords are to be disclosed to the system administrator. Additionally, the use of a password does not ensure that only the sender and recipient of a message are able to retrieve and read it.

E-mail may be monitored and the right to do so is reserved, and the College has the right to disclose an employee’s messages retrieved from the e-mail system to a third party without further notice or consent. In addition, information obtained from such monitoring may result in discipline or termination.

Course Cancellation

Class sections with insufficient enrollment may be canceled. Every effort will be made to accommodate displaced students in other sections. Notification of such canceled class sections will be posted on JCHS.edu. Students are encouraged routinely to check for changes in class 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**

Jefferson College of Health Sciences will provide opportunities for cardiopulmonary resuscitation certification for all students who are admitted into a professional program. This certification is required of students prior to engaging in clinical practice. CPR certification is not required for students enrolled in the Associate Degree in Science program and the Bachelor Degree in Biomedical Science program.

All students in professional programs are required to satisfactorily complete one of the following:

- Red Cross: Basic Life Support for the Professional Rescuer

- American Heart Association: Health Care Provider Course

- American Safety and Health Institute: Professional Rescuer

**Dean’s List**

(See Academic Honors)

**Departmental Honors**

Department or program honors are designated by the faculty of each department or program, and those so distinguished are recognized at the spring commencement ceremony or at each program’s pinning ceremony.

**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 will 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 Academic and 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.

**Emergency Class Cancellation**

The College will close for weather emergencies and other disasters based on the decision of the College Administration. Students should listen for cancellation notices on local radio and television stations, including WSET 13, WSLS 10, WDBJ 7, WFIR AM 960, WSLC Q99 FM, Spirit FM 103.7, WROV 96.3 FM, WVTF 89.1 FM, WYYD 108 FM. See Student Handbook for more details.

**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 TOEFL written exam, or;
2. A minimum score of 213 on the computer adaptive TOEFL exam, or;
3. 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 Dean for Academic and Student Services to schedule one of the examinations at another time.

**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 grade reports and 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.

**General Education**

The general education component of the curriculum is designed to provide a broad understanding of self, others, community and society. Liberal arts and sciences help develop reflective and critical thinking, leading to intellectual and emotional growth, thus, building a foundation for professional competence in a specialized healthcare field.

**Grade Change Policy**

Final grade reports are mailed to the student after the end of each semester, or are available online. 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).

**Grade Reports and Final Grades**

Grade reports are issued to students each semester. The mid-term grade report indicates a student's progress and serves to identify potential academic problems. Students who have a midterm grade of "D" or below in any class are
issued a midterm grade report, which is distributed through the student’s mailbox, the U.S. Postal Service, or online.

Final grades are mailed from the Registrar’s Office to each student’s permanent address unless the student gives a written request to the Registrar’s Office to do otherwise.

In order for a student to receive a grade or credit in a course, his/her name must appear on the official class list provided by the Registrar’s Office. Grade reports are not released to students with outstanding financial account balances who have not made arrangements for payment.

**Grading System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

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

IP  In Progress. Continued enrollment in a preparatory course is necessary to meet prerequisite requirements.

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 drop as stated in the official Academic 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 Dean for Academic and Student Services to extend the period for completion.

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 Dean for Academic and Student Services.

**Graduation Application**

It is the responsibility of the student to submit an Application for Graduation two academic sessions (See Academic Calendar for specific date) 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 they participated. A written plan of completion of 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.

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.

• SOC 213: Social Issues in Healthcare and PHL 215: Ethics and Legal Decision-making in Healthcare are core curriculum courses in the Associate Degree program that must be taken at the College. Request for transfer credit for these courses must be submitted in writing to the Registrar.

• 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 Procedure

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 normal Student Academic Grievance Procedure is detailed in full in the College Student Handbook. Students should use this procedure when grieving academic issues.

Grievances based on race, religion, color, national origin, age, sex, 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.

**Health Occupations Basic Entrance Test (HOBET)**

The HOBET is a good diagnostic indicator of a prospective student's aptitude for success in a health occupations training program. The HOBET assesses reading ability, math skills, stress level, social interaction style, learning style, and test-taking skills.

The HOBET provides Composite Scores for each student who takes the exam, as well as Average Composite Scores and Passing Composite Scores. Average Scores are the mean scores of a sample of applicants to health care training programs from various demographic and geographic groups across the nation, and serve as comparison scores.

Passing Scores are one standard deviation below the Average Scores, and also serve as comparison scores.

- **NET Composite Score** - mean value of scores for the exam, including both Math and Reading Comprehension subtests.

- **Overall Composite Math** - a measure of the student's ability to perform basic operations for general mathematics through basic algebra (math skills mastered by the tenth grade of high school)

- **Composite Reading** - a measure of the student's critical reading ability of college level material. The HOBET also assesses the following, and provides average comparison scores:

  - **Social interaction** - provides insight into the passive/aggressive, social interaction skills of the student

  - **Stress Level Profile** - assesses stress level in five areas (family life, social life, money/time commitments, academic stress, and workplace stress)

  - **Learning Styles** - assesses learning preferences

  - **Test taking Skills** - provides one of three proficiency levels in test taking strategies

  - **Frustration Level** - inadequate sophistication in expected test taking skills for teacher-made and standardized tests
· Instructional Level - acceptable mastery of test taking strategies; can also benefit from specific instruction in test taking skills

· Independent Level - sophistication in test taking skills

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 with reasonable skill and safety to patients by reason of illness or use of alcohol, drugs, narcotics or chemicals or any other type of material or as a result of any mental or physical condition.

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

Referred students must undergo evaluation as defined by the Associate Dean for Student Services or his/her designee. Any student who refuses to be evaluated will be suspended from clinical activities. A student determined to be impaired may also be suspended or dismissed from the College or 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 Associate Dean for Student Services (or his/her designee) and compliance with treatment as verified by the provider for use in considering a student 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. Students should see the College Student Handbook for 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 willing to serve as supervisor.
3. The instructor, Program Director and Dean for Academic and Student Services 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.

7. Formal approval for any independent study course must be granted by the end of the add period of the semester in which the course is taken.

8. A student may take no more than three credit hours of independent study toward the completion of an associate degree and no more than four credit hours of independent study toward completion of a baccalaureate degree.

9. The cost for an independent study course is the regular per credit hour tuition rate plus an additional $100 administrative fee.

**Individual Program Advanced Placement Policies**

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, CLEP testing and any other credit given.

**Interdisciplinary Studies**

Jefferson College of Health Sciences' primary purpose is to prepare ethical, knowledgeable, competent and caring healthcare professionals. The College provides educational opportunities for career advancement, employment mobility and lifelong learning adapted to the healthcare environment. College curriculum integrates theory, innovative practice and technology in classroom, laboratory and clinical settings.

To meet the demands for cost-effectiveness, expanded access and higher quality care, healthcare delivery systems are constantly changing. Healthcare practitioners that have an interdisciplinary outlook and possess multiple skills are prepared to excel in this dynamic environment.

One component of the Jefferson College of Health Sciences curriculum for achieving excellence in education is Interdisciplinary Studies (IDS). Healthcare practitioners taking IDS courses gain an awareness and knowledge of other disciplines while working together as a healthcare team.

**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.

**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 Dean of Academic and Student Services.

The student must request the leave of absence in writing through the Registrar’s Office after consultation with the Dean for Academic and Student Services. 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, sex, 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
PO Box 13186
Roanoke, VA 24031-3186
Phone: (540) 985-8530

Individuals with disabilities desiring accommodations in the application process should contact the Counseling Services Office at (540) 985-8449; Toll free (888) 985-8483; FAX (540) 985-8001.

**Prior Learning Assessment**

By taking GEN 110 a student will be able to build a portfolio of prior learning experiences that match specifically identified College course objectives. The documentation developed in this course may lead to College credit for past learning experiences outside of academia.

**Professional Courses**

Enrollment in professional courses is limited to students accepted to the professional program or practicing healthcare professionals who have the Program Director’s approval.

**Professional Practices Statement**

**Professional/Personal Behavior**

The College staff, faculty and administration believe the following behaviors are inherent in the development of a professional person; therefore the student should:

- maintain confidentiality
- demonstrate integrity
· demonstrate accountability for own actions and omissions
· accept responsibility for own learning
· act in accordance with knowledge of own strengths and limitations
· exhibit promptness in all assigned activities
· follow established policies and procedures of the College and clinical agencies
· demonstrate ethical practice

Students who exhibit unprofessional behavior may be subject to disciplinary actions.

**Professional Program Dismissal**

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 professional courses will result in program dismissal.

Even if the student has retaken a professional 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).

**Professional Program Probation**

Should a student earn less than a minimum grade of "C" in a professional course, or earn an "Unsatisfactory" in a clinical component, the student will be placed on professional program probation and may be ineligible to take further professional courses. The student may retake the professional 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 professional program probation, the student may continue to be enrolled in general education courses.

**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 one year 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 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.

All students should register for class with their advisor during times designated by the Registrar’s Office. Students who have not been assigned an advisor should see the Registrar. Class schedules are obtained from the Registrar’s Office and are on the College website.

Payment or other satisfactory arrangements for tuition and other College fees must be made in the Bursar’s Office prior to the beginning of each semester. A $50 late payment fee will be charged to students who do not pay by the payment date defined in the Academic Calendar.

Official class rolls will be issued from the Registrar’s Office 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 questions 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 Dean for Academic and Student Services 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.

I. 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.

II. 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:

a. 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 and Student Services, 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.

b. The right to request the amendment of the students’ education records that the student believes are 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.

c. 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, program of study, degrees granted, classification, enrollment status and dates of attendance. Students may restrict access to their directory information by contacting the Registrar’s Office. 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.

The College expects that students will discuss their academic progress with their parents. 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: 1) through the written consent of the student; 2) by submission of evidence that the parents declared the student as a dependent on their most recent Federal Income Tax form; 3) 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 statute, 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.
d. 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

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 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
Requests for transfer credit for courses taken at other institutions of higher education must be submitted in writing
to 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 reputable international evaluation service specializing
  in course-by-course evaluations.
· Transfer credit will be placed on a student’s transcript during the first semester in which the student enrolls as a
degree-seeking student.
· Students who wish to transfer courses from a professional program (e.g. a nursing course) must petition the
  pertinent department 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 program.

- 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 unless the transfer work replaces a course taken at the College (see Grade Forgiveness Policy).

**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.

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.
Graduate Education Policies

2006-2007

The purpose of the Graduate School of Jefferson College of Health Sciences is to provide well-qualified students with the opportunity to obtain graduate degrees and to provide members of the health care professions with the opportunity to enhance their competencies and knowledge in areas associated with their professions.

The College strives to provide excellence in graduate education in the health care 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 emphasizes 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.

ACADEMIC POLICIES

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.

ACADEMIC ADVISING

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

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 JCHS. 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.

COURSE LOAD

A full-time graduate academic load is nine credit hours per term.

TIME LIMIT FOR DEGREE REQUIREMENT

All course work for the Master's degree must be completed within seven years of matriculation. The Dean for
Academic and Student Services may grant exceptions to these time limits following appeal by the student.

**TRANSFER CREDIT**

Jefferson College of Health Sciences will accept up to six semester hours of equivalent graduate work transferred from other institutions. Only graduate courses with a grade of "B" or better will be considered for transfer credit. Any grade received from another institution will not be included in the JCHS 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 admissions to Jefferson College of Health Sciences, must received the approval of the program director and the registrar.

**DROP AND ADD**

The drop and add period is limited. To drop or add a course the student must contact the Registrar's Office to complete the appropriate form. After the drop/add period has ended, a student must withdraw from any course that will not be completed to receive a grade status of "W". Students who do not withdraw or complete the course will receive an "F."

**WITHDRAWAL FROM A COURSE**

The withdrawal period is limited. The deadline for course withdrawal is published each term in the term calendar. To withdraw from a course the student must contact the Registrar's Office to complete the appropriate form. 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 receive special permission from the Associate Dean of Academic Services and Graduate Studies. A student who simply stops attending class during the semester will receive a grade of "F" for the course.

**WITHDRAWAL FROM THE COLLEGE**

**By the Student:** A student who wishes to withdraw from the College must notify the Registrar and Program Director and complete the appropriate form. The Drop/Add dates for the semester 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 two 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 Program Director of the program. Students who return on the agreed-upon date re-enter the program with the same status held at the time they left. Students who do not obtain a formal leave of absence, or those who do not return in the agreed upon term, shall be considered withdrawn from the College and will have to reapply to gain readmission.

**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 JCHS. Readmitted students adhere to the program of study requirements of the Catalog at the time of re-entry.

**GRADUATION**

**Graduation Requirements:** Students may receive a graduate degree only after meeting all of their program requirements. A grade point average of 3.00 or better is required in all graduate coursework. No more than six extra hours (two courses) may be taken for the purpose of increasing the student’s grade point average to the required level. No course with an assigned grade below “C” may apply toward degree requirements.

**Minimum number of credits required a graduate degree:** Thirty-six credit hours are required as a minimum for a graduate degree, although certain degrees may exceed this number.

**Residency Requirements:** Students are required to complete a minimum of 30 credit hours at the Jefferson College of Health Sciences for completion of the graduate degree.

**Application for Graduation:** It is the student’s responsibility to be aware of progress toward the degree, and to file a completed Application for Graduation form in the Registrar’s Office. The student must apply for graduation 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:** These are held in December and May of each year for all graduates who have completed degree requirements in the previous summer and fall terms, and in the current spring term.

**GRADING**

Graduation requirements are based on the quantity and quality of the student’s work. Graduate programs use the following system per credit hour.

**Grade Quality Points**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>D</td>
<td>Failing 0.000</td>
</tr>
<tr>
<td>F</td>
<td>Failing 0.000</td>
</tr>
<tr>
<td>P</td>
<td>Passing 0.000</td>
</tr>
</tbody>
</table>
Course Status Quality Points

I = Course Work Incomplete 0.000

W = Student Withdrawal 0.000

Grade Point Average: The grade point average is used to determine eligibility for admission and graduation. It is calculated by dividing the total number of quality points by the total number of graded credit hours attempted. Graded credit hours include all courses with grades of "A", "B", "C", and "F". Courses with grades or status of "P", "W", and "I" 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".

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The faculty has established standards of satisfactory academic progress that are administered by the Associate Dean for Academic Services and Graduate Education who review the academic record of each student who is in academic difficulty.

Students in the graduate program can earn only one grade of "C" in required courses and must maintain a 3.0 GPA at all times. Students who earn a "C" in a graduate course should meet with their academic advisor (and other appropriate professors) to develop an educational plan to enhance future chances for success. This written plan will be sent to the student and program director, and placed in the student's file. A student who earns a "D" or "F", or a second "C", in a graduate course will be dismissed from the program.

REINSTATMENT

Students who have been dismissed from graduate studies for academic reasons may address a written request for reinstatement to the chair of their department of major. The request should include reasons why the reinstatement should be considered. The department will review the request for reinstatement and make recommendations to the Associate Dean for Graduate Studies. If the request is denied at the department level, the student may then direct a written appeal to the Dean for Academic and Student Services, and a final decision will be made in accordance with policies. A student readmitted to a graduate program following academic dismissal is normally placed on academic probation.

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.

Master’s SCHOLARLY Project

All 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 students synthesize knowledge and skills acquired throughout the
degree curriculum. The form of this activity will vary according to the particular discipline. Departments and/or graduate program offices shall identify in the graduate catalog the integrating activity provided in each degree.

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. Assessment of a student's performance shall be made by a committee established for that purpose consisting of a minimum of three JCHS graduate faculty members. (An expert from outside the university may serve on such committees in place of one JCHS faculty, with approval from the Associate Dean for Academic Services and Graduate Studies.)

4. The student’s graduate committee and the Associate Dean for Academic Services and Graduate Studies must review and approve the final draft of the manuscript that details the project at least three weeks prior to commencement.

The student's performance on Master's Scholarly Project may be classified into one of three categories: (1) pass; (2) fail with an opportunity for further study and re-examination by the committee; or (3) fail with no opportunity for re-examination or re-evaluation. The nature of such further study and a schedule for re-evaluating the student’s performance will be established by the committee. A second failure by any candidate will result in the student's dismissal from the graduate program.

**Minimum Computer Hardware, Software and Skills**

Students entering the graduate program must have **access** to the following **minimum** technology:

- Computer running Windows 2000 or later, 1 GHZ processing speed, 256 MB RAM, 20 GB hard drive, CD-DVD drive, speakers
- Connection to the internet
- Capability to save large files
- Current Anti-virus software package
- Microsoft Office Professional Suite 2003

Students entering the graduate program must have the following **minimum** technology skills:

- Ability to utilize E-mail including creating and reading attachments
- Ability to utilize the internet for communication and research
- Ability to download and utilize files
- Ability to create and revise a multi-page Word document
- Ability to produce a PowerPoint presentation
- Ability to create, revise and utilize Excel spreadsheets
- Ability to use basic functions of Access
Support Services
2006-2007

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.

For more information, please refer to the “Student Services” section of the College Student Handbook.

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.

Description of 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- usually lasting 4-6 sessions. 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 made between 8:30 a.m. and 3:30 p.m. To make an initial appointment, stop by room 410 or call (540) 985-8513. 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 Services 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, 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, used to have, or is treated 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 Counseling Services department, located in room 701, as the office that coordinates services for students with disabilities. Students with disabilities who desire accommodations should schedule a meeting with a College counselor (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 notify Admissions or 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 ADA/Section 504 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 ADA/Section 504 Coordinator should be addressed to:

Dr. David Wiggins, LPC
Director of 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 ADA/Section 504 Coordinator or the Office of the Director of 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 ADA/Section 504 Coordinator or the Office of the Director of 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 College President. The Office of the President must receive the appeal no later than 30 working days after the date of the written determination by the Section 504 Coordinator or Director of Student Services. The Office of the President, as may be appropriate, shall conduct an investigation, and the College President shall issue a written determination as to the validity of the complaint and a description of the resolution. A copy will be forwarded to the complainant no later than fifteen (15) working days after receipt of the complaint. The decision of the College President is final.

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

Master of Science in Nursing

2006-2007 Catalog Information

Introduction

The mission of the Department of Nursing is to prepare within a scholarly environment ethical, knowledgeable, competent and caring nurses who value professional development. The Department provides opportunities for those seeking nursing careers, lifelong learning and career enhancement. The Department assists in meeting the region's need for nurses by providing a variety of educational pathways.

The Department of Nursing supports the following College values:

- Excellence and innovation in education
- Integration of contemporary technologies
- Community-campus partnerships
- Diversity of person and thought
- Integrity in personal and professional life
- Personal, professional and scholarly development
- Commitment to life-long learning

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

The graduate program is built upon the foundation of baccalaureate nursing 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.

Students contribute to nursing knowledge through the analysis, evaluation and new application of relevant nursing and healthcare literature in a capstone scholarly project related to their role development track. These contributions are communicated to the nursing and healthcare communities through the development of presentations of
publishable quality. Throughout the program, students develop a level of scholarship that is consistent with preparation for professional role development and doctoral education.

Through their role development in either the Education or Management track, graduates will be able to impact the delivery of care by nurses, both through clinical practice and by influencing the preparation of new nurses.

Accreditation

The Master of Science in Nursing program has applied for accreditation from the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036. Phone: 202-887-6791) and is hosting a site visit in Fall 2006.

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.

Admission Requirements

RN with BSN from NLNAC or CCNE accredited program:

- Completion of college level statistics course with a C or higher
- Copy of current licensure as a registered nurse (RN) in the United States
Professional resume that provides evidence of one year of recent practice as a registered nurse RN with a BS or BA from a regionally accredited university:

- Completion of college level statistics course with a C or higher
- Copy of current licensure as a registered nurse (RN) in the United States
- Professional resume that provides evidence of one year of recent practice as a registered nurse
- 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.

Graduate Student Handbook

Policies (progression and retention, suspension, dismissal, re-admission, graduation) pertaining to students enrolled in the MSN Program are published in the Graduate Student Handbook. Students have access to the handbook in the MSN Student Blackboard site. A copy is available in the LRC. Copies may also be requested by contacting the Nursing Department Secretary.

MSN Program of Study

The MSN Program of Study is designed so that most courses are offered in an intensive 6 week 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 practicum and the master's project. The student will work with assigned faculty throughout the entire semester to complete these requirements.

Master of Science in Nursing: Year One (Fall)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership in Healthcare Systems</td>
<td>IDS 501</td>
<td>3</td>
</tr>
<tr>
<td>Ethical &amp; Legal Practice in Healthcare</td>
<td>IDS 507</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Theory &amp; Role Development</td>
<td>NSG 506</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 9

Master of Science in Nursing: Year One (Spring)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; Evidence Based Practice</td>
<td>IDS 509</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Issues in Clinical Practice</td>
<td>NSG 515</td>
<td>3</td>
</tr>
<tr>
<td>Quality Outcomes in Healthcare</td>
<td>IDS 517</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 9

MSN- Education Track: Year 2 (Fall)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
</table>

© 2006 Jefferson College of Health Sciences. All Rights Reserved.
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Theory &amp; Instructional Design</td>
<td>NSG 600</td>
<td>3</td>
</tr>
<tr>
<td>Measurement &amp; Evaluation in Education</td>
<td>NSG 612</td>
<td>3</td>
</tr>
<tr>
<td>Instructional Strategies &amp; Technologies</td>
<td>NSG 603</td>
<td>3</td>
</tr>
<tr>
<td>Planning for Master's Project</td>
<td>NSG 690</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits: 10**

### MSN - Education Track: Year 2 (Spring)

#### Course Name | Course Code | Credits
--- | --- | ---
Practicum in Nursing | NSG 680 | 3
Master's Project | NSG 692 | 3
NSG-Elective | ELE 000 | 3

**Total Credits: 9**

### MSN - Management Track: Year 2 (Fall)

#### Course Name | Course Code | Credits
--- | --- | ---
Management Theory & Decision Making | NSG 650 | 3
Financial Management of Healthcare | NSG 655 | 3
Human Resource Management | NSG 660 | 3
Planning for Master's Project | NSG 690 | 1

**Total Credits: 10**

### MSN - Management Track: Year 2 (Spring)

#### Course Name | Course Code | Credits
--- | --- | ---
Practicum in Nursing | NSG 670 | 3
Master's Project | NSG 692 | 3
NSG-Elective | ELE 000 | 3

**Total Credits: 9**
Bachelor of Science Programs

Bachelor of Science in Nursing

2006-2007 Catalog Information

Introduction

The Traditional Bachelor of Science in Nursing (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 Traditional BSN Track will be prepared to take the National Council Licensing Examination-Registered Nurse (NCLEX-RN).

The 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.

Accreditation

The Baccalaureate Degree 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). The pre-licensure BSN program has received preliminary approval by the Virginia Board of Nursing (6603 West Broad St., 5th Floor, Richmond, VA 23230-1712, Phone 804-662-9909)

Program Outcomes

Graduates of the Traditional BSN program 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.

Policies

Students are subject to policies published in the JCHS Catalog and JCHS Student Handbook. Policies specific to the BSN Program are published in the BSN Program Student Handbook. Students have access to the handbook in the BSN Student Blackboard site. A copy is available in the LRC. Copies may also be requested by contacting the Nursing Department Secretary.

Traditional BSN Course Requirements

The program of study can be completed in four years of full-time study. Students must complete 40 credit hours of upper division courses at the College. The program of study must be completed within five years of beginning upper division nursing courses.

Bachelor of Science in Nursing- Year One- Fall

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Seminar</td>
<td>GEN 100</td>
<td>1</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 211 &amp; 211L</td>
<td>4</td>
</tr>
<tr>
<td>Computer Concepts &amp; Applications</td>
<td>BUS 131</td>
<td>3</td>
</tr>
<tr>
<td>Grammar &amp; Composition I</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>PSY 201</td>
<td>3</td>
</tr>
<tr>
<td>Physical Fitness &amp; Wellness</td>
<td>HPE 131</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 15

Bachelor of Science in Nursing- Year One- Spring

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective-3 Credit</td>
<td>ELE 000</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 212 &amp; 212L</td>
<td>4</td>
</tr>
<tr>
<td>Social Issues in Healthcare Delivery</td>
<td>SOC 213</td>
<td>3</td>
</tr>
<tr>
<td>Grammar &amp; Composition II</td>
<td>ENG 112</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>PSY 202</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 16

Bachelor of Science in Nursing-Year Two-Fall

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microbiology</td>
<td>BIO 253 &amp; 253L</td>
<td>4</td>
</tr>
<tr>
<td>Communication in Professional Practice</td>
<td>ENG 325</td>
<td>3</td>
</tr>
<tr>
<td>Course Name</td>
<td>Course Code</td>
<td>Credits</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td>Nutrition</td>
<td>HLT 301</td>
<td>3</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>PHL 301</td>
<td>3</td>
</tr>
<tr>
<td>Bioethics</td>
<td>PHL 215</td>
<td>3</td>
</tr>
</tbody>
</table>

Bachelor of Science in Nursing - Year Two - Spring

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathophysiology</td>
<td>BIO 300</td>
<td>3</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>CHM 310</td>
<td>3</td>
</tr>
<tr>
<td>Applied Math for Healthcare Professionals</td>
<td>MTH 130</td>
<td>3</td>
</tr>
<tr>
<td>Foundations for Professional Nursing Practice</td>
<td>NSG 203</td>
<td>3</td>
</tr>
<tr>
<td>Health Assessment</td>
<td>NSG 255 &amp; 255 L</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 16

Bachelor of Science in Nursing - Year Three - Fall

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics in Interdisciplinary Healthcare</td>
<td>IDS 307</td>
<td>3</td>
</tr>
<tr>
<td>Professional Nursing Skills I</td>
<td>NSG 302 &amp; 302L</td>
<td>2</td>
</tr>
<tr>
<td>Professional Nursing Practice I</td>
<td>NSG 303</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Process Applications I</td>
<td>NSG 324 &amp; 324C</td>
<td>5</td>
</tr>
<tr>
<td>NSG Process Applications for Older Adults</td>
<td>NSG 380 &amp; 380C</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

Bachelor of Science in Nursing - Year Three - Spring

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Nursing Skills II</td>
<td>NSG 308 &amp; 308L</td>
<td>2</td>
</tr>
<tr>
<td>Professional Nursing Practice II</td>
<td>NSG 309</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Process Applications II</td>
<td>NSG 325 &amp; 325C</td>
<td>5</td>
</tr>
<tr>
<td>NSG-Elective</td>
<td>ELE 000</td>
<td>3</td>
</tr>
<tr>
<td>NSG Process Applications for Mental Health</td>
<td>NSG 381 &amp; 381C</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 16

Bachelor of Science in Nursing - Year Four - Fall

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Nursing Practice III</td>
<td>NSG 403</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Process Applications III</td>
<td>NSG 424 &amp; 424C</td>
<td>5</td>
</tr>
<tr>
<td>NSG Process Applications for Mothers and Newborns</td>
<td>NSG 445 &amp; 445C</td>
<td>3</td>
</tr>
<tr>
<td>Statistics for Healthcare</td>
<td>IDS 301</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 16
### Bachelor of Science in Nursing - Year Four - Spring

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Nursing Practice IV</td>
<td>NSG 409</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Process Applications IV</td>
<td>NSG 425 &amp; 425C</td>
<td>5</td>
</tr>
<tr>
<td>NSG Process Applications for Children</td>
<td>NSG 446 &amp; 446C</td>
<td>3</td>
</tr>
<tr>
<td>Research Applications</td>
<td>NSG 410</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 14
Registered Nurse to Bachelor of Science in Nursing

Introduction

The RN to BSN program 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. Acceptance and validation of credits will be gained through performance in specified courses.

This program builds upon previous education and experiences of Registered Nurses and features personalized advisement, support and convenient course scheduling, allowing students to continue to work while they pursue their educational objectives.

Admitted students meet with a faculty advisor who will help them develop a plan of study that is based on their individual transcripts. Most of our students shorten their plan of study by transferring prerequisite and elective courses from other accredited colleges and universities, challenging courses, holding a nursing certification, and/or through prior learning assessments.

Students must complete 40 credit hours at the College. Although most of our RN to BSN students work full-time and choose to take classes on a part-time basis, some students opt to be full-time students. All students must complete the program of study within five years of beginning upper division nursing courses.

Additional Program Requirements

This program has additional program-specific admissions requirements, click here for the listing.

Program Accreditation

The Baccalaureate Degree 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). The pre-licensure BSN program has received preliminary approval by the Virginia Board of Nursing (6603 West Broad St., 5th Floor, Richmond, VA 23230-1712, Phone 804-662-9909)

Program Outcomes

Graduates of the RN to BSN program will be able to:

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

2. Utilize critical thinking skills to provide comprehensive nursing care.

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 healthcare 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.

**Prerequisites**

- Associate Degree or Diploma in Nursing
- RN Licensure (Virginia)

**Transfer Credit**

We will award 54 credit hours for courses you took in your AD or diploma program. RN to BSN students receive credit for their basic nursing preparation. This works by a process of knowledge validation that is linked to completion of three specific courses with a grade of "C" or better.

- Students who successfully complete NSG 318 - Assessment of Human Responses to Illness, will be awarded 12 advanced placement credits for anatomy and physiology and microbiology. This means that you will not have to repeat your basic science courses at JCHS.
- Students who successfully complete NSG 315 - Health, Health Promotion and Framework for Practice, will be awarded 12 advanced placement credits for psychology, human growth and development, sociology and ethics, meaning that these courses will not be required again for the RN to BSN program.
- Students who successfully complete NSG 420 and 420C - Community Health Nursing and Practicum, will be awarded an additional 30 advanced placement credits in nursing. Transferring courses that were not part of your nursing preparation RN to BSN students often transfer courses from other regionally accredited colleges and universities to meet their general education elective requirements.

Requests for transfer credit must be submitted in writing to the Registrar's office. Official transcripts from the college or university are required before transfer credit is considered.

**Challenge Credit**

RN to BSN students who did not have specific nutrition and pharmacology classes in their AD or diploma program may wish to challenge these courses. Students are encouraged to do this during their first semester of courses as they serve as prerequisites for certain nursing courses and must be taken if the challenge is not successful.

There is a fee for each challenge exam and the successful student will be charged a fee of $100 per credit hour for these courses. The nursing secretary can help you schedule your exam.

