



JEFFERSON COLLEGE
of HEALTH SCIENCES

**ACADEMIC
CATALOG**

2007-2008

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<h2>Academic Calendar</h2>

Fall 2007

RN-BSN Orientation	Aug. 3
Practical Nursing Orientation	Aug. 10
9-Month Faculty Start	Aug. 13
Dorm Move-In Date	Aug. 15
Student Orientation	Aug. 16-17
Convocation and Program Orientation	Aug. 20
Classes Begin	Aug. 21
Last Day to Add/Drop with Refund	Sept. 4
Reading Days	Oct. 9
Mid-Term Grades	Oct. 12
Last Day to Withdraw from a Class with a "W"	Oct. 19
Thanksgiving Break-No Classes	Nov. 21-23
Last Day of Classes	Dec. 7
Fall Exams	Dec. 10-13
Grades for Graduates Due	Dec. 11
Final Grades Due	Dec. 14
Graduation	Dec. 14
Holiday Break	Dec. 21- Jan. 1, 2008

Spring 2008

12-Month Faculty/Staff Return	Jan. 2
9-Month Faculty Report	Jan. 2
Student Orientation	Jan. 4
Spring Classes Begin	Jan. 7
Last Day to Add/Drop a Class with a Refund	Jan. 18
MidTerm Grades	Feb. 29
Spring Break	March 2-7
Last Day to Withdraw from a Class with a "W"	March 14

Spring Last Day of Classes	April 25
Spring Exams	April 28-May 1
Final Grades Due	May 5
Graduation	May 9

Summer 2008

Student Summer Orientation	May 16
Summer Classes Begin	May 19
Last Day to Add/Drop with a Refund	May 23
Student Fall Orientation	June 13
Last Day to Withdraw from a Class with a "W"	June 9
Student Fall Orientation	June 27
Independence Day Holiday	July 4
Student Fall Orientation	July 11
Last Day of Classes	July 21
Summer Exams	July 22-24
Grades Due	July 25
Student Fall Orientation	July 25
Dorm Move -Out Date	July 26

Fall 2008

Fall Tuition & Fees Due.....	Aug. 1
Student College Orientation.....	Aug. 8
9-Month Faculty Start Date.....	Aug. 11
College-wide Meeting.....	Aug. 12
Dorm Move-In Date.....	Aug. 13
Student Orientation.....	Aug. 14-15
Convocation and Student Programmatic Orientation.....	Aug. 18
Fall Classes Begin.....	Aug. 19
Last Day to Add/Drop a Class with a Refund.....	Sept. 2
Reading Day.....	Sept. 30

Mid-term Grades.....	Oct. 10
Last Day to Withdraw from a Class with a "W"	Oct. 17
Thanksgiving Break - no classes.....	Nov. 26-28
Fall Last Day of Class.....	Dec. 5
Fall Exams.....	Dec. 8-11
Grades for Graduates Due.....	Dec. 9
Final Grades Due.....	Dec. 12
Graduation.....	Dec. 12
Spring Tuition & Fees Due.....	Dec. 12
Holiday Break.....	Dec. 24-Jan. 2

Spring 2009

12-month Faculty/Staff Return.....	Jan. 5
9-month Faculty Report.....	Jan. 5
Student Orientation.....	Jan. 9
Spring Classes Begin.....	Jan. 12
Last Day to Add/Drop a Class with a Refund.....	Jan. 23
Mid-term Grades.....	March 6
Spring Break.....	March 9-13
Last Day to Withdraw from a Class with a "W"	March 20
Spring Last Day of Classes.....	May 1
Summer Tuition & Fees Due.....	May 1
Spring Exams.....	May 4-7
Final Grades Due.....	May 11
Graduation.....	May 15
Dorm Move-Out Date.....	May 16

General Information

Jefferson College of Health Sciences is a professional health sciences college, offering the master of science in nursing and 14 associate and baccalaureate allied healthcare programs.

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



We annually enroll approximately 900 undergraduate students and 40 graduate students, and employ 65 full-time faculty. The overall student-to-faculty ratio is 15:1, but this varies by program and by classroom/clinical setting.

We offer excellent clinical opportunities as well as a seamless undergraduate-to-graduate nursing program, extensive distance learning offerings, and continuing education and volunteer opportunities near campus and abroad.

Approximately 87 percent of our students receive some sort of financial aid. Academic merit scholarships and grants are also available from \$1,000 to full-tuition awards ranging from first year only to renewable for four years. Scholarships, loans, grants and Federal work study can be applied for through the Free Application for Federal Student Aid (FAFSA). We participate in the Carilion Clinic Tuition Waiver Program for both our undergraduate critical need programs, as designated by Carilion Clinic, and our master of science in nursing program. You must be an employee of Carilion Clinic to apply for this benefit.

College History

Jefferson College of Health Sciences was founded in 1914 as Jefferson Hospital School of Nursing. Dr. Hugh Trout Sr. was an early pioneer of healthcare in the Roanoke Valley. Dr. Trout obtained his M.D. degree from the University of Virginia in 1902. After completing his surgical residency in Baltimore, Maryland, Dr. Trout relocated to Southwest Virginia. In 1907, he founded a small, 40-bed facility located at what is now 1311 Franklin Road. The hospital was named Jefferson Hospital in honor and memory of Thomas Jefferson.

Dr. Trout soon found that the need for adequately trained nurses in the area far surpassed those available. In an effort to alleviate the shortage, he established the Jefferson Hospital School of Nursing. The school opened its doors in 1914, with an initial class of six students. All six completed the 33-month training program and graduated in 1917. A self-study following the first graduation concluded that the school exceeded the *Standard Curriculum for Schools of*

Nursing, published by the National League for Nursing Education in 1917. The school went on to gain approval by the American College of Surgeons and the American Medical Association in 1923. The American Hospital Association recognized the school in 1926. Around the same time as the development of Jefferson Hospital, Dr. James Newton Lewis and Dr. Sparrell Simmons Gale were initiating their own vision of healthcare for the Roanoke Valley. In 1909, they founded Lewis-Gale Hospital in downtown Roanoke, and in 1911, the Lewis-Gale School of Nursing was born. The two schools operated independently of each other for many years. Between 1914 and 1965, Jefferson Hospital School of Nursing alone trained 658 new nurses, most of whom stayed within the community upon graduation.

During Jefferson Hospital's first 50 years, it was expanded three times and grew to a 151-bed facility. In 1953, Jefferson Hospital hired a 26-year old administrator named William Reid. He soon became aware of the booming population and the rising costs of healthcare in Southwest Virginia. The population of Roanoke had rapidly expanded beyond the capabilities of the Jefferson Hospital facility. In 1960, under his direction, a new hospital facility was commissioned. The project was truly reliant on the community, as citizens donated \$3.3 million toward construction costs. Several sites were considered, including ones in Salem and near what is now Tanglewood Mall, before land was purchased near the newly opened Interstate 581 corridor. Groundbreaking occurred in 1963, with the new hospital scheduled to open in 1965. However, construction delays, including the replacement of concrete columns that did not meet building standards, resulted in the opening being delayed until 1967. On August 27, 1967, 10,000 people toured the new Community Hospital of Roanoke Valley.

In 1965, it was decided that the Lewis-Gale School of Nursing and the Jefferson Hospital School of Nursing should combine under the direction of the new hospital. This led to the formation of the Community Hospital of Roanoke Valley School of Nursing. The school was under the guidance of Lavina Duncan, RN, formerly of Lewis-Gale, who was named Director of Nursing Services for the new hospital in 1964. William Reid was also a chief figure, as administrator for the school. The Community Hospital of Roanoke Valley School of Nursing had an inaugural class of 50 students, and in 1968 graduated its first class of 29 new nurses. At the time, neither Lewis-Gale nor Community Hospital had facilities to house the School of Nursing. Therefore, the hospital leased six floors of the Carlton Terrace Building (now the Reid Center) for use by the school.

The school operated in this fashion for approximately fifteen years. Then in 1980, a task force investigated the possibility of establishing a hospital-based college that would grant 2-year degrees in nursing and allied health. In 1981 the Community Hospital Board of Trustees made a commitment to such a school, and in 1982 the Community Hospital of Roanoke Valley College of Health Sciences was established. The College of Health Sciences was the first hospital-based college in Virginia. In addition, Community Hospital was one of only seven

in the nation to have its College of Health Sciences accredited by the Commission for Higher Education. Dr. Jerome Cohen, who helped establish the college and was serving as Educational Director of the hospital, was named its first Dean on August 23, 1982. Dr. Cohen came to Roanoke after serving as an administrator and Associate Professor in the Connecticut community college system.

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

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

In 2003, it was decided that the name of the College should be changed. This was due, in part, to the fact that the Community Hospital of Roanoke Valley no longer existed, having changed its name to Carilion Roanoke Community Hospital. In addition, a new name would give the College a larger presence in the community, while acknowledging its history. In October 2003, the College officially became Jefferson College of Health Sciences, recognizing both its past and future in the Roanoke Valley.

In 2005, the College was granted Carnegie Level III status by the Southern Association of Colleges and Schools, which gives Jefferson approval to offer graduate programs. That year, the first group of masters of science in nursing students began their studies. In Fall 2008, two more graduate programs will open, the master of science in physician assistant and the master of science in occupational therapy.

While Jefferson was founded as Jefferson School of Nursing almost a century ago, the College celebrates 25 years of degree-granting status in 2007. A year-long schedule of special events will be held to commemorate and honor the vision of several, the work of many, and the legacy of four great institutions that have provided the foundation for Jefferson College of Health Sciences.

The College continues its mission of providing competent and caring healthcare professionals who make a difference not only in Southwest Virginia, but across the country as well.

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 School of Nursing, founded in 1911. The College provides educational opportunities for those seeking healthcare careers, lifelong learning, and career enhancement adapted to the healthcare 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 students, 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.

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.

Degree Programs

- **Master of Science (M.S.)**
Nursing
- **Bachelor of Science (B.S.)**
Biomedical Sciences
Health Psychology
Health and Exercise Science
Healthcare Management
Nursing
Physician Assistant
- **Associate of Science (A.S.)**
Associate of Science
Nursing
- **Associate of Applied Science (A.A.S.)**
Emergency Health Sciences-Paramedic
Fire & Emergency Medical Services Technology

Occupational Therapy Assistant
Physical Therapist Assistant
Respiratory Therapy

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; phone 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 (JRCEMT-P) 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 and Masters Degree Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE) (One Dupont Circle, NW, Suite 530, Washington, DC, Phone: 202-887-6791).
- The 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).

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. College facilities include a four building campus and parking deck, with student parking available in several adjacent areas. The College also leases space at the Roanoke Higher Education Center (RHEC), located in downtown Roanoke. Student housing is available on the main campus.

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

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. 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. Students living in the residence halls are required to participate in a meal plan offered at Carilion Roanoke Community Hospital.

The College and surrounding parking lots are patrolled by Carilion Clinic police officers 24 hours a day. A security officer is on College premises 24 hours a day, seven days a week. Each floor is monitored via closed-circuit security cameras, and a residence staff person is on call 24 hours a day to assist residents with any problems.

The cafeteria is located in Carilion Roanoke Community Hospital, which also offers a national restaurant franchise. As part of Carilion Clinic, 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) 985-8395.

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.

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 (FERPA) 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. Anyone having questions concerning FERPA should contact the Registrar at (540) 985-8481.

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, 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 Undergraduate 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 a Transcript Request Letter in Word format from our website that will help expedite this critical step.

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
- SAT or ACT scores (SAT Code/5099, ACT Code/4367)

Your completed application should include:

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



Home-Schooled Students

Who is a Home-Schooled Student?

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

Your completed application should include:

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

Transfer Students

Who is a Transfer Student?

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

Your completed application should include:

- An online application
- High school transcripts or copy of GED
- College transcripts from all institutions attended
- Any additional program-specific requirements

Transfer Credits

A student will receive credit for those courses taken at a regionally accredited college or university that are comparable to Jefferson courses and in which at least a “C” grade was earned. Our Registrar authorizes evaluations of each transcript on an individual basis, and prospective students will receive a “Transfer Credit Evaluation” from the Office of Admissions. The Registrar determines transfer courses that meet Jefferson’s general education requirements. The director of the program for which you apply will evaluate program-specific courses.

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.
- Any additional program-specific requirements.

Non Degree-Seeking Student

Who is a Non Degree-Seeking Student?

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

Your completed application should include:

- An online 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.

Check back to see more additional requirements as they become available.

Nursing Associate Degree

- Certified Nurse Aide or Completion of IDS 101 and 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 (third semester).

Healthcare Management

- An associate degree from an accredited college/university
- One semester of College Algebra (with a grade of C or better)
- One semester of Basic Accounting (with grade of C or better)

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 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



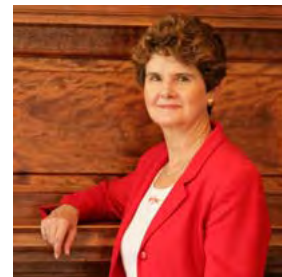
Applicants who do not meet the minimum requirements for admission may be asked to participate in additional assessment options in order to determine their potential for success.

These applicants will receive a referral to Alternative Admissions 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), 213 (computer-based) or 80 (web-based).
- Documentation that all financial responsibilities will be met.
- A completed Health Form, available electronically upon request at admissions@mail.jchs.edu

Physician Assistant Studies Applicants

Physician Assistant Studies 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.

Graduate Education Admissions

This is an exciting time for us at JCHS as we offer dynamic and challenging graduate programs, 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 graduate programs, please contact the program directors for:

- Master of Science in Nursing
- Master of Science in Occupational Therapy (*coming Fall 2008*)
- Master of Physician Assistant Studies (*coming Fall 2008*)

We have notified the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) of our intent to add two new graduate degrees: Occupational Therapy and Physician Assistant Studies. Please check the program pages on our website for updates to this information.

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). 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 or in Occupational Therapy must include the following components. Please see the Master of Physician Assistant Studies for program admission process.

- A non-refundable application fee of \$35, payable to *Jefferson College of Health Sciences*. The fee should be submitted in check or money order form.
- Completed, signed application form.
- A resume.
- Completed recommendation forms from three individuals who are knowledgeable regarding your suitability for graduate work, which are

available on our website.