**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. Students who certified by one of the following agencies may receive credit for certification.

1. American Nurses Credentialing Center (ANCC)
2. American Association of Critical Care Nurses
3. American College of Nurse Midwives Certification Council
4. Association of Rehabilitation Nurses
5. Council on Certification of Nurse Anesthetists
6. National Certification Board of Pediatric Nurse Practitioners and Nurses
7. National Certification Corporation for the Obstetric, Gynecologic and Neonatal Nursing Specialties
8. The American Academy of Nurse Practitioners
A written request for elective credit with evidence of current certification must be submitted to the Department Chair. Students are eligible for only one certification/credit elective. Students certified by other agencies may petition for consideration of elective credit.

**Policies**

Policies (progression and retention, suspension, dismissal, re-admission, graduation) pertaining to students enrolled in the RN to BSN Program are published in the RN to BSN Program Student Handbook. Students have access to the handbook in the RN-BSN Student Blackboard site. A copy is available in the LRC. Copies may also be requested by contacting the Nursing Department Secretary.

**RN to BSN: Course Requirements**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacology</td>
<td>NSG 300</td>
<td>3</td>
</tr>
<tr>
<td>Grammar &amp; Composition I</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition</td>
<td>HLT 301</td>
<td>3</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>PHL 301</td>
<td>3</td>
</tr>
<tr>
<td>Grammar &amp; Composition II</td>
<td>ENG 112</td>
<td>3</td>
</tr>
<tr>
<td>Communication in Professional Practice</td>
<td>ENG 325</td>
<td>3</td>
</tr>
<tr>
<td>Statistics Elective for RN-BSN</td>
<td>ELE 000</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 21

**RN to BSN: Electives**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG-Elective</td>
<td>ELE 000</td>
<td>3</td>
</tr>
<tr>
<td>Elective- 18 credits</td>
<td>ELE-000</td>
<td>18</td>
</tr>
</tbody>
</table>

Total Credits: 21

**RN to BSN: Nursing Courses - Semester I**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Applications in Health Care</td>
<td>NSG 320</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Concepts, Roles and Issues</td>
<td>NSG 312</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 6

**RN to BSN: Nursing Courses - Semester II**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Human Responses to Illness</td>
<td>NSG 318</td>
<td>4</td>
</tr>
<tr>
<td>Health, Health Promotion and Framework for Practice</td>
<td>NSG 315</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 7
### RN to BSN: Nursing Courses - Semester III

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Applications</td>
<td>NSG 410</td>
<td>3</td>
</tr>
<tr>
<td>Community Health Nursing</td>
<td>NSG 420 &amp; 420C</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 7

### RN to BSN: Nursing Courses - Semester IV

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Seminar &amp; Project</td>
<td>NSG 485C</td>
<td>2</td>
</tr>
<tr>
<td>Leadership &amp; Management in Nursing</td>
<td>NSG 475 &amp; 475C</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 6
Biomedical Sciences

2006-2007 Catalog Information

Introduction

The bachelor of science degree in Biomedical Sciences prepares graduates for entry into a variety of professional healthcare programs. The student is well prepared to compete successfully in Medicine, Chiropractic Medicine, Veterinary Medicine, Pharmacology and Physician Assistant programs as well as graduate studies in Science and Biomedical Science. The Biomedical Sciences program will train the student for careers in the business world. Biomedical Science graduates will be prepared in areas such as pharmaceutical drug representation and laboratory techniques in both the biomedical and forensic fields.

The Biomedical Sciences program offers individualized attention. Small classes and personalized mentor guidance helps each student achieve his or her academic goal in the healthcare field. Students who intend to pursue postgraduate studies participate in a semester of mentor-guided research.

Accreditation

Jefferson College of Health Sciences is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097: Telephone number: 404-679-4501).

Transfer of Credits

The College accepts credits for transfer purpose from other institutions. Science courses completed more than five years prior to current enrollment may not be accepted for transfer. Challenging courses through testing may be possible. At a minimum, 33 percent of coursework for the B.S. in Biomedical Sciences must be taken at Jefferson College of Health Sciences.

Biomedical Sciences Program of Study

The Bachelor of Science in Biomedical Sciences requires the successful completion of 126 semester credit hours. The program is designed to allow students the maximum flexibility in designing their coursework.

The following are the minimum, coursework/credit requirements for the B.S. degree.

Chemistry 20 hours to include CHM 111, CHM 112, CHM 241, CHM 360
Biology 40 hours to include BIO 211, BIO 212, BIO 253, BIO 312, BIO 407, BIO 410
Physics 8 hours
English 6 hours to include ENG 111 and ENG 112
Math 6 hours to include MTH 210
Sociology 3 hours to include SOC 213
Psychology 3 hours
Computers 3 hours
Humanities 6 hours to include PHL 215
Electives 31 hours

The above requirements total 126 hours. Individual schedules are developed by the student and their advisor.

A minimum of 40 semester hours must be in the 300/400 level. A grade of 'D' will not be accepted for credit in the specifically named courses above. The 95 credits of required coursework must carry of grade of 'C' or better. A grade of 'D' cannot be transferred from another institution.
## Biomedical Sciences: Sample Program of Study - Semester I

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar &amp; Composition I</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>General Biology I</td>
<td>BIO 101</td>
<td>4</td>
</tr>
<tr>
<td>General Chemistry I</td>
<td>CHM 111</td>
<td>4</td>
</tr>
<tr>
<td>Academic Seminar</td>
<td>GEN 100</td>
<td>1</td>
</tr>
<tr>
<td>Computer Concepts &amp; Applications</td>
<td>BUS 131</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

## Biomedical Sciences: Sample Program of Study - Semester II

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar &amp; Composition II</td>
<td>ENG 112</td>
<td>3</td>
</tr>
<tr>
<td>General Biology II</td>
<td>BIO 102</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry I</td>
<td>CHM 241</td>
<td>4</td>
</tr>
<tr>
<td>College Algebra</td>
<td>MTH 165</td>
<td>3</td>
</tr>
<tr>
<td>Bioethics</td>
<td>PHL 215</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 17

## Biomedical Sciences: Sample Program of Study - Semester III

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 211 &amp; 211L</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry I</td>
<td>CHM 241</td>
<td>4</td>
</tr>
<tr>
<td>General Physics I</td>
<td>PHY 201</td>
<td>4</td>
</tr>
<tr>
<td>Survey of American Literature</td>
<td>ENG 201</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

## Biomedical Sciences: Sample Program of Study - Semester IV

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 212 &amp; 212L</td>
<td>4</td>
</tr>
<tr>
<td>Biochemistry I</td>
<td>CHM 360</td>
<td>3</td>
</tr>
<tr>
<td>General Physics II</td>
<td>PHY 202</td>
<td>4</td>
</tr>
<tr>
<td>Social Issues in Healthcare Delivery</td>
<td>SOC 213</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
<td>MTH 210</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 17

## Biomedical Sciences: Sample Program of Study - Semester V

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methodology</td>
<td>BIO 312</td>
<td>3</td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>BIO 300</td>
<td>3</td>
</tr>
</tbody>
</table>
• **Gross Anatomy I**     BIO 321    3
• **Biochemistry II**    CHM 361    4
• **Chemistry Methods Lab**    CHM 300L    2
• **Human Growth & Development**    PSY 202    3

**Total Credits: 18**

**Biomedical Sciences: Sample Program of Study - Semester VI**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microbiology</td>
<td>BIO 253 &amp; 253L</td>
<td>4</td>
</tr>
<tr>
<td>Gross Anatomy II</td>
<td>BIO 322</td>
<td>3</td>
</tr>
<tr>
<td>Analytical Chemistry</td>
<td>CHM 351</td>
<td>3</td>
</tr>
<tr>
<td>Molecular Biology</td>
<td>BIO 401</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 13**

**Biomedical Sciences: Sample Program of Study - Semester VII**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>BIO 410</td>
<td>3</td>
</tr>
<tr>
<td>Genetics</td>
<td>BIO 304</td>
<td>3</td>
</tr>
<tr>
<td>Neuroanatomy &amp; Neurophysiology</td>
<td>BIO 330</td>
<td>4</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>PSY 204</td>
<td>3</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>PHL 301</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 16**

**Biomedical Sciences: Sample Program of Study - Semester VIII**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immunology</td>
<td>BIO 412</td>
<td>3</td>
</tr>
<tr>
<td>Seminar in Biology</td>
<td>BIO 407</td>
<td>4</td>
</tr>
<tr>
<td>Cell Biology</td>
<td>BIO 404</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Biomedical Lab</td>
<td>BIO 415L</td>
<td>2</td>
</tr>
<tr>
<td>Nutrition</td>
<td>HLT 301</td>
<td>3</td>
</tr>
<tr>
<td>Business &amp; Technical Communications</td>
<td>ENG 230</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 18**
Biomedical Science with Clinical Lab Concentration

2006–2007 Catalog Information

Introduction

Clinical Laboratory Scientists (also referred to as Medical Technologists) are certified healthcare professionals that perform diagnostic procedures in a clinical laboratory. These procedures help physicians diagnose and treat diseases. Clinical Laboratory Scientists may also work for pharmaceutical companies, veterinarian offices, medical research laboratories and crime laboratories.

The curriculum is designed to give students a solid academic background in the areas of biology and chemistry that will prepare them to apply to a 1 year Clinical Laboratory Sciences program with an affiliated medical center. Students who complete the accredited training program can qualify for a B.S. in Biomedical Sciences with a concentration in Clinical Laboratory Sciences.

The Bachelor of Science in Biomedical Sciences with the Clinical Laboratory Sciences (CLS) option requires successful completion of 127 semester credit hours.

The following are the minimum coursework/credit requirements for the B.S. degree.

Chemistry 20 hours to include CHM 111, CHM 112, CHM 241, and either CHM 242 and CHM 300L or CHM 360 and CHM 362L

Biology 32 hours to include BIO 101, BIO 102, BIO 211, BIO 212, BIO 253, BIO 412

Physics 8 hours

English 6 hours to include ENG 111 and ENG 112

Math 6 hours to include MTH 210

Sociology 3 hours to include SOC 213

Psychology 3 hours

Computers 3 hours

Humanities 6 hours to include PHL 215

Electives 8 hours

CLS Program 32 hours

The above requirements total 95 hours. A grade of "D" will not be accepted for credit in the specifically named courses above. Individual schedules are developed by the student and their advisor.

Students must apply and be accepted into an accredited Clinical Laboratory Sciences (CLS) program. The college does not guarantee acceptance into CLS program.

Biomed with Clinical Lab Concentration Sample Program- Semester 1
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry I</td>
<td>CHM 111</td>
<td>4</td>
</tr>
<tr>
<td>Academic Seminar</td>
<td>GEN 100</td>
<td>1</td>
</tr>
<tr>
<td>General Biology I</td>
<td>BIO 101</td>
<td>4</td>
</tr>
<tr>
<td>Grammar &amp; Composition I</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>Computer Concepts &amp; Applications</td>
<td>BUS 131</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

Biomed with Clinical Lab Sciences Concentration Sample- Semester II

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar &amp; Composition II</td>
<td>ENG 112</td>
<td>3</td>
</tr>
<tr>
<td>General Biology II</td>
<td>BIO 102</td>
<td>4</td>
</tr>
<tr>
<td>General Chemistry II</td>
<td>CHM 112</td>
<td>4</td>
</tr>
<tr>
<td>College Algebra</td>
<td>MTH 165</td>
<td>3</td>
</tr>
<tr>
<td>Bioethics</td>
<td>PHL 215</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 17

Biomed with Clinical Lab Science Concentration-Semester III

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 211 &amp; 211L</td>
<td>4</td>
</tr>
<tr>
<td>General Physics I</td>
<td>PHY 201</td>
<td>4</td>
</tr>
<tr>
<td>Survey of American Literature</td>
<td>ENG 201</td>
<td>3</td>
</tr>
<tr>
<td>Organic Chemistry I</td>
<td>CHM 241</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 15

Biomed with Clinical Lab Concentration- Semester IV

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 212 &amp; 212L</td>
<td>4</td>
</tr>
<tr>
<td>Biochemistry I</td>
<td>CHM 360</td>
<td>3</td>
</tr>
<tr>
<td>Biochemistry Lab</td>
<td>CHM 362L</td>
<td>1</td>
</tr>
<tr>
<td>General Physics II</td>
<td>PHY 202</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
<td>MTH 210</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

Biomed with Clinical Lab Concentration-Semester V

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microbiology</td>
<td>BIO 253 &amp; 253L</td>
<td>4</td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>BIO 300</td>
<td>3</td>
</tr>
<tr>
<td>Gross Anatomy I</td>
<td>BIO 321</td>
<td>3</td>
</tr>
<tr>
<td>Course Name</td>
<td>Course Code</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>Biochemistry II</td>
<td>CHM 361</td>
<td>4</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>PSY 202</td>
<td>3</td>
</tr>
</tbody>
</table>

**Biomed with Clinical Lab Concentration-Semester VI**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Anatomy II</td>
<td>BIO 322</td>
<td>3</td>
</tr>
<tr>
<td>Immunology</td>
<td>BIO 412</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Biomedical Lab</td>
<td>BIO 415L</td>
<td>2</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>CHM 310</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>PSY 204</td>
<td>3</td>
</tr>
<tr>
<td>Social Issues in Healthcare Delivery</td>
<td>SOC 213</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 17

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phlebotomy</td>
<td>CLS 450</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Mathematics</td>
<td>CLS 483</td>
<td>1</td>
</tr>
<tr>
<td>Clinical Microbiology</td>
<td>CLS 491</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 6

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Chemistry</td>
<td>CLS 481</td>
<td>7</td>
</tr>
<tr>
<td>Analysis of Body Fluids</td>
<td>CLS 482</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Mycology</td>
<td>CLS 492A</td>
<td>1</td>
</tr>
<tr>
<td>Clinical Parasitology</td>
<td>CLS 492B</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 13

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Management</td>
<td>CLS 461</td>
<td>1</td>
</tr>
<tr>
<td>Hematology</td>
<td>CLS 471</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Hemostasis</td>
<td>CLS 472</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Immunology</td>
<td>CLS 473</td>
<td>2</td>
</tr>
<tr>
<td>Immunohematology</td>
<td>CLS 474</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 13
Healthcare Management

2006-2007 Catalog Information

Introduction

This academic program provides a Bachelor of Science degree to individuals with an Associate degree who are interested in the professional management of health services and programs. This evening-based program is specifically designed to meet the learning needs of working students and is delivered in an accelerated format via a combination of classroom and distance based learning. The plan of study includes two academic years and one summer. Typically, students take a full time course load of twelve or more credits together as a cohort, however, a part time plan of study is available.

Applicants are required to successfully complete one semester of college algebra with a minimum grade of C prior to starting the program. Additionally, one semester of Basic Financial Accounting is required with a minimum grade of C that is taken before or during the first semester. These courses are offered at Jefferson College in the evenings to accommodate to work schedules.

There are additional Professional Program Requirements for this program- go to The Admissions Process portion of this website for the listing.

Healthcare Management: Semester I (Fall)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States Healthcare System</td>
<td>HCM 301</td>
<td>4</td>
</tr>
<tr>
<td>Health Info Systems and Computer App</td>
<td>HCM 320</td>
<td>4</td>
</tr>
<tr>
<td>Elective-3 Credit</td>
<td>ELE 000</td>
<td>3</td>
</tr>
<tr>
<td>Communication in Professional Practice</td>
<td>ENG 325</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 14

Healthcare Management: Semester II (Spring)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective-3 Credit</td>
<td>ELE 000</td>
<td>3</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>PHL 301</td>
<td>3</td>
</tr>
<tr>
<td>Accounting for Healthcare Management</td>
<td>HCM 310</td>
<td>4</td>
</tr>
<tr>
<td>Statistical &amp; Epidemiological Methods for Healthcare</td>
<td>IDS 302</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 14

Healthcare Management: Semester III (Summer)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare Research Methods</td>
<td>HCM 410</td>
<td>4</td>
</tr>
<tr>
<td>Healthcare Management</td>
<td>HCM 302</td>
<td>4</td>
</tr>
</tbody>
</table>
### Healthcare Management: Semester IV (Fall)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources/Organizational Management</td>
<td>HCM 330</td>
<td>4</td>
</tr>
<tr>
<td>Healthcare Finance</td>
<td>HCM 340</td>
<td>4</td>
</tr>
<tr>
<td>Healthcare Economics and Policy</td>
<td>HCM 450</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 8

### Healthcare Management: Semester V (Spring)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare Manage Senior Proj/Internship</td>
<td>HCM 465</td>
<td>3</td>
</tr>
<tr>
<td>Healthcare Strategic Management &amp; Marketing</td>
<td>HCM 485</td>
<td>4</td>
</tr>
<tr>
<td>Healthcare Law &amp; Regulation</td>
<td>HCM 420</td>
<td>4</td>
</tr>
<tr>
<td>Health Care Management Seminar III</td>
<td>HCM 415</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 12
Physician Assistant

Introduction

The Physician Assistant (PA) program prepares graduates in general medicine with emphasis on primary care delivery in rural, medically-underserved areas. PA students attend classes, lab sessions and clinical rotations in the major medical disciplines. Physician Assistants provide diagnostic and therapeutic care in diverse medical specialties, in both ambulatory and nonambulatory practice settings, under the supervision of a licensed physician. PAs increase patient access to primary care, promote cost savings and improve practice efficiency and productivity.

Additional Admission Requirements

Review of applications and supporting materials will begin on November 1 of each year. Application deadline is January 15 and is through CASPA. The following are requirements in place at the time of publication of this Catalog. Please contact the Office of Admissions for current information.

Completion of 60 hours of college credit that must include the courses in the following list. These courses need not be completed at the time of application but must be completed satisfactorily by the start of the first semester of the program.

- 12 semester hours in biology, Microbiology with lab, Anatomy with lab, and Physiology with lab. Recommended: Immunology.
- 12 semester hours in chemistry, including General Chemistry I and II with labs, and Organic Chemistry or Biochemistry with lab.
- 9 semester hours in behavioral sciences, including Introductory or General Psychology and one upper-level Psychology or Sociology course, in Sociology, Psychology, or Anthropology. Recommended: Abnormal Psychology.
- 6 semester hours in the humanities. Suggested: English, Grammar, Composition, writing courses.
- 3 semester hours in college algebra or statistics. Suggested: Introduction to Statistics, Biostatistics.

All prerequisites must be taken within ten years of applications to the program. Exceptions may be granted to those who have coursework older than ten years but who have been employed in direct, hands-on patient care. Examples include paramedics, nurses, and clinical researchers.

Completion of an application through the Centralized Application Process for Physician Assistants (CASPA) at www.caspaonline.org.

GPA Requirement

All prerequisites must be completed with a grade of "C" or better. The minimum GPA for admission is 2.6. Exceptions may be made at the discretion of the admission committee. To be competitive, a cumulative college grade point average of 3.00 is encouraged. All prerequisites must be taken within 10 years prior of application to the program. Exceptions may be granted to those who have coursework older that 10 years but who have been enrolled in direct, hands-on patient care. Examples include paramedics, nurses, and clinical researchers.

Program Accreditation

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. Only graduates from ARC-PA-accredited programs are eligible to sit for the Physician Assistant National Certifying Examination (PANCE) and become licensed to practice.
Purposes

The purposes of the baccalaureate-degree Physician Assistant program are:

- To establish a learning environment that encourages intellectual, personal and professional growth.
- To provide an educational environment conducive to acquiring a foundation in current medical knowledge and clinical practice.
- To utilize teaching methodologies that promote lifelong learning.
- To emphasize the importance of quality and cost-effective patient-centered care.
- To prepare students to serve the primary care needs of diverse populations in rural, medically-underserved areas.
- To integrate health promotion, behavioral medicine and disease prevention into traditional medical care.

Philosophy

The PA program curriculum and related clinical experiences emphasize healthcare needs in rural, medically-underserved areas (MUAs) and health professional shortage areas (HPSAs). The program aims to educate PA graduates who will improve access to primary healthcare and advance the coordinated and comprehensive delivery of quality, cost-effective medical care in a variety of healthcare settings.

The PA program curriculum 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.

PA 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.

Educational Outcomes

Upon completion of the program the graduate will be able to demonstrate the following roles and competencies of generalist physician assistants:

1. Create a health status database utilizing effective interpersonal relationships with patients; comprehensive, problem-specific history taking and physical examination; ordering and performing of laboratory tests, X-rays, EKGs and other diagnostic tests; and recording and communicating findings.

2. Analyze a health status database by differentiating between normal and abnormal findings and developing a preliminary diagnosis, with physician guidance, for common problems presenting in primary care practices.

3. Formulate a health management plan using all necessary resources: patient, supervising physician, patient’s family and loved ones, other health professionals, community resources and past medical records.

4. Implement and monitor the health management plan through the following activities:
   - Determine patient understanding of health problems and explain problem, purpose of treatment and management plan.
   - Prescribe medications.
   - Perform therapies, procedures and interventions that include administering medications and performing intubations and cannulations, emergency treatment, minor surgery/suturing of wounds and removing casts, and therapies for musculoskeletal, pulmonary and ENT, cardiovascular, gastrointestinal and genitourinary systems.
   - Observe and record patient progress while making hospital rounds.
   - Provide patient and family education and counseling on prevention and care.
Offer support and counsel dealing with concerns and adaptations of healthcare in a variety of settings (home, nursing homes, other extended healthcare facilities).

- Make appropriate referrals to and coordinate patient care with other healthcare professionals.
- Maintain attitudes and attributes essential to PAs, including humane care and understanding, respect for privacy, awareness of limitations so that one seeks advice when needed, openness to seek and accept constructive criticism, motivation to expand knowledge base and resistance to compromising the practice of medicine.

Licensure

In order to be licensed, physician assistants must first complete a course of study approved and accredited by the ARC-PA. Only graduates from ARC-PA-accredited programs are eligible to take the Physician Assistant National Certifying Examination (PANCE), given by the National Commission for Certification of Physician Assistants, and become licensed to practice. Graduates of the Physician Assistant program at Jefferson College of Health Sciences are eligible to take this examination. The PANCE is the entry-level exam PA’s 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 Pay’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 always perform medical tasks delegated to them by the supervising physician.

Student Selection

The College bases acceptance into the PA program on predictors of academic and nonacademic success that include grade point average, orientation to rural primary care, related work and volunteer experience, previous college credit and degrees, number of credits completed at the College, an application essay, letters of reference, and a personal interview for those applicants the Admissions Committee considers to be competitive. Successful applicants will possess strong interpersonal skills and have the ability to work in a team environment.

Physician Assistant Program of Study

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. The College registrar evaluates and must approve all courses transferred from other educational institutions.

### Physician Assistant: Program of Study - Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Medicine I</td>
<td>PHA 300</td>
<td>5</td>
</tr>
<tr>
<td>Clinical Anatomy &amp; Physiology I</td>
<td>PHA 303 &amp; 303L</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Skills I</td>
<td>PHA 306 &amp; 306L</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral Medicine I</td>
<td>PHA 309</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Pharmacology I</td>
<td>PHA 312</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Diagnostics I</td>
<td>PHA 315 &amp; 315L</td>
<td>3</td>
</tr>
<tr>
<td>Professional Seminar I</td>
<td>PHA 318</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 20

### Physician Assistant: Program of Study - Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Medicine II</td>
<td>PHA 301</td>
<td>5</td>
</tr>
<tr>
<td>Clinical Anatomy &amp; Physiology II</td>
<td>PHA 304 &amp; 304L</td>
<td>4</td>
</tr>
</tbody>
</table>
- **Clinical Skills II**  
  PHA 307 & 307L  
  3
- **Behavioral Medicine II**  
  PHA 310  
  2
- **Clinical Pharmacology II**  
  PHA 313  
  2
- **Clinical Diagnostics II**  
  PHA 316 & 316L  
  3
- **Professional Seminar II**  
  PHA 319  
  1

**Total Credits: 20**

**Physician Assistant: Program of Study - Summer Session**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Medicine III</td>
<td>PHA 302</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Skills III</td>
<td>PHA 308 &amp; 308L</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Pharmacology III</td>
<td>PHA 314</td>
<td>1</td>
</tr>
<tr>
<td>Clinical Diagnostics III</td>
<td>PHA 317</td>
<td>2</td>
</tr>
<tr>
<td>Professional Seminar III</td>
<td>PHA 320</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits: 12**

**Physician Assistant: Program of Study - Fall, Spring, and Summer Semester Clinical Rotations**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Medicine Rotation</td>
<td>PHA 401</td>
<td>6</td>
</tr>
<tr>
<td>Family Practice Rotation</td>
<td>PHA 403</td>
<td>6</td>
</tr>
<tr>
<td>Pediatrics Rotation</td>
<td>PHA 405</td>
<td>3</td>
</tr>
<tr>
<td>Women's Health Rotation</td>
<td>PHA 407</td>
<td>3</td>
</tr>
<tr>
<td>Emergency Medicine Rotation</td>
<td>PHA 409</td>
<td>3</td>
</tr>
<tr>
<td>Psychiatry Rotation</td>
<td>PHA 411</td>
<td>3</td>
</tr>
<tr>
<td>General Surgery Rotation</td>
<td>PHA 413</td>
<td>3</td>
</tr>
<tr>
<td>General Orthopedics Rotation</td>
<td>PHA 415</td>
<td>3</td>
</tr>
<tr>
<td>Community Medicine Rotation</td>
<td>PHA 417</td>
<td>3</td>
</tr>
<tr>
<td>Elective Rotation</td>
<td>PHA 419</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Concentration</td>
<td>PHA 420</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits: 41**
Occupational Therapy

2006-2007 Catalog Information. Please note: This program will transition to the master's level Fall semester 2008.

Introduction

Jefferson College of Health Sciences currently offers a four-year, baccalaureate of science degree program in Occupational Therapy.

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, to assist them to gain or regain quality of life, capability and specific skills required of them to function effectively in their own dynamic environments. To that end occupational therapists use meaningful, purposeful “occupational tasks” (those acts and functions of life which demand our time and energies and which otherwise able-bodied individuals take for granted) to develop or redevelop necessary and/or desired skills for life. Those 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 a family member or employer about sensitive issues; everyday living tasks such as homemaker roles, vocational interactions and the everyday business of life; paying bills, balancing the checkbook, purchasing groceries, driving, planning for the future, enjoying leisure pursuits, etc.

Occupational Therapy personnel function in a variety of settings. Graduates of an Occupational Therapy curriculum may work in hospitals, rehabilitation centers, extended care facilities, nursing centers, public schools, developmental day care facilities, adult day care programs, mental health clinics, specialty centers, outpatient clinics, home health agencies, industrial rehabilitation programs, hospice programs, private practice and 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, MD, 20824-1220. AOTA's phone number is (301) 652-2682 (AOTA). Graduates are eligible to sit for the national registry examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

Registration/Licensure

After successful completion of the national registry exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Registry Examination.

Wherever the graduate plans to practice he/she must inquire as to the legal requirements of that particular state.

Transfer of Credits

Jefferson College Of Health Sciences’ Occupational Therapy program accepts credits for transfer purposes from other institutions. Applicants to the OT program are required to take all necessary professional courses at Jefferson College of Health Sciences. Prerequisite general education course work must be completed prior to entry into the junior and senior year professional program, unless deferred by the Program Director. The Program Director will consider sequence changes only on a case-by-case basis, after review. Students are required to successfully accomplish junior-level coursework before they may embark upon senior-level classes.
Statement of Purpose

The OT program's purpose is to produce graduates who demonstrate generalist competency at entry level and possess resource awareness with unique perspectives and experience in dealing more with a person or persons, than a disease or disability. The OT program will graduate a practitioner who has the knowledge, skills and attitudes to engage individuals who demonstrate some form of impaired coping skills in a process of effective assessment, evaluation, treatment planning and therapeutic interventions within performance contexts of cultural and environmental demands, according to that individual’s needs and wants.

Program Goals

1. Provide realistic, up-to-date information to the community and to prospective students regarding the practice of occupational therapy and the role of the Occupational Therapist in healthcare delivery. Information provided by program faculty and staff may be used in part as the basis for informed decision making by individuals seeking a career in the profession and by those pursuing enrollment in the Jefferson College of Health Sciences OT program.

2. Assist the individual who has chosen to apply for admission to the OT program with admission process completion in an objective manner. This process includes (but is not limited to) providing students necessary application forms; informing students of prerequisites (Example: applicants to the OT program must demonstrate a cumulative Grade Point Average of at least 2.7 for freshman- and sophomore-level course work to be considered for admission); making students aware of special obligations that must be resolved before admission to the College or the OT program can be granted; providing information on housing and on resources for financial assistance for educational expenses; providing accepted students with advisors and assistance with course registration, orientation to the College’s facilities and services, and with scheduling the course of study.

3. Provide state-of-the-art classroom, laboratory and learning resource facilities to enhance student attainment of knowledge and skills needed for graduation and entry-level practice in the profession.

4. Incorporate a faculty of OT educators and practitioners who are committed to the educational goals of the OT program and its students and who are qualified to provide meaningful, relevant opportunities for learning that reflect prevalent professional practice and prevalent teaching techniques within an institution of higher education.

5. Provide sites for fieldwork education that offer students appropriate environments within which to develop competence in the day-to-day practice of OT.

6. Establish and provide criteria for graduation based upon the attainment of identified competencies in both academic and practice aspects of the OT program according to the Essentials for the Education of the Occupational Therapist, American Occupational Therapy Association (AOTA) 1993.

7. Prepare competent, caring and ethical occupational therapists for entry into the profession.

8. Instill in OT students the need to continue their professional education after graduation in order to maintain an appropriate level of competency.

9. Ensure that graduates of the OT program are capable and confident to assume entry-level roles as resource aware and resource accessing, self-reliant practitioners in diverse community-based practice settings.

The Educational Program

The Occupational Therapy program is a four-year course of study leading to a Bachelor of Science degree. Students participate in liberal arts and science course work for the first two years, acquiring foundational knowledge that will be applied during junior- and senior-level course work and beyond.

The OT specific curriculum comprises six semesters of academic, laboratory and fieldwork education: Fall/Spring of the junior year, Fall/Spring of the senior year and Summer/Fall after the senior year (during which time full-time fieldwork experiences are scheduled). Students who successfully accomplish OT program academic and fieldwork requirements within that time frame are awarded the Bachelor of Science in Occupational Therapy degree in a
December graduation.