- Official transcripts from all colleges and universities attended
 - Official scores from the Miller Analogies Test (MSN) (School code is 2522).
 - For the schedule of MAT testing sessions check our website or contact Jennifer Becker at (540) 224-4785 or *jhbecker@jchs.edu*.
 - For more information about the MAT, go the Miller Analogies Test website.
- OR**
- Graduate Record Exam (MSOT and MPAS) (School code 5099)

FOR PROGRAM SPECIFIC REQUIREMENTS AND FORMS, PLEASE VISIT THE PROGRAM WEBPAGE.

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
 Associate Bursar
 Phone: (540) 224-4508
 Email: tandrews@jchs.edu

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

2007-2008 Tuition Chart

Undergraduate Programs - Full Time	\$15,500 Fall and Spring (Does not include summer session)
Undergraduate Programs - Part Time	\$445 per credit hour, plus fees
Graduate Program	\$480 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.

2007-2008 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

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: \$2,000 per semester (fall and spring)

Residence Hall Fee: \$1,100 (summer)

Meal Plan (Required for resident students- each semester): \$1,155

Late Payment Fee: \$50

Diploma Replacement Fee: \$60 (non-refundable)

Uniforms, lab coats and accessories: \$175 estimated per academic year

Challenge Exams: \$10 for General Education, 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-For Students receiving financial aid, this policy does not apply. Please see the Financial Aid section of the catalog.

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

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.

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:

$$\begin{array}{r} \text{Cost of Attendance} \\ - \text{Expected Family Contribution (better known as "EFC")} \\ \hline = \text{Financial Need} \end{array}$$

The income, assets, and household information you report on the Free

Application for Federal Student Aid (FAFSA) is used in a formula developed by the U.S. Congress to determine your eligibility for Federal Student Aid. Your Expected Family Contribution (EFC) is the amount of resources you should have to contribute toward your education, based on the information from your FAFSA application.

The Financial Aid staff creates a “financial aid package” based upon the student’s eligibility that comes as close as possible to meeting the student’s needs, up to direct cost.

This awarding policy allows the Office of Financial Aid to assist a broad base of students with limited funds.

To receive the balance of an award through Direct Deposit into your checking or savings account, please fill out the **Direct Deposit Authorization Form** (download form below).

For additional academic requirements for Continuance of Financial Aid Policy, please visit our website.

Procedure for New Students

The Complete Financial Aid Procedure for Incoming Students

The following steps apply to **Incoming (new) Students** who are interested in applying for Federal/State Aid:

1. Complete a Jefferson College of Health Sciences Admissions Application (Only admissions applicants are considered for Financial Aid).
2. Complete the Free Application for Federal Student Aid (FAFSA) using our school code: **009893** (this can be done by going to: www.fafsa.ed.gov)
3. Complete and Return the Virginia Tuition Assistance Program Application by the priority deadline listed on the application, normally July 31 of each year.
4. Provide any requested documents to the Office of Financial Aid as quickly as possible upon request.
5. Upon receipt of the Award Letter, complete the Entrance Counseling Session and complete and return the Master Promissory Note.
6. If you are a Veteran, who is eligible for educational benefits, contact the Office of Financial Aid to complete necessary paperwork.
7. If you receive outside scholarships, notify the Office of Financial Aid as soon as possible.
8. Attend all required orientations.
9. **Complete the Permission to Release Information** forms, which are available on our website.

Procedure for Continuing Students

The following steps apply to Continuing Students who are interested in applying for Federal/State Aid:

1. Complete the Free Application for Federal Student Aid (FAFSA) using our school code: 009893 (this can be done by going to: www.fafsa.ed.gov). You now have the option of completing the Renewal Application at the same website.
2. Complete and Return the Virginia Tuition Assistance Program Application by the priority deadline listed on the application, normally July 31 of each year.
3. Provide any requested documents to the Office of Financial Aid as quickly as possible upon request.
4. Upon receipt of the Award Letter, complete the Entrance Counseling Session only if you have NOT participated in the Student Loan Program before. Also complete and return the Master Promissory Note
5. If you are a Veteran, who is eligible for educational benefits, contact the Office of Financial Aid to complete necessary paperwork.
6. If you receive outside scholarships, notify the Office of Financial Aid as soon as possible.
7. Attend all required orientations.

Financial Aid Sources

State:

- Tuition Assistance Grant Program, (VTAG)
- College Scholarship Assistance Program (CSAP) administered by the State Council of Higher Education for Virginia
- General Assembly Nursing Scholarships administered by Community Health Services, Virginia State Health Department

Federal:

- Federal Pell Grant
- Federal 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.

- 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 of Loan Limits Beginning 2007-2008

Award Year	DEPENDENT	INDEPENDENT
1 st Year	Subsidized/Unsubsidized: \$3,500.00	Subsidized - \$3,500.00/ Unsubsidized - \$4,000.00

2 nd Year	Subsidized/Unsubsidized: \$4,500.00	Subsidized -\$4,500.00/ Unsubsidized - \$4,000.00
3 rd Year	Subsidized/Unsubsidized: \$5,500.00	Subsidized -\$5,500.00/ Unsubsidized - \$5,000.00
4 th & 5 th Year	Subsidized/Unsubsidized: \$5,500.00	Subsidized - \$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. Check our website to find additional information about alternative loans.

Tracking the Status of Your Loan

You may track the status of your loan at *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.

Virginia Tuition Assistance Grant (VTAG)

The Virginia Tuition Assistance Grant Program application for Virginians must be completed to gain access to the Commonwealth of Virginia assistance program. The VTAG is available to both undergraduate and graduate students. Current amount of VTAG is \$3,200 for undergraduate programs and \$1,900 for graduate programs.

Aid for International Students

International students are awarded Institutional Awards based upon Admissions criteria.

Financial Aid Links

These links are great resources of information about federal and state financial aid.

- www.ed.gov
- www.schev.edu
- www.collegeboard.com
- www.finaid.org

Refund and Repayment of Policies and Procedures

Refund and repayment policies and procedures for financial aid recipients are consistent with requirements specified by federal guidelines and regulations. The following information outlines how refunds and repayments of financial aid monies will be assessed for students who completely withdraw, drop out, take an unapproved leave of absence, are expelled from classes or otherwise fail to complete the period of enrollment for which they were charged after receiving financial aid disbursements for a semester.

Terms used in the “Refund/Repayment Policies” are defined as:

Refund – The amount of money credited to a student’s account, which the school is not entitled to keep based on the length of time the student attended classes. The refund amount is defined as the difference between the amount paid towards school charges (including financial aid and/or cash) and the amount the school can retain under the appropriate refund policy.

Repayment – The amount of cash disbursements given to a student for a semester to cover off-campus room, board, transportation, books, supplies, child care, and miscellaneous personal expenses which the student is not entitled to keep based on class attendance prior to withdrawal.

Title IV Funds – The following aid sources are federal monies governed by Title IV, U. S. Department of Education (USDE) regulations:

Federal Pell Grant

Federal Supplemental Educational Opportunity Grant (FSEOG)

College Scholarship Assistance Program (CSAP)

Federal Family Education Loan Program (FFELP)

Non-Title IV Funds – The following aid sources are categorized as non-Title IV funds:

Tuition Assistant Grant Program (TAG)

Other state, private, or institutional sources of aid

Return of Title IV Policy

Federal law requires students who withdraw from the College after receiving federal financial aid to return funds not earned to the U.S. Department of Education. If a student receives more funds than he or she earned, the College and, in some cases, the student must return the funds.

A statutory schedule is used to determine the amount of Student Financial Aid Program (SFA) funds a student has earned if withdrawal from classes occurs prior to the end of the term. If the student withdraws from class after 60% of the semester has passed, no refund of SFA funds is required to be made to the funding agency. Withdrawals prior to this 60% threshold require refunds of SFA Program assistance to the funding agency in

an amount equal to the percentage of time the student was enrolled in and attending classes.

The percentage of the semester completed is calculated using the total number of calendar days in the semester for which the College awards the assistance, divided into the number of calendar days completed in that semester, as of the day the student withdraws.

The College refund of SFA Program funds does not mitigate the student's obligation to make payments to the College for services provided, in accordance with College policy.

Order of Return of SFA Program Funds

Funds credited to outstanding loan balances for the semester for which a return of funds is required must be returned in the following order:

- Unsubsidized Federal Stafford loans
- Subsidized Federal Stafford loans
- Federal PLUS loans

If funds remain after repaying all loan amounts, those remaining funds must be credited in the following order:

- Federal 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:

<u>Class Minimum</u>	<u>Cumulative GPA</u>
Freshman	2.00
Sophomore	2.00
Junior/Senior	2.00

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."

<u>If You Take</u>	<u>You Must Complete</u>
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

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 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 catalog. 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 Academic Catalog, College Student Handbook, program requirements and their own academic transcript.

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 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.

- **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.
- **Dean's List**
The College recognizes and honors students who have achieved outstanding scholastic records by publishing a Dean's List each term. Full-time students who have earned a term Grade Point Average of 3.400 to 3.799 with no semester grade lower than a "C," and who have no incomplete coursework are named to the Dean's List.
- **Academic 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 Affairs 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.

<u>If you take:</u>	<u>You must complete:</u>
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 Provost and Dean for Academic Affairs, be continued on academic probation for an additional semester.

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

Academic and Personal Integrity

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

Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to: cheating on an assignment or examination; using materials during a quiz or examination other than those specifically permitted by the instructor; stealing, accepting or studying from stolen quizzes or examination materials; plagiarism; forgery of signatures; falsification of official documents; falsification of data; falsification of clinical records; misrepresentation of academic qualifications; misuse of materials which belong to the College; stealing or copying of computer programs and presenting them as one's own or misrepresenting completion of clinical hours or assignments. Students who violate 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.

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 Provost & Dean for Academic Affairs.

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 withdraw 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 withdraw for a refund" but on or before the "Last day to withdraw" will **not** incur a refund.

Students wishing to drop a class after the "Last day to withdraw" must complete a request for Administrative Withdrawal, which is only authorized by the Provost & Dean for Academic Affairs for extenuating circumstances.

Administrative Withdrawal

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

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

The request must:

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

The 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 for 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.

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

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:

Course	Grade	Credits	X	Quality Points	Total
<i>BIO 211</i>	B	4	X	3	12
<i>BUS 111</i>	F	0	X	0	0
<i>ENG 111</i>	A	3	X	4	12
<i>GEN 100</i>	A	1	X	4	4
<i>HLT 215</i>	B	3	X	3	9
<i>PSY 201</i>	D	3	X	1	3
Total		14			40
				GPA=	2.857

Total Quality Points (40) divided by Credits Attempted (14) = 2.857.

Catalog Policy/Rights Reserved

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

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

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

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

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

Challenge Exam Policy for General Education Courses

1. The student who desires to challenge a 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

- **Student Technology Use Policies**

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These policies ensure that all students have access to important technology resources and electronically delivered communication. Jefferson College of Health Sciences reserves the right to limit, restrict or extend computing privileges and access to its technology resources. All college technology resources are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to these policies may result in suspension or revocation of access and/or accounts. Questions or comments about these policies should be directed to the Dean for Technology Services.

- **One Jefferson Account Policy**

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

Protection of Accounts

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

Misuse of Accounts

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

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

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

- **College Owned Computers and Computer Labs**

Computers in the Student Computer Labs are available to current Jefferson College of Health Sciences students. Students may be asked to show an ID when using the labs to verify their status as a student. Students must use headphones when utilizing software with audio components. Food and drink are not permitted in any of the computer labs. Children are not permitted in any of computer labs.

All lab computers, computers in the LRC and residence halls have connections to the college's computer network. This network provides access to the Internet. This service is provided free of charge to all current students. Individual computers may be connected to the network. Routers and other devices that connect to the network jacks are not permitted. Students utilizing the network from residence halls should refer to the policy Technology Support for Students Living in Residence Halls for additional information.

Use of computers and network resources is a privilege, not a right. Appropriate use of JCHS computers and network resources means 1) respecting the rights of other computer users, 2) protecting the integrity of the physical and software facilities, 3) complying with all pertinent license and contractual agreements, 4) obeying all JCHS policies, state and federal laws.

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

- a. Duplicating or using copyrighted materials without appropriate licenses and/or permission.
- b. Copying, renaming, altering, examining, or deleting the files, programs, or work of another person or JCHS without permission.
- c. Attempting to disrupt services of the computing and network systems, including the knowing propagation of computer viruses.
- d. Moving, reconfiguring, or tampering with equipment or engaging in activity of any kind that could disrupt services or damage computers or printers.
- e. Utilizing the computers or network for commercial purposes.
- f. Attempting to bypass the print card system on JCHS printers.

- g. Knowingly transferring or allowing to be transferred to, from, or within the College's network, textual or graphical material commonly considered to be pornography or obscene.
- h. Students are expected to follow the policies and procedures of the clinical facility regarding computer use.

Misuse of computers or network resources may result in disciplinary action and may also result in criminal prosecution.

- **Technology Support to Students Living in Residence Halls**

1. Residence students should not utilize routers or other devices that connect to the network jack other than individual computers.
2. Each residence will have one live working network jack per student living in the room.
3. JCHS is responsible only for providing a live jack for each residential student.
4. Students with network connectivity problems should report these to their RA or the Coordinator for Residence Life.
5. The Coordinator will contact Computer Services at JCHS for review.
6. Computer Services will respond by sending someone to check the jack to insure that a live connection is being made. If the connection is live and the student still has problems it will be the students' responsibility to obtain outside support for their computer.
7. Outside vendors are not allowed in the Residence Halls.
8. Computer Services staff must be accompanied by a member of the Student Services staff to enter the resident halls.
9. Any damage to network connections will be the responsibility of the students living in that room and will follow the damage policy outlined in the Resident Life Handbook.
10. Students must have an active anti-virus package on any computer connecting to the network. An anti-spyware package is also recommended. Student computers causing network problems may result in the lost of network access.
11. Computer Services will not install any software on a student owned computer.
12. Students must abide by all federal and state laws and college policies regarding computer usage. Violations may result in loss of computer network

access, removal from college housing, other judicial action or criminal prosecution.

- **E-Mail Policy**

Electronic mail or "e-mail" is considered an official method for communication at JCHS because it delivers information in a convenient, timely, cost effective, and environmentally aware manner. This account is set up to provide communications related to your academic and student life here at JCHS. Other uses of this account should be limited.