The professional curriculum prepares graduates that can call upon personal, community and professional resources to function effectively in rural as well as metropolitan healthcare settings.

**Program of Study**

The Occupational Therapy program curriculum is designed to present students with a logical, progressive schedule of coursework that culminates in two twelve-week (full-time) fieldwork experiences. Individuals beginning the program in the freshman year will accomplish two years of liberal arts and sciences coursework in a pre-OT track with the potential to attain an associate of science degree. If accepted to the OT program at the junior level, the student will enroll for four consecutive semesters in OT-specific coursework encompassing didactic theory, occupational therapy technique and laboratory and fieldwork experiences. All prerequisite academic coursework must be successfully accomplished before students may participate in Level II fieldwork experiences.

**OT students must complete Level II fieldwork within 24 months following completion of academic preparation.**

**Academic Policies**

Academic Policies of the OT program facilitate the development of requisite knowledge, skills and attitudes/judgments of a competent and successful practitioner.

**Advance Placement and/or Advanced Standing**

Students may be admitted into the professional portion of the OT program with advanced standing after an individual review. Advanced placement examinations will be offered as needed.

**Sequence of Courses**

All courses with an OTB prefix must be taken in sequence as listed in the published program of study unless deferred by the Program Director. The Program Director will consider sequence changes only on a case-by-case basis, after review. Students are required to successfully accomplish junior-level courses before they may embark upon senior-level courses.

**Class Enrollment**

Entrance into OT program (OTB) courses is normally restricted to students of the OT program. Exceptions to this policy must be approved by the OT Program Director and the course instructor.

**Grade Point Average (GPA)**

Students must maintain a minimum GPA of 2.0 and a grade of "C" or better in all OT program courses, unless specified by letter of acceptance into the program. If a grade of "D" or "F" is awarded, the student will be suspended from the professional sequence of courses. The professional course (in which the grade lower than "C" was attained) may be repeated during the next session in which the course is offered.

**Readmission to the Professional Sequence**

Students suspended from the professional course sequence must submit in writing their intention to return to the program. This must be received by the Program Director prior to August 1 of the academic year in which the student intends to reenter the professional course sequence. Failure to provide written intent to return will preclude the student from enrolling in OTB courses. Students will be dismissed from the professional program if there is a 'D' or 'F' in coursework following readmission.
Employment

The OT program is an extremely challenging and time-intensive educational experience. Successful completion will require that the student give program-related activities his or her highest priority. For that reason, employment while enrolled is discouraged.

Fieldwork Education

Fieldwork education is an integral part of the OT program. It provides both environments and opportunities to develop skills that cannot be attained elsewhere. Assignments are made by the academic coordinator of fieldwork (ACF) in advance of the fieldwork experience. Students seek to acquire specific skills and are therefore placed within facilities and agencies that provide diverse experiences. These facilities are located both locally and (in the case of Level II in particular) at considerable distance from the College. The OT student is advised to be cognizant of potential and real costs involved for travel and other expenses and the need to plan finances accordingly.

Every semester of the professional course of study includes fieldwork placements and assignments. Fieldwork experiences are graded. A student’s failing a fieldwork experience will result in that student being required to repeat the experience. The ACF will reschedule fieldwork experiences as available. No student may graduate from the program with unmet fieldwork accomplishment. A student is allowed one (1) unsuccessful fieldwork experience; two results in program dismissal.

Level I fieldwork includes all placements assigned during Fall and Spring semesters of the junior and senior years. Fieldwork experiences are coordinated with didactic and laboratory sessions so that students gain opportunities to integrate lecture, lab and skills development while learning basic tenets and techniques of intervention.

Level II fieldwork includes two, full-time (usually) placements of three months each, in facilities or agencies under the direct supervision of an experienced and registered occupational therapist.

These placements offer the student multiple opportunities to integrate all previous academic and fieldwork learning to become an entry-level, OT professional. These experiences occur after the successful completion of all other academic courses (other than OTB 480 Seminar) beginning in the summer semester and finishing in late fall. Upon return to the College, students participate in the OTB 480 Seminar course and then a December graduation ceremony. Level II fieldwork must be completed within 24 months following completion of academic course preparation.

Student fieldwork expectations: Students are expected to attend all fieldwork assignments according to schedules set with the ACF and the facility/agency student supervisors. An unavoidable absence must be reported to both the facility supervisor and the ACF before that day’s experience. Any missed hours will be made up at the convenience of the facility and according to their policies. At no time will a student schedule to make up missed fieldwork assignments during time scheduled for academic, laboratory or other fieldwork. If the facility doesn’t have a policy, the COHS-OT program policy will be enforced. That policy states: The student cannot miss more than two days (equivalent) without making up missed time.

Schedule changes: A change in already scheduled fieldwork must be submitted in writing in advance of the experience and must be approved by the facility representative (student supervisor) and the OT program ACF. Failure to report absences or unauthorized schedule changes will result in suspension from that fieldwork experience.

Note: For further policies and procedures regarding fieldwork, refer to the OT Program Fieldwork Packet.

Occupational Therapy Code of Ethics (abbreviated)

The complete Code of Ethics is provided to OT program students in the first semester of the junior year.

Principle 1. Occupational therapy personnel shall demonstrate concern for the well-being of the recipients of their
services. (beneficence)

Principle 2. Occupational therapy personnel shall respect the rights of the recipients of their services. (e.g., autonomy, privacy, confidentiality)

Principle 3. Occupational therapy personnel shall achieve and continually maintain high standards of competence. (duties)

Principle 4. Occupational therapy personnel shall comply with laws and association policies guiding the profession of Occupational Therapy. (justice)

Principle 5. Occupational therapy personnel shall provide accurate information about occupational therapy services. (veracity)

Principle 6. Occupational therapy personnel shall treat colleagues and other professionals with fairness, discretion and integrity. (fidelity, veracity)

**Occupational Therapy - Pre-Occupational Therapy: Program of Study - Fall Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology I</td>
<td>BIO 101</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Microcomputers</td>
<td>BUS 111</td>
<td>1</td>
</tr>
<tr>
<td>General Chemistry I</td>
<td>CHM 111</td>
<td>4</td>
</tr>
<tr>
<td>Grammar &amp; Composition I</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>Academic Seminar</td>
<td>GEN 100</td>
<td>1</td>
</tr>
<tr>
<td>Social Issues in Healthcare Delivery</td>
<td>SOC 213</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 16

**Occupational Therapy - Pre-Occupational Therapy: Program of Study - Spring Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology II</td>
<td>BIO 102</td>
<td>4</td>
</tr>
<tr>
<td>Grammar &amp; Composition II</td>
<td>ENG 112</td>
<td>3</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>HLT 215</td>
<td>3</td>
</tr>
<tr>
<td>General Physics I</td>
<td>PHY 201</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology</td>
<td>PSY 201</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 17
### Occupational Therapy - Pre-Occupational Therapy: Program of Study - Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 212 &amp; 212L</td>
<td>4</td>
</tr>
<tr>
<td>Gross Anatomy II</td>
<td>BIO 322</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td>BIO 410</td>
<td>3</td>
</tr>
<tr>
<td>Bioethics</td>
<td>PHL 215</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>PSY 204</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 13

### Occupational Therapy: Program of Study - Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory I</td>
<td>OTB 300</td>
<td>3</td>
</tr>
<tr>
<td>Neuroanatomy &amp; Neurophysiology</td>
<td>OTB 310 &amp; 310L</td>
<td>4</td>
</tr>
<tr>
<td>Humans in Motion</td>
<td>OTB 314</td>
<td>4</td>
</tr>
<tr>
<td>OT in Mental Health: Principles &amp; Methods</td>
<td>OTB 316 &amp; 316L</td>
<td>4</td>
</tr>
<tr>
<td>Fieldwork I - A Mental Health Restrictions</td>
<td>OTB 325C</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 16

### Occupational Therapy: Program of Study - Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT in Pediatrics: Principles &amp; Methods</td>
<td>OTB 324 &amp; 324L</td>
<td>4</td>
</tr>
<tr>
<td>Fieldwork - B Pediatric</td>
<td>OTB 335C</td>
<td>2</td>
</tr>
<tr>
<td>Community-based Occupations</td>
<td>OTB 331/331L</td>
<td>4</td>
</tr>
<tr>
<td>Media</td>
<td>OTB 340</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 17

### Occupational Therapy: Program of Study - Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory II</td>
<td>OTB 400</td>
<td>3</td>
</tr>
<tr>
<td>Adult Conditions</td>
<td>OTB 421</td>
<td>3</td>
</tr>
<tr>
<td>OT in Geriatrics: Principles &amp; Methods</td>
<td>OTB 424</td>
<td>3</td>
</tr>
<tr>
<td>Fieldwork I - C Adult/Geriatric</td>
<td>OTB 425C</td>
<td>2</td>
</tr>
<tr>
<td>Adult Conditions Laboratory</td>
<td>OTB 431</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 13

### Occupational Therapy: Program of Study - Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork I - D Senior Project</td>
<td>OTB 435C</td>
<td>2</td>
</tr>
<tr>
<td>Course Name</td>
<td>Course Code</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>Service Management</td>
<td>OTB 440</td>
<td>3</td>
</tr>
<tr>
<td>Program Development</td>
<td>OTB 450</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Reasoning</td>
<td>OTB 460</td>
<td>3</td>
</tr>
<tr>
<td>Technology</td>
<td>OTB 470 &amp; 470L</td>
<td>3</td>
</tr>
<tr>
<td>OT Elective</td>
<td>OTB 482</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits: 14

**Occupational Therapy: Program of Study - Summer**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork II - A</td>
<td>OTB 445C</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits: 6

**Occupational Therapy: Program of Study - Fall Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork II - B</td>
<td>OTB 465C</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits: 6
Associate of Science & Associate of Applied Science Programs

Two-Year Associate of Science in Nursing

Introduction (This section applies to two-year associate degree programs only)

The associate degree nurse provides nursing care to diverse clients and groups of clients with healthcare needs. The traditional associate degree nursing track can be completed in as two years of full-time study or may be completed on a part-time basis within a three or four-year time frame. The program prepares the graduate to take the NCLEX-RN licensure examination.

Admission requirements are consistent with college admission requirements. Applicants with more than one failure in a nursing course in a previous nursing program within the last 3 years will not be considered for admission.

Applicants are not required to have a background in healthcare and often enter the program after graduation from high school. A one-credit introductory prerequisite course, IDS 101: Introduction to Basic Patient Care Skills, is required before enrolling in the first semester of nursing courses. IDS 101 is offered each semester and can be taken in the preceding summer. Applicants who are Certified Nursing Assistants may waive IDS 101 as a prerequisite course. Experienced nurse aides who are not certified may challenge IDS 101 by examination.

Total credits for graduation: 68

This following section of the catalog covers all tracks within the Associate of Science in Nursing Program.

2006-2007

The Associate of Science in Nursing Degree program prepares the graduate to render client care while demonstrating clinical competence, critical thinking skills and caring behaviors. Graduates of the Associate Degree Nursing (ADN) program are eligible to take the NCLEX-RN Licensure examination. There are three tracks in the ADN program: Traditional, Accelerated Track for LPNs, and Accelerated Track for Respiratory Therapists and Paramedics. Following successful achievement of RN licensure, graduates may complete the course of study for RN-BSN (see RN-BSN program of study).

Program Accreditation

The Associate of Science Degree in Nursing Program is approved by the Virginia Board of Nursing and accredited by the National League for Nursing Accrediting Commission (61 Broadway - 33rd Floor, New York, NY 10006, Phone: 800-669-1656 (ext. 153.)

Memberships

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).

Associate Degree Program Purpose

The associate degree nursing program prepares graduates with the knowledge, skills and values inherent in the three roles basic to associate degree nursing practice: provider of care, manager of care and member within the discipline of nursing.

The associate degree nurse provides nursing care to diverse clients and groups of clients with healthcare 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 structured health care settings.

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.

**Associate Degree 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 and promote positive client outcomes 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 healthcare 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.


**Transfer Credit**

If requested, the ADN Program Director will determine advanced placement in the nursing curriculum for students after the applicant’s acceptance into the Nursing program. Advanced placement will be determined through evaluation of official transcripts for transfer credit. In addition to the College’s general transfer credit policies, all of the following are criteria for advanced placement in the nursing curriculum.

- The ADN Program Director must evaluate courses considered for transfer credit and determine that they are equivalent in content to the courses being replaced.
• Courses considered for transfer credit must be completed with a minimum grade of “C”.

• Course syllabi and topical outlines must be submitted with the application when requesting advanced placement.

• All general education and nursing course requirements for Level I must be completed prior to advanced placement into Level II.

• Fifty percent of the nursing credit hours must be taken at Jefferson College of Health Sciences.

• Nursing courses considered for transfer credit must have been taken no longer than three years prior to the date of entry into the program.

• The student cannot have more than one failure in a nursing course in a previous nursing program within the last three years.

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. 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. Gross and fine motor abilities sufficient to provide safe and effective nursing care.
6. Critical thinking ability sufficient for clinical judgment.

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. 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. Auditory abilities sufficient to monitor and assess health needs.


11. Tactile ability sufficient for physical assessment.

Any student who may require accommodations should schedule an appointment with the Associate Degree Program Director.

**Professional Behavior**

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

- Demonstrates safety in all situations.
- Demonstrates honesty in all situations.
- Incorporates professional and ethical standards, including Patient Bill of Rights and ANA Standards.
- Incorporates agency policies and procedures, standards of care, clinical pathways and practice guidelines as appropriate.
- Demonstrates professional demeanor (e.g., dress code policy per college and agency, respect for others, accepts criticism, cooperative, controls temper, attentive, professional language and no gum chewing).

**Academic Policies**

Policies (progression and retention, suspension, dismissal, re-admission, graduation) pertaining to students enrolled in the Associate Degree in Nursing Programs are published in the Associate Degree Nursing Program Student Handbook. Students have access to the handbook in the ADN Student Blackboard site. A copy is available in the LRC. Copies may also be requested by contacting the Associate Degree Nursing Program Secretary.

**NCLEX-RN Testing**

Standardized tests facilitate preparation for taking the computerized NCLEX-RN Licensure examination following graduation. Pre-Licensure ADN students will be required to take nationally normed tests periodically throughout the curriculum and to make a satisfactory score on such tests. In the last semester of the curriculum, students will be required to take a comprehensive exit exam and make a satisfactory score on this exam prior to graduating and prior to taking NCLEX-RN licensing exam. A fee for testing may be applicable.

**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, 6603 West Broad Street, 5th Floor, Richmond, VA 23230-1712, (804) 662-9909.

### Associate of Science in Nursing (Traditional Track): Program of Study - Semester I

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 211 &amp; 211L</td>
<td>4</td>
</tr>
<tr>
<td>Academic Seminar</td>
<td>GEN 100</td>
<td>1</td>
</tr>
<tr>
<td>Grammar &amp; Composition I</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Nursing</td>
<td>NSG 101 &amp; 101 C</td>
<td>4</td>
</tr>
<tr>
<td>Dosage Calculations</td>
<td>NSG 102</td>
<td>1</td>
</tr>
<tr>
<td>Nursing Skills I</td>
<td>NSG 111 &amp; 111L</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Microcomputers</td>
<td>BUS 111</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 15

### Associate of Science in Nursing (Traditional Track): Program of Study - Semester II

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 212 &amp; 212L</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Pharmacology</td>
<td>NSG 103</td>
<td>3</td>
</tr>
<tr>
<td>Adult Health I</td>
<td>NSG 130 &amp; 130C</td>
<td>5</td>
</tr>
</tbody>
</table>
• **Nursing Skills II**
  
  **Course Name**  
  **Course Code**  
  **Credits**  
  
  Microbiology  
  BIO 253 & 253L  
  4  
  
  Developmental Psychology  
  PSY 238  
  4  
  
  Social Issues in Healthcare Delivery  
  SOC 213  
  3  

**Total Credits: 14**

### Associate of Science in Nursing (Traditional Track): Program of Study - Summer Session

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microbiology</td>
<td>BIO 253 &amp; 253L</td>
<td>4</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>PSY 238</td>
<td>4</td>
</tr>
<tr>
<td>Social Issues in Healthcare Delivery</td>
<td>SOC 213</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 11**

### Associate of Science in Nursing (Traditional Track): Program of Study - Year Two

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioethics</td>
<td>PHL 215</td>
<td>3</td>
</tr>
<tr>
<td>Nursing of Older Adults</td>
<td>NSG 160 &amp; 160C</td>
<td>3</td>
</tr>
<tr>
<td>Mental Health Nursing</td>
<td>NSG 211 &amp; 211C</td>
<td>3</td>
</tr>
<tr>
<td>Nursing of the Childbearing Family</td>
<td>NSG 221 &amp; 221C</td>
<td>3</td>
</tr>
<tr>
<td>Adult Health II</td>
<td>NSG 230 &amp; 230C</td>
<td>5</td>
</tr>
<tr>
<td>Adult Health III</td>
<td>NSG 231 &amp; 231C</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Care of Infants &amp; Children</td>
<td>NSG 241 &amp; 241C</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Nursing</td>
<td>NSG 260 &amp; 260C</td>
<td>2</td>
</tr>
<tr>
<td>Professional Seminar I</td>
<td>NSG 284</td>
<td>1</td>
</tr>
<tr>
<td>Professional Seminar II</td>
<td>NSG 285</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits: 28**
LPN to Associate of Science Degree in Nursing Track

2006-2007 Catalog Information

Introduction

The Nursing Department provides Licensed Practical Nurses the opportunity to plan a somewhat flexible educational schedule, to earn credits by challenge examinations and to complete prerequisite general education courses on a part-time or a full-time basis.

LPN's with unencumbered LPN licensure are accepted for admission. Recent LPN program graduates who have met all other prerequisites may enroll in NSG 200 while achieving licensure. Students will not be allowed to progress into additional nursing courses beyond NSG 200 without LPN licensure.

Currently licensed LPNs will be granted exemption credit for most first-level nursing courses and admitted to second-level nursing courses beginning with Nursing 200 - Nursing Transition provided the following criteria are met:

- Student has completed all required prerequisite first-level general education courses with a grade of "C" or better in science and math courses.

- Challenge examinations are passed for selected nursing courses while in Nursing Transition (NSG 200):
  - NSG 102 - Dosage Calculation (1 credit hour)
  - NSG 111L/112L - Nursing Skills I and II (3 credit hours)

Upon successful completion of NSG 200: Nursing Transition, 8 additional advanced placement credits are awarded.

LPNs are also permitted to select two of four specialty nursing courses for challenge, to a maximum of six credits. Specialty nursing courses available for challenge:

- NSG 160 - Nursing of Older Adults (3 credit hours)
- NSG 211 - Mental Health Nursing (3 credit hours)
- NSG 221 - Nursing of the Childbearing Family (3 credit hours)
- NSG 241 - Nursing Care of Infants & Children (3 credit hours)

The applicant is responsible for registering for challenge examinations (offered each semester) and for paying test fees, as well as the fees for College credit if successful in passing the examinations. Registration is required prior to testing. Challenge examinations may be repeated only once and must be completed by the semester prior to when the course is offered.

Total credits for graduation: 68

This section of the catalog covers all tracks within the Associate of Science in Nursing Program.

2006-2007

The Associate of Science in Nursing Degree program prepares the graduate to render client care while demonstrating clinical competence, critical thinking skills and caring behaviors. Graduates of the Associate Degree Nursing (ADN)
program are eligible to take the NCLEX-RN Licensure examination. There are three tracks in the ADN program: Traditional, Accelerated Track for LPNs, and Accelerated Track for Respiratory Therapists and Paramedics. Following successful achievement of RN licensure, graduates may complete the course of study for RN-BSN (see RN-BSN program of study).

Program Accreditation

The Associate of Science Degree in Nursing Program is approved by the Virginia Board of Nursing and accredited by the National League for Nursing Accrediting Commission (61 Broadway - 33rd Floor, New York, NY 10006, Phone: 800-669-1656 (ext. 153.)

The Associate Degree in Nursing program is approved by the Virginia Board of Nursing (6603 West Broad St., 5th Floor, Richmond, VA 23230-1712, Phone 804-662-9909) and accredited by the National League for Nursing Accrediting Commission (61 Broadway - 33rd Floor, New York, NY 10006, Phone: 800-669-1656 (ext. 153.)

Memberships

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).

Associate Degree Program Purpose

The associate degree nursing program prepares graduates with the knowledge, skills and values inherent in the three roles basic to associate degree nursing practice: provider of care, manager of care and member within the discipline of nursing.

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 structured health care settings.

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.

Associate Degree 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 and promote positive client outcomes 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.


Transfer Credit

If requested, the ADN Program Director will determine advanced placement in the nursing curriculum for students after the applicant's acceptance into the Nursing program. Advanced placement will be determined through evaluation of official transcripts for transfer credit. In addition to the College's general transfer credit policies, all of the following are criteria for advanced placement:

- The ADN Program Director must evaluate courses considered for transfer credit and determine that they are equivalent in content to the courses being replaced.

- Courses considered for transfer credit must be completed with a minimum grade of "C".

- Course syllabi and topical outlines must be submitted with the application when requesting advanced placement.

- All general education and nursing course requirements for Level I must be completed prior to advanced placement into Level II.

- Fifty percent of the nursing credit hours must be taken at Jefferson College of Health Sciences.

- Nursing courses considered for transfer credit must have been taken no longer than three years prior to the date of entry into the program.

- The student cannot have more than one failure in a nursing course in a previous nursing program within the last three years.

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. 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. Gross and fine motor abilities sufficient to provide safe and effective nursing care.

6. Critical thinking ability sufficient for clinical judgment.

**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. 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. Auditory abilities sufficient to monitor and assess health needs.


11. Tactile ability sufficient for physical assessment.

Any student who may require accommodations should schedule an appointment with the Associate Degree Program Director.

**Professional Behavior**

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

- Demonstrates safety in all situations.
- Demonstrates honesty in all situations.
• Incorporates professional and ethical standards, including Patient Bill of Rights and ANA Standards.
• Incorporates agency policies and procedures, standards of care, clinical pathways and practice guidelines as appropriate.
• Demonstrates professional demeanor (e.g., dress code policy per college and agency, respect for others, accepts criticism, cooperative, controls temper, attentive, professional language and no gum chewing).

Academic Policies

Policies (progression and retention. suspension, dismissal, re-admission, graduation) pertaining to students enrolled in the Associate Degree in Nursing Programs are published in the Associate Degree Nursing Program Student Handbook. Students have access to the handbook in the ADN Student Blackboard site. A copy is available in the LRC. Copies may also be requested by contacting the Associate Degree Nursing Program Secretary.

NCLEX-RN Preparation

Standardized tests facilitate preparation for taking the computerized NCLEX-RN Licensure examination following graduation. Pre-Licensure ADN students will be required to take nationally normed tests periodically throughout the curriculum and to make a satisfactory score on such tests. In the last semester of the curriculum, students will be required to take a comprehensive exit exam and make a satisfactory score on this exam prior to graduating and prior to taking NCLEX-RN licensing exam. A fee for testing may be applicable.

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, 6603 West Broad Street, 5th Floor, Richmond, VA 23230-1712, (804) 662-9909.
### LPN to Associate of Science in Nursing: Program of Study - Required General Education Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 211 &amp; 211L</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 212 &amp; 212L</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology</td>
<td>BIO 253 &amp; 253L</td>
<td>4</td>
</tr>
<tr>
<td>Grammar &amp; Composition I</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>Bioethics</td>
<td>PHL 215</td>
<td>3</td>
</tr>
<tr>
<td>Social Issues in Healthcare Delivery</td>
<td>SOC 213</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>PSY 238</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Microcomputers</td>
<td>BUS 111</td>
<td>1</td>
</tr>
<tr>
<td>Academic Seminar</td>
<td>GEN 100</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 27

### LPN to Associate of Science in Nursing: Program of Study - Nursing Challenge Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dosage Calculations</td>
<td>NSG 102</td>
<td>1</td>
</tr>
<tr>
<td>Nursing Skills I</td>
<td>NSG 111 &amp; 111L</td>
<td>1</td>
</tr>
<tr>
<td>Nursing Skills II</td>
<td>NSG 112 &amp; 112L</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 4

### LPN to Associate of Science in Nursing: Program of Study - May Challenge Max of Two Specialty Course

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing of Older Adults</td>
<td>NSG 160 &amp; 160C</td>
<td>3</td>
</tr>
<tr>
<td>Mental Health Nursing</td>
<td>NSG 211 &amp; 211C</td>
<td>3</td>
</tr>
<tr>
<td>Nursing of the Childbearing Family</td>
<td>NSG 221 &amp; 221C</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Care of Infants &amp; Children</td>
<td>NSG 241 &amp; 241C</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 12

### LPN to Associate of Science in Nursing: Program of Study - Required Nursing Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Pharmacology</td>
<td>NSG 103</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Transition</td>
<td>NSG 200</td>
<td>2</td>
</tr>
<tr>
<td>Synthesis of Adult Health I</td>
<td>NSG 214 &amp; 214C</td>
<td>5</td>
</tr>
<tr>
<td>Synthesis of Adult Health II</td>
<td>NSG 215 &amp; 215C</td>
<td>4</td>
</tr>
<tr>
<td>Practicum in Nursing</td>
<td>NSG 261 &amp; 261C</td>
<td>1</td>
</tr>
<tr>
<td>Professional Seminar I</td>
<td>NSG 284</td>
<td>1</td>
</tr>
<tr>
<td>Professional Seminar II</td>
<td>NSG 285</td>
<td>1</td>
</tr>
</tbody>
</table>
Paramedic/Respiratory Therapist to Associate of Science in Nursing-Accelerated Track

2006-2007 Catalog Information

Introduction (RT/Paramedics to Associate Degree in Nursing)

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. Graduates will be prepared to take the National Council Licensing Examination-Registered Nurse (NCLEX-RN).

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.

Total Credits for Graduation: 68

This following section of the catalog covers all tracks within the Associate of Science in Nursing Program.

2006-2007

The Associate of Science in Nursing Degree program prepares the graduate to render client care while demonstrating clinical competence, critical thinking skills and caring behaviors. Graduates of the Associate Degree Nursing (ADN) program are eligible to take the NCLEX-RN Licensure examination. There are three tracks in the ADN program: Traditional, Accelerated Track for LPNs, and Accelerated Track for Respiratory Therapists and Paramedics. Following successful achievement of RN licensure, graduates may complete the course of study for RN-BSN (see RN-BSN program of study).

Program Accreditation

The Associate of Science Degree in Nursing Program is approved by the Virginia Board of Nursing and accredited by the National League for Nursing Accrediting Commission (61 Broadway - 33rd Floor, New York, NY 10006, Phone: 800-669-1656 (ext. 153.)

The Associate Degree in Nursing program is approved by the Virginia Board of Nursing (6603 West Broad St., 5th Floor, Richmond, VA 23230-1712, Phone 804-662-9909) and accredited by the National League for Nursing Accrediting Commission (61 Broadway - 33rd Floor, New York, NY 10006, Phone: 800-669-1656 (ext. 153.)

Memberships

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).

Associate Degree Program Purpose

The associate degree nursing program prepares graduates with the knowledge, skills and values inherent in the three roles basic to associate degree nursing practice: provider of care, manager of care and member within the discipline of nursing.

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 structured health care settings.

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.

**Associate Degree 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 and promote positive client outcomes 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.


**Transfer Credit**

If requested, the ADN Program Director will determine advanced placement in the nursing curriculum for students after the applicant's acceptance into the Nursing program. Advanced placement will be determined through evaluation of official transcripts for transfer credit. In addition to the College's general transfer credit policies, all of the following are criteria for advanced placement in the nursing curriculum.

- The ADN Program Director must evaluate courses considered for transfer credit and determine that they are equivalent in content to the courses being replaced.
• Courses considered for transfer credit must be completed with a minimum grade of "C".

• Course syllabi and topical outlines must be submitted with the application when requesting advanced placement.

• All general education and nursing course requirements for Level I must be completed prior to advanced placement into Level II.

• Fifty percent of the nursing credit hours must be taken at Jefferson College of Health Sciences.

• Nursing courses considered for transfer credit must have been taken no longer than three years prior to the date of entry into the program.

• The student cannot have more than one failure in a nursing course in a previous nursing program within the last three years.

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. 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. Gross and fine motor abilities sufficient to provide safe and effective nursing care.

6. Critical thinking ability sufficient for clinical judgment.

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. 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. Auditory abilities sufficient to monitor and assess health needs.


11. Tactile ability sufficient for physical assessment.

Any student who may require accommodations should schedule an appointment with the Associate Degree Program Director.

**Professional Behavior**

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

- Demonstrates safety in all situations.
- Demonstrates honesty in all situations.
- Incorporates professional and ethical standards, including Patient Bill of Rights and ANA Standards.
- Incorporates agency policies and procedures, standards of care, clinical pathways and practice guidelines as appropriate.
- Demonstrates professional demeanor (e.g., dress code policy per college and agency, respect for others, accepts criticism, cooperative, controls temper, attentive, professional language and no gum chewing).

**Academic Policies**

Policies (progression and retention, suspension, dismissal, re-admission, graduation) pertaining to students enrolled in the Associate Degree in Nursing Programs are published in the Associate Degree Nursing Program Student Handbook. Students have access to the handbook in the ADN Student Blackboard site. A copy is available in the LRC. Copies may also be requested by contacting the Associate Degree Nursing Program Secretary.

**NCLEX-RN Preparation**

Standardized tests facilitate preparation for taking the computerized NCLEX-RN Licensure examination following graduation. Pre-Licensure ADN students will be required to take nationally normed tests periodically throughout the curriculum and to make a satisfactory score on such tests. In the last semester of the curriculum, students will be required to take a comprehensive exit exam and make a satisfactory score on this exam prior to graduating and prior to taking NCLEX-RN licensing exam. A fee for testing may be applicable.

**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, 6603 West Broad Street, 5th Floor, Richmond, VA 23230-1712, (804) 662-9909.

Accelerated Track for Paramedic/Respiratory Therapist to AS in Nursing: Program of Study - Summer

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microbiology</td>
<td>BIO 253 &amp; 253L</td>
<td>4</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>PSY 238</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Fundamentals</td>
<td>NSG 202 &amp; 202C</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Nursing Skills</td>
<td>NSG 213 &amp; 213L</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 13

Accelerated Track for Paramedic/Respiratory Therapist to AS in Nursing: Program of Study - Fall

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesis of Adult Health I</td>
<td>NSG 214 &amp; 214C</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to Pharmacology</td>
<td>NSG 103</td>
<td>3</td>
</tr>
<tr>
<td>Professional Seminar I</td>
<td>NSG 284</td>
<td>1</td>
</tr>
<tr>
<td>Specialty Nursing Course</td>
<td>NSG 000</td>
<td>3</td>
</tr>
<tr>
<td>2nd Specialty Nursing Course</td>
<td>NSG 000</td>
<td>3</td>
</tr>
</tbody>
</table>
### Accelerated Track for Paramedic/Respiratory Therapist to AS in Nursing: Program of Study - Spring

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesis of Adult Health II</td>
<td>NSG 215 &amp; 215C</td>
<td>4</td>
</tr>
<tr>
<td>Practicum in Nursing</td>
<td>NSG 260 &amp; 260C</td>
<td>2</td>
</tr>
<tr>
<td>Professional Seminar II</td>
<td>NSG 285</td>
<td>1</td>
</tr>
<tr>
<td>Specialty Nursing Course</td>
<td>NSG 000</td>
<td>3</td>
</tr>
<tr>
<td>2nd Specialty Nursing Course</td>
<td>NSG 000</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 13**

### Accelerated Specialty Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing of Older Adults</td>
<td>NSG 160 &amp; 160C</td>
<td>3</td>
</tr>
<tr>
<td>Mental Health Nursing</td>
<td>NSG 211 &amp; 211C</td>
<td>3</td>
</tr>
<tr>
<td>Nursing of the Childbearing Family</td>
<td>NSG 221 &amp; 221C</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Care of Infants &amp; Children</td>
<td>NSG 241 &amp; 241C</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 12**
Associate of Science

2006-2007 Catalog Information

Introduction

The Associate of Science (A.S.) degree provides the student with a comprehensive program of study designed to satisfy entry-level eligibility requirements into a professional 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 both Jefferson College of Health Sciences' and other institutions' degree programs.

Purposes

A variety of tracts exist within the A.S. degree curriculum to allow for individualization depending on the student's prior academic background and future career goals.

The purpose of the Associate Degree in Science program is to:

• prepare students for other degree programs offered at Jefferson College of Health Sciences,

• provide opportunities for students who may need to complete prerequisite or developmental coursework prior to acceptance into a professional health sciences program at Jefferson College of Health Sciences, or to pursue post-secondary education,

• prepare students to transfer to another college or university,

• provide a strong foundation in general education, science, mathematics and health sciences,

• provide comprehensive basic science education,

• provide the first two years of coursework (pre-professional) for the Physician Assistant program.

Preparation for Other Associate Degrees at Jefferson College of Health Sciences

Most programs at Jefferson College of Health Sciences have a competitive admissions process. Students who may not be accepted upon their first application to the program of choice have the opportunity to take college-level coursework to prepare for reapplication. Depending on the program of interest, the course of study for the first year can be individualized, with the student placed in the appropriate level courses.

Preparation for Transfer to Another College or University

In addition to satisfying entry-level eligibility requirements into a professional program of study at Jefferson College of Health Sciences, individuals with an Associate of Science degree are well prepared to pursue an educational track leading to healthcare or science careers that require baccalaureate- or graduate-level degrees. Additional career opportunities include hospital technician, laboratory technician, medical technologist, biomedical engineer, physical therapist, pharmacist, physician, dentist or veterinarian.

Students wishing to pursue a baccalaureate degree at another institution are responsible for ensuring that courses taken at Jefferson College of Health Sciences will transfer to the institution and program of choice.

To obtain the Associate of Science degree, the student must earn a grade of "C" or above in the 36 required credit hours outlined below, and must successfully complete a minimum of 30 elective credit hours, for a total of 66 credit
hours earned.

Please Note:

Biology 102 may be substituted for Biology 101 in the following listing of requirements.

**Associate of Science - Required Courses: General Education**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology I</td>
<td>BIO 101</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 211 &amp; 211L</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 212 &amp; 212L</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Microcomputers</td>
<td>BUS 111</td>
<td>1</td>
</tr>
<tr>
<td>College Chemistry</td>
<td>CHM 100</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Chemistry Lab</td>
<td>CHM 100L</td>
<td>1</td>
</tr>
<tr>
<td>Grammar &amp; Composition I</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>Grammar &amp; Composition II</td>
<td>ENG 112</td>
<td>3</td>
</tr>
<tr>
<td>Academic Seminar</td>
<td>GEN 100</td>
<td>1</td>
</tr>
<tr>
<td>College Math</td>
<td>MTH 100</td>
<td>3</td>
</tr>
<tr>
<td>Bioethics</td>
<td>PHL 215</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>PSY 201</td>
<td>3</td>
</tr>
<tr>
<td>Social Issues in Healthcare Delivery</td>
<td>SOC 213</td>
<td>3</td>
</tr>
<tr>
<td>Electives- 30 hours</td>
<td>ELE-000</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Credits: 66
Emergency Health Sciences - Paramedic

Introduction

The Emergency Health Sciences-Paramedic Associate of Applied Science Degree program is designed to graduate allied health professionals who possess the requisite knowledge and skills to function as competent and caring paramedics. Graduates will be qualified to write the National Registry Examination for EMT-Paramedics, upon recommendation by the program medical director.

Additional Admissions Requirements

There are additional admissions requirements for this program, click here for the listing.

Program Goal

The goal of the Emergency Health Sciences-Paramedic program is to prepare students as competent entry-level EMT-Paramedics.

Program Accreditation

The EHS-Paramedic program is accredited by the following agencies:

National:
Commission on Accreditation of Allied Health Educational (CAAHEP)
Committee on Accreditation for Emergency Medical Services Professions (CoAEMSP)

State:
Virginia Department of Health Office of Emergency Medical Services

Advanced Placement

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

Intermediates accepted into the program are eligible to enter into the professional program at the beginning of the summer semester and are required to meet the same general education requirements as regular EHS-Paramedic students for degree completion.

Paramedics must complete a minimum of 33% of the total credit hours from Jefferson College of Health Sciences in order to be eligible to receive the degree. All coursework must be approved by the Program Director. Click here for catalog information on the Advanced Standing program.

Emergency Health Sciences - Paramedic: Associate Degree Program of Study - Semester I (Fall)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 211 &amp; 211L</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Microcomputers</td>
<td>BUS 111</td>
<td>1</td>
</tr>
<tr>
<td>Academic Seminar</td>
<td>GEN 100</td>
<td>1</td>
</tr>
<tr>
<td>PreHospital Care I</td>
<td>EHS 111</td>
<td>3</td>
</tr>
</tbody>
</table>
### Emergency Health Sciences - Paramedic: Associate Degree Program of Study - Semester II (Spring)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 212 &amp; 212L</td>
<td>4</td>
</tr>
<tr>
<td>Pre-Hospital Care II</td>
<td>EHS 120</td>
<td>5</td>
</tr>
<tr>
<td>Pre-Hospital Care II Lab</td>
<td>EHS 120L</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Practice II</td>
<td>EHS 160C</td>
<td>2</td>
</tr>
<tr>
<td>Field Externship I</td>
<td>EHS 176E</td>
<td>2</td>
</tr>
<tr>
<td>Paramedic Pharmacology</td>
<td>EHS 210</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18

### Emergency Health Sciences - Paramedic: Associate Degree Program of Study - Semester III (Summer)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology</td>
<td>PSY 201</td>
<td>3</td>
</tr>
<tr>
<td>Grammar &amp; Composition I</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>Field Externship II</td>
<td>EHS 177E</td>
<td>1</td>
</tr>
<tr>
<td>Clinical Practice III</td>
<td>EHS 170C</td>
<td>2</td>
</tr>
<tr>
<td>Physical Fitness &amp; Wellness I</td>
<td>EHS 131</td>
<td>1</td>
</tr>
<tr>
<td>PreHospital Care III</td>
<td>EHS 220</td>
<td>3</td>
</tr>
<tr>
<td>PreHospital Care Skills III Lab</td>
<td>EHS 220L</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 14

### Emergency Health Sciences - Paramedic: Associate Degree Program of Study - Semester IV (Fall)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Issues in Healthcare Delivery</td>
<td>SOC 213</td>
<td>3</td>
</tr>
<tr>
<td>Field Externship III</td>
<td>EHS 178E</td>
<td>1</td>
</tr>
<tr>
<td>PreHospital Care IV</td>
<td>EHS 225</td>
<td>5</td>
</tr>
<tr>
<td>PreHospital Care Skills IV Lab</td>
<td>EHS 225L</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Practice IV</td>
<td>EHS 250C</td>
<td>2</td>
</tr>
<tr>
<td>Rescue Operations</td>
<td>EHS 200</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 15

### Emergency Health Sciences - Paramedic: Associate Degree Program of Study - Semester V (Spring)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioethics</td>
<td>PHL 215</td>
<td>3</td>
</tr>
</tbody>
</table>

© 2006 Jefferson College of Health Sciences. All Rights Reserved.
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Externship IV</td>
<td>EHS 179E</td>
<td>5</td>
</tr>
<tr>
<td>Interdisciplinary Professional Seminar</td>
<td>EHS 285</td>
<td>1</td>
</tr>
<tr>
<td>Senior Seminar</td>
<td>EHS 295L</td>
<td>1</td>
</tr>
<tr>
<td>English/Psychology Elective</td>
<td>ELE 000</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 13
EHS-Advanced Standing Requirements

2006-2007 Catalog Information

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.

Intermediates accepted into the program are eligible to enter into the professional program at the beginning of the summer semester and are required to meet the same general education requirements as regular EHS-Paramedic students for degree completion.

Paramedics must complete a minimum of 33% of the total credit hours from Jefferson College of Health Sciences in order to be eligible to receive the degree. All coursework must be approved by the Program Director. There is no residency requirement.

EHS-Paramedic: Advanced Standing Requirements

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Concepts &amp; Applications</td>
<td>BUS 131</td>
<td>3</td>
</tr>
<tr>
<td>Physical Fitness &amp; Wellness</td>
<td>HPE 131</td>
<td>1</td>
</tr>
<tr>
<td>Grammar &amp; Composition I</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>PSY 201</td>
<td>3</td>
</tr>
<tr>
<td>Social Issues in Healthcare Delivery</td>
<td>SOC 213</td>
<td>3</td>
</tr>
<tr>
<td>Bioethics</td>
<td>PHL 215</td>
<td>3</td>
</tr>
<tr>
<td>Current Issues in Emergency Service</td>
<td>EHS 298</td>
<td>3</td>
</tr>
<tr>
<td>EMS Practicum</td>
<td>EHS 299</td>
<td>2</td>
</tr>
<tr>
<td>English/Psychology Elective</td>
<td>ELE 000</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 24
Fire & EMS Technology

Introduction

The Fire & EMS Technology Associate of Applied Science Degree 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 National Fire Administration (NFA) Associate Degree Core Curriculum. It provides opportunities for the career, volunteer or beginning fire and emergency service person to advance their theoretical knowledge and practical skills. The program integrates National Registry EMT-Intermediate, basic and advanced 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.

Additional Admissions Requirements

This program has additional admissions requirements, click here for the listing.

Program Goal

The goal of the Fire & EMS Technology program is to prepare students as competent entry-level firefighters/EMT-Intermediates.

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.

Transfer of Credit

College credit from other regionally accredited institutions is evaluated for transfer purposes by the Registrar. A minimum of 33% of the total credit hours required to graduate must be taken at the College.

Accreditation

Fire and EMS Technology: Program of Study - Semester I

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Truck Operations</td>
<td>FIR 111</td>
<td>1</td>
</tr>
<tr>
<td>Principles of Emergency Services</td>
<td>FIR 137</td>
<td>3</td>
</tr>
<tr>
<td>Fire Behavior and Combustion</td>
<td>FIR 131</td>
<td>3</td>
</tr>
<tr>
<td>Survey of Human Anatomy</td>
<td>BIO 151</td>
<td>3</td>
</tr>
<tr>
<td>Academic Seminar</td>
<td>GEN 100</td>
<td>1</td>
</tr>
<tr>
<td>Applied Math for Healthcare Professionals</td>
<td>MTH 130</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 14

Fire and EMS Technology: Program of Study - Semester II

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Construction for Fire Protection</td>
<td>FIR 261</td>
<td>3</td>
</tr>
</tbody>
</table>

© 2006 Jefferson College of Health Sciences. All Rights Reserved.
• Grammar & Composition I  
  ENG 111  
  3
• General Chemistry I  
  CHM 111  
  4
• Computer Concepts & Applications  
  BUS 131  
  3
• Fire Essentials I  
  FIR 151  
  3
• Fire Essentials I Laboratory  
  FIR 151L  
  1

Total Credits: 17

**Fire and EMS Technology (Summer Semester)**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Care I Lab</td>
<td>EHS 125L</td>
<td>2</td>
</tr>
<tr>
<td>Intermediate Care I</td>
<td>EHS 125</td>
<td>5</td>
</tr>
<tr>
<td>Rope and Vehicle Rescue</td>
<td>FIR 241L</td>
<td>1</td>
</tr>
<tr>
<td>Social Issues in Healthcare Delivery</td>
<td>SOC 213</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Clinical I</td>
<td>EHS 130C</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 12

**Fire and EMS Technology: Program of Study - Semester IV**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Clinical II</td>
<td>EHS 150C</td>
<td>1</td>
</tr>
<tr>
<td>Fire Protection Hydraulics and Water Supply</td>
<td>FIR 225</td>
<td>3</td>
</tr>
<tr>
<td>Fire Protection Systems</td>
<td>FIR 221</td>
<td>3</td>
</tr>
<tr>
<td>Fire Essentials II</td>
<td>FIR 251</td>
<td>1</td>
</tr>
<tr>
<td>Intermediate Care II</td>
<td>EHS 175</td>
<td>4</td>
</tr>
<tr>
<td>Fire Essentials II Laboratory</td>
<td>FIR 251L</td>
<td>2</td>
</tr>
<tr>
<td>Intermediate Care II Lab</td>
<td>EHS 175L</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 15

**Fire and EMS Technology: Program of Study - Semester V**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioethics</td>
<td>PHL 215</td>
<td>3</td>
</tr>
<tr>
<td>Physical Fitness &amp; Wellness</td>
<td>HPE 131</td>
<td>1</td>
</tr>
<tr>
<td>Fire &amp; EMS Externship</td>
<td>FIR 290E</td>
<td>2</td>
</tr>
<tr>
<td>General Psychology</td>
<td>PSY 201</td>
<td>3</td>
</tr>
<tr>
<td>Fire Prevention</td>
<td>FIR 297</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Externship</td>
<td>EHS 200E</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 14
Occupational Therapy Assistant

Introduction

The Occupational Therapy Assistant program at Jefferson College of Health Sciences is a two-year Associate of Applied Science degree program designed to prepare students for careers as occupational therapy assistants (OTA's). Working under the supervision of a Licensed Occupational Therapist, the OTA carries out evaluation and 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.

Philosophy Statement

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.

Occupational Therapy is grounded in the core principle of man as an active being. To that end, the educational process seeks to instruct students in methods of engaging clients in meaningful occupations to enhance their quality of life within their chosen environments. OT interventions address individuals of all ages. Strategies may be developed to enhance wellness and prevent infirmities as well as helping to remediate dysfunction as a result of injury or disease.

Our program embraces the individual's development of performance-based autonomy. We believe that the students must bear considerable responsibility for attaining their educational objectives. Faculty encourages and facilitates the students' learning by working with them to seek out answers to problems posed within an ongoing, lifelong educational process.

We seek to bring students to recognize their own potential as adaptive, creative, and resourceful human beings. In their development as an occupational therapy professional we involve them in a process which first focuses on their development of self-awareness with flexibility in approaching solutions to various problems. We then seek to assist them in the development of the technical skills needed to accomplish the COTA's routine tasks. Finally, we seek to assist students to develop a professional sense-of-self as a caring, competent practitioner of occupational therapy.

The OTA educational program further supports the practice of occupational therapy as a vocation and as such, seeks to graduate individuals with a predisposition for a career that involves a commitment to be of service to others. Education as a professional is a life-long process that must be continued throughout one’s career. The field of Occupational Therapy is dynamic and ever changing with increases in the base of knowledge and technology available world-wide. Our program emphasizes the expectation that our graduates will remain knowledgeable of changes in the practice of occupational therapy and the importance that meaningful occupation plays in enhancing the quality of life in our diverse and multi-cultural society.

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.

Licensure

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 require licensure in order to practice, and state licenses are usually based on the results of the
NBCOT Certification Examination.

The Education Program

The two-year Occupational Therapy Assistant program is distributed over five semesters. The Associate of Applied Science degree is awarded upon successful completion of both academic and fieldwork experiences.

The course of study is sequenced so that students participate in more general education courses at the beginning of the program and more occupational therapy-specific courses later. The final semester (spring of the second year) is spent in two eight-week, off-campus, full-time fieldwork experiences. Student participation in fieldwork site selection is required.

Dress Code

Casual attire is permitted for lecture sections. Laboratory attire will consist of bathing suits, halter tops, tank tops, shorts, smocks, aprons or "work clothes" depending on the activities.

Fieldwork attire will be equivalent to that which the fieldwork facility follows. It is the responsibility of the student to find out what that attire is prior to beginning the fieldwork experience. White lab coats must have the Jefferson College of Health Sciences OTA Program patch sewn onto the upper left sleeve.

For fieldwork experiences students must carry a watch and must wear their Jefferson College of Health Sciences name tag.

Academic Policies

The academic policies for the OTA program facilitate the development of the requisite knowledge, skills and attitudes of a competent and successful practitioner. All courses with an OTA prefix must be taken in the sequence in the Course of Study. Students are required to successfully complete the first year of study before advancing to the second year. The summer session is considered the start of the second year. Students enrolled in the OTA program must maintain an overall GPA of 2.0. A minimum grade of ‘C’ is required in BIO 211 and 212 (Anatomy and Physiology I and II) and in all courses with an OTA prefix. Students who fail to maintain a GPA of at least 2.0 and/or achieve a minimum grade of ‘C’ in Anatomy and Physiology and in courses with an OTA prefix will be suspended from the professional course sequence. Students may, however, continue to take general education courses. The professional course in which the grade was lower than a ‘C’ may be repeated during the next session in which the course is offered when space in the program permits. Students suspended from the professional course sequence must submit in writing their intention to return to the program. This must be received by the Program Director prior to August 1 of the academic year in which the student intends to reenter the professional course sequence. Failure to do so will preclude the student from enrolling in OTA courses; the student will have to reapply to the program to continue to take OTA courses. Students suspended a second time will be dismissed from the program. Students dismissed are not eligible for readmission to the OTA program at Jefferson College of Health Sciences. Additional academic policies are applicable to all courses with an OTA prefix. Written tests, examinations, and lab practicals are to be taken on the assigned day and at the assigned time. OTA students who are not in attendance during days/times when in-class tests, examinations or lab practicals are to be accomplished, and have an excused absence, will be required to sit for the missed assignment within three regular school days of the original test date. Should illness extend beyond 2 days, the student will be required to provide documentation of medical intervention and will be required to accomplish the assignment within three days of his/her return to class. Students will not be allowed to make up missed tests, examinations or lab practicals if they have an unexcused absence.

Written assignments are due at the beginning of the class period on the day assigned. The assignment grade will be lowered one letter grade (seven points) for each workday late. Oral presentations are to be presented on the assigned date. Rescheduling of an oral presentation will result in a reduction in the grade earned. Written assignments, accompanying oral presentations, are due following the presentation, unless noted otherwise.

Academic Honesty Policy
Students in the OTA program are expected to adhere to the College policy on academic honesty (see Academic Honor Code in this catalog). Plagiarism, cheating and lying are violations of this policy.

**Attendance Policies**

Attendance at each lecture and laboratory session is required. Students are expected to be prompt for each lecture and laboratory session and to remain for the entire lecture and lab period. In the event of an unavoidable absence, students are to notify the course instructor prior to the absence. Students are responsible for obtaining any written material and handouts from classes and labs missed. Students also are responsible for making up any missed laboratory activities.

A student is considered tardy when not in class or lab at the scheduled starting time. Being tardy three times is the equivalent of one unexcused absence.

**Fieldwork Education**

Fieldwork education is an integral part of the OTA program as it provides the medium for acquisition of skills that cannot be attained in other settings. Fieldwork assignments are made by the coordinator of academic fieldwork education in advance of the fieldwork experience. Students are assigned to fieldwork experiences in a variety of settings. These sites are local, in-state and out-of-state. The coordinator of academic fieldwork education cannot guarantee local placements so there may be additional expenses and time involved. Transportation to and from the fieldwork sites is the responsibility of the students. Students are also responsible for securing their own housing for out-of-town fieldwork sites.

**Level IA Fieldwork:** Students are sent to facilities which do and do not provide OT services. The focus is principally on the diversity of settings in which OT may function, the interpersonal dynamics within the facilities and communication between the staff and client populations. This fieldwork occurs during the second semester of the first year.

**Level IB Fieldwork:** Students are sent to facilities and will have limited responsibilities for client evaluation, treatment intervention, and program implementation and development. Students will attend one facility with a pediatric population and one with an adult/geriatric population. These fieldwork experiences occur during the first semester of the second year.

**Level II Fieldwork:** These full-time fieldworks are designed to allow the students to apply all skills, knowledge and techniques learned during the academic stage of their education. They will be responsible for generalizing information, problem solving in a variety of situations and adapting to the environment such that by completion of their level II fieldwork experiences they should be functioning as an entry level OTA. These two fieldwork experiences occur during the second semester of the second year.

Students are expected to attend fieldwork on the assigned day, at the assigned time. Any unavoidable absences from the fieldwork must be reported to both the facility (fieldwork supervisor) and the College (coordinator of academic fieldwork education or Program Director). All missed Level IA and IB fieldwork time will be made up at the convenience and discretion of the fieldwork facility and according to their policies. If the facility does not have a policy, the facility may follow the JCHS-OTA program policy which states that the student can not miss more than two days per Level II fieldwork without making up time missed.

Students requesting a change in their regularly scheduled fieldwork day and time must have this approved by the coordinator of academic fieldwork education and the fieldwork supervisor. Failing to report absences to the appropriate individual or unauthorized changes in the fieldwork schedule will result in suspension from the fieldwork experience.

**Note:** For further policies and procedures, please refer to the OTA Program Fieldwork Manual. Every student accepted into the OTA program will have access to the fieldwork manual via "Blackboard." The policies stated in there will be strictly enforced. Failure to comply with these policies will result in failure to complete the fieldwork assignment and could lead to dismissal from the OTA program.
Occupational Therapy Assistant Program of Study

It is strongly recommended that students begin taking some general education courses at Jefferson College of Health Sciences during the summer prior to their first year. Since the Occupational Therapy Assistant program is demanding, taking these courses in advance of the professional studies will significantly lighten the course load during the first year. The student must maintain a minimum grade of ‘C’ in all OTA specific courses to progress through the curriculum. All OTA students must complete Level II fieldwork within 18 months following completion of academic preparation.

PHL 215 and SOC 213 must be taken at Jefferson College of Health Sciences.

<table>
<thead>
<tr>
<th>Occupational Therapy Assistant: Program of Study - Semester I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>Introduction to Microcomputers</td>
</tr>
<tr>
<td>Grammar &amp; Composition I</td>
</tr>
<tr>
<td>Academic Seminar</td>
</tr>
<tr>
<td>Functional Anatomy I</td>
</tr>
<tr>
<td>Fundamentals of the Profession</td>
</tr>
<tr>
<td>General Psychology</td>
</tr>
<tr>
<td><strong>Total Credits: 17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupational Therapy Assistant: Program of Study - Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>Therapy Skills</td>
</tr>
<tr>
<td>Functional Anatomy II</td>
</tr>
<tr>
<td>Principles &amp; Procedures of OT - Psychiatric Disorders</td>
</tr>
<tr>
<td>Principles &amp; Procedures of OT - Psychiatric Disorders Fieldwork</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td><strong>Total Credits: 16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupational Therapy Assistant: Program of Study - Semester III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>Social Issues in Healthcare Delivery</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
</tr>
<tr>
<td>Bioethics</td>
</tr>
<tr>
<td>Pathologic Conditions</td>
</tr>
<tr>
<td>Therapy Skills Lab</td>
</tr>
<tr>
<td><strong>Total Credits: 12</strong></td>
</tr>
</tbody>
</table>
## Occupational Therapy Assistant: Program of Study - Semester IV

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapeutic Adaptation</td>
<td>OTA 252</td>
<td>4</td>
</tr>
<tr>
<td>Pediatric Programming</td>
<td>OTA 231</td>
<td>3</td>
</tr>
<tr>
<td>Principles &amp; Procedures of OT - Physical Dysfunction</td>
<td>OTA 261</td>
<td>3</td>
</tr>
<tr>
<td>Pediatric Programming Fieldwork</td>
<td>OTA 231C</td>
<td>1</td>
</tr>
<tr>
<td>Geriatric Programming</td>
<td>OTA 241</td>
<td>3</td>
</tr>
<tr>
<td>Geriatric Programming Fieldwork</td>
<td>OTA 241C</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 15

## Occupational Therapy Assistant: Program of Study - Semester V

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Professional Seminar</td>
<td>OTA 285</td>
<td>1</td>
</tr>
<tr>
<td>Fieldwork Level II - A</td>
<td>OTA 270</td>
<td>6</td>
</tr>
<tr>
<td>Field Work Level II-B</td>
<td>OTA 271</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits: 13
Physical Therapist Assistant

Introduction

The Physical Therapist Assistant program is a full-time, two-year program distributed over five semesters.

Classroom, laboratory and clinical components are integrated throughout the curriculum to develop appropriate skills. The clinical component consists of three separate rotations, each with a distinct emphasis.

Clinical affiliations are offered across the region.

The program culminates in the awarding of the Associate of Applied Science degree upon successful completion. Graduates are eligible to take the State Board Licensing Examination for the Physical Therapist Assistant in any state that offers the license examination.

The Physical Therapist Assistant program also requires that all students be able to perform all physical job functions that are expected from a physical therapist assistant in the clinic.

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).

Mission

The mission of the 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.

Vision

The vision of the PTA program of JCHS is to be a leader in providing formal and continuing PTA education.

Physical Therapist Assistant Program of Study

JCHS Curriculum Requirement: All courses with a PTA prefix must be taken in the sequence listed. Students must successfully complete the first-year courses before advancing to the second year. The student must achieve a minimum grade of "C" in all PTA courses and BIO courses in order to advance to the next semester. Each PTA course is a prerequisite to subsequent courses.

Physical Therapist Assistant: Program of Study -(Y1) Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 211 &amp; 211L</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Microcomputers</td>
<td>BUS 111</td>
<td>1</td>
</tr>
<tr>
<td>Grammar &amp; Composition I</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>Academic Seminar</td>
<td>GEN 100</td>
<td>1</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>PSY 238</td>
<td>4</td>
</tr>
<tr>
<td>Basic Skills for the PTA</td>
<td>PTA 106</td>
<td>3</td>
</tr>
</tbody>
</table>

© 2006 Jefferson College of Health Sciences. All Rights Reserved.
Physical Therapist Assistant: Program of Study - (Y1) Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 212 &amp; 212L</td>
<td>4</td>
</tr>
<tr>
<td>Bioethics</td>
<td>PHL 215</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Assessment Skills</td>
<td>PTA 108L</td>
<td>2</td>
</tr>
<tr>
<td>Integrated Sciences for the PTA</td>
<td>PTA 110</td>
<td>2</td>
</tr>
<tr>
<td>Functional &amp; Applied Anatomy</td>
<td>PTA 150</td>
<td>4</td>
</tr>
<tr>
<td>Social Issues in Healthcare Delivery</td>
<td>SOC 213</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 17

Physical Therapist Assistant: Program of Study - Summer Session

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapeutic Massage</td>
<td>HPE 104</td>
<td>1</td>
</tr>
<tr>
<td>Intermediate Massage</td>
<td>HPE 154</td>
<td>1</td>
</tr>
<tr>
<td>Principles and Procedures of Physical Therapy I</td>
<td>PTA 161</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Therapeutic Exercise</td>
<td>PTA 201</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 18

Physical Therapist Assistant: Program of Study - (Y2) Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathology for the PTA</td>
<td>PTA 203</td>
<td>2</td>
</tr>
<tr>
<td>Psychosocial Aspects of Therapy</td>
<td>PTA 221</td>
<td>2</td>
</tr>
<tr>
<td>Principles and Procedures of Physical Therapy II</td>
<td>PTA 235</td>
<td>4</td>
</tr>
<tr>
<td>Principles and Procedures of Physical Therapy III</td>
<td>PTA 236</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Education I</td>
<td>PTA 251C</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 10

Physical Therapist Assistant: Program of Study - (Y2) Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pediatric Physical Therapy</td>
<td>PTA 241</td>
<td>2</td>
</tr>
<tr>
<td>Adult Neurological Rehabilitation</td>
<td>PTA 242</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Education II</td>
<td>PTA 252 C</td>
<td>7</td>
</tr>
<tr>
<td>Professional Seminar</td>
<td>PTA 285</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 14
Respiratory Therapy

Introduction

The Associate of Applied Science in Respiratory Therapy prepares students to become valuable and dedicated members of the healthcare team, who evaluate and treat patients with cardiopulmonary disease. 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 writes the National Board for Respiratory Care for the credentialing examinations.

Certification/Accreditation

Graduates of an accredited respiratory therapy program are eligible to apply for the National Board for Respiratory Care entry level examination. After successful completion of this exam, the graduate can then take the Registered Respiratory Therapist (RRT) national examination. 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).

Licensure

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).

Statement of Purpose

The major purposes of the Respiratory Therapy program are:

- to establish a learning environment that encourages intellectual, personal and professional growth.
- to prepare students to successfully complete the entry-level and registry credentialing process.
- to meet area and global practitioners' needs of the respiratory therapy and medical community.
- to teach the diagnostic and therapeutic skills necessary to perform the expanding number of tasks that fall under the jurisdiction of cardiopulmonary care.
- to integrate health promotion and disease prevention strategies into current healthcare practice while focusing on quality and cost-effective protocols.
- to develop and enhance the realization that ultimately it is the patient whose needs we are trained to serve and for whom this profession exists.