Expectations Regarding Student Use of e-mail

Students are expected to check their official JCHS e-mail on a frequent and consistent basis in order to remain informed of college-related communications. The College recommends checking e-mail daily. Students are responsible for any consequences of not reading their mail in a timely manner.

JCHS offices cannot validate that a communication coming by e-mail is from a student unless it comes from a valid JCHS e-mail address. If students contact administrative offices or faculty from outside e-mail accounts (Hotmail, AOL, etc.), they may be asked to resubmit their query using an official JCHS account.

Faculty Expectations and Educational Uses of e-mail

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

Forwarding e-mail

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

Appropriate Use of Student e-mail

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

Privacy of e-mail

Within the limits of state and federal law, any copies of messages created, sent, or received by JCHS students using college e-mail systems, when stored on college-owned equipment, are the property of the Jefferson College of Health Sciences. Privacy of e-mail is not guaranteed. Authorized JCHS personnel may monitor e-mail system usage for purposes of planning and managing resources, evaluating system performance, troubleshooting purposes, or investigating suspected abuse.

Misuse of e-mail system

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

- Circulating chain letters
- Using college e-mail systems for: "for-profit" activities; "non-profit" or public, professional, or service organization activities unrelated to JCHS.
- Large-scale distributions of unsolicited e-mail (sometimes called "spam").
- Sending fraudulent e-mail, breaking into another user's e-mail account, or reading someone else's e-mail without his or her permission.
- Disclosing proprietary information, without permission of the owner.
- Knowingly transferring or allowing to be transferred to, from, or within the college's e-mail system, textual or graphical material commonly considered to be pornography or obscene.

Misuse of the college e-mail system may result in disciplinary action and/or criminal prosecution.

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.

Dean's List

See Academic Honors.

Directed Withdrawal

The College reserves the right to direct, after administrative evaluation, the withdrawal of any student whose conduct is not in accord with the ideals, policies, and standards of the College. Students who have been directed to withdraw for other than health reasons may not be eligible to return to the College.

Students with health problems, which in the assessment of the College substantially hinder participation in the educational process and/or may pose a

risk to the College, other students, and/or patients, also will be directed to withdraw.

Applications to return by those directed to withdraw for health reasons will be considered on an individual basis. Such students must write a letter to the Dean for Academic Affairs 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 80 on the web-based TOEFL exam, or;
4. A minimum score of 19 on the English portion of the ACT. Students who do not meet the criteria listed above are recommended to take remedial coursework before attending Jefferson College of Health Sciences.

Examinations

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

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

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

Should the final examination schedule require the student to sit for more than two examinations in a day, arrangements may be made with the Provost & Dean for Academic Affairs 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 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 available online via IQ Web. Final grades are a part of the student's record and are recorded in the student's permanent record.

Errors should be reported to the Registrar. Normally, a change of grade(s) cannot take place after the semester following the issuance of the grade.

Grade changes must be submitted in writing on an official Change of Grade form and may only be submitted by the instructor who submitted the original grade.

Grade Forgiveness Policy

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

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

Grade Reports and Final Grades

Grade reports are issued to students each semester via IQ Web. The mid-term grade report indicates a student's progress and serves to identify potential academic problems. Students who have a midterm grade of "D" or below in any class are issued an online midterm grade report via IQ Web.

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

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

Grading System

A = 4 quality points

B = 3 quality points

C = 2 quality points

D = 1 quality points

F = 0 quality points

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

W - Withdrawal. Not included in the computation of hours earned or grade points achieved. A student may withdraw from a course before the last day to withdraw as stated in the official 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 Registrar to extend the period for completion (IE).

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

Graduation Application

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

Graduation Ceremonies

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

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

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

1. At the time of Spring Graduation the student may not have more than 6 credit hours pending.
2. The outstanding credits must be completed by the last day of final exams of the Summer Semester immediately following the Spring graduation in which 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.
- The minimum number of course credit hours prescribed in the chosen program of study must be successfully completed with a cumulative 2.0 GPA or better.

- All professional courses must be completed with a minimum grade of “C” or equivalent.
- The Application for Graduation and the Senior Exit Form must be completed and returned to the Registrar’s Office.
- All specific program requirements must be satisfied and the appropriate instructional authority in the curriculum must recommend the student for graduation.
- All financial obligations to the College must be met.

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

Grievance Procedures

Academic Grievances

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

General Grievances

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

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 Dean for Student Services or to his/her designee. The 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 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 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 Provost & Dean for Academic Affairs must approve the independent study course proposal.
4. Permission to undertake an independent study course must be applied for by submitting an Independent Study Course Contract found in the Registrar's Office.
5. The proposed independent study course does not duplicate a course regularly scheduled at the College.
6. The independent study course is to be completed within the confines of the given semester in which it is approved.

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.

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 Provost & Dean for Academic Affairs.

The student must request the leave of absence in writing through the Registrar's Office after consultation with the Provost & Dean for Academic Affairs. In this written request, he/she must state an intended date of return to the College.

A copy of this leave of absence must be sent to the Bursar, Financial Aid department, and the student's advisor and Program Director.

The student on leave of absence must satisfy any conditions of the leave before re-entering and must comply with the course sequence and/or any curricular changes at the time of reentry. The student must inform the College one term before returning so that the College can arrange a suitable orientation. A student's return is subject to available space at the time.

Non-Discrimination Policy

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

Ms. Anna Millirons, Dean of Administrative Services
Jefferson College of Health Sciences
920 S. Jefferson Street
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.

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 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 three consecutive semesters must apply for readmission through the Office of Admissions, submit the appropriate application fee, and be in good financial standing with the College.

- ***Good Academic Standing*** - Any former student, while in good standing, seeking readmission to the College within one academic year of withdrawal must reactivate his or her application by submitting a letter of request to the Program Office. Readmission will be subject to available space in the program and the academic standing of the student when the student left the College.
- ***Unsatisfactory Academic Standing*** – Any student on professional program probation (suspended from professional course sequence) but permitted to continue in attendance in general education courses, may retake the professional course once subject to space availability. Any student desiring to

re-enroll must submit a written request to the Program Office at least thirty days prior to the term for which readmission is sought.

- **Following Two Final Unsatisfactory Evaluations** – Any student receiving two unsatisfactory evaluations in any professional courses will be considered dismissed from the program and must petition for readmission. Petitions will be considered on an individual basis. The petition must be in writing and should include evidence of remediation or change in personal circumstances that would lead to a higher likelihood of success. A personal interview with the Program Director may be required.
- **STUDENTS MAY APPLY ONLY ONCE FOR READMISSION TO PROFESSIONAL PROGRAMS**
- **Following Administrative Dismissal** – Circumstances surrounding the administrative dismissal of any student will be a determining factor in whether readmission can be considered.
- No student dismissed for the following reasons will be considered for readmission:
 - Evidence of being under the influence of, or excessive use of, alcohol, drugs, chemicals or any other type of mind-altering substances in a clinical environment
 - Conviction of a felony
 - Diversion of supplies, equipment or drugs for personal or other unauthorized use
 - Abuse, neglect or abandonment of patients
 - Violation of the policies of clinical agencies
 - Violation of a safety rule or a safety practice

Registration

Registration is required each semester before a student may attend classes. Specific registration information is provided in the class schedule each semester.

Prior to gaining access to IQ Web, students must meet the following requirements:

- Meet with their advisor. Students who have not been assigned an advisor should see the Registrar.
- Meet all financial obligations to the College.

- Complete/update all required health information and forms through Student Services.

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

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

Responsibility of the Student

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

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

Satisfactory Progress for Financial Aid

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

Senior Exit Form

Two weeks prior to graduation, any senior planning to graduate should obtain a Senior Exit Form from the Registrar's Office. The student must obtain clearance from all departments listed. The form must verify that all obligations to Jefferson College of Health Sciences have been satisfied before the student can be eligible for graduation or have any requests for transcripts honored. The Senior Exit Form must be returned to the Registrar's Office by the last official day of classes prior to the student's anticipated graduation.

Student Classifications

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

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

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 Affairs, or Program Director written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place when the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.
- b. The right to request the amendment of the student's education records that the student believes to be inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 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, age, address, gender, curriculum, degree(s) granted and graduation date(s), honors, classification, enrollment status and dates of attendance. Students may restrict access to their directory information by contacting the Registrar's Office and filing a written request. In addition, the College will release announcements of academic honors and awards upon authorization by the student to do so, and the College will publish for internal use a student directory, which includes names, addresses and campus telephone numbers. Further, to minimize the risk of improper disclosure, academic and disciplinary records are kept separate.

Students may authorize disclosure of information to parents or anyone else by completing a Consent to Disclose Information from Educational Records Form available in the Registrar's Office. Upon request, the College will exercise its discretion to disclose information from the student's educational records to authorized individuals under the following circumstances: 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 Compliance Offices, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

Transcripts

The Jefferson College of Health Sciences transcript is the official record of student academic progress, documenting all course grades, grade point average, and degrees awarded. The Registrar issues transcripts of a student's Jefferson College of Health Sciences academic record upon written request of the student.

The Family Rights and Privacy Act serves as the basis for releasing information about the student.

Telephone requests cannot be honored. Official transcripts will not be issued to students with unpaid accounts and those who are in default on federal loan payments and/or owe a repayment on any federal grant. Requests for transcripts should be received, in writing by fax or via IQ Web, by the Registrar's Office no less than 10 working days before they are needed.

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

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

Transfer Credit

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 as soon as possible.
- 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.

Support Services

Jefferson College of Health Sciences is committed to providing student services that support educational programs and the College mission: "to prepare within a scholarly environment, ethical, knowledgeable, competent and caring healthcare professionals." The institution provides a quality educational environment founded on sound standards, policies and accessibility to College programs of study.

The mission of Student Services is to facilitate learning and development by providing opportunities for students to achieve their goals, including mastery of knowledge, the ability to think critically, enhancement of interpersonal skills, cultural awareness and a sense of community. Specifically, Student Services provides programs and services that:

- Promote students' increased self-understanding and personal development;
- Increase students' understanding of their roles and responsibilities to others, to society and to themselves;
- Assist students in overcoming barriers that may prevent them from completing their education;
- Integrate students' classroom and non-classroom living and learning experiences within the College community;
- Promote student appreciation of human diversity;
- Provide guidance in areas of advising, counseling, and career development.

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 705 or call (540) 985-8395 **In the event of an after-hours emergency, please call RESPOND 776-1100 or CONNECT 981-8181.**

Confidentiality

Communication with Counseling Services is confidential. Contact made with the Counseling 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 and federal and state laws, qualified people with disabilities are entitled to reasonable accommodations that will allow them access to College programs, jobs, services, and activities, unless the accommodations would pose an undue hardship on the College. The College does not have a structured program designated and designed just for students with disabilities. A person with a disability is anyone who either has, had a record of, or is regarded as having a physical or mental impairment that substantially limits a major life activity (such as learning, caring for oneself, seeing, breathing, walking or working). A qualified person with a disability is someone whose experience, education, and training enable the person to perform the fundamental job duties or meet essential course or program requirements, with or without a reasonable accommodation. An accommodation is any change in the work or learning environment, or in the way things are customarily done, that enables a person with a disability to have equal employment or educational opportunities.

The College has designated the 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 the coordinator for students with disabilities (540) 985-8395, to discuss program accessibility and individual needs. Reasonable accommodations tailored to meet the individual student's needs, will be made when requested and supported by appropriate documentation. For more information, request a guide for students with disabilities by calling (540) 985-8449.

A request for accommodation is deemed reasonable if it:

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

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

1. Self-identify as having a disability to a Counselor, or to a faculty, or staff member. Students may voluntarily contact Counseling Services to self-identify prior to the completion of the admissions process for the purpose of providing information concerning their disability, **OR**
2. The Admissions acceptance packet provides an opportunity for students with disabilities to self-identify. Responses are addressed directly to Counseling Services, kept confidential, and only used to assist in planning reasonable accommodations;
3. Students may elect to contact the Counseling Services Department for formal identification at any time during their enrollment. The point in time at which a

student chooses to identify a disability remains at the student's discretion. However, the College is not responsible for making retroactive accommodations;

4. Provide, at the student's expense, current (not more than 3 years old), appropriate documentation of the disability from a medical or other licensed professional qualified to diagnose the disabling condition;
5. Request specific accommodation(s) or service(s) through the department of Counseling Services.

Student Discrimination Complaint Procedure

Under 34 C.F.R. § 104.7(b) the College is required to adopt a grievance procedure providing for the prompt and equitable resolution of complaints alleging noncompliance with Section 504 or its implementing regulations that incorporate appropriate due process standards. Jefferson College of Health Sciences has a complaint procedure to deal promptly and fairly with concerns and complaints about discrimination based on disability as well as other areas of discrimination. The procedure may be used by any student who believes that he or she has been discriminated against or harassed based on race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran's status.

Anyone may bring information or a concern about discrimination or harassment. Complaints are handled as confidentially as possible to protect the rights of both the complainant and the person accused. Retaliation against anyone who makes a complaint or participates in a complaint process will not be tolerated.

Disability Grievance Procedure:

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

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

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

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

1. Complaints must be filed in writing within 180 days after the complainant becomes aware of the alleged violation. It must contain the name and

- address of the person(s) filing the complaint, and a description of the alleged violation.
2. An investigation, as may be appropriate, shall follow the filing of the complaint. The investigation shall be conducted by the Coordinator of Disability Services or the Office of the Dean for Student Services, depending upon the nature of the grievance. All interested persons and their representatives will have an opportunity to submit evidence relevant to the complaint.
 3. A written determination as to the validity of the complaint and a description of the resolution shall be issued by either the Coordinator of Disability Services or the Office of the Dean for Student Services, and a copy will be forwarded to the complainant no later than fifteen (30) working days after receipt of the complaint.
 4. Upon receipt of the decision, if the student is not satisfied, he/she may file an appeal to the Provost & Dean for Academic Affairs. The Office of the Provost must receive the appeal no later than 30 working days after the date of the written determination by the Coordinator of Disability Services or Dean for Student Services. The Office of the Provost, as may be appropriate, shall conduct an investigation, and shall issue a written determination as to the validity of the complaint and a description of the resolution. A copy will be forwarded to the complainant no later than fifteen (15) working days after receipt of the complaint. The decision of the Provost is final.
 5. The student may file a complaint with the Office of Civil Rights by accessing the complaint form and instructions at www.ed.gov/offices/OCR/complaintintro.html.

Graduate Education Policies

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has approved JCHS to offer programs at the master's degree (Level III). We have notified SACS of our intent to add graduate degrees in Occupational Therapy and Physician Assistant Studies. Please check program websites for updates.

If you have any questions about specific graduate programs, please contact the program directors for:

- Master of Science in Nursing
- Master of Science in Occupational Therapy (*coming Fall 2008*)
- Master of Physician Assistant Studies (*coming Fall 2008*)

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). 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

Program-specific entrance requirements for nursing are included in this academic catalog. Please see our website for program-specific admissions requirements for the Master of Science in Occupational Therapy and Master of Physician Assistant Studies, both of which are scheduled to begin in Fall 2008.

Graduate Fees

Graduate fees should be paid at the:

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

2007-2008 Tuition and Fees

Graduate Tuition**: \$480 per credit hour, plus fees

Application Fee: \$35 (non-refundable)

Deposit: \$200 (non-refundable) The deposit serves as confirmation of the student's intent to enroll and is applied to the cost of attendance upon enrollment.

Diploma Replacement Fee: \$100 (non-refundable)

Independent Study: Regular per credit tuition rate + \$100 administrative fee

Billing Procedure

Each student will receive an invoice of charges for each semester or summer session. Payment of College expenses is the responsibility of the student. All charges are due on the date stated on the invoice for returning students. All tuition, fees and residence hall charges must be paid prior to class attendance.

- a. The student must clear his or her account by the due date stated on the invoice in order to maintain valid registration.
- b. Students receiving financial aid will receive an award letter from the Office of Financial Aid. If charges exceed the financial aid award, payment is expected prior to the due date stated on the invoice. If the financial aid award exceeds the charges, the student will receive a refund for the excess amount.

Refunds, which are processed after the last day to add/drop courses, will be mailed unless otherwise requested by the student.

Payments and Payment Plan

Make checks and money orders payable to *Jefferson College of Health Sciences*. We also accept cash, Visa, MasterCard and Discover.

Payments should be mailed to:
Jefferson College of Health Sciences
Attn: Bursar's Office
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-For Students receiving financial aid, this policy does not apply. Please see the Financial Aid Section of the catalog.

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

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.

Graduate Education Purpose

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

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

- leadership
- communication

- technological competency
- interdisciplinary practice
- information literacy
- evidence-based knowledge and
- ethical practice with respect for diversity

Academic Policies

Academic Advising

A graduate academic adviser is assigned to help the student with this responsibility and the designed 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.

Academic and Personal Integrity

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

Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to: cheating on an assignment or examination; using materials during a quiz or examination other than those specifically permitted by the instructor; stealing, accepting or studying from stolen quizzes or examination materials; plagiarism; forgery of signatures; falsification of official documents; falsification of data; falsification of clinical records; misrepresentation of academic qualifications; misuse of materials which belong to the College; stealing or copying of computer programs and presenting them as one's own or misrepresenting completion of clinical hours or assignments. Students who violate 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 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.

Accommodations for Students with Disabilities

Please refer to Services for Students with Disabilities under Student Support Services in the undergraduate catalog.

Catalog of Entry

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

Change in Program of Study

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

Computer Use and E-Mail Policy

See Undergraduate section.

Course Load

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

Dropping and Adding Course

The drop and add period is limited. After the drop/add period has ended, a student must withdraw from any course that will not be completed to receive a grade of "W". Students who do not withdraw will receive a final grade of "F".

Grade Reports and Final Grades

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

Independent Study Guidelines

An independent study is an out-of-class, self-directed learning experience undertaken by a student with faculty guidance and supervision. This offers the student opportunity to explore areas of personal interest and may be used as elective credit. An independent study is not intended to replace an existing course in the program of study. The primary responsibility rests with the student for making arrangements for any experience projected to be a part of the independent study, but consultation with a

faculty member is required. A student may take no more than three credit hours of independent study toward the completion of a master's degree. All Independent Studies will be graded on a Pass/Fail basis. Final approval for independent study rests with the Provost and Dean for Academic Affairs.

Grading

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

Grading Scale		
Grade	Quality Points	Graduate Courses
A	4.000	Satisfactory/Passing
B	3.000	Satisfactory/Passing
C	2.000	Unsatisfactory*/Passing
P	0.000	Satisfactory/Passing
F	0.000	Unsatisfactory/Failing
Special Grading Symbols		
I	0.000	Course Work Incomplete
IE	0.000	Incomplete Extended
NJ	0.000	No Judgment
W	0.000	Student Withdrawal

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

Grade Point Average: The grade point average is used to determine eligibility for admission 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".

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

No Judgment: The designation of "NJ" indicates satisfactory progress in project courses taken by students in cases where such courses are not completed during a term and when there is need for a grade to indicate that the student has been actively engaged in scholarship. Students may enroll in such courses according to the policies of their degree program.

Graduation

Graduation requirements: Students may receive a graduate degree only after meeting all of their program requirements. A grade point average of 3.00 or better is required for all graduate coursework. No more than six (6) 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 for a graduate degree: Thirty-six credit hours are required as a minimum for a graduate degree.

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

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

Master's Scholarly Project

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

1. The integrating activity is intended to help student 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. The student's performance on the Master's Scholarly Project may be classified into one of three (3) categories: (1) Pass; (2) No Judgment – the student is provided an opportunity for further study and re-examination by the committee; (3) Fail with no opportunity for re-examination or re-evaluation. The nature of further study and a schedule for re-evaluating the student's performance will be established by the program faculty.

Readmission

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

Reinstatement

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

Standards of Satisfactory Academic Progress

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

Students' Rights of Access to Their Educational Record

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

Time Limit for Degree Requirement

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

Transfer Credit

Jefferson College of Health Sciences may accept up to six (6) 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 Jefferson College of Health Sciences grade point average.

Transfer credits are subject to the following conditions:

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

Withdrawal From a Course

The withdrawal period is limited. The deadline for course withdrawal is published each term in the term academic calendar. After the deadline for withdrawal, a student who does not intend to complete a course and wishes to receive a grade status of "W" must receive special permission from the Provost and Dean of Academic Affairs. A student who simply stops attending class during the term will receive a grade of "F" for the course.

Withdrawal From the College

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

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

Leave of Absence: Graduate students may request a leave of absence for a number of terms not to exceed one calendar year. A request for a leave of absence should be sent in writing to the academic advisor of the program. Students who return on the agreed-upon date re-enter the program with the same status held at the time they left. Students who do 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.

Master of Science in Nursing

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

MSN Program Outcomes

Upon completion of the MSN program, the graduate will:

1. Analyze and integrate theories of education, leadership, nursing, and other disciplines to guide professional role development and nursing practice.
2. Devise, implement, and evaluate policies, strategies, and models to promote health, prevent disease, and provide quality care.
3. Model the use of ethical and legal principles to guide decision making in nursing practice and policy development.
4. Integrate teaching and learning theories and research to design learning experiences that promote health, enhance practice, and foster role development.
5. Provide leadership that ensures healthcare that reflects caring and regard for the dignity and diversity of others.
6. Formulate and promote effective collaboration and communication strategies.
7. Synthesize principles of leadership and management to improve healthcare, incorporating systems level planning and quality improvement practices.
8. Integrate appropriate technology to improve practice, education, and management in healthcare systems.
9. Contribute to nursing knowledge through the integration and application of research findings from nursing and related fields.
10. Synthesize social, cultural, financial, legal, and political influences to identify opportunities to improve nursing practice, healthcare, and education.
11. Attain a level of scholarship congruent with professional role development and preparation for doctoral study.

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.

MSN Student Handbook

Students enrolled in the MSN Program are subject to the policies published in this catalog under Graduate Education Policies and in the MSN 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 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: Management Track

MSN – Management Track: Year One (Fall)

Course Name	Course Code	Credits
• <u>Leadership in Healthcare Systems</u>	IDS 501	3
• <u>Quality Outcomes in Healthcare</u>	IDS 517	3
• <u>Nursing Theory & Role Development</u>	NSG 506	3
		Total Credits: 9

MSN – Management Track: Year One (Spring)

Course Name	Course Code	Credits
• <u>Research & Evidence Based Practice</u>	IDS 509	3
• <u>Advanced Issues in Clinical Practice</u>	NSG 515	3
• <u>Management Theory & Decision Making</u>	NSG 650	3
		Total Credits: 9

MSN- Management Track: Year 2 (Fall)

Course Name	Course Code	Credits
• <u>Financial Management of Healthcare</u>	NSG 655	3
• <u>Human Resource Management</u>	NSG 660	3
• <u>Planning for Master's Project</u>	NSG 690	3
		Total Credits: 9

MSN- Management Track: Year 2 (Spring)

Course Name	Course Code	Credits
• <u>Ethical & Legal Practice in Healthcare</u>	IDS 507	3
• <u>Practicum in Nursing</u>	NSG 670	3
• <u>Master's Project</u>	NSG 692	3
		Total Credits: 9

Master of Science in Nursing: Education Track**MSN – Education Track: Year One (Fall)**

Course Name	Course Code	Credits
• <u>Leadership in Healthcare Systems</u>	IDS 501	3
• <u>Quality Outcomes in Healthcare</u>	IDS 517	3
• <u>Nursing Theory & Role Development</u>	NSG 506	3
		Total Credits: 9

MSN - Education Track: Year One (Spring)

Course Name	Course Code	Credits
• <u>Research & Evidence Based Practice</u>	IDS 509	3
• <u>Advanced Issues in Clinical Practice</u>	NSG 515	3
• <u>Educational Theory & Practice</u>	NSG 600	3
		Total Credits: 9

MSN- Education Track: Year 2 (Fall)

Course Name	Course Code	Credits
• <u>Measurement & Evaluation in Education</u>	NSG 612	3
• <u>Instructional Strategies & Technologies</u>	NSG 603	3
• <u>Planning for Master's Project</u>	NSG 690	3
		Total Credits: 9

MSN- Education Track: Year 2 (Spring)

Course Name	Course Code	Credits
• <u>Practicum in Nursing</u>	NSG 680	3
• <u>Master's Project</u>	NSG 692	3
• <u>Ethical & Legal Practice in Healthcare</u>	IDS 507	3

Total Credits: 9

Undergraduate Degrees

Bachelor of Science in Nursing

Introduction

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. The College offers two tracks to the BSN.

The ***Pre-licensure 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 Pre-licensure BSN Track will be prepared to take the National Council Licensing Examination-Registered Nurse (NCLEX-RN).

The ***Post-licensure RN to BSN Track*** is designed to provide Registered Nurses the opportunity to obtain a Bachelor in Science Degree in Nursing in preparation for professional leadership and career enhancement. Acceptance and validation of credits will be gained through performance in specified courses. This track 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.

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)

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).

Program Outcomes

Graduates of the 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.

Pre-licensure BSN Track 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 - Freshman Year – First Semester

Course Name	Course Code	Credits
• <u>Academic Seminar</u>	GEN 100	1
• <u>Anatomy & Physiology I</u>	BIO 211 & 211L	4
• <u>Computer Concepts & Applications</u>	BUS 131	3
• <u>Grammar & Composition I</u>	ENG 111	3
• <u>General Psychology</u>	PSY 201	3
• <u>Physical Fitness & Wellness</u>	HPE 131	1

Total Credits: 15

Bachelor of Science in Nursing - Freshman Year – Second Semester

Course Name	Course Code	Credits
• <u>Elective-3 Credit</u>	ELE 000	3
• <u>Anatomy & Physiology II</u>	BIO 212 & 212L	4
• <u>Social Issues in Healthcare Delivery</u>	SOC 213	3
• <u>Grammar & Composition II</u>	ENG 112	3
• <u>Human Growth & Development</u>	PSY 202	3

Total Credits: 16

Bachelor of Science in Nursing – Sophomore Year - First Semester

Course Name	Course Code	Credits
• <u>Microbiology</u>	BIO 253 & 253L	4
• <u>Communication in Professional Practice</u>	ENG 325	3
• <u>Nutrition</u>	HLT 301	3
• <u>Critical Thinking</u>	PHL 301	3
• <u>Bioethics</u>	PHL 215	3

Total Credits: 16

Bachelor of Science in Nursing - Sophomore Year – Second Semester

Course Name	Course Code	Credits
• <u>Pathophysiology</u>	BIO 300	3
• <u>Pharmacology</u>	CHM 310	3
• <u>Applied Mathematics for Healthcare Professionals</u>	MTH 130	3
• <u>Foundations for Professional Nursing Practice</u>	NSG 203	3
• <u>Health Assessment</u>	NSG 255 & 255 L	3

Total Credits: 15

Bachelor of Science in Nursing – Junior Year – First Semester

Course Name	Course Code	Credits
• <u>Professional Nursing Skills I</u>	NSG 302 & 302L	2
• <u>Nursing Process Applications I</u>	NSG 324	3
• <u>Clinical Practicum I</u>	NSG 328C	3
• <u>Nursing Process in Aging and Mental Health</u>	NSG 310	3
• <u>Computer Applications in Health Care</u>	NSG 320	3

Total Credits: 14

Bachelor of Science in Nursing - Junior Year – Second Semester

Course Name	Course Code	Credits
• <u>Nursing Process for Families with Children</u>	NSG 330	3
• <u>Professional Nursing Skills II</u>	NSG 308 & 308L	2
• <u>Professional Nursing Practice I</u>	NSG 309	1
• <u>Nursing Process Applications II</u>	NSG 325	3
• <u>Clinical Practicum II</u>	NSG 338C	3
• <u>Health, Health Promotion, and Framework for Practice</u>	NSG 315	3

Total Credits: 15

Bachelor of Science in Nursing - Senior Year – First Semester

Course Name	Course Code	Credits
• <u>Community Health Nursing</u>	NSG 420	3
• <u>Nursing Process Applications III</u>	NSG 424	3
• <u>Statistics for Healthcare</u>	IDS 301 OR MTH 210	3
• <u>Clinical Practicum III</u>	NSG 428C	3
• <u>NSG-Elective (300-400 level)</u>	NSG 000	3

Total Credits: 15

Bachelor of Science in Nursing - Senior Year – Second Semester

Course Name	Course Code	Credits
• <u>Professional Nursing Practice II</u>	NSG 409	1
• <u>Nursing Process Applications IV</u>	NSG 425	3
• <u>Research Applications in Healthcare</u>	NSG 410	3
• <u>Topics in Interdisciplinary Healthcare</u>	IDS 307	3
• <u>Clinical Practicum IV</u>	NSG 438C	3
• <u>Leadership & Management in Nursing</u>	NSG 475	3

Total Credits: 16

Total Credits for Graduation**122*****Pre-licensure BSN Track Progression Criteria***

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

- A cumulative GPA of 2.5 or higher.
- Completion of all first year courses in the program of study.
- Enrollment in BIO 253 with a midterm grade of at least “C”.
- A “C” or higher in all completed science and math courses.
- A “C” at midterm in all required third semester courses.
- Required science courses must have been completed within the past 5 years.
- Students who fail any required science course twice within the 5 year time-frame are not eligible for entry into nursing courses.
- Students who have failed two nursing courses are not eligible for entry.