Transfer of Credits

Requests for transfer credit for courses taken at other accredited institutions of higher education must be submitted in writing to the Registrar's Office.

- The course considered must be comparable in content and credit hours to corresponding Jefferson College of Health Sciences courses.
- Courses with a final grade of less than “C” will not be accepted for transfer.

All final 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
Advanced Placement

Students admitted to the Respiratory Therapy program holding the credential of Certified Respiratory Therapists (CRT) will be permitted to take a challenge examination for all professional and clinical courses offered during the first year of the program. A minimum grade of 70% must be earned on each examination to receive credit for the course. In addition, the student must demonstrate proficiency on all clinical and laboratory competencies of each course challenged. A separate fee will be charged for each challenge examination. This fee must be paid in the Bursar’s Office prior to taking the examination.

Academic Policies

The academic policies for the Respiratory Therapy (RTH) program facilitate the development of the requisite knowledge, skills and attitudes of a competent and professional practitioner. All courses with an RTH prefix must be taken in the sequence outlined in the Program of Study.

Students are required to successfully complete the first year of study before advancing to the second year. The summer session is considered the start of the second year.

Students enrolled in the RTH program must maintain an overall GPA of 2.0. A minimum grade of "C" is required in BIO 211, BIO 212 (Anatomy and Physiology I & II), BIO 253 (Microbiology) and a "C" or "Pass" in courses with an RTH prefix. Students who fail to maintain a GPA of 2.0 and/or achieve a minimum grade of "C" in BIO 211, 212, and 253 and a "C" or "Pass" in course with an RTH prefix will be suspended from the professional course sequence. Students may, however, continue to take general education courses.

Students suspended from the professional course sequence must submit in writing their intention to return to the program. This must be received by the Program Director prior to August 1st of the academic year in which the student intends to reenter the professional course sequence. Failure to do so will preclude the student from enrolling in RTH courses. Additional academic policies are applicable to RTH courses and will be covered in course syllabi.

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. 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.


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.

12. Tactile ability sufficient for physical assessment.

*Any student who may require accommodations should schedule an appointment with the Program Director.*

**Professional Behavior**

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

- Demonstrates safety in all situations.
- Demonstrates honesty in all situations.
- Incorporates professional and ethical standards, including Patient Bill of Rights, and AARC Statement of Ethics and Professional Behavior.
- Incorporates respiratory therapy policies and procedures, standards of care, and clinical practice guidelines as appropriate.
- Demonstrates professional demeanor (e.g., dress code policy per college and program, respect for others, accepts criticism, cooperative, controls temper, attentive, professional language and no gum chewing).

### Respiratory Therapy: Sample Program of Study - Semester I

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I</td>
<td>BIO 211 &amp; 211L</td>
<td>4</td>
</tr>
<tr>
<td>Academic Seminar</td>
<td>GEN 100</td>
<td>1</td>
</tr>
<tr>
<td>Grammar &amp; Composition I</td>
<td>ENG 111</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Microcomputers</td>
<td>BUS 111</td>
<td>1</td>
</tr>
<tr>
<td>Fundamentals of Respiratory Therapy I</td>
<td>RTH 104</td>
<td>4</td>
</tr>
<tr>
<td>Integrated Sciences for Respiratory Care</td>
<td>RTH 130</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 16

### Respiratory Therapy: Sample Program of Study - Semester II

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology II</td>
<td>BIO 212 &amp; 212L</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Respiratory Therapy II</td>
<td>RTH 105</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Practice I</td>
<td>RTH 110C</td>
<td>3</td>
</tr>
<tr>
<td>Bioethics</td>
<td>PHL 215</td>
<td>3</td>
</tr>
<tr>
<td>Cardiopulmonary Anatomy &amp; Physiology</td>
<td>RTH 118</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 17

### Respiratory Therapy: Sample Program of Study - Summer Session

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiratory Pharmacology</td>
<td>RTH 121</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Mechanical Ventilation</td>
<td>RTH 249</td>
<td>4</td>
</tr>
<tr>
<td>Respiratory Pathology</td>
<td>RTH 200</td>
<td>3</td>
</tr>
<tr>
<td>Pulmonary Function Studies</td>
<td>RTH 201</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 12

### Respiratory Therapy: Sample Program of Study - Semester III

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology Elective</td>
<td>PSY 000</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Practice II</td>
<td>RTH 220C</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology</td>
<td>BIO 253 &amp; 253L</td>
<td>4</td>
</tr>
<tr>
<td>Critical Care I</td>
<td>RTH 254</td>
<td>3</td>
</tr>
<tr>
<td>Pediatrics &amp; Neonatology</td>
<td>RTH 252</td>
<td>3</td>
</tr>
<tr>
<td>Patient Rehabilitation &amp; Home Care</td>
<td>RTH 241</td>
<td>1</td>
</tr>
</tbody>
</table>
### Respiratory Therapy: Sample Program of Study - Semester IV

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Life Support</td>
<td>RTH 260</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Practice III</td>
<td>RTH 230C</td>
<td>4</td>
</tr>
<tr>
<td>Critical Care II</td>
<td>RTH 255</td>
<td>3</td>
</tr>
<tr>
<td>Professional Seminar</td>
<td>RTH 285</td>
<td>3</td>
</tr>
<tr>
<td>Social Issues in Healthcare Delivery</td>
<td>SOC 213</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 17
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
Prerequisites: One semester of college algebra with minimum grade of C.
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—Introduction to 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
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 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—General Biology I
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 class will focus on cell structure, physical processes important to all cells, cellular energy flow, Mendelian genetics and 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—General Biology II
Prerequisites: BIO 101 or consent of program director
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 component of the course will focus on a survey of zoology, human anatomy and physiology. The laboratory will also focus on basic ecological processes. Experimental work in the laboratory is closely correlated with the lecture component. (4 credit hours)

BIO 151—Survey of Human Anatomy
Prerequisites: HLT 215 Medical Terminology recommended
This course addresses the fundamentals of human anatomy and physiology, with specific emphasis on human anatomy. Knowledge gained in this course will prepare the student for more complex theoretical and conceptual
discussions of structures and functions of the human body in BIO 211: Anatomy & Physiology I, and BIO 212: Anatomy & Physiology II. The student will examine the body as a totally integrated and dynamic structure. (3 credit hours)

**BIO 211 & 211L—Anatomy & Physiology I**  
**Prerequisites:** CHM 100 recommended  
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. The course will prepare students for continued study of human physiology and disease processes in subsequent courses. This is the first in a sequence of two courses in anatomy and physiology. The content includes detailed consideration of basic cellular processes, integumentary, skeletal, muscular and nervous system anatomy and physiology. The laboratory component 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 & 212L—Anatomy & Physiology II**  
**Prerequisites:** BIO 211, or consent of program director  
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 or consent of program director  
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 control of microbes. The course will require student participation in experimentation and observation of results in these basic microbiology concepts. (4 credit hours)

**BIO 300—Pathophysiology**  
**Prerequisites:** BIO 212 or consent of program director  
This course will provide 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 allow each student to understand the mechanisms underlying the disease and the clinical manifestations exhibited. (3 credit hours)

**BIO 301—Fundamentals of Forensic Science**  
**Prerequisites:** 2 semesters biology or chemistry or program director  
An introduction to the field of forensic science. Topics include the recognition, identification, individualization and evaluation of physical evidence such as hairs, fibers, chemicals, drugs, blood, body fluids, glass, soil, paint, fingerprints, documents, firearms and tool marks. The proper collection, processing and handling of evidence will be emphasized. The laboratory component will include hands-on examination and testing of physical evidence. (3 credit hours)

**BIO 304—Genetics**  
**Prerequisites:** BIO 212 or BIO 102 and CHM 111  
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:** Statistics (MTH 210 or equivalent) and a basic computer course (BUS 111 or equivalent)  
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. Students are expected to evaluate and discuss research designs, sampling designs, data collection methods, and data analysis. (3 credit hours)

**BIO 321—Gross Anatomy I**  
**Prerequisites:** BIO 211 or consent of program director  
This course is the first in a two semester lecture and laboratory detailed study of human anatomy. It is designed to enhance and develop the general knowledge base received in a college-level general 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, muscles, tendons, ligaments, nerves and blood supply. (3 credit hours)

**BIO 322—Gross Anatomy II**  
**Prerequisites:** BIO 212, BIO 321 or consent of program director  
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 330—Neuroanatomy & Neurophysiology**  
**Prerequisites:** BIO 322 or consent of program director  
This course is a comprehensive exploration of human nervous system design and functions. Particular attention will focus upon sensorimotor, cognitive, limbic, cortical and subcortical processes. Student will attend to cause/effect relationships between disorders, CNS lesions and associated symptoms. (4 credit hours)

**BIO 351—Applied Human Gross Anatomy**  
**Prerequisites:** College-level anatomy and physiology. Admission into a professional program of study, program director's recommendation and instructor's consent.  
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 401—Molecular Biology**  
**Prerequisites:** BIO 304, CHM 360 or consent of instructor  
This course is a study of the mechanisms responsible for the transmission and expression of the genetic information that results in the control of cellular structures and function. (3 credit hours)

**BIO 404—Cell Biology**  
**Prerequisites:** BIO 101 or BIO 212, CHM 111 or consent of instructor  
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, genetics, chemical signaling, cell interactions, transport and biotechnology. (3 credit hours)

**BIO 407—Seminar in Biology**  
**Prerequisites:** Completion of a minimum of 90 credit hours  
**Corequisites:** BIO 410  
This course will include a review and discussion of current topics in the field of biology. Lectures will be given by students, JCHS staff and outside speakers. Students will be required to give formal presentations of current research or reviews of literature. Additional topics will include graduate and medical school application procedures, or career options. (1 credit hour)

**BIO 410—Research**  
**Prerequisites:** BIO 312 or consent of instructor
Corequisites: BIO 407
The student will conduct an individual research project in the biomedical sciences, as directed by the department. Course is taken in conjunction with BIO 407. (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. Outside reading will provide supplemental information on various immunological disorders and pathologies. (3 credit hours)

BIO 415L—Advanced Biomedical Lab
Prerequisites: Consent of instructor. A laboratory course to support BIO 401 and BIO 412
The exercises will utilize serological, immunological and electrophoretic techniques. The process of immune response flow of cellular information will be studied.

BUSINESS

BUS 113L—Microcomputer Applications II
Prerequisites: BUS 111
This course includes instruction and practice in database management software, including methods of entry, sorting and report generation. (1 credit hour)

BUS 114L—Microcomputer Applications III
Prerequisites: BUS 111
The content of this course will vary. Topics may include specialized program software and hardware, spreadsheets and other topics as student interest indicates. (1 credit hour)

BUS 111—Introduction to Microcomputers
Prerequisites: Successful completion of computer skills pre-test
This course introduces the student to microcomputer hardware and software systems. Topics will include common operating systems, including 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 112—Microcomputer Applications I
Prerequisites: BUS 111
This course is designed to provide additional instruction and practice in word processing and multimedia presentations. Advanced techniques and procedures needed to prepare large assignments are emphasized. The main software packages used are MS Word, Excel, and Access. The course also emphasizes advanced Internet methods for research. (1 credit hour)

BUS 131—Computer Concepts & Applications
Prerequisites: BUS 111
The course introduces the student to common operating systems and includes the following skills: basic programming, word processing, database management, spreadsheets, Internet applications, and multimedia presentations. The course will be divided between lecture and lab. (3 credit hours)

BUS 303—Management & 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 leader 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
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 & Public Relations
This course is the study of the theories, principles and concepts of healthcare marketing, management and public relations with specific emphasis placed on the marketing mix: strategies and tactics. (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 & 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 BS in Biomedical Sciences, but may count toward total semester credit load. This course is for the student who did not have high school chemistry or does not have a strong chemistry background. (3 credit hours)

CHM 100L—Fundamentals of Chemistry Lab
A laboratory course to accompany CHM 100. Basic chemistry laboratory techniques are emphasized. (1 credit hour)

CHM 111—General Chemistry I
This course is the first of a two-semester lecture and laboratory study of the modern principles 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)

CHM 112—General Chemistry II
Prerequisites: CHM 111 or consent of program director
Corequisites: CHM 112L
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 241—Organic Chemistry I**  
Prerequisites: CHM 112 or consent of program director  
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 or consent of program director  
This course is the second of a two-semester study of organic chemistry. This course does not have a laboratory component like CHM 241. Students registered for this class should take CHM 300L in order to complete any laboratory requirement. This course is a lecture continuation of the study of organic chemistry. The focus is on the synthesis of organic compounds and reactions that produce organic compounds. Emphasis is placed on compounds of importance to biological systems. (3 credit hours)

**CHM 300L—Chemistry Methods Lab**  
Prerequisites: Enrollment or completion of CHM 242 or CHM 351 or consent of program director  
This is a laboratory course designed to support the principles and concepts studied in CHM 242 (Organic Chemistry II) and CHM 351 (Analytical Chemistry). Emphasis will be on experimentation using titration, spectrophotometry, and techniques in chromatograph. Students will be required to operate the appropriate laboratory equipment and to analyze results. (2 credit hours)

**CHM 310—Pharmacology**  
Prerequisites: CHM 241 (CHM 360 and BIO 300 highly recommended) or consent of program director  
This course studies the basic principles of pharmacology to include concepts in pharmokinetics, pharmodynamics, drug development and drug safety. Major drug categories and commonly used medications are emphasized. (2 credit hours)

**CHM 351—Analytical Chemistry**  
Prerequisites: CHM 112 and CHM 242  
Corequisites: None or CHM 300L if not previously completed.  
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—Biochemistry I**  
Prerequisites: CHM 241/equivalent or consent of program director  
This course presents the biochemical principles that govern living systems. Chemical structure and functional relationships are emphasized in protein and enzymology, carbohydrates, bioenergetics, metabolism, energy conservation and metabolic regulation, biomembranes and transport. (3 credit hours)

**CHM 361—Biochemistry II**  
Prerequisites: CHM 360 or consent of Program Director  
Corequisites: CHM 361L  
This course is a continuation of Biochemistry I. The material covered during the lecture component of the class will focus on fundamental biochemical pathways of human metabolism. Emphasis is placed on lipids metabolism, nitrogen metabolism, nucleic acid structure, and the synthesis of proteins. The material covered in the laboratory component of the course will support and compliment the lecture material. In the laboratory students will be expected to conduct biochemical procedures, collect and interpret data. (4 credit hours)

**CHM 361L—Biochemistry Laboratory**  
Prerequisites: CHM 360  
Corequisites: CHM 361  
A laboratory course that demonstrates the biochemical principles discussed in Biochemistry II (CHM 361). Emphasis will be placed on the analysis of nucleic acids, proteins, and lipids. Students will be required to operate the appropriate laboratory equipment and to analyze results. (0 credits)
CHM 362L—Biochemistry Lab  
Prerequisites: Completion or enrollment in CHM 360, CHM 361 or equivalent  
A laboratory course that demonstrates the principles of biochemistry. (1 credit hour)

CLINICAL LABORATORY SCIENCES

CLS 004—Clinical Lab Sciences Option

CLS 450—Phlebotomy  
A study of the "Art of Phlebotomy". The importance of collection of blood specimens for laboratory analyses to diagnose and monitor medical conditions. Practical experience in collecting adequate and correct blood specimens by venipuncture or capillary puncture on adults and children will be a large part of this course. The practical/clinical portion of this course will continue with supervised instruction until the student has reached the desired competence level. (1 credit)

CLS 461—Laboratory Management  
A study of the clinical laboratory management and supervisory skills with significant emphasis placed on student practice and application. (1 credit)

CLS 471—Hematology  
This course develops in five interrelated parts consisting of the study of methodology of quantization—both automated and manual; of the various blood cells and substances related to them; identification of blood cells in health and disease; quality assurance procedures practiced in hematology; description of diseases that affect the cells of the blood and the detection of abnormalities that aid in the diagnosis of these diseases. (4 credits)

CLS 472—Clinical Hemostasis  
A study of the theory and processes by which blood is retained in the vascular system; laboratory procedures used to detect abnormal conditions; and diseases associated with bleeding disorders. (2 credits)

CLS 473—Clinical Immunology  
The study of the principles of immunology from a biological and physiological standpoint, and the application of these immunological principles to the diagnosis of disease in the clinical laboratory. (2 credits)

CLS 474—Immunohematology  
A presentation of the genetic and immunological principles applied to blood group antigens and antibodies; method for collection and processing of donor bloods; preparation of blood for transfusion; solving the problem cross match; blood components and their therapeutic use; quality control and record keeping in the blood bank; and the origin, prevention, and treatment of hemolytic diseases of the newborn is addressed. (4 credits)

CLS 481—Clinical Chemistry  
A study of the fundamental principles of quantitative and qualitative analyses of body fluids using automated and manual procedures, the theory and application of physiological biochemistry through the understanding of normal and abnormal physiology and interpretation of results using accepted methodology. (7 credits)

CLS 482—Analysis of Body Fluids  
A study of urine formation, analysis of urine and significance of findings in diagnosis and treatment of disease; methodology of urinalysis and microscopic examinations with emphasis on principles and sources of error; various other body fluids are studied for analysis of components and their significance in disease and diagnosis. (3 credits)

CLS 483—Laboratory Mathematics  
The course reviews basic mathematic operations, percent, scientific notation, ratio and proportion; presents metric system nomenclature and relationships between units; calculations involving preparation of various concentrations for solutions; determining dilutions and concentration resulting from dilution; problems involving spectrophotometric and acid/base calculations; relationships of reporting units; and calculations needed for preparation of buffers. An emphasis is made on the need for accurate calculations for reporting patient results. (1 credit)

CLS 491—Clinical Microbiology  
This course involves a comprehensive study from the standpoint of clinical microbiology laboratory organization and
function to specimen collection and processing. Current methodology and procedures for organism identification will be presented with special emphasis on antimicrobial susceptibility and proper quality control. Infectious diseases and their etiologic agents, organisms versus the immunocompromised host, and hospital epidemiology will be addressed. Included, also, is a study of virology—proper specimen collection, identification of viral agents and clinical manifestation of viral disease. (4 credits)

**CLS 492A—Clinical Mycology**
A study of laboratory procedures used in the identification of fungi, epidemiology and manifestations of fungal diseases. (1 credit)

**CLS 492B—Clinical Parasitology**
A study of the various organisms known to parasitize man, the diseases which they cause, and the laboratory procedures utilized to detect their presence. The course includes extensive practical study of the organisms, including kodachromes, and prepared slides, and the study of actual parasite-positive stool specimens. (2 credits)

**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**
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 100 L—Emergency Medical Technician Basic Lab**
This laboratory course is a corequisite for EHS 100 and is designed to compliment 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 111—PreHospital Care I**
**Prerequisites:** Enrollment in the EHS program.
**Corequisites:** EHS 111L, EHS 151C
This course is the first 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 1 Preparatory:** EMS systems, roles and responsibilities, well being of the paramedic, illness and injury prevention, and medical legal issues, ethics general principles of pathophysiology-cellular environment, venous access and medication, body systems, airway management and ventilation. **Division 2 Patient Assessment:** History taking, physical exam, clinical decision making, communication and documentation. **Division 3 Trauma Emergencies:** Trauma systems, blunt and penetrating trauma, hemorrhage and shock, burns, thoracic trauma and trauma management skills. (3 credit hours)

**EHS 111L—PreHospital Care Skills I Lab**
**Prerequisites:** Enrollment in EHS program
**Corequisites:** EHS 111, EHS 151C
This laboratory course is designed to teach and develop competency of psychomotor skills required for the entry level paramedic. The laboratory course follows the 1998 DOT National Standard Curriculum for the EMT-Paramedic. Content includes **Division 1 Preparatory:** EMS systems, roles and responsibilities, well being of the paramedic, illness and injury prevention, and medical legal issues, ethics general principles of pathophysiology-cellular environment, venous access and medication, body systems, airway management and ventilation. **Division 2 Patient Assessment:** History taking, physical exam, clinical decision making, communication and documentation. **Division 3 Trauma Emergencies:** Trauma systems, blunt and penetrating trauma, hemorrhage and shock, burns, thoracic trauma and trauma management skills. (2 credit hours)
EHS 120—Pre-Hospital Care II  
Prerequisites: First semester professional courses.  
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 II Lab  
Prerequisites: First semester professional courses  
Corequisites: EHS 120L, EHS 160C, EHS 176E, EHS 210  
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  
Prerequisites: EMT-Basic Certification  
Corequisites: EHS 125L, EHS 130C  
This course provides the student with the cognitive foundations necessary for the preparatory, airway management & 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 credits)

EHS 125L—Intermediate Care I Lab  
Prerequisites: EMT-Basic Certification  
Corequisites: EHS 125, EHS 130  
This lab based course provides the student with the psychomotor foundations necessary for the preparatory, airway management & 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 credits)

EHS 130C—Intermediate Clinical I  
Prerequisites: EMT-Basic Certification  
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, or/and labor and delivery.  
(1 credit)

EHS 131—Physical Fitness & 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 the end of the course. The student will affirm positive changes and identify areas of improvement for the future.  
(1 credit hour)

EHS 132 & 132L—Physical Fitness & Wellness II*  
Prerequisites: EHS 131  
*This elective 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 & Wellness III  
Prerequisites: EHS 132  
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 150C—Intermediate Clinical II
Prerequisites: EHS 125/125L, EHS 130C
Corequisites: EHS 175/175L
This clinical provides students with experience in the hospital setting under clinical supervision in areas appropriate to the didactic and psychomotor presentations of EMS 175 and 175L. Areas include the emergency department, pediatric emergency department and critical care. (1 credit)

EHS 151C—Introduction to Clinical/Field Externship
Prerequisites: EHS 111, EHS 111L
Clinical/Field Externship I provides students with experience in the hospital/prehospital setting under supervision in areas appropriate to the didactic presentation of EHS 111. Students will observe in developing skills in patient assessment and patient care strategies. Areas include the emergency department, anesthesia, and prehospital. (1 credit hour)

EHS 160C—Clinical Practice II
Prerequisites: EHS 151C
Corequisites: EHS 120, EHS 120L
This clinical course allows the student to participate in direct patient care under clinical supervision in areas appropriate to didactic information being presented in EHS 120. Areas include: emergency department, operating suite/anesthesia, PACU, critical care and endoscopy. (2 credit hours)

EHS 170C—Clinical Practice III
Prerequisites: EHS 160C
Corequisites: EHS 220, 220L
This clinical course provides students with experience in the hospital setting under clinical supervision in areas appropriate to current studies. Areas include the emergency department, critical care units, adult day care, anesthesia, hemodialysis and cath lab. (2 credit hour)

EHS 171E—Field Externship I
Prerequisites: EHS 151C
Corequisites: EHS 120, EHS 120L
This semester includes 50 hours of field externship time with an approved ALS (Advanced Life Support) agency. The focus of this course is to gain experience functioning at the ALS level. Newly acquired cardiac skills and knowledge will be emphasized. Concepts of the AIC (Attendant in Charge) 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 172E—Field Externship II
Prerequisites: EHS 171E
Corequisites: EHS 220, EHS 220L
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 ALS 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 173E—Field Externship III
Prerequisites: EHS 172E
Corequisites: EHS 225, EHS 225L
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 ALS 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 174E—Field Externship IV
Prerequisites: EHS 173E
Corequisites: EHS 285, EHS 295
This semester includes 200 hours of field externship time with an approved ALS agency. The focus of this course is to gain experience functioning at the ALS 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. (4 credit hour)
EHS 175—Intermediate Care II  
**Prerequisites:** EHS 125/125L, EHS 130C  
**Corequisites:** EHS 175L, EHS 150C  
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 Lab  
**Prerequisites:** EHS 125/125L, EHS 130C  
**Corequisites:** EHS 175, EHS 150C  
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)

EHS 176E—Field Externship I  
**Prerequisites:** First semester professional courses.  
**Corequisites:** EHS 120, EHS 120L, EHS 160C, EHS 210.  
This semester includes 100 hours of field externship time with an approved ALS agency. Each call shall be critiqued with the preceptor. During the semester, 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. (2 credits)

EHS 177E—Field Externship II  
**Prerequisites:** EHS 176E  
**Corequisites:** EHS 220, EHS 170C.  
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)

EHS 178E—Field Externship III  
**Prerequisites:** EHS 170C, EHS 171E, EHS 172E  
**Corequisites:** EHS 250C, EHS 225, EHS 173E  
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)

EHS 179E—Field Externship IV  
**Prerequisites:** EHS 176E, EHS 177E, EHS 178E  
**Corequisites:** EHS 285, EHS 295L  
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 gain experience functioning at the Advanced Life Support level while working on paramedic skills. 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. (5 credit hours)

EHS 200—Rescue Operations  
**Prerequisites:** Enrollment in the EHS program  
**Corequisites:** EHS 111, EHS 111L 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 175/175L, 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 credits)

**EHS 207—Introduction to Air Care**
**Prerequisites:** EHS 220, EHS 220L  
*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**  
**Prerequisites:** EHS 111, EHS 111L  
**Corequisites:** EHS 120, EHS 120L
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 1998 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, ophthalnic, ears, thyroid, endocrine, reproductive, antineoplastics, infectious disease, Antibiotics, antifungals, antimicrobals, NSAIDS, uricosuric, vaccines, dermatologic, vitamins and minerals, fluids and electrolytes and antidotes. (3 credit hours)

**EHS 220—PreHospital Care III**  
**Prerequisites:** EHS 120, EHS 120L  
**Corequisites:** EHS 220L
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—PreHospital Care Skills III Lab**  
**Prerequisites:** EHS 120, EHS 120L  
**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—PreHospital Care IV**  
**Prerequisites:** All professional courses in the first three semesters.  
**Corequisites:** EHS 178E, EHS 225L, EHS 250C
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—PreHospital Care Skills IV Lab**  
**Prerequisites:** All professional courses in the first three semesters.  
**Corequisites:** EHS 173E, EHS 220 L, EHS 250C.
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 250C—Clinical Practice IV  
Prerequisites: EHS 170C  
Corequisites: EHS 225, 225L  
Clinical Practice IV provides students with experience in the hospital setting under clinical supervision in areas appropriate to the didactic presentation of EHS 225. Areas include: emergency department, pediatric critical care, labor and delivery and behavioral care. (2 credit hours)

EHS 285—Interdisciplinary Professional Seminar  
Prerequisites: EHS 225, EHS 225L  
Corequisites: EHS 174E  
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 prehospital arena. (1 credit hour)

EHS 295L—Senior Seminar  
Prerequisites: EHS 225, EHS 225L  
Corequisites: EHS 174E, EHS 285  
This seminar offers to the student a review of all DOT learning objectives for purposes of National Registry Paramedic Exam preparation. Combinations of practical & written examinations are utilized as preparatory tools. (1 credit hour)

EHS 298—Current Issues in Emergency Service  
Prerequisites: Current certification as a Paramedic or by Director's permission  
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  
Prerequisites: Current certification as a Paramedic or by Director's permission  
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)

ELECTIVE

ELE 000—English/Psychology Elective  
English or Psychology class.

ELE 000—Elective-1 credit

ELE 000—Elective-2 Credit

ELE 000—Elective-3 Credit

ELE 000—FIR-Elective

ELE 000—FIR-Elective

ELE 000—Statistics  
A three credit statistics course is required for the BSN program. Two courses at the College, IDS 301 and MTH 210 will meet this requirement. (3 credits)

ELE 000—English Elective for RN-BSN  
An additional 3-credit English course is required upon entrance to the RN-BSN program. (3 credit hours)
ELE 000—Statistics Elective for RN-BSN
A college-level Statistics course is a prerequisite to the RN-BSN course. Recommended: Statistics for Healthcare or Introduction to Statistics.

ELE 000—NSG-Elective
Nursing Elective may be taken concurrently with Upper Division Nursing Courses.

PSYCHOLOGY

ELE 000—Psychology Electives- 6 credits
Six credits of electives.

ELECTIVE

ELE IDS/HPE—IDS/HPE Elective
Choose an IDS or an HPE 1 Credit elective.

ELE-000—Elective- 18 credits
Students in this program must also take 18 hours of electives. They may be taken concurrently with Upper Division Nursing Courses. Please see your advisor for additional information.

ELE-000—Electives- 30 hours
To earn an associate of science degree, you must successfully complete 30 hours of elective courses, in addition to the required courses.