To continue in the Pre-licensure BSN track, the student must:

- Maintain at least a 2.5 cumulative GPA.
- Earn at least a “C” in all completed nursing, science and math courses.
- Follow the academic policies provided in the BSN Student Handbook.

Post-licensure RN-BSN Track: Course Requirements

Students must complete a minimum of 40 credit hours of upper division courses at the College. All students must complete the program of study within five years of beginning upper division nursing courses.

Course Name	Course Code	Credits
• <u>Pharmacology</u>	NSG 300	3
• <u>Grammar & Composition I</u>	ENG 111	3
• <u>Nutrition</u>	HLT 301	3
• <u>Critical Thinking</u>	PHL 301	3
• <u>Grammar & Composition II</u>	ENG 112	3
• <u>Communication in Professional Practice</u>	ENG 325	3
• <u>Statistics Elective for RN-BSN</u>	IDA 301 or MTH 210	3
		Total Credits: 21

RN to BSN: Electives

Course Name	Course Code	Credits
• <u>NSG-Elective</u> (300-400 level)	ELE 000	3
• <u>Electives- 18 credits</u>	ELE-000	18
		Total Credits: 21

RN to BSN: Nursing Courses - Semester I

Course Name	Course Code	Credits
• <u>Computer Applications in Health Care</u>	NSG 320	3
• <u>Nursing Concepts, Roles and Issues</u>	NSG 312	3
		Total Credits: 6

RN to BSN: Nursing Courses - Semester II

Course Name	Course Code	Credits
• <u>Assessment of Human Responses to Illness</u>	NSG 318	4
• <u>Health, Health Promotion, and Framework for Practice</u>	NSG 315	3
		Total Credits: 7

RN to BSN: Nursing Courses - Semester III

Course Name	Course Code	Credits
• <u>Research Applications in Healthcare</u>	NSG 410	3
• <u>Community Health Nursing</u>	NSG 420	3
• <u>Community Health Nursing-Clinical</u>	NSG 420C	1
		Total Credits: 7

RN to BSN: Nursing Courses - Semester IV

Course Name	Course Code	Credits
• <u>Capstone Seminar & Project</u>	NSG 485C	2
• <u>Leadership & Management in Nursing</u>	NSG 475	3
• <u>Leadership and Management in Nursing-Clinical</u>	NSG 475C	1
		Total Credits: 6

Post-licensure RN-BSN Track Additional Information

This program has additional program-specific admissions requirements. Please visit our website to learn more.

Post-licensure RN-BSN Prerequisites

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

Transfer Credit

We will award 54 credit hours for courses taken in an 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 these 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 per credit hour for these courses.

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
9. American Board of Managed Care Nursing (ABMCN)
10. Oncology Nurses Certifying Corporation (ONCC)
11. American Board of Nursing Specialties (ABNS)

A written request for elective credit with evidence of current certification must be submitted to the Associate Program Director for the RN-BSN Track. Students are eligible for only one certification/3 credit elective. Students certified by other agencies may petition for consideration of elective credit.

Biomedical Sciences

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

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

Accreditation

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

Mission Statement

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

Program Objectives

Upon completion of the program, students will demonstrate the knowledge, skills and values that will allow them to be successful in the biomedical fields.

Students will be able to:

1. Demonstrate familiarity with a broad knowledge base of the natural sciences that includes human biology, chemistry and physics.
2. Understand and apply basic concepts of research design, implementation, data analysis, and interpretation of research findings.
3. Demonstrate the use of critical thinking skills, skeptical inquiry and the scientific approach to problem-solving and reasoning.
4. Demonstrate an understanding of the anatomical and physiological basic of human disease.
5. Understand the function and mechanism of action of basic cellular processes.
6. Understand the application of fundamental biochemistry processes of normal cellular function and of abnormal function.

7. Demonstrate familiarity with fundamental concepts of genetics, gene activation and aspects of protein production.
8. Be well prepared for graduate studies or entry level employment in the biomedical field.
9. Demonstrate effective professional communication and a commitment to lifelong learning.

Biomedical Sciences Program of Study

The following lists of courses are provided to provide a distinction between those courses that are required in order to complete the program, courses that are required to meet Jefferson's core curriculum and courses that are viewed as possible electives.

Core Curriculum Requirements for Biomedical Sciences

GEN 100	Academic Seminar	1	credit
BUS 131	Computer Concepts and Applications	3	"
BIO 211	Anatomy and Physiology I	4	"
BIO 212	Anatomy and Physiology II	4	"
MTH 165	College Algebra	3	"
ENG 111	Grammar and Composition I	3	"
ENG 112	Grammar and Composition II	3	"
ENG	Several options	3	"
PHL 215	Bioethics	3	"
SOC 213	Social Issues in Healthcare	3	"
IDS 307	Interdisciplinary Topics in Healthcare	3	"
		<u>33</u>	Credits

Note: Satisfactory completion of a math class of a higher level than MTH 165 (College Algebra) (not to include MTH 210 or IDS 301) will satisfy the math requirement.

Required Science Courses

BIO 253	Microbiology	4	Credits
BIO 312	Research Methodology	3	"
BIO 407	Seminar in Biology	1	"
BIO 410	Research	3	"
		<u>11</u>	Credits

Note: An additional 21 credits of Biology are required (Total of 40 credits required).

CHM 111	General Chemistry I	4	Credits
CHM 112	General Chemistry II	4	"
CHM 241	Organic Chemistry I	4	"
CHM 360	Biochemistry I	4	"
		<u>16</u>	Credits

Note: An additional 4 credits of chemistry are required (20 credits required).

PHY 201	Physics I	4	Credits
PHY 202	Physics II	4	"
		8	Credits
MTH 210	Introduction to Statistics	3	Credits
PSY ____	Several options	3	"
Humanities	Several options	3	Credits
Electives	Several options	25	"
		127	Credits

A minimum of 40 semester credits must be completed at the 300/400 level.

Transfer of Credits

Requests for transfer of 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, credit hours and level to corresponding Jefferson College of Health Sciences courses.
- Courses with a final grade of less than "C" will not be accepted for transfer.
- At a minimum, 33 percent of coursework for the B.S. degree in Biomedical Sciences must be taken at Jefferson College of Health Sciences.

Final decisions regarding transferability of course credit must be verified in writing by the registrar. The decision of the registrar on the transferability of credit is final. Credits awarded through transfer are not included in the computation of grade point average at Jefferson College of Health Sciences.

Academic Policies

The academic policies for the biomedical sciences program facilitate the development of knowledge, skills and attitudes of a competent, caring, ethical healthcare professional. Students enrolled in the biomedical sciences program must maintain an overall GPA of 2.0. Change of major students must have a minimum GPA of 2.0 to be admitted to the program. Students in the biomedical sciences program who drop below a GPA of 2.0 will be suspended from the program and will need to reapply once they raise their GPA to 2.0 or above. **A grade of "D" will not be accepted for credit in any specified course in the biomedical sciences program.** Students in the biomedical sciences 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.

SAMPLE Program of Study**Biomedical Sciences: Sample Program of Study - Semester I**

<u>Course Name</u>	<u>Course Code</u>	<u>Credits</u>
• <u>Grammar & Composition I</u>	<u>ENG 111</u>	<u>3</u>
• <u>General Biology I (BIO elective)</u>	<u>BIO 101 & 101L</u>	<u>4</u>
• <u>General Chemistry I</u>	<u>CHM 111 & 111L</u>	<u>4</u>
• <u>Academic Seminar</u>	<u>GEN 100</u>	<u>1</u>
• <u>Computer Concepts & Applications</u>	<u>BUS 131</u>	<u>3</u>

Total Credits: 15**Biomedical Sciences: Sample Program of Study - Semester II**

<u>Course Name</u>	<u>Course Code</u>	<u>Credits</u>
• <u>Grammar & Composition II</u>	<u>ENG 112</u>	<u>3</u>
• <u>General Biology II (BIO elective)</u>	<u>BIO 102 & 102L</u>	<u>4</u>
• <u>General Chemistry II</u>	<u>CHM 112 & 112L</u>	<u>4</u>
• <u>College Algebra</u>	<u>MTH 165</u>	<u>3</u>
• <u>Bioethics</u>	<u>PHL 215</u>	<u>3</u>

Total Credits: 17**Biomedical Sciences: Sample Program of Study - Semester III**

<u>Course Name</u>	<u>Course Code</u>	<u>Credits</u>
• <u>Anatomy & Physiology I</u>	<u>BIO 211 & 211L</u>	<u>4</u>
• <u>Organic Chemistry I</u>	<u>CHM 241 & 241L</u>	<u>4</u>
• <u>Social Issues in Healthcare</u>	<u>SOC 213</u>	<u>3</u>
• <u>General Physics I</u>	<u>PHY 201 & 201L</u>	<u>4</u>
• <u>English elective</u>	<u>200 or 300 level</u>	<u>3</u>

Total Credits: 18

Biomedical Sciences: Sample Program of Study - Semester IV

<u>Course Name</u>	<u>Course Code</u>	<u>Credits</u>
• <u>Anatomy & Physiology II</u>	<u>BIO 212 & 212L</u>	<u>4</u>
• <u>Organic Chemistry II (Chemistry elective)</u>	<u>CHM 242 & 300L</u>	<u>5</u>
• <u>General Physics II</u>	<u>PHY 202 & 202L</u>	<u>4</u>
• <u>Introduction to Statistics</u>	<u>MTH 210</u>	<u>3</u>
		<u>Total Credits: 16</u>

Biomedical Sciences: Sample Program of Study - Semester V

<u>Course Name</u>	<u>Course Code</u>	<u>Credits</u>
• <u>Pathophysiology (BIO elective)</u>	<u>BIO 300</u>	<u>3</u>
• <u>Gross Anatomy I (BIO elective)</u>	<u>BIO 321 & 321L</u>	<u>3</u>
• <u>Biochemistry I</u>	<u>CHM 360 & 360L</u>	<u>4</u>
• <u>Topics in Interdisciplinary Healthcare</u>	<u>IDS 307</u>	<u>3</u>
• <u>Microbiology</u>	<u>BIO 253 & 253L</u>	<u>4</u>
		<u>Total Credits: 17</u>

Biomedical Sciences: Sample Program of Study - Semester VI

<u>Course Name</u>	<u>Course Code</u>	<u>Credits</u>
• <u>PSY Elective</u>	<u>200, 300 or 400 level</u>	<u>3</u>
• <u>Gross Anatomy II (BIO elective)</u>	<u>BIO 322 & 322L</u>	<u>3</u>
• <u>Biochemistry II (CHM elective)</u>	<u>CHM 361 & 361L</u>	<u>4</u>
• <u>Humanities elective</u>	<u>300 or 400 level</u>	<u>3</u>
• <u>Elective</u>	<u>300 or 400 level</u>	<u>3</u>
		<u>Total Credits: 16</u>

Biomedical Sciences: Sample Program of Study - Semester VII

<u>Course Name</u>	<u>Course Code</u>	<u>Credits</u>
• <u>Research Methods</u>	<u>BIO 312</u>	<u>3</u>
• <u>Elective (BIO elective)</u>	<u>300 or 400</u>	<u>3 or 4</u>
• <u>Elective (BIO elective)</u>	<u>300 or 400</u>	<u>3 or 4</u>
• <u>Elective (BIO or CHM)</u>	<u>300 or 400</u> <u>level</u>	<u>3 or 4</u>
• <u>Elective (Humanities)</u>	<u>200 or 300</u> <u>level</u>	<u>3 or 4</u>
		<u>Total Credits: 15</u>

Biomedical Sciences: Sample Program of Study - Semester VIII

<u>Course Name</u>	<u>Course Code</u>	<u>Credits</u>
• <u>Immunology</u>	<u>BIO 412</u>	<u>3</u>
• <u>Seminar in Biology</u>	<u>BIO 407</u>	<u>1</u>
<u>Research</u>	<u>BIO 410</u>	<u>3</u>
<u>Elective (BIO elective)</u>	<u>300 or 400</u> <u>level</u>	<u>3 or 4</u>
<u>Elective (BIO, PSY, HES)</u>	<u>300 or 400</u> <u>level</u>	<u>3 or 4</u>
		<u>Total Credits: 13</u>
		<u>Total credits required = 127</u>

Biomedical Science with Clinical Lab Concentration

Introduction

Clinical Laboratory Scientists (also referred to as Medical Technologists) are certified healthcare professional 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 125 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 & CHM 300L or CHM 360 & CHM 362L
Biology	32 hours to include BIO 101, BIO 102, BIO 211, BIO 212, BIO 253, BIO 412
English	6 hours to include ENG 111 and ENG 112
Math or Science Elective	6 hours
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 125 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- Semester 1

Course Name	Course Code	Credits
• <u>General Chemistry I</u>	CHM 111 & CHM 111L	4
• <u>Academic Seminar</u>	GEN 100	1
• <u>General Biology I</u>	BIO 101 & 101L	4
• <u>Grammar & Composition I</u>	ENG 111	3
• <u>Computer Concepts & Applications</u>	BUS 131	3

Total Credits: 15

Biomed with Clinical Lab Concentration- Semester II

Course Name	Course Code	Credits
• <u>Grammar & Composition II</u>	ENG 112	3
• <u>General Biology II</u>	BIO 102 & 102L	4
• <u>General Chemistry II</u>	CHM 112 & CHM 112L	4
• <u>College Algebra</u>	MTH 165	3
• <u>Bioethics</u>	PHL 215	3