ENGLISH

ENG 100—Fundamental English
This course introduces the student to the basic elements of writing and language. Fundamental concepts will be introduced and expanded to provide the student with the skills necessary to complete more advanced writing courses. Focus will be on production of clear and concise sentences that demonstrate proper use of nouns, pronouns, verbs, adjectives, and adverbs. Focus will be on the production of effective paragraphs that demonstrate proper punctuation, mechanics and word selection. (3 credit hours)

ENG 111—Grammar & Composition I
Prerequisites: None
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 & 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 & 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**  
Students will examine works of established authors 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**  
This course is designed to stress the importance of communication, including oral, nonverbal, and written strategies important in the healthcare arena. The course is structured to provide students 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 will follow APA format. (3 credit hours)

**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 111—Basic Truck Operations**  
*Prerequisites: Valid VA driver’s license; minimum of 18 years of age; prior driving experience in the vehicle type and classification in which he/she will attempt to achieve.*  
This course enhances safe vehicle operation by stressing theory and principles of defensive driving in both emergency and non-emergency situations. Virginia Criminal and Traffic Laws, pertinent to the operation of emergency vehicles, are included in the course. This course is not designed to teach the student to drive, but rather to explain how emergency driving differs from non-emergency driving. (1 credit hour)

**FIR 131—Fire Behavior and Combustion**  
This course explores the theories and fundamentals of how and why fires start, spread, and how they are controlled. (3 credit hours)

**FIR 137—Principles of Emergency Services**  
This course provides an overview of fire protections; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function of public and private
fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics. (3 credit hours)

**FIR 151—Fire Essentials I**  
**Corequisites: FIR 131, FIR 137, FIR 151**  
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 Laboratory**  
**Corequisites: FIR 131, FIR 137, 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 & Extrication**  
This course is designed to familiarize the emergency responder with the unique hazards associated with agricultural machinery and environments. (1 credit hour)

**FIR 200—Advanced Fire Suppression**  
**Prerequisites: FIR 150, FIR 150L**  
**Corequisites: FIR 200L**  
This course is designed for the firefighter who is prepared to assume more of a leadership role. The course gives the student additional knowledge of fire ground situations so that he or she can make basic evaluations of safety problems and assume leadership roles in carrying out interior attacks and search operations. Additional information will be covered on hazardous material properties, containers, transportation, and protective equipment. (4 credit hours)

**FIR 200L—Advanced Fire Suppression Lab**  
**Prerequisites: FIR 150, FIR 150L**  
**Corequisites: FIR 200**  
This laboratory course is designed for the firefighter who is prepared to assume more of a leadership role. The lab prepares the student with practical skills for fire ground situations that enable he or she to make basic evaluations of safety and assume leadership roles in carrying out interior attacks and search operations. Additionally, techniques will be introduced on how to defensively contain hazardous materials. (1 credit hour)

**FIR 210L—Basic Truck & 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 non-emergency 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**  
**Prerequisites: FIR 137, MTH 100 or higher**
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  
Prerequisites: Firefighter I  
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 Protection Hydraulics and Water Supply  
Prerequisites: Successful completion of all first year professional courses and MTH 100 or higher.  
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, FIR 151L  
Corequisites: FIR 251, FIR 251L  
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, 8 class hours)

FIR 250—Managing Company Tactical Operations – Decision-Making  
Prerequisites: FIR 151, FIR 151L or approval of the Program Director  
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 care cues for making difficult Size-up judgments. (1 credit hour)

FIR 251—Fire Essentials II  
Prerequisites: FIR 151, FIR 151L, FIR 131, FIR 137  
Corequisites: FIR 261, FIR 221, FIR 225, FIR 251L  
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 fireground commander. (1 credit hour)

FIR 251L—Fire Essentials II Laboratory  
Prerequisites: FIR 151, FIR 151L, FIR 131, FIR 137  
Corequisites: FIR 261, FIR 221, FIR 225, FIR 251  
This is the advanced practical component for firefighters possessing Firefighter I, H.M.F.R. - Awareness certification and builds on the skills that are developed in the prerequisite courses. Taken with the corequisites, the course will qualify the successful student to take the Virginia Department of Fire Programs Firefighter II written test and the 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 the direct supervision of an officer or fireground commander. (2 credit hours)

FIR 260—Building Construction & Inspection  
Prerequisites: FIR 200, FIR 200L  
This course is designed to teach the firefighter to assess and inspect building construction to determine code compliance, reading of the building to assess construction stability, resistance to fire and likely paths of fire extension. (4 credit hours)
FIR 261—Building Construction for Fire Protection  
**Prerequisites: FIR 137 or approval of the Program Director**  
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  
**Prerequisites: FIR 150, FIR 150L**  
This course teaches a standardized NIMS-compliant 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 & EMS Externship  
**Prerequisites: FIR 200, FIR 200L**  
This internship is designed to meet the needs of both the beginning and career fire fighter. New fire fighters will be ride with selected fire and EMS agencies to provide a basic understanding of the daily activities necessary for providing fire and EMS services. Career personnel will ride with supervisory personnel to gain an appreciation of daily operational activities. Students will keep a log of activities and write a paper to support the knowledge obtained. (2 credit hours)

FIR 295—Public Fire Education  
**Prerequisites: FIR 200, FIR 200L**  
This course provides instruction in developing, scheduling and delivering public fire education programs that are appropriate for the intended audience. Additional topics covered include developmental characteristics and learning capabilities of children from ages 3 - 14. (3 credit hours)

FIR 296—Communicating with Children  
This course provides 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. (1 credit hour)

FIR 297—Fire Prevention  
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. (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. (1 credit hour) A student may be exempt from GEN 100 if he/she has completed 30 semester college credits with 3.00 or higher cumulative grade point average.

**GEN 102—Stress Management for Students**  
This course will teach the student how to identify personal stressors, explain the physiological and psychological effects of stress and employ stress management techniques. Current research into stress will be discussed. Course will be graded pass/fail. (1 credit hour)

**GEN 103—Academic Seminar for the STARS Program**  
**Corequisites: GEN 103L**  
This course is a concentrated remedial course to be taken consecutively with the laboratory portion. This course teaches students methods to strengthen their academic performance based on the later research in how people learn and succeed. Topics covered include time management, organization, study skills, test-taking, library usage (research), writing in APA style, critical thinking, and Internet research skills. (3 credit hours)
GEN 103L—Academic Seminar Lab
Corequisites: GEN 103
This course provides students with practical experiential academic concepts and skills with material covered in the lecture course GEN 103. The laboratory course includes components that require student participation in exercises designed to improve skills in: grammar, writing, research, using the Internet, note-taking, stress management/health and wellness, reading, memorization techniques, test taking and relationships. (1 credit hour)

GEN 107—Personal Productivity in a Stressful 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)

GEN 110—Prior Learning Assessment
This course will provide the instruction and guidance for documenting prior learning experiences that match specifically identified college course objectives. Students will work with the instructor and designated faculty reader to prepare the appropriate documentation leading to the awarding of college credit for past learning that has occurred in non-academic settings. (1 credit hour)

HEALTHCARE MANAGEMENT

HCM 301—United States Healthcare System
Prerequisites: Acceptance into the program and/or permission of instructor.
This course examines the health care delivery system of the United States from a systems perspective in terms of historical and current development. The course includes the political, cultural, philosophical, and social factors that have influenced the evolution of the health care delivery system. Topics will include Medicare, Medicaid and other economic influences on healthcare. (4 credits)

HCM 302—Healthcare Management
Prerequisites: HCM 301 or permission of instructor.
This course explores the principles of management for organizations that deliver healthcare services. Applications of the manager’s role in planning, organizing, staffing, and directing are discussed and evaluated through the use of case studies. The influence of regulatory agencies on healthcare delivery and management will be discussed. (4 credits)

HCM 310—Accounting for Healthcare Management
Prerequisites: Acceptance in the program.
The course will prepare students to read, analyze, understand and use financial statements and budgets. Financial management techniques for controlling the cost of services to both the provider and consumer will be examined. (4 credits)

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 credits)

HCM 315—Health Care Management Seminar I
Prerequisites: HCM 301 or permission from program director.
This 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—Health Info Systems and Computer App
Prerequisites: HCM student or permission of program director.
This course is designed to develop technical and analytical skills in the application of information systems and reporting skills related to the practice of healthcare management. There will be practical focus in which students develop competencies in various word processing and spreadsheet software. Additionally, the use of communications and reporting software will be included. (4 credits)
HCM 325—Health Care Management Seminar II
Prerequisites: HCM 315 or permission from program director.
This course is part of a series of courses that examines current literature focused on the professional practices and competencies of Health Care Management.

HCM 330—Human Resources/Organizational Management
This course examines the organizational structure with emphasis on manpower management involved in recruitment, selection, training, wage and salary administration and personnel assessment. Leadership styles, legal aspects of human resource management and other related topics will be covered. (4 credits)

HCM 340—Healthcare Finance
This course will introduce students to fundamental 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.

HCM 410—Healthcare Research Methods
Prerequisites: HCM 301 or permission from program director.
This course covers the methods used in health services research and evaluation that include research design, measurement, and method of analysis. The objective of this course is to provide the student with basic information skills applicable to understanding the research process used in planning, data collection, and policy development. (4 credit hours)

HCM 415—Health Care Management Seminar III
This course is part of the Professional Seminar Series that focuses on career development and advancement. To enhance success in their careers, students will acquire information and skills for resume development, interviewing preparation and follow up, and identification and evaluation of job sites and opportunities.

HCM 420—Healthcare Law & Regulation
Prerequisites: HCM 301 or permission from program director.
This course examines the major legal issues encountered by Health care organizations and individual health care practitioners as they practice and make decisions in today’s ever changing market and regulatory environment. (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 credits)

HCM 450—Healthcare Economics and Policy
Prerequisites: HCM 301 & IDS 302 or permission from program director.
This course is designed to develop conceptual and analytical skills and competencies in the application of principles of economic theory to issues related to the organization and delivery of healthcare services. Economic theory will be applied to the demand and supply of health care, health insurance, payment mechanisms, and market structure. Economics will be used to analyze the cost/benefits of healthcare policy at the state, federal, and local levels. (4 credits)

HCM 465—Healthcare Manage Senior Proj/Internship
Prerequisites: HCM 301 or permission from program director.
This supervised study is designed to help students apply and integrate the core competencies in Management, Finance, Strategy, Marketing and Economics via organizational and market assessment of a Healthcare Management issue. (3 credits)

HCM 485—Healthcare Strategic Management & Marketing
Prerequisites: HCM 301 or permission from program director.
As the capstone course for the HPA program, the purpose of this course is to integrate principles and practices of health management and policy in order that you may apply them to practical situations and problems. Additionally you will become familiar with the principles, theories, methods, and tools used in the health care sector to decide what to do strategically to create organizational futures. That is, this course is focused on the strategic management
of health care organizations including strategy formulation, the content of strategy, strategy implementations, and evaluation. (4 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
This course provides an understanding of medical terms and abbreviations. It includes the study of prefixes, suffixes, root words and technical terms with emphasis on proper usage, spelling and pronunciation. There will be some basic study of anatomy and physiology as the various systems of the body are introduced with associated medical terms. (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
Prerequisites: RN Licensure or BIO 211, 212
This course explores major concepts of nutrition and health. Characteristics of adequate and inadequate nutrition, essential nutrients and nutritional needs across the life span are discussed. Dietary modifications for therapeutic purposes and cultural variations are included. RN students may challenge this course using NLN Challenge Exam. (3 credit hours)

HLT 450—Global Health Issues
This course is intended to provide a qualitative and quantitative review of global health issues. It will focus on culture 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)

HEALTH & PE

HPE 100—Basic First Aid & Emergency Care
Basic Cardiac Life Support (BCLS) provides the opportunity for cardiopulmonary resuscitation certification after 12 hours of basic provider training including one- and two-person CPR, management of the obstructed airway of infants and adults and infant resuscitation according to American Heart Association standards. (1 credit hour)

HPE 104—Therapeutic Massage
This course is an introduction to the area of therapeutic massage for the healthcare professional. Topics of instruction will include general principles of therapeutic massage and basic techniques used in massage. Considerations for massage for specific purposes and specialized systems of massage will be discussed. (1 credit hour)
HPE 112—Basic First Aid 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 comfortable at providing initial care and assisting other health care team members in the care of the patient who has specific needs during an emergency situation. This course is offered through the American Safety & Health Institute and includes topics such as intervention for bleeding, choking, poisoning, heart related emergencies and CPR. At the conclusion, the student will be eligible to sit for certification in First Aid and CPR through the American Safety & Health Institute. (1 credit hour)

HPE 120—Mindfulness & Yoga
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 awareness of the body, experiencing what it feels like to move, breathe and relax. (1 credit hour)

HPE 121—Mindfulness & Yoga II
Prerequisites: HPE 120 or permission of the instructor
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 exploration 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 & 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 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. (1 credit hour)

HPE 154—Intermediate Massage
This course is designed for students who have completed therapeutic massage and would like to further increase their knowledge of massage theory and skills for specific types of massage. Types of massage taught will include Eastern, Sport, and Deep Tissue massage. (1 credit)

INTERDISCIPLINARY STUDIES

IDS 100—Introduction to Healthcare Delivery Systems
This course provides students with the opportunity to interact in a multidisciplinary environment while learning basic safety practices and communication skills. The course will include multidisciplinary and interdisciplinary styles of communication including verbal and nonverbal with various groups and settings. Each discipline represented will discuss practice acts and the implications related to the scope of practice with all health team members. The content will provide a fundamental introduction to healthcare trends and settings. (1 credit hour)

IDS 101 & 101L—Introduction to Basic Patient Care Skills
This course will provide students with the opportunity to interact in a multidisciplinary environment while learning basic safety practices, therapeutic communication skills 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, psychosocial and spiritual 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 check-offs. Required for students pursuing the associate degree in nursing. (1 credit hour)

IDS 102C—Basic Patient Care Skills Clinical
Corequisites: IDS 101
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 and the Virginia Relay System. (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**
*Prerequisites: Health Care Provider CPR certification, IDS 111 or previous courses on dysrhythmia recognition*
This course will introduce the multi-skilled patient-focused care provider to the basic skills of 12-Lead ECG interpretation. This will include a quick review of ECG basics, acquiring the 12-Lead ECG and recognizing and localizing the myocardial infarction. Basic concepts of treatment will be discussed to include thrombolytic and other cardiac management. (1 credit hour)

**IDS 117—Basic Venipuncture Skills for Non-Phlebotomists**
This course is designed for healthcare practitioners 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 urines. 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 for Non-Phlebotomists Lab**
*Corequisites: 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. (30 lab hours)

**IDS 120— Transcultural Healthcare**
This course is designed to examine multi-cultural populations and how their cultural diversity impacts the planning and delivery of health care. 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 301—Statistics 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 credits)

**IDS 302—Statistical & Epidemiological Methods for Healthcare**
*Prerequisites: One semester of college algebra with minimum grade of C.*
This course is designed to teach students the fundamentals of data display and organization, scales of measurement, univariate statistics, principles of statistical inference, correlation, regression and logistic regression, t-tests, ANOVA, and epidemiology. (student cannot get credit for IDS 301 & 302) (4 credit hours)

IDS 305—Complementary & Alternative Approaches in Healthcare
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. (2 credit hours)

IDS 307—Topics in Interdisciplinary Healthcare
Prerequisites: ENG 112, SOC 213, PHL 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 350—Spanish Language & 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 credits)

IDS 370—End of Life Issues
Prerequisites: RN licensure or permission of instructor
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 Practice
Prerequisites: Sophomore standing or above.
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 credits)

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: informed consent, medical-legal considerations, sterile techniques, infection control, patient preparation and post procedural care, vital signs, ECG's, conscious sedation, and pharmacology. (3 credits)

IDS 453—Research
This course is designed to study research methodology pertaining to topics within the allied health profession. The student will evaluate and discuss research designs, sampling designs, data collection methods and data analysis. Various examples of research will be critiqued. The focus will be on students’ area of interest and research needs. (3 credits)

IDS 501—Leadership in Healthcare Systems
Prerequisites: Admission to the Graduate School
This course provides an overview of current theory, principles and skills of leadership in healthcare organizations. Course content focuses on the development of students’ abilities to develop competency in the application of leadership theory in a variety of healthcare settings. Students will examine their own leadership/management styles, discuss the impact of these, and apply leadership skills in team-based, problem-based healthcare situations. (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 credits)

IDS 507—Ethical & Legal Practice in Healthcare
Prerequisites: Admission to the Graduate School
This course focuses on the ethical and legal principles that impact health care. Special emphasis will be placed on legal and ethical decision-making and personal accountability for ethical and legal practice. Students will use these principles to analyze systems of health care and the impact of values on care delivered. (3 credit hours)

IDS 509—Research & Evidence Based Practice
Prerequisites: IDS 501, IDS 507
In this course, students focus on utilization of new knowledge and evidence to provide quality health care, initiate change and improve healthcare practice. This includes problem identification, evaluation of research and awareness of practice outcomes. Students develop skill in accessing, assessing and applying current research to healthcare practice. (3 credit hours)

IDS 517—Quality Outcomes in Healthcare
Prerequisites: IDS 501, IDS 507, IDS 509
In this course, students explore theory related to quality management through design of outcomes measures. The impact of accreditation and regulatory impact on quality control, and assessment and planning will be analyzed. (3 credit hours)

MATH

MTH 100—College Math
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 may or may not satisfy requirements for graduation. Will meet A.S. degree requirements. (3 credit hours)

MTH 101—Math for Health Sciences
This course presents a review of arithmetic and teaches elements of algebra, geometry and trigonometry. Direct applications to health-related occupations are included. (3 credit hours)

MTH 130—Applied Math for Healthcare Professionals
Prerequisites: High School Algebra I or MTH 100 or equivalent (Grade of at least C)
The course will develop basic math skills that include fractions, decimals, ratios, proportions and percentages. It will also examine the metric system and common conversions within and between other systems of measurement commonly used in science and healthcare. The course will develop 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 or equivalent
This course in 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 or consent of instructor
This course will focus on the basic statistical concepts and applications in health sciences. Descriptive and inferential statistics will be covered. (3 credit hours)
MUSIC

MUS 101—Introduction to Music Appreciation
This course provides an overview of the history of music and an introduction to musical elements, forms, and stylistic periods, including discussion of twentieth century music such as jazz and rock. The course is designed to stimulate curiosity and enthusiasm and heighten the student's awareness of music. An introduction to the fundamentals of music theory will be included. (3 credit hours)

NURSING

NSG 000—Pharmacology for Nursing

NSG 000—Specialty Nursing Course
Specialty Nursing Courses are: NSG 160—Nursing of Older Adults NSG 211—Mental Health Nursing NSG 221—Nursing of the Childbearing Family NSG 241—Nursing Care of Infants & Children

NSG 000—2nd Specialty Nursing Course
You will take two Specialty Nursing Courses in Fall and again in Spring.

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 & 101 C—Introduction to Nursing
Prerequisites: CNA certification or IDS 101, IDS 101L. Pre or Corequisite: BIO 211
Corequisites: NSG 102, NSG 111, NSG 111L
This course provides the student with an introduction to nursing. Focus will be on developing assessment skills to evaluate the client's status in regard to meeting basic human needs. The nursing process will be introduced as a framework for delivering client care. Concepts include: caring, basic human needs, stress/adaptation, the nursing process, teaching & learning and factors influencing care. This course includes selected nursing management topics. (4 credit hours)

NSG 102—Dosage Calculations
Prerequisites: IDS 101 (or CNA Certification)
Corequisites: Pre or Coreq. BIO 211, NSG 101/C, NSG 111/L.
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
Prerequisites: For AD Students: NSG 101, NSG 201, NSG 111 & BIO 211 For Accelerated Track Students: NSG 200 or NSG 202 and 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
Prerequisites: IDS 101 (or C.N.A. certification)
Corequisites: NSG 101
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 101, NSG 102, NSG 111  
Corequisites: 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: NSG 101, NSG 101C, NSG 102, NSG 111, NSG 111L, BIO 211 Pre or Corequisite: BIO 212  
Corequisites: NSG 103, NSG 112, NSG 112L  
This course will provide the student with an opportunity to apply communication, critical thinking and caring within systems 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 160 & 160C—Nursing of Older Adults  
Prerequisites: (NSG 101, NSG 102, NSG 111) or (NSG 202, NSG 213) or NSG 200; BIO 211  
Corequisites: Pre or Corequisites: BIO 212, NSG 103; and PSY 238 (or PSY 201 and 202)  
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 health care settings, including long term care. This course includes selected nursing management topics. (3 credit hours)

NSG 200—Nursing Transition  
Prerequisites: BIO 212  
Corequisites: Pre or Corequisites: BIO 253, PSY 238, SOC 213  
Corequisites: Completion of challenges for NSG 102, NSG 111, NSG 112  
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. (2 credit hours)

NSG 202 & 202C—Nursing Fundamentals  
Prerequisites: BIO 253, PSY 238 or PSY 201 and PSY 202  
Corequisites: NSG 213  
(Revises May 19, 2006) 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 Professional Nursing Practice  
Prerequisites: Must meet criteria for BSN program progression Pre or Corequisites: BIO 300, CHM 310, MTH 130  
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 in 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 learn therapeutic communication, interviewing, and documentation 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  
Prerequisites: NSG 101, NSG 102, NSG 111, or NSG 200 or NSG 202 and NSG 213, BIO 211, PSY 238 OR PSY 201 and 202.
Corequisites: Pre or Corequisites: NSG 112, NSG 103, BIO 212, NSG 130.
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
Prerequisites: BIO 253, PSY 238 OR PSY 201 AND PSY 202
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 all body systems. (2 credit hours)

NSG 214 & 214C—Synthesis of Adult Health I
Prerequisites: NSG 202, NSG 213, PSY 238, BIO 253; LPN's only NSG 111, NSG 112, NSG 102
Corequisites: Pre or Corequisite: NSG 103
In this course the student will learn to provide therapeutic nursing interventions for adults with common and acute health needs. Emphasis is placed on providing direct care using critical thinking through the nursing process for diverse adult clients. Clinical experiences will be provided in the acute care and community environments. This course contains nursing management topics. (5 credit hours)

NSG 215 & 215C—Synthesis of Adult Health II
Prerequisites: NSG 214, NSG 103
In this course the student will learn to provide therapeutic nursing interventions for adults with common and complex health needs. The student will utilize 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
Prerequisites: NSG 112 or NSG 213, NSG 130; NSG 200 or NSG 202, PSY 238 or PSY 201 and 202
Corequisites: Pre or Corequisites: BIO 253, SOC 213, NSG 103
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 health care settings. (3 credit hours)

NSG 230 & 230C—Adult Health II
Prerequisites: NSG 103, NSG 112, NSG 130, BIO 212, BIO 253: PSY 238 or PSY 201 & 202.
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 & Children
Prerequisites: NSG 112 or NSG 213, NSG 130, NSG 130C or NSG 200 or NSG 202, NSG 202C, and PSY 238 or PSY 201 and PSY 202.
Corequisites: Pre or Corequisites: SOC 213, BIO 253, NSG 103,
This course provides the student with the opportunity to apply communication, critical thinking and caring within the systems to assist children and their families in meeting needs on the health-illness continuum. Emphasis is placed on normal childhood functioning and common childhood diseases. Therapeutic nursing interventions will focus on direct care of diverse groups of children and families in a variety of structured health care settings. This course includes selected nursing management topics. (3 credit hours)
NSG 255 & 255 L—Health Assessment
Prerequisites: Must meet criteria for BSN program progression
Corequisites: Pre or Corequisites: BIO 300, CHM 310, MTH 130 Corequisite: 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 260 & 260C—Practicum in Nursing
Prerequisites: Completion of all associate of science in nursing courses
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 health care setting under the supervision of a RN preceptor. It is to be completed during the last semester of the program. (2 credit hours)

NSG 261 & 261C—Practicum in Nursing
Prerequisites: Completion of all associate of science in nursing courses
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 health care 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: Completion of all required first level Nursing courses or NSG 200 or NSG 202
Corequisites: NSG 214 or NSG 230
Provides the student with opportunities to explore present issues and future trends which impact on health care and nursing. The course will include factors that influence the role transition to professional nursing. (1 credit hour)

NSG 285—Professional Seminar II
Prerequisites: NSG 230 and NSG 284.
Corequisites: NSG 215, NSG 231.
This course provides the student with opportunities to prepare for successful post-graduate Registered Nurse Licensure examination. It offers the student preparation for the job market and job interviewing skills. (1 credit hour)

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. (1,2,3 credit hours)

NSG 300—Pharmacology
Prerequisites: RN Licensure or permission of instructor
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. RN students may challenge this course for credit. (3 credit hours)

NSG 302 & 302L—Professional Nursing Skills I
Prerequisites: NSG 255, NSG 203, BIO 300, CHM 310, MTH 130
Corequisites: NSG 303, NSG 324
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 303—Professional Nursing Practice I
Prerequisites: NSG 203, NSG 255, BIO 300, CHM 310, MTH 130
Corequisites: NSG 302, NSG 324
In this course the student will continue to develop knowledge applicable to professional nursing practice including teaching/learning theory and health literacy. Students will learn the theory, principles and practices of health education and health promotion incorporating Healthy People 2010 as a model for outcomes and practice. The student will be exposed to legal, ethical, and regulatory basis for practice and their relationship to standards of practice. Emphasis will be placed on development of the provider of care role. (3 credit hours)
NSG 308 & 308L—Professional Nursing Skills II  
**Prerequisites:** NSG 302, NSG 303, NSG 324  
**Corequisites:** NSG 309, NSG 325  
In this course, the student will learn advanced clinical nursing skills to practice competently and safely in complex health care settings. Skills for community-based practice will be included. (2 credit hours)

NSG 309—Professional Nursing Practice II  
**Prerequisites:** NSG 302, NSG 303, NSG 324  
**Corequisites:** NSG 308, NSG 325  
In this course the student will explore issues and trends in professional nursing practice and healthcare delivery. Informatics, change theory, and evidence-based practice concepts will be incorporated. The student will be introduced to complementary and alternative therapies and implications for nursing practice. The student will continue to develop the role of provider of care for individuals and families. (3 credit hours)

NSG 312—Nursing Concepts, Roles and Issues  
**Prerequisites:** ENG 325, PHL 301 and RN Licensure or permission of instructor  
The RN student is introduced to nursing theories and their impact on the practice of professional nursing throughout the student's career. The role of the professional nurse, leader, client advocate and role model is discussed. The student examines the role of the nurse in the healthcare delivery system, both on the local level and in the political arena. (3 credit hours)

NSG 315—Health, Health Promotion and Framework for Practice  
**Prerequisites:** NSG 312, NSG 320  
**Corequisites:** NSG 312, NSG 320  
In this course, students learn the theory, principles and practices of health education and health promotion in nursing practice. Theoretical models of health and health promotions will be explored. Healthy People 2010 will serve as a model for outcomes and practice. Students will examine best practice health promotion models that apply to individuals, group and communities and develop interventions, which incorporate these components. (3 credit hours)

NSG 318—Assessment of Human Responses to Illness  
**Prerequisites:** RN licensure or permission of instructor  
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 Health Care  
**Prerequisites:** RN licensure or permission of the instructor  
The course provides the student with the opportunity to investigate and use computer applications in the health care environment, particularly in the areas of clinical practice, education and research. The uses of computer technology in communication and networking will also be explored. (3 credit hours)

NSG 324 & 324C—Nursing Process Applications I  
**Prerequisites:** NSG 203, NSG 255, BIO 300, CHM 310, MTH 130  
**Corequisites:** NSG 302, NSG 303  
In this course, the student will develop knowledge and skills to provide health promotion, acute intervention, ambulatory, and home care for selected health problems. Concepts of illness and disease management will be integrated. The student will apply the nursing process to selected health problems. The course includes a clinical component developing the role of provider of care for the individual. (5 credit hours)

NSG 325 & 325C—Nursing Process Applications II  
**Prerequisites:** NSG 302, NSG 303, NSG 324  
**Corequisites:** NSG 308, NSG 309  
In this course the student will continue to develop knowledge and skills to provide health promotion, acute intervention, ambulatory, and home care for selected health problems. Students will apply the nursing process, integrating concepts of illness and disease management. Emphasis will be placed on evidence-based nursing practice. The course includes a clinical component with continued development of the role of provider of care for the individual and family. (5 credit hours)
NSG 370—End of Life Issues  
**Prerequisites:** RN licensure or permission of instructor  
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 & 130C and permission of the instructor, or RN licensure  
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  
**Prerequisites:** Sophomore standing or above  
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 credits)

NSG 380—NSG Process Apps. Older Adults with Clinical NURSING

NSG 380 & 380C—NSG Process Applications for Older Adults  
**Prerequisites:** NSG 203, NSG 255, BIO 300, CHM 310, MTH 130  
In this course, the role of the professional nurse in optimizing the older adult's level of functioning and promoting dignity will be explored. Emphasis will be placed on nursing strategies that promote health, reduce risk, and prevent disease in the older adult in the community and in long-term care facilities. This course includes a clinical component focused on nursing care of the older adult. (3 credit hours)

NSG 381 & 381C—NSG Process Applications for Mental Health  
**Prerequisites:** NSG 203, NSG 255, BIO 300, CHM 310, MTH 130  
This course will explore the role of the professional nurse in optimizing the level of functioning and promoting dignity for individuals with mental health and psychiatric problems. Emphasis will be placed on nursing strategies that promote mental health, reduce risk, and prevent psychiatric disease for individuals and in the community. This course includes a clinical component focused on mental health nursing care. (3 credit hours)

NSG 403—Professional Nursing Practice III  
**Prerequisites:** NSG 308, NSG 309, NSG 325  
**Corequisites:** NSG 424  
In this course the student will examine leadership theory and implications for nursing practice. The course will examine the application of process improvement strategies. Students will utilize group process, group dynamics, and process improvement strategies to develop a group leadership project. Student will be exposed to concepts of community health nursing including epidemiology and community assessment. Implications of global health care will be addressed. Emphasis in this course will include development of roles of provider of care for the community and designer/manager/coordinator of care. Students will also develop a career management plan that includes a professional portfolio. (3 credit hours)

NSG 409—Professional Nursing Practice IV  
**Prerequisites:** NSG 403, NSG 424  
**Corequisites:** NSG 410, NSG 425  
In this course the student will explore concepts and theories of management. Influences of health care systems, economics and policy on professional nursing will be integrated. Role development for designer/manager/coordinator of care and member of the profession will be integrated into the course. Emphasis will be placed on interdisciplinary collaboration in the delivery of care. (3 credit hours)
NSG 410—Research Applications  
**Prerequisites:** Statistics, NSG 312 or permission of the instructor  
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 health care interests. (3 credit hours)

NSG 420 & 420C—Community Health Nursing  
**Prerequisites:** RN licensure, HLT 301, NSG 300  
**Corequisites:** NSG 312, NSG 315, NSG 318, NSG 320  
This course is designed to develop the RN student's understanding of community health nursing. Topics emphasized include the family as client, the community as client, vulnerable populations, contemporary problems in community health nursing, and settings for community health nursing practice. Clinical experiences take place in a variety of community settings. (4 credit hours)

NSG 424 & 424C—Nursing Process Applications III  
**Prerequisites:** NSG 308, NSG 309, NSG 325  
**Corequisites:** NSG 403  
In this course the student will continue to develop knowledge and skills to provide health promotion, acute intervention, ambulatory, and home care for selected health problems. Students will apply the nursing process, integrating concepts of illness and disease management. Role of provider of care in the community will be emphasized. The student will conduct a community assessment applying concepts of epidemiology. The course includes a clinical component with emphasis on developing the roles of provider of care for the community and designer/manager/coordinator of care. (5 credit hours)

NSG 425 & 425C—Nursing Process Applications IV  
**Prerequisites:** NSG 403, NSG 424  
**Corequisites:** NSG 409, NSG 410  
In this course, the student will continue to develop knowledge and skills to provide health promotion, acute intervention, ambulatory, and home care for selected health problems. Students will apply the nursing process, integrating concepts of illness and disease management. Concepts emphasized include leadership/management and interdisciplinary collaboration. The course includes a clinical component with emphasis on developing the role of designer/manager/coordinator of care and provider of care in complex nursing situations. (5 credit hours)

NSG 430—High Acuity Nursing  
**Prerequisites:** RN licensure or NSG 230 or permission of the instructor  
This course is designed to provide students with the knowledge and clinical skills to care for high acuity clients in a variety of health care settings. Students will use case studies to plan comprehensive therapeutic nursing interventions for clients with complex needs. (3 credit hours)

NSG 435—Nursing Case Management  
**Prerequisites:** RN licensure of permission of the instructor  
RN students will learn the information and skills intrinsic to the role of case manager. 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 441—Holistic Nursing  
**Prerequisites:** RN licensure or permission of the instructor  
This course introduces students to the concept of self-healing within a philosophical and theoretical 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 445 & 445C—NSG Process Applications for Mothers and Newborns  
**Prerequisites:** NSG 308, NSG 309, NSG 325  
In this course, the role of the professional nurse in caring for the childbearing family will be explored. Emphasis will be placed on nursing strategies that promote health, reduce risk, and prevent disease in the mother and newborn infant. This course includes a clinical component focused on the nursing care of childbearing families. (3 credit hours)
NSG 446 & 446C—NSG Process Applications for Children
Prerequisites: NSG 308, NSG 309, NSG 325
In this course, the role of the professional nurse in caring for children is explored. The role of the pediatric nurse as provider of care in the community will be examined with an emphasis on nursing strategies that promote health, reduce risk, and prevent disease in children. This course includes a clinical component focused on the nursing care of children. (3 credit hours)

NSG 450—Global Health Issues
Prerequisites: RN Licensure or permission of the instructor
This course is intended to provide a qualitative and quantitative review of global health issues. It will focus on culture 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 460—Advanced Nursing Leadership
Prerequisites: RN licensure, 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 presentation, grant processes, quality measure, work style analysis and career options. (3 credit hours)

NSG 470—Special Topics in Nursing
Prerequisites: RN licensure or permission of the instructor
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 needs and interests. (3 credit hours)

NSG 475 & 475C—Leadership & Management in Nursing
Prerequisites: RN Licensure
Corequisites: NSG 410, NSG 420, and NSG 485
This course will include examination of leadership, management and change theories. Emphasis is on acquiring the knowledge, skills and abilities required to collaborate in creating, mobilizing and motivating an interdisciplinary team to achieve high quality outcomes. Research findings will be incorporated. An individually designed leadership clinical experience will provide the opportunity to implement concepts. (4 credit hours)

NSG 485C—Capstone Seminar & Project
Prerequisites: RN licensure
Corequisites: NSG 410, NSG 420/420C, NSG 475/475C
This is a capstone course designed to integrate concepts of health promotion, community health nursing, leadership and management, and research in a seminar format. The project will be conducted in a service-learning context, designed and implemented in collaboration with a community partner. The seminar will discuss management of the service-learning project with integration of concepts from previous courses. (2 credit hours)

NSG 490—Contemporary Nursing Issues & Theory
Prerequisites: RN Licensure and an earned Baccalaureate degree in an area other than nursing.
The essential competencies that are introduced in the traditional Baccalaureate in Nursing programs 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 506—Nursing Theory & Role Development
Prerequisites: IDS 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.