Total Credits: 17

Biomed with Clinical Lab Concentration-Semester III

Course Name	Course Code	Credits
• <u>Anatomy & Physiology I</u>	BIO 211 & 211L	4
• <u>Math or Biology Elective</u>	ELE 000	3
• <u>Survey of American Literature</u>	ENG 201	3
• <u>Organic Chemistry I</u>	CHM 241 & 241L	4

Total Credits: 14

Biomed with Clinical Lab Concentration- Semester IV

Course Name	Course Code	Credits
• <u>Anatomy & Physiology II</u>	BIO 212 & 212L	4
• <u>Biochemistry I</u>	CHM 360 & 360L	4
• <u>Math or Biology Elective</u>	ELE 000	3
• <u>Introduction to Statistics</u>	MTH 210	3

Total Credits: 14

Biomed with Clinical Lab Concentration-Semester V

Course Name	Course Code	Credits
• <u>Microbiology</u>	BIO 253 & 253L	4
• <u>Pathophysiology</u>	BIO 300	3
• <u>Gross Anatomy I</u>	BIO 321 & 321L	3
• <u>Biochemistry II</u>	CHM 361 & 361L	4
• <u>Human Growth & Development</u>	PSY 202	3
		Total Credits: 17

Biomed with Clinical Lab Concentration-Semester VI

Course Name	Course Code	Credits
• <u>Gross Anatomy II</u>	BIO 322 & 322L	3
• <u>Immunology</u>	BIO 412	3
• <u>Pharmacology</u>	CHM 310	3
• <u>Abnormal Psychology</u>	PSY 204	3
• <u>Social Issues in Healthcare Delivery</u>	SOC 213	3
		Total Credits: 15

Biomed with Clinical Lab Concentration-Year 4- Summer

Course Name	Course Code	Credits
• <u>Phlebotomy</u>	CLS 450	1
• <u>Laboratory Mathematics</u>	CLS 483	1
• <u>Clinical Microbiology</u>	CLS 491	4
		Total Credits: 6

Biomed with Clinical Lab Concentration-Year 4- Fall

Course Name	Course Code	Credits
• <u>Clinical Chemistry</u>	CLS 481	7
• <u>Analysis of Body Fluids</u>	CLS 482	3
• <u>Clinical Mycology</u>	CLS 492A	1
• <u>Clinical Parasitology</u>	CLS 492B	2
		Total Credits: 13

Biomed with Clinical Lab Concentration- Year 4- Spring

Course Name	Course Code	Credits
• <u>Laboratory Management</u>	CLS 461	1
• <u>Hematology</u>	CLS 471	4
• <u>Clinical Hemostasis</u>	CLS 472	2
• <u>Clinical Immunology</u>	CLS 473	2
• <u>Immunohematology</u>	CLS 474	4

Total Credits: 13

Healthcare Management

Program Description

The Healthcare Management program at Jefferson College of Health Sciences provides a professional Bachelor of Science degree for those with an associate degree from an accredited college. This program is specifically designed to meet the learning needs of working students by delivering 75% of the required courses online. The remaining courses are delivered using a hybrid mode of instruction that includes some evening classes strongly supported with distance education. This mix of online with in class instruction reflects the faculty's commitment to provide a quality educational program in a flexible format to meet the needs of working students.

The program is actively preparing to meet the requirements for national certification by the Association for University Programs in Health Administration (AUPHA) and expects program certification by 2009.

Typically, students start the program together as a cohort in the fall and take a full time course load of 12 credits per semester for 5 semesters. However, a part-time plan of study is also available.

Applicants are required to complete the following prerequisites:

- One semester of College Algebra (with a grade of C or better)
- One semester of Basic Accounting (with grade of C or better)

Healthcare Management: Semester I (Fall)

Course Name	Course Code	Credits
• <u>US Healthcare System</u>	HCM 301	4
• <u>Health Information Systems & Computer Applications</u>	HCM 320	4
• <u>Elective-3 Credit</u>	ELE 000	3
• <u>Communication in Professional Practice</u>	ENG 325	3
		Total Credits: 14

Healthcare Management: Semester II (Spring)

Course Name	Course Code	Credits
• <u>Elective-3 Credit</u>	ELE 000	3
• <u>Critical Thinking</u>	PHL 301	3
• <u>Accounting for Healthcare Managers</u>	HCM 310	4
• <u>Statistical & Epidemiological Methods for Healthcare</u>	IDS 302	4
		Total Credits: 14

Healthcare Management: Semester III (Summer)

Course Name	Course Code	Credits
• <u>Principles of Healthcare Management</u>	HCM 302	4
• <u>Healthcare Finance</u>	HCM 340	4
		Total Credits: 8

Healthcare Management: Semester IV (Fall)

Course Name	Course Code	Credits
• <u>Healthcare Management Senior Project Proposal</u>	HCM 464	1
• <u>Healthcare Research Methods</u>	HCM 410	4
• <u>Human Resources Management in Healthcare</u>	HCM 330	4
• <u>Healthcare Law and Ethics</u>	HCM 420	4
		Total Credits: 13

Healthcare Management: Semester V (Spring)

Course Name	Course Code	Credits
• <u>Managing a Diverse Healthcare Workforce</u>	HCM 415	1
• <u>Healthcare Economics & Policy</u>	HCM 450	4
• <u>Healthcare Management Senior Project/Internship</u>	HCM 465	3
• <u>Healthcare Strategic Management & Marketing</u>	HCM 485	4
		Total Credits: 12

Health Psychology

Introduction

The Bachelor of Science degree in Health Psychology prepares graduates for entry level positions in the health professions or for graduate study in psychology and related disciplines. It offers a well-rounded education in psychological theory and research, as well as a specialization in health psychology. The degree program offers the flexibility of customization to fit the student's long-term career goals.

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, 3033-4097; Telephone number: 404-679-4501).

Mission Statement

The mission of the Health Psychology program is to prepare, within a scholarly environment, ethical, knowledgeable, competent and caring graduates who possess a firm foundation of psychological principles and their application to issues of health and wellness; are well positioned for graduate study or entry level employment in the health professions; and have a solid grounding in critical thinking, scientific inquiry and communications skills.

Program Objectives

Upon completion of the program, students will demonstrate the knowledge, skills, and values consistent with the science and application of psychology, as adapted from the American Psychological Association's Task Force on Undergraduate Psychology Major Competencies (APA, 2002).

Students will be able to:

1. Demonstrate familiarity with a broad knowledge base of psychology that includes psychological theory, research, and historical trends.
2. Understand and apply basic psychology research concepts, including research design, data analysis and interpretation of research findings.
3. Demonstrate the use of critical thinking, skeptical inquiry, and the scientific approach to problem-solving and reasoning.
4. Demonstrate an understanding of the psychological and social determinants of health and healthy behaviors.
5. Understand and apply psychological principles to individual and community issues involving health and wellness.
6. Understand the application of behavior change techniques for the purpose of influencing healthy lifestyles.
7. Value empirical evidence, recognize and respect diversity of explanations, and act ethically and with academic integrity.
8. Be well positioned for graduate study or entry level employment in social service or health organizations as a result of a well-grounded foundation of knowledge and skills in psychology.
9. Demonstrate effective professional communication, cultural sensitivity, and a commitment to lifelong learning.

Health Psychology Program of Study

Please see the following list of required courses and potential electives for the Health Psychology degree, and their corresponding credit hours. A sample plan of study is also provided below.

Core Curriculum Requirements for Health Psychology		
GEN 100	Academic Seminar	1
BIO 211	Anatomy & Physiology I	4
BIO 212	Anatomy & Physiology II	4
MTH 165	College Algebra	3
ENG 111	Grammar & Composition I	3
ENG 112	Grammar & Composition II	3
ENG 220	Public Speaking	3
PHL 215	Bioethics	3
SOC 213	Social Issues in Healthcare	3
BUS 131	Computer Concepts & Applications	3
IDS 307	Interdisciplinary Topics in Healthcare	3
		33 credit hours

Additional Required General Education Courses		
CHM 111	General Chemistry I	4
CHM 112	General Chemistry II	4
ENG 325	Communication in Professional Practice	3
PHL 301	Critical Thinking	3
		14 credit hours

Required Psychology Courses		
<u>PSY 201</u>	General Psychology	3
<u>PSY 202</u>	Human Growth and Development	3
<u>PSY 204</u>	Abnormal Psychology	3
<u>PSY 215C</u>	Introductory Fieldwork	1
<u>PSY 221</u>	Behavior Change Methods	3
<u>PSY 265</u>	Research Methods in Psychology	3
<u>PSY 300</u>	Career Options in Psychology	1
<u>PSY 315</u>	Social Psychology	3
<u>PSY 330</u>	Positive Psychology	3
<u>PSY 380</u>	Learning and Memory	3
<u>PSY 360</u>	Health Psychology	3
<u>PSY 415 C</u>	Fieldwork Placement I	2
<u>PSY 415</u>	Senior Fieldwork I	1
<u>PSY 425C</u>	Fieldwork Placement II	2
<u>PSY 425</u>	Senior Fieldwork II	1

<u>PSY 470</u>	Psychophysiology I: Brain & Behavior	3
<u>PSY 480</u>	Psychophysiology II: Psychopharmacology	3
		41 credit hours

Additional Required Courses		
<u>IDS 301</u>	Statistics for Healthcare	3
HPE 131	Physical Fitness and Wellness I	1
HLT 215	Medical Terminology	3
HLT 221	Concepts of Disease	3
<u>HLT 301</u>	Nutrition	3
<u>IDS 355</u>	Principles of Public Health	4
		17 credit hours

Total Credit Hours from Required Courses **105**
Total Credit Hours Required for Degree **124**

Electives

Additional courses at the 200 level or above serve as electives. Students will work with their advisors to determine the best choice of electives for their career path.

Alternative Plans of Study

The Health Psychology program can be customized based on the student's long-term goals. Below are examples of electives the student might choose in preparation for advanced study in the following fields:

Masters in Physician Assistant Studies Preparation

- Microbiology with lab (4 credit hours)
- Organic Chemistry or Biochemistry with lab (4 credit hours)
- Immunology (recommended) (3 credit hours)
- Genetics (4 credit hours)

Psychology Graduate Study Preparation

- Senior Research Seminar I and II (2-6 credit hours)
- Additional Psychology electives

Medical School Preparation

- Biology with lab (4 credit hours)
- Organic Chemistry with lab (4 credit hours)
- Physics with lab (4 credit hours)

CHES Certification Preparation

- 25 hours of CHES coursework

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.
- At a minimum, 33 percent of coursework for the B.S. in Health Psychology must be taken at Jefferson College of Health Sciences

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 Health Sciences.

Academic Policies

The academic policies for the Health Psychology program facilitate the development of the knowledge, skills, and attitudes of a competent, caring, ethical healthcare provider. Students enrolled in the HPSY program must maintain an overall GPA of 2.0. Change of major students must have a minimum GPA of 2.0 to be admitted to the Health Psychology program. Students in the HPSY program who drop below a GPA of 2.0 will be suspended from the program and will need to reapply once they raise their GPA above 2.0. A minimum grade of "C" is required in BIO 211, BIO 212, and all courses with a PSY prefix. Students in the HPSY 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.

SAMPLE PROGRAM OF STUDY

Health Psychology –Yr. 1- Fall Semester

Course Name	Course Code	Credits
• <u>Academic Seminar</u>	GEN 100	1
• <u>General Chemistry I</u>	CHM 111 & CHM 111L	4
• <u>Grammar & Composition I</u>	ENG 111	3
• <u>Computer Concepts & Applications</u>	BUS 131	3
• <u>General Psychology</u>	PSY 201	3
• <u>Physical Fitness & Wellness</u>	HPE 131	1

Total Credits: 15

Health Psychology-Yr. 1- Spring Semester

Course Name	Course Code	Credits
• <u>General Chemistry II</u>	CHM 112 & CHM 112L	4
• <u>Grammar & Composition II</u>	ENG 112	3
• <u>Social Issues in Healthcare Delivery</u>	SOC 213	3
• <u>College Algebra</u>	MTH 165	3
• <u>Human Growth & Development</u>	PSY 202	3

Total Credits: 16

Health Psychology-Yr. 2- Fall Semester

Course Name	Course Code	Credits
• <u>Statistics for Healthcare</u>	IDS 301	3
• <u>Anatomy & Physiology I</u>	BIO 211 & 211L	4
• <u>Medical Terminology</u>	HLT 215	3
• <u>Abnormal Psychology</u>	PSY 204	3
• <u>Public Speaking</u>	ENG 220	3

Total Credits: 16

Health Psychology-Yr. 2- Spring Semester

Course Name	Course Code	Credits
• <u>Anatomy & Physiology II</u>	BIO 212 & 212L	4
• <u>Behavior Change Methods</u>	PSY 221	3
• <u>Concepts of Disease</u>	HLT 221	3
• <u>Research Methods in Psychology</u>	PSY 265	3
• <u>Bioethics</u>	PHL 215	3
• <u>Introductory Fieldwork</u>	PSY 215C	1

Total Credits: 17

Health Psychology-Yr. 3- Fall Semester

Course Name	Course Code	Credits
• <u>Learning and Memory</u>	PSY 380	3
• <u>Positive Psychology</u>	PSY 330	3
• <u>Critical Thinking</u>	PHL 301	3
• <u>Career Options in Psychology (Proposed)</u>	PSY 300	1
• <u>Topics in Interdisciplinary Healthcare</u>	IDS 307	3
• <u>Nutrition</u>	HLT 301	3

Total Credits: 16

Health Psychology-Yr. 3- Spring Semester

Course Name	Course Code	Credits
• <u>Social Psychology</u>	PSY 315	3
• <u>Health Psychology</u>	PSY 360	3
• <u>Principles of Public Health</u>	IDS 355	4
• <u>Communication in Professional Practice</u>	ENG 325	3
• <u>Elective-3 Credit</u>	ELE 000	3

Total Credits: 16

Health Psychology- Yr. 4- Fall Semester

Course Name	Course Code	Credits
• <u>Fieldwork Placement I (Proposed)</u>	PSY 415C	2
• <u>Psychophysiology I: Brain and Behavior (Proposed)</u>	PSY 470	3
• <u>Senior Research I (or elective)</u>	PSY 418	3
• <u>Electives- 6 credits</u>	ELE 000	6
• <u>Senior Fieldwork I</u>	PSY 415	1

Total Credits: 15

Health Psychology-Yr. 4-Spring Semester

Course Name	Course Code	Credits
• <u>Fieldwork Placement II (Proposed)</u>	PSY 425C	2
• <u>Psychophysiology II: Psychopharmacology (Proposed)</u>	PSY 480	3
• <u>Senior Research II (or elective)</u>	PSY 428	3
• <u>Electives- 6 credits</u>	ELE 000	6
• <u>Senior Fieldwork II (Proposed)</u>	PSY 425	1

Total Credits: 15

Health & Exercise Science

Program Description

A Bachelor of Science degree in Health and Exercise Science from Jefferson College of Health Sciences prepares graduates for careers in clinical, corporate, commercial, and college settings, including individual and group fitness consulting/training, cardiopulmonary rehabilitation, hospital and/or corporate wellness, community health and obesity prevention, and industrial rehabilitation/worksites fitness. Students enrolled in the program will have the flexibility to develop knowledge and skills to pursue post-baccalaureate education in medicine, therapy, exercise science, and other graduate and/or professional allied health programs. Health and Exercise Science program graduates will be eligible to pursue certifications with the American College of Sports Medicine, National Strength and Conditioning Association and other organizations requiring a Bachelor's degree and clinical experience.