NSG 515—Advanced Issues in Clinical Practice
Prerequisites: IDS 501, IDS 507, IDS 509, NSG 506
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 522—Ethical, Legal and Political Issues in Contemporary Nursing**  
**Prerequisites:** Admission to the nursing graduate program and IDS 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 credits)

**NSG 600—Educational Theory & Practice**  
**Prerequisites:** IDS 501, IDS 507, IDS 509, IDS 517, NSG 506, NSG 515  
In this course students explore and critique theories and philosophical foundations of education and instructional design and their applications to education in nursing and health care. Students utilize principles of curriculum development, learning theories and instructional design to facilitate learning. Curriculum development is emphasized at institutional level, course level, and individual class level in academic and clinical settings. Students will develop a knowledge base in evidence-based educational practice.

**NSG 603—Instructional Strategies & Technologies**  
**Prerequisites:** NSG 600 (Prerequisite or Corequisite)  
**Corequisites:** NSG 600 (Prerequisite or Corequisite)  
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 health care practice.

**NSG 612—Measurement & Evaluation in Education**  
**Prerequisites:** NSG 600 (Prerequisite or Corequisite)  
**Corequisites:** NSG 600 (Prerequisite or Corequisite)  
In this course, students analyze theories of measurement and evaluation as they relate to the various aspects of instruction in nursing and healthcare education. Class activities are designed to offer students opportunities to study and use a variety of measurement and evaluation techniques appropriate for classroom and clinical nursing settings. Students analyze ethical, legal and social issues involving measurement and evaluation as well as uses and limitations of evaluation instruments in a variety of nursing situations.

**NSG 650—Management Theory & Decision Making**  
**Prerequisites:** IDS 501, IDS 507, IDS 509, IDS 517, NSG 506, NSG 515  
This course will provide an overview of managerial strategies that promote organizational effectiveness in a cost-effective, quality driven health care market. This course will focus on the overall responsibility of the nursing management for acquisition and deployment of resources to support the health care of individuals and aggregates.

**NSG 655—Financial Management of Healthcare**  
**Prerequisites:** NSG 650 (Prerequisite or Corequisite)  
**Corequisites:** NSG 650 (Prerequisite or Corequisite)  
In this course, students explore the factors that influence the financing of healthcare in the US; the economic implications of health planning, the organization of personnel and resources, the design of payment systems and the outcomes of care. In addition, students will use spreadsheets and databases to analyze issues and plan budgets for managing fiscal resources in a variety of health care settings.

**NSG 660—Human Resource Management**  
**Prerequisites:** NSG 650 (Prerequisite or Corequisite)  
**Corequisites:** NSG 650 (Prerequisite or Corequisite)  
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 findings in the development of research-based practice are examined.

NSG 670—Practicum in Nursing
Prerequisites: NSG 650
Practicum in a health care setting in which the students develop leadership and management skills. In addition, students attend a seminar that provides opportunities for concept development and reflections on practice.

NSG 680—Practicum in Nursing
Prerequisites: NSG 600
Students will work in a practicum in a nursing/health care 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.

NSG 690—Master’s Scholarly Project Planning
Prerequisites: Completion of IDS; Nursing Core courses; NSG 600; and no more than one semester prior to graduation.
This is the first course in a sequence that will culminate in the Master 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. At the conclusion of this first course, students will present, in writing, an integrative analysis of the topic and plan for application to practice in NSG 692. The Master’s Scholarly project is conducted under the direction of a faculty project advisor.

NSG 692—Master’s Project
Prerequisites: NSG 690
In this second component of the Master’s Scholarly project, students implement the project plan designed in NSG 690, providing the opportunity to apply leadership skills in their area of expertise and demonstrate comprehensive knowledge in a specialized field of interest.

OCCUPATIONAL THERAPY ASSISTANT

OTA 101—Fundamentals of the Profession
This course provides an orientation to the profession of occupation therapy. The roles of the assistant level therapist and the OT 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
Corequisites: OTA 152
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—Functional Anatomy I
Corequisites: OTA 101, BIO 211
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—Functional Anatomy II  
Prerequisites: OTA 151, OTA 101, BIO 211  
Corequisites: BIO 212  
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)

OTA 163—Principles & Procedures of OT - Psychiatric Disorders  
Prerequisites: PSY 201  
Corequisites: OTA 163C, PSY 204  
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 163C—Principles & Procedures of OT - Psychiatric Disorders Fieldwork  
Prerequisites: PSY 201  
Corequisites: OTA 163, PSY 204  
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) Level I-A Fieldwork

OTA 203—Pathologic Conditions  
Prerequisites: All 1st year classes  
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—Pediatric Programming  
Prerequisites: PSY 202, OTA 203  
Corequisites: OTA 231C, OTA 231L  
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 Fieldwork  
Prerequisites: PSY 202, OTA 203  
Corequisites: OTA 231  
Students are involved in pediatric facilities and will have limited responsibilities for client evaluation, treatment intervention, program implementation and development. (1 credit hour) Level I-B Fieldwork

OTA 241—Geriatric Programming  
Prerequisites: PSY 202, 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 the normal aging process and how the physical and psychosocial 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 Programming Fieldwork  
Prerequisites: PSY 202, OTA 203  
Corequisites: OTA 241  
Students are involved in geriatric facilities and will have limited responsibilities for client evaluation, treatment intervention, program implementation and development. (1 credit hour) Level I-B Fieldwork

OTA 252—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 discussed. (4 credit hours)

OTA 261—Principles & Procedures of OT - Physical Dysfunction  
Prerequisites: OTA 203  
Corequisites: OTA 252  
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—Fieldwork Level II - A  
Prerequisites: ALL other academic course work completed.  
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 fieldwork assignments at (or 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 fieldwork 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 fieldwork coordinator, these fieldwork assignments are taken as full-time non-paid, pre-employment experiences. (6 credit hours)

OTA 271—Field Work Level II-B  
Prerequisites: ALL other academic course work completed.  
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 fieldwork assignments at (or 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 fieldwork 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 fieldwork coordinator, these fieldwork assignments are taken as full-time non-paid, pre-employment experiences. (6 credit hours)

OTA 285—Interdisciplinary Professional Seminar  
Prerequisites: Completion of all required professional courses  
This course provides the student with opportunities to explore the past and present issues and future trends, which impact, on health care and health professionals. 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 101. (1 credit hour)

OCCUPATIONAL THERAPY

OTB 300—Theory I  
Prerequisites: Prerequisite into the professional coursework sequence  
This course focuses on 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 be an effective/successful occupational therapist. The course will also examine OT’s role in health and wellness, the OT/OTA relationship, OT ethics and the core values/attitudes of OT practice, the structure/function of national and state OT organizations, and the future of the profession. (3 credit hours)
OTB 310 & 310L—Neuroanatomy & Neurophysiology
A comprehensive review of human nervous system design and functions. Particular attention will focus upon sensorimotor, cognitive, limbic, cortical and subcortical processes. Students will attend to cause/effect relationships between disorders, CNS lesions and associated symptoms. (4 credit hours)

OTB 312/BIO 312—Research Methodology
Prerequisites: Statistics and a basic computer course
Students critically review and investigate generic healthcare and specialty-specific literature and efficacy studies. Emphasis is placed upon the student's development of abilities to read, fathom and respond to questions regarding selected studies from specialty journals, and to pose questions regarding their selected profession in research terms. Course content will set the stage for later scholarly research investigations. (3 credit hours)

OTB 314—Humans in Motion
Prerequisites: BIO 322
Corequisites: BIO 330
This comprehensive lecture and laboratory study analyzes normal human motion. Students learn through "hands-on" laboratory sessions to enhance lectures and reading material. Students are expected to have previous knowledge of human anatomy/physiology and specifically nervous and musculoskeletal systems. (4 credit hours)

OTB 316 & 316L—OT in Mental Health: Principles & Methods
Prerequisites: Acceptance into the professional coursework sequence
Corequisites: OTB 300, BIO 310, OTB 325C
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, therapeutic use of self, communication skills, assessment tools, intervention techniques, group dynamic skills, and community-based intervention. (4 credit hours)

OTB 324 & 324L—OT in Pediatrics: Principles & Methods
Prerequisites: OTB 300, OTB 316
Corequisites: OTB 335C
The course incorporates knowledge, skills, attitudes and judgments required to participate in OT programs in pediatric settings. Opportunities will be provided to explore and study methods and procedures for evaluation and implementation in pediatric settings. Culture, politics, ethics, legal, socioeconomics and spiritual issues/needs will be addressed through case study, diagnosis related research, evaluation/assessment research, and treatment implementation strategies. (4 credit hours)

OTB 325C—Fieldwork I - A Mental Health Restrictions
Prerequisites: Student must have on files completed JCHS personal health history, current PPH, Current BLS healthcare provider/CPR certification, proof of required immunizations or waivers, and medical insurance.
Corequisites: OTB 300, OTB 316
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 identification and enforcement of theories as they relate to varied, community-based treatment settings. Students will document interactions using journal and selected assigned 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, licensed occupational therapy assistants, teachers, social workers, nurses, physical therapists, etc. (2 credit hours)

OTB 331/331L—Community-based Occupations
Prerequisites: OTB 300, OTB 316
Corequisites: OTB 340
An expansive examination of occupation related to topics presented in OT Theory I and Humans in Motion. Students will examine and apply theories of the profession through involvement with occupational task analysis in minor crafts, community-based occupational assessments, and examination of overall evaluation and intervention processes. (4 credit hours)

OTB 335C—Fieldwork - B Pediatric
Prerequisites: Successful completion of prior semester's coursework
Corequisites: OTB 324, OTB 331
Students will interact with consumer populations in pediatric settings where OT services may or may not be
Roles will be assigned by OT program faculty and qualified on-site supervisors. Students will document their observation and interaction 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, physical therapists, etc. (2 credit hours)

OTB 340—Media
Prerequisites: Successful completion of prior semester's coursework
Corequisites: OTB 331, OTB 335C
Students learn process-oriented planning, problem solving, analysis of tool use for work hardening, energy conservation, work simplification and joint protection, using the media of wood, clay, and leather. Detailed occupational task analyses, task grading, and occupation meaningfulness are studied as seen within corequisite, fieldwork assignment in practice settings. (3 credit hours)

OTB 400—Theory II
Prerequisites: Junior Level OT Professional Coursework
Corequisites: OTB 421, OTB 424, OTB 425C, OTB 431, OTB 460
This course presents models of practice and frames of reference, which serve as the theoretical foundations of occupational therapy practice. Understanding these models is critical to decision making in assessment tool and therapeutic intervention strategies selection. The course addresses theoretical bases and relevance of the evaluation process. Students become familiar with tools that assess motor control, dexterity, sensory processing and work activities, and instruments designed within particular service delivery models. The course also reviews prevalent and emerging practice. (3 credit hours)

OTB 421—Adult Conditions
Prerequisites: OTB 331
Corequisites: OTB 425C, OTB 431
This lecture based course concentrates on the evaluation and treatment of medical, surgical, neurological, orthopedic and musculoskeletal, physically disabling conditions. Taught in concert with Adult Conditions Lab, students have multiple opportunities to practice intervention strategies and techniques in a laboratory setting in preparation for their upcoming, full-time fieldwork experiences. Lecture and guest presentations relate a myriad of physically disabling conditions, rehabilitation processes and techniques used by members of our profession. Students interact with client populations during Level I-C fieldwork experiences. (3 credit hours)

OTB 424—OT in Geriatrics: Principles & Methods
Prerequisites: JR level OT professional coursework
Corequisites: OTB 400, OTB 421, OTB 425C, OTB 431, OTB 460
This lecture course reviews theories of aging, occupational therapy specific assessment tools and intervention techniques, issues of family dynamics, patient and family education with emphasis on multiplicity of diagnoses. Students will consider needs of several groups: well-elderly, consumers who, due to aging, are becoming more infirmed, consumers who have disabilities and are now aging, and those with degenerative diseases whose impairments multiply due to aging. (3 credit hours)

OTB 425C—Fieldwork I - C Adult/Geriatric
Prerequisites: OTB 335C
Corequisites: OTB 421, OTB 424, OTB 431, OTB 460
Students interact in principally geriatric, community-based settings to provide occupational therapy services, under supervision of experienced occupational therapy personnel and other clinicians. Students will develop intervention programs and document patient assessment and treatment interactions. (2 credit hours)

OTB 431—Adult Conditions Laboratory
Prerequisites: Junior level OT professional coursework
Corequisites: OTB 421, OTB 424, OTB 425C, OTB 460
The student will develop skills in techniques of occupational therapy intervention with adult populations. These interventions include self-care, occupational tasks of daily living, orthoses, prosthetics, adaptive devices, adaptation principles and applications for myriad 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 initiation to and practice with assessment tools and intervention techniques, which are specific to segments of our adult, community-based populations. (2 credit hours)
OTB 435C—Fieldwork I - D Senior Project  
Prerequisites: OTB 425C, OTB 440  
Corequisites: OTB 450, OTB 482  
One day per week students will interact with client populations in various local facilities/programs where occupational therapy may or may not be readily available. Roles and functions will be developed by students in collaboration with occupational therapy faculty in cooperation with onsite supervisors. Objectives will include student presentation of OT service proposals and implementation of those programs within assigned facilities as time permits. Students will document their experiences and meet with course instructor weekly to review experiences and review program developments and process. (2 credit hours)

OTB 440—Service Management  
Prerequisites: Successful completion of prior semester’s coursework  
This course provides students opportunities to develop professional skills in occupational therapy-based administrative, service management functions. This course prepares the student to be a self reliant, autonomous practitioner of occupational therapy. (3 credit hours)

OTB 445C—Fieldwork II - A  
Prerequisites: Completion of all required General Education and OT academic coursework (other than OTB 485, Senior Seminar), successful accomplishment of all Level I fieldwork assignments.  
Students use accumulated academic, laboratory and level-I fieldwork learning experiences to continue toward entry level competence in facilities and with agencies providing occupational therapy services to varied individuals, groups and populations. Supervised directly by experienced and licensed occupational therapists and certified occupational therapy assistants, students practice the art and science of occupational therapy in preparation for graduation. This experience is a distinct service environment, practice opportunity. Evaluation is pass/fail, no grade assigned. (6 credit hours)

OTB 450—Program Development  
Prerequisites: OTB 460  
Corequisites: OTB 440, OTB 482, OTB 435C  
This course incorporates knowledge, skills, attitudes and judgments required to develop, alter, or enhance OT programs in a wide variety of practice settings. Opportunities will be provided to explore and study program design, methods and procedures for implementation and evaluation in community-based practice models reflecting future healthcare and business trends. Culture, politics, ethics, legal, socioeconomic and spiritual issues/needs will be addressed through student developed pilot service programs to area agencies/facilities. (3 credit hours)

OTB 460—Clinical Reasoning  
Prerequisites: Junior Level OT Professional Coursework  
Corequisites: OTB 421, OTB 424, OTB 425C, OTB 431  
This course challenges the student to view, develop, and use clinical reasoning skills on both micro (individual consumer) and macro (community-based support organization) levels. Addressing case study practice situations in concert with "*live*" consumers in related clinically-based course work (Level 1-C fieldwork), each student will recognize and prioritize problems and the full range of potential solutions from the consumer's point of view while considering ramifications of difference courses of action. Through class discussion and onsite interviews with consumers and agency representatives, students will analyze pertinent issues in order to recognize outcome management. Students will also develop a group grant proposal for future senior project. (3 credit hours)

OTB 465C—Fieldwork II - B  
Prerequisites: Completion of all required General Education and OT academic coursework (other than OTB 485, Senior Seminar), successful accomplishments of all Level I and Level II-A fieldwork  
Students use accumulated academic, laboratory, level I and level II-A fieldwork learning experiences to continue toward entry level competence in facilities and with agencies providing occupational therapy services to varied individuals, groups and populations. Supervised directly by experienced occupational therapists and certified occupational therapy assistants, students practice the art and science of occupational therapy in preparation for graduation. This experience is a second and distinctly different service environment practice opportunity, Evaluation is pass/fail, no grade is assigned. (6 credit hours: 12 weeks full-time as defined by the fieldwork site)

OTB 470 & 470L—Technology  
Prerequisites: OTB 421, OTB 431, OTB 460  
This course provides students multiple opportunities to explore and experience the continuum of technology as it applies to occupational therapy intervention and practice. Students will explore resources, make appropriate
selections for intervention, adapt materials and applications for a range of technological interventions to address consumer goals. (3 credit hours)

OTB 482—OT Elective
Prerequisites: Successful completion of prior semester's coursework
Corequisites: OTB 435C, OTB 440, OTB 450
From the entrepreneurial perspective, the student will have an opportunity for group investigation and study under faculty supervision. Students will engage with community organizations and agencies to research specific diagnoses, theory application with community-based populations, technique applications, and evaluation/assessment tool use. Students will develop a market strategy for an occupational therapy service/product of their design, including: creating a brochure, executive summary, and a web page, investigating reimbursement/funding resources and developing accounting procedures for a financial plan. (1-3 credits)

OTB 485—Senior Seminar
Prerequisites: OTB 465C
Students meet in the academic setting to discuss imminent professional tasks; employment interviewing, contract negotiation, issues of supervision, registry examination preparation, and resume writing. They also critically review their accomplished program of study and provide feedback to program faculty in order to improve course offerings and content applicability to current fieldwork practice needs. (1 cr hr)

OTB 499—Independent Study (Fieldwork) in Oc
Corequisites: All related academic coursework, completed Record of Medical Examination, current CPR certification, current immunizations, current medical insurance coverage or waiver.
Student will interact with consumer populations in the early childhood, psychiatric, and adult settings where OT services are provided. Roles will be assigned by OT program faculty and qualified onsite supervisors. Students will document their experiences and meet with OT faculty and onsite supervisors to report development/outcomes of health promotion programs. This is a specialized fieldwork addressing one or all settings. Specific assignments will be related to each area addressed and will be assigned on an individual basis. (Variable credit hours: 1-3 credits with a 3 to 1 contact hour ratio)

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 disorders of the hematologic, immunologic, skin, musculoskeletal, cardiovascular, renal, respiratory and psychiatry systems. Each disease 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, 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). (5 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 other courses in the clinical core (Clinical Anatomy and Physiology, Clinical Skills and Clinical Pharmacology). (4 credit hours)

**PHA 303 & 303L—Clinical Anatomy & 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 & 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. 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**  
**Prerequisites:** PHA 309  
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 & 315L  
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. Topic include tests used in pulmonary, hematologic, cardiologic, gastroenterologic, neurologic, genitourinary, and endocrine disease. (3 credit hours)

**PHA 317—Clinical Diagnostics III**  
**Prerequisites:** PHA 316 & 316L  
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. Topic 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**  
**Prerequisite:** 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 401—Internal Medicine Rotation
Prerequisites: Successful completion of year one of the PA Program and all previous rotations
This is a required two-month rotation that takes place in 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, non-patients in rural communities. (6 credit hours)

PHA 403—Family Practice Rotation
Prerequisites: Successful completion of year one of the PA Program and all previous rotations
This is a required two-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. (6 credit hours)

PHA 405—Pediatrics Rotation
Prerequisites: Successful completion of year one of the PA Program and all previous rotations
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
Prerequisites: Successful completion of year one of the PA Program and all previous clinical rotations
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
Prerequisites: Successful completion of year one of the PA Program and all previous clinical rotations
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
Prerequisites: Successful completion of year one of the PA Program and all previous clinical rotations
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
Prerequisites: Successful completion of year one of the PA Program and all previous rotations
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
Prerequisites: Successful completion of year one of the PA Program and all previous clinical rotations
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**
**Prerequisites: Successful completion of year one of the PA Program and all previous clinical rotations**
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**
**Prerequisites: Successful completion of year one of the PA Program and all previous rotations**
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**
**Prerequisites: Successful completion of year one of the PA Program and all previous rotations**
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. Ideally, it also provides practical experience in patient care responsibilities at a site of potential employment. (5 credit hours)

**PHILOSOPHY**

**PHL 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 health care issues. Examination of ethical and legal issues in landmark and contemporary cases will build a foundation for clinical application. (3 credit hours)

**PHL 301—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. This collaborative learning experience for adults is aimed at facilitating self-directed learning through an examination of the attitudes and processes that support critical thinking. (3 credit hours)

**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—General Physics I**
**Prerequisites: MTH 165 or equivalent**
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—General Physics II**
**Prerequisites: PHY 201 or consent of instructor**
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 000—Behavior Change Methods
This course covers the application of behavioral learning principles to problems in living, including the design and
evaluation of behavior modification programs, with practical and ethical issues. Relevant for work with children and
adults in schools, healthcare settings, and everyday situations. (3 credit hours)

PSY 000—Psychology Elective

PSY 000—Community Psychology
This course will provide an overview of the theory, historical foundations, and methods of community psychology. It
will examine the potential relevance of community psychology for addressing major social problems and present
students with the existing empirical knowledge base, including effective modes of community based intervention. (3
credit hours)

PSY 000—Field Placement I
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. (3 credit hours)

PSY 000—Field Placement II
Students continue their field placement in the 2nd semester. Students meet weekly with course instructor to prepare
final project. (3 credit hours)

PSY 000—Health Psychology
This course covers the theoretical, empirical and clinical aspects of health psychology and the interaction between
behavior, health, and illness. The relation of health psychology with other areas of psychology and health, significant
clinical interventions, and the historical developments in the field, will be discussed. (3 credit hours)

PSY 000—Learning and Memory
This course covers the major areas and theories of learning, memory, and attention. The experimental study of
conditioning, mental representation, memory systems, and knowledge acquisition will be addressed. (3 credit hours)

PSY 000—Principles of Public Health
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)

PSY 000—Psychology of Personality
This course is a survey of the major theories and research that have influenced contemporary thought on the subject
of personality. It considers the determinants, development, and assessment of personality, as well as behavioral
consistency and inconsistency. (3 credit hours)

PSY 000—Psychophysiology I: Brain and Behavior
This course is a survey of the relation of brain structure and function to behavior. Topics covered include sensation
and perception, the effect of early experience on the growing brain, learning, motivation, sleep and dreaming,
language and thought, abnormal behavior and brain injury. (3 credit hours)

PSY 000—Psychophysiology II: Psychopharmacology
This course is a basic introduction to psychopharmacology. Basic neuropsychological principles will be discussed and
applied to relevant diagnostic groups involving various classes of psychopharmacological medications. The course
will help students understand the application of medications common to the treatment of psychological disorders. (3 credit hours)

PSY 000—Research Methods in Psychology
This course provides an introduction to psychological research techniques and methodology. Topics to be covered include research design, issues that must be considered in the study of various psychological phenomena, and ways to address the difficulties posed by the limitations of specific studies. Threats to internal and external validity of will be covered. Topics will be illustrated through examples of research on various topics in psychology. In addition to lectures and readings, students will participate in the design and analysis of research projects. Students will also learn to write research reports in the style used by research psychologists. (3 credit hours)

PSY 000—Senior Research I
1-3 variable credit hours. 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 000—Senior Research II
1-3 variable credit hours. This course is a continuation of Senior Research I. Students will continue their research, analyze results, and write up and present findings under the directorship of a faculty member. (1-3 credit hours)

PSY 000—Social Psychology
This course provides an overview of the theory and research of social behavior of the individual and the group, social perception, attitudes and values, development and dynamics of social groups, inter-group tension and prejudice, mass phenomena; and psychological approaches to social issues. (3 credit hours)

PSY 000—Addictive Behaviors
This course covers the history, epidemiology, pharmacology, and psychology of alcohol and drug use and abuse. Theories and current research into the social, psychological and physiological determinants and correlates of use are emphasized. (3 credit hours)

PSY 000—Advanced Behavior Change
This course applies the principles of behavior change to health behaviors involved in wellness and successful chronic disease management. (3 credit hours)

PSY 000—Counseling Theory
This course provides an introduction to counseling theory with emphasis on the fundamental principles of the counseling process including diagnostic methodologies, behavioral assessment, goal setting, multicultural sensitivity and theories of facilitating change. The major counseling theories are emphasized. (3 credit hours)

PSY 000—Epidemiology
This course is designed to introduce the student to epidemiology, including factors governing health and disease in populations. This course will provide an orientation to epidemiology as a basic science for public health and clinical medicine and will address the principles of the quantitative approach to clinical and public health problems. (3 credit hours)

PSY 000—Motivation and Behavior
This course examines a broad spectrum of theories and research concerning the biological, psychological and social components of motivation. The practical application of theory and research to the understanding and assessment of motivation and performance is emphasized. (3 credit hours)

PSY 000—Stress and Coping
This course offers an overview of the human stress response. It identifies typical causes of stress and examines a range of positive and negative responses to stress, both physical and psychological. Theories and current research into the nature and effects of stress are emphasized. (3 credit hours)

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. (3 credit hours)

**PSY 202—Human Growth & Development**  
**Prerequisites:** PSY 201  
This course is designed to study the basic principles of human growth and development. Units of study include biopsychosocial aspects of growth and development across the life span. (3 credit hours)

**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 238—Developmental Psychology**  
**Prerequisites:** Program-enrolled Nursing and Physical Therapist Assistant (PTA) students given preference when registering for this course.  
This course is designed to provide the student with an overview and general understanding of basic principles of psychology, human growth and development. The course will review the major biological, psychological and sociological factors which contribute to an individual's development, information processing, learning, memory and personality. (4 credit hours)

**PHYSICAL THERAPIST ASSISTANT**

**PTA 106—Basic Skills for the PTA**  
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**  
**Prerequisites:** PTA 106  
**Corequisites:** PTA 108L, BIO 212  
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**  
**Prerequisites:** PTA 106  
**Corequisites:** PTA 108L  
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—Functional & Applied Anatomy**  
**Prerequisites:** PTA 106, BIO 211  
**Corequisites:** BIO 212  
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—Principles and Procedures of Physical Therapy I**  
**Prerequisites:** PTA 108L, PTA 110, PTA 150, BIO 212  
**Corequisites:** PTA 201  
This course is designed for the student to carry basic procedures utilized by the physical therapist assistant in the delivery of health care 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 phonophoresis, 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—Principles of Therapeutic Exercise  
Prerequisites: PTA 108L, PTA 110, PTA 150  
Corequisites: PTA 161  
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  
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: PHL 215, SOC 213, PSY 238  
Corequisites: PTA 203, PTA 236, PTA 235  
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 health care provider is emphasized. (2 credit hours)

PTA 235—Principles and Procedures of Physical Therapy 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. Geriatric and the disabled person considerations will be presented throughout the course. The course is designed as a lecture and laboratory format. (4 credit hours)

PTA 236—Principles and Procedures of Physical Therapy III  
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—Pediatric Physical Therapy  
Prerequisites: PTA 203, PTA 221, PTA 236, PTA 235  
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—Adult Neurological Rehabilitation  
Prerequisites: PTA 203, PTA 221, PTA 235  
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 Education I  
Corequisites: PTA 203, PTA 221, PTA 235, 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. (3 credit hours)
PTA 252 C—Clinical Education II
Corequisites: PTA 241, PTA 242, PTA 285
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. (7 credit hours)