Program Mission Statement

The mission of the Health and Exercise Science program is to provide an academic environment that will enable students to develop knowledge, skills, and abilities in the areas of health and exercise science. Through a focused curriculum, faculty-student interactions, and clinical opportunities, graduates of the Health and Exercise Science program will cultivate the competencies and proficiencies required for entry-level professional practice or continuation to graduate-level education.

Program Goals and Objectives

By the conclusion of the program of study, successful graduates will:

1. Apply biophysical and behavioral theory and research from health and exercise science to critically analyze health, exercise, and fitness processes, behaviors, and outcomes.
2. Demonstrate integration of health and exercise science scholarship into clinical practice through:
 - Assessment, design, and implementation of individual and group exercise programs and fitness activities for persons of all ages who are apparently healthy and those with controlled disease.
 - Application of skills in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion.
3. Demonstrate competence, professionalism, cultural sensitivity, and a commitment to life-long learning as a leader of health and fitness programs in clinical, corporate, commercial and college settings in which clients participate in health promoting and fitness-related activities.
4. Develop knowledge, skills, and abilities requisite for post-baccalaureate education in health and exercise science, other medical/allied health fields, and/or professional certification/career placement.
5. Complete minimally 400 hours of practical experience in supervised clinical exercise program settings.

Health & Exercise Science - Yr. 1 - Fall Semester: Plan of Study

Course Name	Course Code	Credits
• <u>Computer Concepts & Applications</u>	BUS 131	3
• <u>General Chemistry I</u>	CHM 111 & CHM 111L	4
• <u>Grammar & Composition I</u>	ENG 111	3
• <u>Academic Seminar</u>	GEN 100	1
• <u>College Algebra</u>	MTH 165	3
• <u>General Psychology</u>	PSY 201	3

Total Credits: 17

Health & Exercise Science - Yr. 1 - Spring Semester: Plan of Study

Course Name	Course Code	Credits
• <u>Elective-3 Credit</u>	ELE 000	3
• <u>Grammar & Composition II</u>	ENG 112	3
• <u>Basic First Aid and CPR for Healthcare Providers</u>	HPE 112	1
• <u>Bioethics</u>	PHL 215	3
• <u>Human Growth & Development</u>	PSY 202	3
• <u>Social Issues in Healthcare Delivery</u>	SOC 213	3

Total Credits: 16

Health & Exercise Science - Yr. 2 - Fall Semester: SAMPLE PLAN OF STUDY

Course Name	Course Code	Credits
• <u>Anatomy & Physiology I</u>	BIO 211 & 211L	4
• <u>ENG Elective (325 or Public Speaking)</u>	ENG 325	3
• <u>Group Exercise Activities</u>	HES 221	1
• <u>Aerobic Exercise Skills</u>	HPE 221	1
• <u>Statistics for Healthcare</u>	IDS 301 OR MTH 210	3
• <u>Behavior Change Methods</u>	PSY 221	3

Total Credits: 15

Health & Exercise Science - Yr. 2 - Spring Semester: Sample Plan of Study

Course Name	Course Code	Credits
• <u>Anatomy & Physiology II</u>	BIO 212 & 212L	4
• <u>Foundations of Health and Exercise Science</u>	HES 220	3
• <u>Muscle Fitness Activities</u>	HES 222	1
• <u>Injury Prevention and Post-Rehabilitative Exercise</u>	HES 271	3
• <u>Resistance Training Skills</u>	HPE 222	1
• <u>Topics in Interdisciplinary Healthcare</u>	IDS 307	3

Total Credits: 15

Health & Exercise Science – Yr. 3 - Fall Semester: Sample Plan of Study

Course Name	Course Code	Credits
• <u>Elective-3 Credit</u>	ELE 000	3
• <u>Exercise Physiology (Proposed)</u>	HES 302	4
• <u>Clinical I (Proposed)</u>	HES 311	2
• <u>Applied Nutrition and Energy Production (Proposed)</u>	HES 355	3
• <u>Psychosocial Aspects of Exercise (Proposed)</u>	HES 365	3

Total Credits: 15

Health & Exercise Science – Yr. 3 - Spring Semester: Sample Plan of Study

Course Name	Course Code	Credits
• <u>Clinical II (Proposed)</u>	HES 312	2
• <u>Concepts of Strength and Conditioning (Proposed)</u>	HES 323	3
• <u>Kinesiology (Proposed)</u>	HES 334	3
• <u>Exercise Testing and Prescription (Proposed)</u>	HES 345	3
• <u>Research</u>	IDS 453	3

Total Credits: 14

Health & Exercise Science – Yr. 4 - Fall Semester: Sample Plan of Study

Course Name	Course Code	Credits
• <u>Elective-3 Credit</u>	ELE 000	3
• <u>Clinical III (Proposed)</u>	HES 411	2
• <u>Organization and Administration in HES (Proposed)</u>	HES 422	3
• <u>Physical Activity and Aging (Proposed)</u>	HES 444	3
• Senior Research in HES (Proposed)	HES 485	3

Total Credits: 14

Health & Exercise Science – Yr. 4 - Spring Semester: Sample Plan of Study

Course Name	Course Code	Credits
• <u>Electives- 6 credits</u>	ELE 000	6
• <u>Clinical IV (Proposed)</u>	HES 412	2
• <u>Professional or Scholarly Fieldwork in HES (Proposed)</u>	HES 426	2
• <u>Community Health and Physical Activity Promotion (Proposed)</u>	HES 452	3
• <u>Professional Seminar in HES (Proposed)</u>	HES 475	3

Total Credits: 16

Physician Assistant

Introduction

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

Philosophy

The PA program curriculum and related clinical experiences emphasize patient-centered, primary 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 health care and advance the coordinated and comprehensive delivery of high-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 patients' needs in a changing healthcare environment.

PA faculty and clinical preceptors serve as mentors for students, modeling professional ethics and attitudes 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.

Application

Applicants must apply online through CASPA, the Central Application Service for Physician Assistants, at www.caspaonline.org. The College does not require a supplemental application. Deadline for submission for the Fall of 2008 semester is January 15. The PA program admits students for the fall semester only.

The Jefferson College of Health Sciences Physician Assistant Program is planning to offer the Master of Physician Assistant Studies (MPAS) program with the enrolling class of Fall 2008. We anticipate that the Program will increase from 24 to 27 months, with students entering in the fall and graduating in December two years later. We have notified the regional accrediting body, the Southern Association of Colleges and Schools, of our intent and are awaiting their approval for this transition from the baccalaureate to the master degree. Please check the JCHS website for updates.

The Program has a rolling admissions process, i.e., admission decisions are made and decision letters are sent after each interview session instead of all decisions being made at the end of the season. Outstanding candidates are accepted within 30 days after the interview.

Admission to the PA program is highly competitive. Each year we receive far more applications than seats available. Simply meeting the minimum requirements does not guarantee an interview or admission to the program.

Admission Requirements

Prerequisites for B.S. in Physician Assistant:

Completion of 60 hours of college credit, which 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 application 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.

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, an applicant should have a minimum cumulative college GPA of 3.00.

Student Selection

The PA Admissions Committee determines admission to the PA Program. The Committee bases acceptance into the PA program on predictors of academic and nonacademic success that include grade point average, related work and volunteer experience, previous college credit and degrees, an application essay, references, and a personal interview for applicants the Admissions Committee considers competitive. Successful applicants will possess strong interpersonal and communication skills and have the ability to work in a team environment.

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.

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.

Educational Outcomes: Graduate Competencies

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

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

Medical Knowledge

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

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

Communication Skills

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

- Create and sustain a therapeutic and ethically sound relationship with patients.
- Present patient information in an articulate and concise manner in oral and written form
- Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information.
- Accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes.
- Adapt communication style and messages suitable and appropriate for patients of varying backgrounds and cultures.
- Obtain a pertinent history of the disease from the patient's perspective.
- Provide medical care to patients from diverse populations, including use of an interpreter and history taking through a third party.
- Work effectively with physicians and other healthcare professionals as a member or leader of a healthcare team or other professional group.

Patient-Centered Care

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

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

Professionalism

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

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

- Knowledge of the legal issues of healthcare and their relation to physician assistant practice.
- Knowledge of reimbursement issues, including documentation, coding and billing, and professional liability.

Practice-Based Learning and Improvement

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

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

Systems-Based Practice

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

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

Technical Standards

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

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

1. **Intellectual:** A student must have the mental capacity to assimilate and learn a large amount of complex and technical information; be able to conceptualize and solve clinical problems and to synthesize and apply concepts and detailed information from various disciplines in order to formulate diagnostic and therapeutic plans. Students must be able to learn to read and comprehend technical materials, medication and laboratory reports.
2. **Observation:** The ability to observe well is required for demonstrations and visual presentations, laboratory evidence, and microscopic studies of microorganisms and tissues in normal and pathologic states. A student must be able to observe patients accurately and completely, at a distance and closely. This requires functional vision and somatic sensation, enhanced by a sense of smell.
3. **Communication:** student must be able to speak with, hear, and observe patients in order to elicit information, perceive nonverbal communication, and describe changes in mood, activity, and posture. The student must be able to communicate effectively and sensitively in English with patients from different socioeconomic and cultural backgrounds. Students must be able to develop professional rapport, and efficiently and effectively communicate with the health-care team, orally and in writing.
4. **Motor:** student must have motor function to elicit information from patients by palpation, auscultation, and percussion, and to carry out diagnostic maneuvers. He or she must be able to execute movements required to provide general care and emergency treatment. Such skills require coordination of gross and fine muscular movements, equilibrium, and sensation. Students must have sufficient postural control, neuromuscular control and eye-to-hand coordination to use standard medical/surgical instruments and possess sufficient control of the upper extremities to meet the physical requirements for training and performing a safe physical examination procedure.
5. **Emotional:** student must have the emotional health to use fully his or her intellectual ability, exercise good judgment, and carry out all responsibilities attendant to the diagnosis and care of patients. The Physician Assistant Program at JCHS is demanding both intellectually and emotionally. Students must display sufficient emotional health to withstand stress, uncertainties and changing circumstances that characterize the rigors of our Program and the reality of life as a dependent practitioner... Physician assistant students must be able to work cooperatively with other students, staff, faculty, and patients. These qualities will be assessed during the course of study.
6. **Interpersonal:** a student must be able to develop mature, sensitive, and effective relationships with patients and colleagues. The ability to tolerate physical and emotional stress and continue to function effectively is a must. Students must be adaptable, flexible, and able to function in the face of uncertainty during the course of study and with patients. He or she must have integrity, the motivation to serve, a high level of compassion, and a consciousness of social values. Students need the interpersonal skills to interact positively with people from all levels of society, ethnic backgrounds,

and beliefs. These skills will be assessed on an ongoing basis during the Program.

Licensure

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

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.

Degree Requirements

Physician Assistant program courses listed below may not be taken out of sequence during the first year. A passing grade of "C" or better is required in each course for satisfactory progression. Policies regarding academic standing and graduation can be found in the Physician Assistant Program Policy Handbook.

Requirements for the Bachelor's of Science in Physician Assistant degree:

Physician Assistant: Program of Study - Fall Semester

Course Name	Course Code	Credits
• <u>Clinical Medicine I</u>	PHA 300	5
• <u>Clinical Anatomy & Physiology I</u>	PHA 303 & 303L	4
• <u>Clinical Skills I</u>	PHA 306 & 306L	3
• <u>Behavioral Medicine I</u>	PHA 309	2
• <u>Clinical Pharmacology I</u>	PHA 312	2
• <u>Clinical Diagnostics I</u>	PHA 315 & 315L	3
• <u>Professional Seminar I</u>	PHA 318	1

Total Credits: 20

Physician Assistant: Program of Study - Spring Semester

Course Name	Course Code	Credits
• <u>Clinical Medicine II</u>	PHA 301	5
• <u>Clinical Anatomy & Physiology II</u>	PHA 304 & 304L	4
• <u>Clinical Skills II</u>	PHA 307 & 307L	3
• <u>Behavioral Medicine II</u>	PHA 310	2
• <u>Clinical Pharmacology II</u>	PHA 313	2
• <u>Clinical Diagnostics II</u>	PHA 316 & 316L	3
• <u>Professional Seminar II</u>	PHA 319	1

Total Credits: 20

Physician Assistant: Program of Study - Summer Session

Course Name	Course Code	Credits
• <u>Clinical Medicine III</u>	PHA 302	4
• <u>Clinical Skills III</u>	PHA 308 & 308L	3
• <u>Clinical Pharmacology III</u>	PHA 314	1
• <u>Clinical Diagnostics III</u>	PHA 317	2
• <u>Professional Seminar III</u>	PHA 320	2

Total Credits: 12

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

Course Name	Course Code	Credits
• <u>Internal Medicine Rotation</u>	PHA 401 (A & B)	6
• <u>Family Practice Rotation</u>	PHA 403 (A & B)	6
• <u>Pediatrics Rotation</u>	PHA 405	3
• <u>Women's Health Rotation</u>	PHA 407	3
• <u>Emergency Medicine Rotation</u>	PHA 409	3
• <u>Psychiatry Rotation</u>	PHA 411	3
• <u>General Surgery Rotation</u>	PHA 413	3
• <u>General Orthopedics Rotation</u>	PHA 415	3
• <u>Community Medicine Rotation</u>	PHA 417	3
• <u>Elective Rotation</u>	PHA 419	3
• <u>Clinical Concentration</u>	PHA 420	5

Total Credits: 41

Occupational Therapy

The Occupational Therapy Program is no longer being offered at the Bachelor of Science level. Planning is in progress to offer this program at the Master's level beginning in Fall, 2008. Additional information will be forthcoming. Please check our website regularly for more information.

Associate of Science in Nursing

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

Program Accreditation

The Associate of Science 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.
13. Value life-long learning and professional development.

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.
10. Visual abilities sufficient for observation and assessment necessary in nursing home.
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, HIPPA, 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).

Unless otherwise specified by faculty, all work presented by a student is assumed to be that student's original work, created by that student while working alone.

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 Program Secretary.

Preparation for the NCLEX-RN Licensing Exam

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 meet exit exam requirements 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. <http://www/dhp.state.va.us/nursing>

Associate of Science Degree in Nursing: Traditional Track

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

Course Name	Course Code	Credits
• <u>Anatomy & Physiology I</u>	BIO 211 & 211L	4
• <u>Academic Seminar</u>	GEN 100	1
• <u>Grammar & Composition I</u>	ENG 111	3
• <u>Introduction to Nursing</u>	NSG 101 & 101 C	4
• <u>Dosage Calculations</u>	NSG 102	1
• <u>Nursing Skills I</u>	NSG 111 & 111L	1
• <u>Introduction to Computers</u>	BUS 111	1

Total Credits: 15

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

Course Name	Course Code	Credits
• <u>Anatomy & Physiology II</u>	BIO 212 & 212L	4
• <u>Introduction to Pharmacology</u>	NSG 103	3
• <u>Adult Health I</u>	NSG 130 & 130C	5
• <u>Nursing Skills II</u>	NSG 112 & 112L	2

Total Credits: 14

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

Course Name	Course Code	Credits
• <u>Microbiology</u>	BIO 253 & 253L	4
• <u>Developmental Psychology</u>	PSY 238	4
• <u>Social Issues in Healthcare Delivery</u>	SOC 213	3

Total Credits: 11

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

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

Total Credits: 28

LPN to Associate of Science Degree in Nursing Track

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.

LPNs 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 111 & 111L - Nursing Skills I (1 credit hour)
 - NSG 112L/112L - Nursing Skills II (2 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.

Please refer to the section entitled "Associate of Science in Nursing Program" for information about program accreditation, memberships, the purpose and outcomes of the program, and other information.

Total credits for graduation: 68

**LPN to Associate of Science in Nursing:
Program of Study - Required General Education Courses**

Course Name	Course Code	Credits
• <u>Anatomy & Physiology I</u>	BIO 211 & 211L	4
• <u>Anatomy & Physiology II</u>	BIO 212 & 212L	4
• <u>Microbiology</u>	BIO 253 & 253L	4
• <u>Grammar & Composition I</u>	ENG 111	3
• <u>Bioethics</u>	PHL 215	3
• <u>Social Issues in Healthcare Delivery</u>	SOC 213	3
• <u>Developmental Psychology</u>	PSY 238	4
• <u>Introduction to Computers</u>	BUS 111	1
• <u>Academic Seminar</u>	GEN 100	1

Total Credits: 27

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

Course Name	Course Code	Credits
• <u>Dosage Calculations</u>	NSG 102	1
• <u>Nursing Skills I</u>	NSG 111 & 111L	1
• <u>Nursing Skills II</u>	NSG 112 & 112L	2

Total Credits: 4

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

Course Name	Course Code	Credits
• <u>Nursing of Older Adults</u>	NSG 160 & 160C	3
• <u>Mental Health Nursing</u>	NSG 211 & 211C	3
• <u>Nursing of the Childbearing Family</u>	NSG 221 & 221C	3
• <u>Nursing Care of Infants & Children</u>	NSG 241 & 241C	3

Total Credits: 12

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

Course Name	Course Code	Credits
• <u>Introduction to Pharmacology</u>	NSG 103	3
• <u>Nursing Transition</u>	NSG 200	2
• <u>Synthesis of Adult Health I</u>	NSG 214 & 214C	5
• <u>Synthesis of Adult Health II</u>	NSG 215 & 215C	4
• <u>Practicum in Nursing</u>	NSG 261C	1
• <u>Professional Seminar I</u>	NSG 284	1
• <u>Professional Seminar II</u>	NSG 285	1

Total Credits: 17

Paramedic/Respiratory Therapist to Associate of Science in Nursing Accelerated Track

Introduction

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

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

Course Name	Course Code	Credits
• <u>Microbiology</u>	BIO 253 & 253L	4
• <u>Developmental Psychology</u>	PSY 238	4
• <u>Nursing Fundamentals</u>	NSG 202 & 202C	3
• <u>Introduction to Nursing Skills</u>	NSG 213 & 213L	2

Total Credits: 13

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

Course Name	Course Code	Credits
• <u>Synthesis of Adult Health I</u>	NSG 214 & 214C	5
• <u>Introduction to Pharmacology</u>	NSG 103	3
• <u>Professional Seminar I</u>	NSG 284	1

Total Credits: 9

**Accelerated Track for Paramedic/Respiratory Therapist to AS in Nursing:
Program of Study – Spring**

Course Name	Course Code	Credits
• <u>Synthesis of Adult Health II</u>	NSG 215 & 215C	4
• <u>Practicum in Nursing</u>	NSG 260C	2
• <u>Professional Seminar II</u>	NSG 285	1

Total Credits: 7

Accelerated Specialty Courses

Course Name	Course Code	Credits
• <u>Nursing of Older Adults</u>	NSG 160 & 160C	3
• <u>Mental Health Nursing</u>	NSG 211 & 211C	3
• <u>Nursing of the Childbearing Family</u>	NSG 221 & 221C	3
• <u>Nursing Care of Infants & Children</u>	NSG 241 & 241C	3

Total Credits: 12

Associate of Science

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.

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

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

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

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

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 Programs (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.

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

Course Name	Course Code	Credits
• <u>Anatomy & Physiology I</u>	BIO 211 & 211L	4
• <u>Introduction to Computers</u>	BUS 111	1
• <u>Academic Seminar</u>	GEN 100	1
• <u>PreHospital Care I</u>	EHS 111	3
• <u>PreHospital Care Skills I Lab</u>	EHS 111L	2
• <u>Introduction to Clinical/Field Externship</u>	EHS 151C	1
		Total Credits: 12

**Emergency Health Sciences - Paramedic: Associate Degree
Program of Study - Semester II (Spring)**

Course Name	Course Code	Credits
• <u>Anatomy & Physiology II</u>	BIO 212 & 212L	4
• <u>Pre-Hospital Care II</u>	EHS 120	5
• <u>Pre-Hospital Care II Lab</u>	EHS 120L	2
• <u>Clinical Practice II</u>	EHS 160C	2
• <u>Field Externship I</u>	EHS 176E	2
• <u>Paramedic Pharmacology</u>	EHS 210	3
		Total Credits: 18

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

Course Name	Course Code	Credits
• <u>General Psychology</u>	PSY 201	3
• <u>Grammar & Composition I</u>	ENG 111	3
• <u>Field Externship II</u>	EHS 177E	1
• <u>Clinical Practice III</u>	EHS 170C	2
• <u>Physical Fitness & Wellness I</u>	EHS 131 (or HPE 131)	1
• <u>PreHospital Care III</u>	EHS 220	3
• <u>PreHospital Care Skills III Lab</u>	EHS 220L	1
		Total Credits: 14

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

Course Name	Course Code	Credits
• <u>Social Issues in Healthcare Delivery</u>	SOC 213	3
• <u>Field Externship III</u>	EHS 178E	1
• <u>PreHospital Care IV</u>	EHS 225	5
• <u>PreHospital Care Skills IV Lab</u>	EHS 225L	2
• <u>Clinical Practice IV</u>	EHS 250C	2
• <u>Rescue Operations</u>	EHS 200	2
• <u>Introduction to Air Care*</u>	EHS 207	2

Total Credits: 17

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

Course Name	Course Code	Credits
• <u>Bioethics</u>	PHL 215	3
• <u>Field Externship IV</u>	EHS 179E	4
• <u>Professional Seminar</u>	EHS 285	1
• <u>Senior Seminar</u>	EHS 295	1
• <u>Physical Fitness & Wellness II</u> (Elective)	EHS 132 & 132L	1
• <u>English/Psychology Elective</u>	ELE 000	3

Total Credits: 13

EHS-Advanced Standing Requirements

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 for NREMT-P's

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

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

- Must have current EMT-Basic certification by the start of the summer semester (third semester).

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.

Fire and EMS Technology: Program of Study - Semester I

Course Name	Course Code	Credits
• <u>Basic Truck Operations</u>	FIR 111	1
• <u>Principles of Emergency Services</u>	FIR 137	3
• <u>Fire Behavior and Combustion</u>	FIR 131	3
• <u>Survey of Human Anatomy & Physiology</u>	BIO 151	3
• <u>Academic Seminar</u>	GEN 100	1
• <u>Applied Mathematics for Healthcare Professionals</u>	MTH 130	3

Total Credits: 14

Fire and EMS Technology: Program of Study - Semester II

Course Name	Course Code	Credits
• <u>Building Construction for Fire Protection</u>	FIR 261	3
• <u>Grammar & Composition I</u>	ENG 111	3
• <u>General Chemistry I</u>	CHM 111 & CHM 111L	4
• <u>Computer Concepts & Applications</u>	BUS 131	3
• <u>Fire Essentials I</u>	FIR 151	3
• <u>Fire Essentials I Laboratory</u>	FIR 151L	1

Total Credits: 17

Fire and EMS Technology: Program of Study - Semester III (Summer)

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

Total Credits: 12

Fire and EMS Technology: Program of Study - Semester IV

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

Total Credits: 15

Fire and EMS Technology: Program of Study - Semester V

Course Name	Course Code	Credits
• <u>Bioethics</u>	PHL 215	3
• <u>Physical Fitness & Wellness</u>	HPE 131	1
• <u>Fire & EMS Externship</u>	FIR 290E	2
• <u>General Psychology</u>	PSY 201	3
• <u>Fire Prevention</u>	FIR 297	3
• <u>Intermediate Externship</u>	EHS 200E	2

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 (OTAs). Working under the supervision of a Licensed Occupational Therapist, the OTA carries out evaluation and treatment procedures in a wide variety of clinical settings. OTAs 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.

National Certification

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. 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 if 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.

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.

Occupational Therapy Assistant: Program of Study - Semester I

Course Name	Course Code	Credits
• <u>Anatomy & Physiology I</u>	BIO 211 & 211L	4
• <u>Introduction to Computers</u>	BUS 111	1
• <u>Grammar & Composition I</u>	ENG 111	3
• <u>Academic Seminar</u>	GEN 100	1
• <u>Functional Anatomy I</u>	OTA 151 & 151L	2
• <u>Fundamentals of the Profession</u>	OTA 101	3
• <u>General Psychology</u>	PSY 201	3

Total Credits: 17

Occupational Therapy Assistant: Program of Study - Semester II

Course Name	Course Code	Credits
• <u>Anatomy & Physiology II</u>	BIO 212 & 212L	4
• <u>Therapy Skills</u>	OTA 104 & 104L	3
• <u>Functional Anatomy II</u>	OTA 152 & 152L	2
• <u>Principles & Procedures of OT - Psychiatric Disorders</u>	OTA 163	3
• <u>Principles & Procedures of OT – Psychiatric Disorders Fieldwork</u>	OTA 163C	1
• <u>Abnormal Psychology</u>	PSY 204	3

Total Credits: 16

Occupational Therapy Assistant: Program of Study - Semester III

Course Name	Course Code	Credits
• <u>Social Issues in Healthcare Delivery</u>	SOC 213	3
• <u>Human Growth & Development</u>	PSY 202	3
• <u>Bioethics</u>	PHL 215	3
• <u>Pathologic Conditions</u>	OTA 203	2
• <u>Therapy Skills Lab</u>	OTA 114L	1

Total Credits: 12

Occupational Therapy Assistant: Program of Study - Semester IV

Course Name	Course Code	Credits
• <u>Therapeutic Adaptation</u>	OTA 252 & 252L	4
• <u>Pediatric Programming</u>	OTA 231 & 231L	3
• <u>Principles & Procedures of OT - Physical Dysfunction</u>	OTA 261	3
• <u>Pediatric Programming Fieldwork</u>	OTA 231C	1
• <u>Geriatric Programming</u>	OTA 241 & 241L	3
• <u>Geriatric Programming Fieldwork</u>	OTA 241C	1

Total Credits: 15

Occupational Therapy Assistant: Program of Study - Semester V

Course Name	Course Code	Credits
• <u>Professional Seminar</u>	OTA 285	1
• <u>Fieldwork Level II - A</u>	OTA 270	6
• <u>Field Work Level II-B</u>	OTA 271	6

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 - Semester I

Course Name	Course Code	Credits
• <u>Anatomy & Physiology I</u>	BIO 211 & 211L	4
• <u>Introduction to Computers</u>	BUS 111	1
• <u>Grammar & Composition I</u>	ENG 111	3
• <u>Academic Seminar</u>	GEN 100	1
• <u>Developmental Psychology</u>	PSY 238	4
• <u>Basic Skills for the PTA</u>	PTA 106	3
• <u>Integrated Sciences for the PTA</u>	PTA 110	2

Total Credits: 18

Physical Therapist Assistant: Program of Study - Semester II

Course Name	Course Code	Credits
• <u>Anatomy & Physiology II</u>	BIO 212 & 212L	4
• <u>IDS/HPE Elective</u>	IDS/HPE 000	1
• <u>Bioethics</u>	PHL 215	3
• <u>Clinical Assessment Skills</u>	PTA 108L	2
• <u>Functional & Applied Anatomy</u>	PTA 150	4
• <u>Social Issues in Healthcare Delivery</u>	SOC 213	3

Total Credits: 17

Physical Therapist Assistant: Program of Study - Semester III

Course Name	Course Code	Credits
• <u>Therapeutic Massage</u>	HPE 104	1
• <u>Intermediate Massage</u>	HPE 154	1
• <u>Principles and Procedures of Physical Therapy I</u>	PTA 161	6
• <u>Principles