PTA 285—Professional Seminar
Prerequisites: Completion of all required professional courses.
Corequisites: Completion of all required professional courses.
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 internet for research. (2 credit hours)

RESPIRATORY THERAPY

RTH 100—Introduction to Professional Practice
This course is designed to introduce the student to the profession of respiratory care. The history, the evolution and the present role of the respiratory professional will be presented. This course also introduces the national and/or state licensing, accrediting agencies, and the professional organizations associated with the respiratory care profession. Students will be exposed to the use of the Internet computer support network and the clinical setting of the respiratory care professional. (1 credit hour)

RTH 104—Fundamentals of Respiratory Therapy I
Corequisites: RTH 130, BIO 211, ENG 111, BUS 111, GEN 100
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—Fundamentals of Respiratory Therapy II
Prerequisites: RTH 104, RTH 104L, RTH 130
Corequisites: RTH 110C, RTH 118, RTH 150
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. A thorough knowledge of all equipment and procedures involved will be emphasized in the laboratory. (4 credit hours)

RTH 110C—Clinical Practice I
Prerequisites: RTH 104, RTH 130, BIO 211
Corequisites: RTH 105, RTH 118, BIO 212
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. (3 credit hours)

RTH 118—Cardiopulmonary Anatomy & Physiology
Prerequisites: RTH 104, RTH 130, BIO 211
Corequisites: RTH 105, RTH 110C, BIO 212
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: 45 lecture hours)

RTH 120C—Clinical Practice II
Prerequisites: RTH 105, RTH 105L, RTH 110C, RTH 121, RTH 150
Corequisites: RTH 118, RTH 249
This clinical practice experience is intended to allow the student an opportunity to practice all modalities of "floor care" and refine skills and competencies without introduction of new clinical material. It is also an opportunity for the student to develop time management skills in the performance of respiratory care by accepting a treatment load to perform. (2 credit hours)

**RTH 121—Respiratory Pharmacology**  
**Prerequisites:** RTH 105, RTH 110C, RTH 118  
**Corequisites:** RTH 200, RTH 201, 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: 45 lecture hours)

**RTH 130—Integrated Sciences for Respiratory Care**  
**Corequisites:** RTH 104, BIO 211, ENG 111, BUS 111, GEN 100  
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: 45 lecture hours)

**RTH 150—Patient Assessment**  
**Prerequisites:** RTH 100, RTH 104, RTH 130  
This course introduces the student to the basic knowledge, skills and personal attributes necessary to effectively collect and assess clinical data relative to the cardiopulmonary diseased patient. Respiratory care assessment skills will include the patient interview process and the identification of all cardiopulmonary clinical manifestations demonstrated by the patient, including pertinent laboratory data, pulmonary function studies and chest radiographic data. (2 credit hours)

**RTH 200—Respiratory Pathology**  
**Prerequisites:** RTH 105, RTH 110C, RTH 118, BIO 212  
**Corequisites:** RTH 121, RTH 201, 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 110, RTH 118, BIO 211  
**Corequisites:** RTH 121, RTH 200, RTH 249  
This course covers a range of diagnostic 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 121, RTH 200, RTH 201, RTH 249  
**Corequisites:** RTH 241, RTH 252, RTH 254  
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. 1. Physician Rounds 2. Neonatal Intensive Care 3. Operating Room 4. Sleep Laboratory and polysomnography 5. Rehab and Homecare (3 credit hours)

**RTH 230C—Clinical Practice III**  
**Prerequisites:** RTH 220C, RTH 241, RTH 252, RTH 254  
**Corequisites:** RTH 255, 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 is also for observation and participation in the following specialty rotations. 1. Pulmonary Function Testing Laboratory 2. Neonatal Intensive Care 3. Long-term ventilatory management in a nursing home setting 4. Specialty rotations (4 credit hours)
RTH 241—Patient Rehabilitation & Home Care
Prerequisites: RTH 121, RTH 200 RTH 201, RTH 249, RTH 220C, RTH 252, RTH 254, BIO 253
Corequisites: RTH 220C, RTH 252, RTH 254, BIO 253
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 hours)

RTH 243—Hemodynamic Monitoring
Prerequisites: RTH 249, RTH 254
This course provides a comprehensive study of hemodynamic monitoring in the critically ill patient. Included in the course will be an in-depth examination of the physiology, electrical and mechanical actions of the heart as well as the indications and monitoring techniques for Balloon pump therapy and arterial line placement. (2 credit hours)

RTH 249—Introduction to Mechanical Ventilation
Prerequisites: RTH 105, RTH 118, RTH 130
Corequisites: RTH 121, RTH 200, RTH 201
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 & Neonatology
Prerequisites: RTH 121, RTH 200, RTH 201, RTH 249, RTH 220, RTH 241, RTH 254, BIO 253
Corequisites: RTH 220, RTH 241, RTH 254, BIO 253
This course will provide the student with an overview of the etiology, pathophysiology, diagnosis, and treatment for fetal, neonatal, and pediatric populations. Assessment of the patient at each developmental stage will be used to determine the condition of the patient and appropriate intervention. The role of the respiratory therapist in the birthing process will be summarized as well as stabilization of the newborn and newborn resuscitation. Pediatric resuscitation and appropriate respiratory care modalities with this patient population will be discussed. Various diseases and disorders germane to the patient population will be described. Mechanical ventilation and special procedures for this patient group will be investigated. Adapting care to diverse patient needs will be integrated throughout. (3 credit hours)

RTH 254—Critical Care I
Prerequisites: RTH 121, RTH 120C, RTH 249
Corequisites: RTH 220C, RTH 241, RTH 252, BIO 253
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 220C, RTH 241, RTH 254
Corequisites: RTH 230C, RTH 260, RTH 285
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—Advanced Life Support
Prerequisites: All previous RTH courses
This course delivers advanced life support techniques in the areas of adult cardiac, pediatric, and neonatal resuscitation. The credentials of Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), and Neonatal Resuscitation Provider (NRP) will be awarded upon successful completion of this course. (2 credit hours)

RTH 285—Professional Seminar
Prerequisites: RTH 220C, RTH 252, RTH 254
Corequisites: RTH 230C, RTH 255, 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 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 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 health care trends will be discussed. (3 credit hours)

**SOC 213—Social Issues in Healthcare 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 health care. An experiential learning module will place students in a volunteer role working 30 hours with a community agency serving health care 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 an 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)

**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**
A continuation of Spanish I with emphasis upon communication in the present and past tense. Tutorial labs are included. (4 credit hours)
Personnel Roster

In case of Emergency, dial 911.
Carilion Security: 540-981-7911
JCHS Security: 540-224-4687

The President's Office
Carol M. Seavor, R.N.
Diploma, Memorial Hospital School of Nursing
B.S.N., Fitchburg State College
M.S., Boston University
Ed.D., University of Massachusetts

Carol M. Seavor, R.N.
President
Professor
Phone: 540-985-8484
Email: cseavor@jchs.edu

Priscilla DuBois
Administrative Secretary to the President
Phone: 540-985-8491
Email: pdubois@jchs.edu

Academic and Student Services
Douglas Southard, P.A.-C.
B.S., The Johns Hopkins University
M.S., The Johns Hopkins University
M.P.H., The Johns Hopkins University
M.S., Virginia Polytechnic Institute and State University
Ph.D., Virginia Polytechnic Institute and State University

Douglas Southard, P.A.-C.
Provost and Dean for Academic and Student Services
Professor
Phone: 540-985-8513
Email: dsouthard@jchs.edu

Patsy Marshall, CPS
Administrative Secretary to Deans
Phone: 540-985-8513
Email: pmarshall@jchs.edu

Administrative Services
Anna Millirons, CPA
B.S., Radford University
MBA, Radford University

Anna Millirons, CPA
Dean for Administrative Services
Office Phone: 540-985-8530
Email: amillirons@jchs.edu

Alice Carr
Administrative Assistant
Phone: 540-985-9084
Email: acarr@jchs.edu

Patsy Marshall, CPS
Administrative Secretary to Deans
Phone: 540-985-8513
Email: pmarshall@jchs.edu
Academic and Graduate Education

Rebecca Clark, R.N.
B.A., The College of William and Mary
B.S.N., Medical College of Virginia
M.S.N., University of Texas
Ph.D., Virginia Polytechnic Institute and State University

Associate Dean for Academic Services and Graduate Education
Professor
Phone: 540-985-8311
Email: becky@jchs.edu

Technology Services

Bridget Moore
B.S., Radford University
M.A., The George Washington University

Dean for Technology Services
Assistant Professor
Phone: 540-224-4676
Email: bhmoore@jchs.edu

Student Services and Housing

David Wiggins, L.P.C.
B.A., Emory and Henry College
M.Ed., James Madison University
Ph.D., Virginia Polytechnic Institute and State University

Associate Dean for Student Services Assistant Professor
Student Services
Phone: 540-985-8501
Email: dwiggins@jchs.edu

Julia Dill
B.A., Radford University

Coordinator
Residence Life
Phone: 540-224-4686
Email: jdill@jchs.edu

Scott Hill
B.S., United States Military Academy
M.S., Joint Military Intelligence College

Coordinator, Student Activities and First Year Experience
Phone: 540-224-4693
Email: bshill@jchs.edu

Linda Weary
B.A., Mary Washington University

Department Secretary
Phone: 540-985-8395
Email: lweary@jchs.edu

Enrollment Management

Howard Ballentine
B.S., Virginia Polytechnic Institute and State University
M.S., Virginia Polytechnic Institute and State University

Dean for Enrollment Management and Planning
Phone: 540-224-4689
Email: hballentine@jchs.edu

Admissions

Judith McKeon
B.S., The College of William and Mary

Director of Admissions
Phone: 540-985-9083
Email: jmckeon@jchs.edu

Connie Cook
A.S., Virginia Western Community College

Admissions Counselor
Phone: 540-985-8344
Email: cscook@jchs.edu

Carolyn Finney

College Receptionist
Phone: 540-985-8483
Denise Monroe  
B.A., Mary Baldwin College  
Email: ccfinney@jchs.edu

Vera Morgan  
B.A., Virginia Tech  
M.A., Hollins University  
Email: vlmorgan@jchs.edu

Sarah Ross  
B.S., Radford University  
Email: sross@jchs.edu

Ruth Taylor

Cynthia Todd  
Lead, Telephone Recruitment  
Phone: 540-224-6979

Financial Aid

Debra Johnson  
A.A.S., Dominion College  
Email: djohnson@jchs.edu

Anita Ella

Elaine Linkenhoker  
A.S., Jefferson College of Health Sciences  
Email: elinkenhoker@jchs.edu

Bursar's Office

Tonia Andrews  
A.A.S., Dominion College  
Email: tandrews@jchs.edu

Vicki Brown  
A.A., National Business College  
Email: vbrown@jchs.edu

Marie-Christine Peterges  
B.A., Hollins University  
Email: mcpeterges@jchs.edu

Registrar's Office

Linda Williams  
Email: lwilliams@jchs.edu
Marlene Perrott  
B.S., University of Pittsburgh  
M.S.Ed., Shenandoah University  

Lanai Hartman  
A.S., Bob Jones University  

College Records Assistant  
Phone: 540-224-4492  
Email: mperrott@jchs.edu  

Department Secretary  
Phone: 540-985-8108  
Email: rhartman@jchs.edu  

Learning Resource Center  

Jose C. Elacate  
B.Sc., St. Berchman's College  
B.Ed., St. Joseph's College  
M.A., Spalding University  
M.L.S., Spalding University  

Director of LRC & Assistant Professor  
Phone: 540-985-9767  
Email: jelacate@jchs.edu  

Brad S. MacDonald  
B.A., University of Vermont  
M.S.Ed., Southern Illinois University  
M.L.S., Clarion University of Pennsylvania  

Reference Librarian/Graduate Support  
Assistant Professor  
Phone: 540-985-4080  
Email: bmacdonald@jchs.edu  

Crystal F. Dent  
B.A., Roanoke College  

LRC Representative  
Phone: 540-985-8528  
Email: cfdent@jchs.edu  

Jennifer Flint  
B.A., Thomas Edison State College  
M.A., Webster University  
M.B.A., Webster University  
M.S.L.S., Clarion University of Pennsylvania  

LRC Representative  
Phone: 540-985-9828  
Email: jaflint@jchs.edu  

Cameron M. Jackson  
B.S., Wake Forest University  
M.A., Virginia Polytechnic Institute and State University  

LRC Representative  
Phone: 540-985-9826  
Email: cmjackson@jchs.edu  

Distance Learning and Instructional Technology  

Jennifer Becker  
B.B.A., Roanoke College  
M.B.A., Radford University  

Educational Resource Associate  
Phone: 540-224-4691  
Email: jhbecker@jchs.edu  

Elizabeth Claybrook  
B.A., Bridgewater College  

Educational Resource Associate  
Phone: 540-224-6971  
Email: eclaybrook@jchs.edu  

Mark Raby  
B.S., Austin Peay State University  
M.A., Ball State University  

Assistant Professor  
Phone: 540-985-8573  
Email: mraby@jchs.edu  

EHS-Paramedic
Glen R. Mayhew, N.R.E.M.T.P.
A.S., Jefferson College of Health Sciences
B.A. Mary Baldwin College
M.S.Ed., Virginia Polytechnic Institute and State University

Allen "Mac" M. Snead, N.R.E.M.T.P.
A.S., Jefferson College of Health Sciences
B.S., Jefferson College of Health Sciences
M.Ed., Virginia Polytechnic Institute and State University

Roxanne S. Wilson, R.N.
Diploma, Community Hospital of Roanoke Valley School of Professional Nursing

Brandi Sauerhoff
B.A., Roanoke College

Linda S. Davis, EMT-B
Diploma, ECPI

EHS-Paramedic Adjunct Faculty
Jonathon Blank, B.S., N.R.E.M.T.P.
Charles A. Swecker

**Fire and EMS Technology**

Glen R. Mayhew, N.R.E.M.T.P.

Thomas "Tommy" L. Harper, G.C.D.S.
B.S., Virginia Polytechnic Institute and State University
G.C.D.S., University of Richmond

Linda Davis, EMT-B
Diploma, E.C.P.I.

**Nursing**

Lisa Allison-Jones, R.N.
B.S.N., Lenoir-Rhyne College
M.S.N., University of Virginia
Ph.D., Virginia Polytechnic Institute and State University

Warren G. Clark, R.N.
B.S.N., Medical College of Virginia
M.S., Rutgers University
Ph.D., Virginia Polytechnic Institute and State University

Ava G. Porter, R.N.
A.A.S., Virginia Western Community College
B.S.N., West Virginia University
M.S.N., Radford University

Rebecca Greer, R.N.
A.A.S., Virginia Western Community College
B.B.A., Roanoke College
M.S.N., University of Phoenix

Melody Meier, R.N.
A.A.S., Morristown College
A.A.S., Beth Isreal School of Nursing
B.S.N., Old Dominion University
M.S.N., West Haven University

Kathleen O. Williams, R.N.
M.S., Indiana University
Ph.D., George Mason University

Sandra D. Anders, R.N.
Diploma, Community Hospital of Roanoke Valley School of Professional Nursing
B.S.N., Radford University
M.S.N., University of Virginia

Catherine A. Childress, R.N.
B.S.N., University of Lowell
M.S.N., University of Virginia

Rebecca C. Clark, R.N.
B.A., The College of William and Mary
B.S.N., Medical College of Virginia
M.S.N., University of Texas
Ph.D., Virginia Polytechnic Institute and State University

Claire B. Corbin, R.N.
B.S.N., Boston College
M.S., University of Minnesota

Teresa Farley, R.N.
A.S., Jefferson College of Health Sciences
B.S.N., Jefferson College of Health Sciences

Lisa Foote, R.N., N.P.
B.S.N., Medical College of Virginia
N.P., Emory University

Monty D. Gross, R.N.
B.S., Clarion University of Pennsylvania
B.S.N., University of Virginia
M.S.N., University of Virginia

Morgan K. Isaacs, R.N.
A.S., Grossmont College
B.S.N., University of Phoenix

BSN Program, Assistant Professor
Phone: 540-985-8531
Email: agporter@jchs.edu

ADN Program Director/
Assistant Professor
Phone: 540-224-4696
Email: rgreer@jchs.edu

Associate Director, RN-BSN
Program
Assistant Professor
Phone: 540-224-4694
Email: mmeier@jchs.edu

MSN Program Director/
Associate Professor
Phone: 540-224-6913
kowilliams@jchs.edu

Assistant Professor
Phone: 540-985-8081
Email: sanders@jchs.edu

Assistant Professor
Phone: 540-985-4028
Email: cchildress@jchs.edu

Professor
Phone: 540-985-8311
Email: becky@jchs.edu

Teaching Assistant and
Academic Advisor/Instructor
Phone: 540-985-4031
Email: tmfarley@jchs.edu

Skills Lab
Coordinator/Instructor
Phone: 540-985-9782
Email: lfoote@jchs.edu

Associate Professor
Phone: 540-985-8532
Email: mgross@jchs.edu

Assistant Professor
Phone: 540-985-8298
Email: misaacs@jchs.edu
M.S., Loma Linda University

Susan Jones, R.N.
A.S., East Tennessee State University
M.S.N., University of Virginia
Assistant Professor
Phone: 540-985-8265
Email: gsjones@jchs.edu

Anita S. Kessler, R.N.
B.S., Medical College of Virginia
M.S.N., University of Virginia
M.S.Ed., Virginia Polytechnic Institute and State University
Assistant Professor
Phone: 540-985-8488
Email: akessler@jchs.edu

Sharon C. Morfesi, R.N.
B.S.N., Radford University
M.S.N., Radford University
Assistant Professor
Phone: 540-985-8260
Email: smorfesi@jchs.edu

Debra Novak, RN-C
B.S.N., Duquesne University
M.S.N., Duquesne University
D.S.N., University of Alabama
Assistant Professor
Phone: 540-224-4695
Email: dnovak@jchs.edu

Linda R. Rickabaugh, R.N.
B.S.N., Columbia University
M.S.N., University of Virginia
Associate Professor
Phone: 540-985-8297
Email: linda@jchs.edu

Harold "Brose" A. Sleeper, R.N.
B.S.N., Fitchburg State College
M.S.N., Boston College
Assistant Professor
Phone: 540-985-8247
Email: hasleeper@jchs.edu

Dee Stewart, R.N.
B.S.N., Radford University
M.S.N., Radford University
Assistant Professor
Phone: 540-224-4550
Email: dstewart@jchs.edu

Annette C. Strickland, R.N.
B.S.N., University of Virginia
M.S.N., University of Virginia
Assistant Professor
Phone: 540-224-4690
Email: acstrickland@jchs.edu

Gelene T. Thompson, R.N.
Diploma, Community Hospital of Roanoke Valley School of Professional Nursing
B.S., Radford University
M.S.N., Liberty University
Assistant Professor
Phone: 540-985-9769
Email: gthompson@jchs.edu

Beth Biggio
Department Secretary
Phone: 540-985-8260
Email: bbiggio@jchs.edu

Janice R. Taylor
Department Secretary
Phone: 540-985-8208
Email: jrtaylor@jchs.edu

Practical Nursing & Nurse Aide

Carolyn Lyon, R.N.
B.S.N., Radford University
M.S.N., University of Virginia
Director
Practical Nursing and Nurse Aide
Phone: 540-981-7307
Email: clyon@jchs.edu

Kristie Greenman, R.N.
B.S.N., Radford University
Instructor
Phone: 540-981-8283
Gretchen Wiersma, R.N.
B.S.N., University of Pittsburgh
M.S., University of Oklahoma
M.S.N., University of Washington

Kathy Cochenour
Department Secretary
Phone: 540-981-7362
Email: khcochenour@jchs.edu

Healthcare Management

Carol A. Molinari
B.A., Brooklyn College
MBA, University of Baltimore
MPH, University of North Carolina
Ph.D., The Johns Hopkins University

Assistant Professor
Phone: 540-224-6973
Email: jphillips@jchs.edu

Gayle Deel
Department Secretary
Office Phone: 540-985-8090
Email: gdeel@jchs.edu

Humanities, Social Sciences and Interdisciplinary Studies

Judy Cusumano
B.A., Purdue University
M.S., Purdue University
Ph.D., Purdue University

Assistant Professor
Phone: 540-985-8502
Email: jcusumano@jchs.edu

Bonny Dillon, BCC
B.A., University of Virginia
M.Div., Southern Baptist Theological Seminary
Ph.D., Southern Baptist Theological Seminary

Assistant Professor
Phone: 540-767-6095
Email: bkdillon@jchs.edu

Anne R. Frazier
B.A., Hollins University
M.A.L.S., Hollins University

Assistant Professor
Phone: 540-767-6077
Email: afrazier@jchs.edu

Paul M. Lemons
A.A.S., Forsyth Technical Institute
B.A., Oklahoma City University
M.A.Ed., Western Carolina University
M.S., Virginia Polytechnic Institute and State University

Professor
Phone: 540-985-8268
Email: pmlemons@jchs.edu

Robert C. Reese
B.S., Purdue University
M.A., Regis University
Ph.D., Virginia Polytechnic Institute and State University

Assistant Professor
Phone: 540-985-4080
Email: rcreese@jchs.edu

Margaret Senter
B.S., Virginia Polytechnic Institute and State University
M.P.H., Yale University
M.A., Hollins University

Assistant Professor
Phone: 540-767-6076
Email: msenter@jchs.edu
Ph.D., University of North Carolina

Kareen Salas

Department Secretary
Phone: 540-767-6070
Email: ksalas@jchs.edu

**Occupational Therapy**

Ave M. Mitta, O.T.R./L
B.S., East Carolina University
M.S., San Jose State University

Director
Assistant Professor
Phone: 540-985-4097
Email: ammitta@jchs.edu

Viki Braud Neurauter, O.T.R./L
B.S., Louisiana State University Medical Center
M.O.T., Texas Women's University

Assistant Professor
Academic Fieldwork Coordinator
Phone: 540-224-4453
Email: vneurauter@jchs.edu

Lynn M. Freeman
A.S., Virginia Western Community College

Department Secretary
Phone: 540-985-8594
Email: lmfreeman@jchs.edu

**Occupational Therapy Assistant**

David A. Haynes, O.T.R.
A.S., Virginia Western Community College
B.S., Medical University of South Carolina
M.B.A., Averett University

Director & Assistant Professor
Phone: 540-985-4020
Email: dhaynes@jchs.edu

Ave M. Mitta, O.T.R./L
B.S., East Carolina University
M.S., San Jose State University

Assistant Professor
Phone: 540-985-4097
Email: ammitta@jchs.edu

Karen L. Willenbring, C.O.T.A.
A.S., Jefferson College of Health Sciences
A.A., St. Mary's College
B.A., Ohio State University

Instructor/Academic Fieldwork Coordinator
Phone: 540-985-4096
Email: kwillenbring@jchs.edu

Lynn M. Freeman
A.S., Virginia Western Community College

Department Secretary
Phone: 540-985-8594
Email: lmfreeman@jchs.edu

**Physical Therapist Assistant**

A.A.S., Orange County Community College
B.S., Hofstra University
M.Ed., University of Cincinnati
Ph.D., Virginia Polytechnic Institute and State University

Chair/Associate Professor
Department of Rehabilitation Sciences
Phone: 540-224-4478
Email: mkrackow@jchs.edu

Rebecca J. Duff, L.P.T.A.

Academic Coordinator, Clinical Education/Instructor
A.S., Jefferson College of Health Sciences
B.S., Jefferson College of Health Sciences

Michael J. Peters, P.T.
B.S., State University of New York, Brooklyn
M.S., Virginia Polytechnic Institute and State University

Cheryl A. Hessney, P.T., GCS
M.S.P.T., Ithaca College at University of Rochester
B.S., Ithaca College

Lynn M. Freeman
A.S., Virginia Western Community College

PTA Adjunct Faculty
Deborah K. Echternach, P.T.
B.S. California State University

Physician Assistant

Wilton C. Kennedy, III, P.A.-C.
B.A., Appalachian State University
M.M.Sc., Emory University

Patricia Airey, P.A.-C.
A.S., University of New Haven
B.S., Springfield College
M.S., Finch University

Victoria Bierman, L.C.S.W., A.P.R.N., F.N.P.
B.S., Radford University
M.S.W., Virginia Commonwealth University
M.S.N., Radford University

Jennifer Chen
B.S., University of Maryland
M.D., University of Maryland

Teresa A. Holler, P.A.-C.
B.S., Sienna College
B.S., Touro College
M.S., Alderson-Broadus

Patrick J. McCarthy
B.A., LaSalle University
M.D., George Washington University Medical Center

Barbara A. Williams
B.A., West Chester University

Susan E. Wise
B.S., Kent State University
M.L.S., Kent State University

Phone: 540-985-8246
Email: rduff@jchs.edu

Assistant Professor
Phone: 540-985-8425
Email: mpeters@jchs.edu

Assistant Professor
Phone: 540-985-9076
Email: chessney@jchs.edu

Department Secretary
Phone: 540-985-8594
Email: lmfreeman@jchs.edu

Director/Associate Professor
Phone: 540-985-8256
Email: wkennedy@jchs.edu

Assistant Professor
Phone: 540-985-8376
Email: pairey@jchs.edu

Assistant Professor
Phone: 224-4516
Email: vhbierman@jchs.edu

Assistant Professor
Phone: 540-224-4516
Email: jchen@jchs.edu

Clinical Coordinator
Assistant Professor
Phone: 540-224-4515
Email: tholler@jchs.edu

Medical Director
Phone: 540-224-4516
Email: pmccarthy@jchs.edu

Clinical Resource Associate
Phone: 540-224-4538
Email: cibaw1@jchs.edu

Educational Resource Associate
Phone: 540-224-4480
Email: swise@jchs.edu
### Respiratory Therapy

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
</tr>
</thead>
</table>
| Sharon Hatfield, R.R.T.| Director/Assistant Professor| A.S., Ohlone Junior College  
B.A., St. Mary’s College  
M.B.A., City University |
| Linda Cochran         | Assistant Professor          | A.A.S., Butler University  
B.S., Indiana/Perdue University  
M.S., Indiana/Perdue University |
| Chase Poulsen, B.S.R.T.| Director of Clinical Education/Assistant Professor | A.S., Mansfield University  
B.S., State University of New York  
M.Ed., Colorado Christian University |
| Gayle Deel            | Department Secretary         |                                                                           |
| Christopher Blake     | Instructor                   |                                                                           |

### Science and Mathematics

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
</tr>
</thead>
</table>
| Michael L. Slaughter  | Director/Assistant Professor | A.S., Virginia Western Community College  
B.S., Eastern Illinois University  
M.S., Eastern Illinois University |
| Charles A. Moore      | Assistant Professor          | B.S., Mississippi State University  
M.S., Mississippi State University  
Ph.D., Mississippi State University |
| Joel W. Atance        | Assistant Professor          | B.A., University of Western Ontario  
M.Sc., University of Toronto  
Ph.D., University of South Carolina |
| Haifa Al-Zubadi       | Assistant Professor          | B.S., University of Baghdad, Iraq  
M.A., Penn State University |
| David C. Eckes        | Assistant Professor          | A.S., Greensboro College  
M.Ed., University of Virginia |
| Maribeth Greenway     | Assistant Professor CLS      | B.A., University of Virginia |
|                       |                              |                                                                           |
M.Ed., University of Virginia
Sara Reed Houser
B.S., Radford University
M.S., Virginia Polytechnic Institute and State University

John P. McNamara, D.C.
B.S., Lock Haven University of Pennsylvania
M.S., M.P.A., Shippensburg University of Pennsylvania
D.C., Life University

Kurt Neidigh
B.S., University of Utah
M.S., Virginia Polytechnic Institute and State University
Ph.D., Virginia Polytechnic Institute and State University

Diana Willeman
B.S., Manchester College
M.S., University of New Haven

Gayle Deel

Clinical Laboratory Science (Carilion Medical Center)
Maribeth Greenway, Program Director
B.A., University of Virginia
M.T., (ASCP)
S.H., (ASCP)
M.Ed., University of Virginia

Communications and College Relations
Diane Hailey
B.A., Ferrum College
Certificate, New York University

Counseling Services
David Wiggins, L.P.C.
B.A., Emory and Henry College
M.Ed., James Madison University
Ph.D., Virginia Polytechnic and State University

Barbara Awbrey
B.A., Virginia Polytechnic University and State University
M.Ed., Virginia Polytechnic and State University

Trent Davis, L.P.C.
B.S., Virginia State University

Email: mgreenway@carilion.com
Assistant Professor
Phone: 540-224-4677
Email: schouser@jchs.edu
Associate Professor
Phone: 540-224-4443
Email: jpmcnamara@jchs.edu
Assistant Professor
Phone: 540-985-9827
Email: kneidigh@jchs.edu
Assistant Professor
Phone: 540-224-4491
Email: dlvilleman@jchs.edu
Department Secretary
Phone: 540-985-8090
Email: gdeel@jchs.edu

Communications and College Relations
Phone: 540-985-9031
Email: dhailey@jchs.edu

Associate Dean for Student Services/Assistant Professor
Phone: 540-985-8501
Email: dwiggins@jchs.edu
Counselor
Phone: 540-985-8449
Email: bawbrey@jchs.edu
Counselor/Assistant Professor
Phone: 540-985-8502
M.A., James Madison University
Ed.S., James Madison University
Ph.D., Virginia Polytechnic and State University

Al Overstreet
A.S., B.S., Jefferson College of Health Sciences
M.Ed., Virginia Polytechnic and State University

Email: tdavis@jchs.edu

Email: al@jchs.edu

Linda Weary
B.S., Mary Washington University

Email: lweary@jchs.edu

Bookstore
Janey Hightower

Email: jwhightower@jchs.edu

Marie-Christine Peterges
B.A., Hollins University

Email: mcpeterges@jchs.edu

Computer Services
Larry Alger
B.S., Virginia Polytechnic Institute and State University
M.S., Virginia Polytechnic Institute and State University
Ph.D., Virginia Polytechnic Institute and State University

Email: laalger@jchs.edu

Jesse Sorrells
Certificate, Virginia Western Community College

Email: jsorrells@jchs.edu

Alumni Relations
Brehanna Sawyer
B.A., Hollins University
M.A., Western Kentucky University

Email: bsawyer@jchs.edu

Grant Development
Lori Hulak
B.A., Brandeis University

Email: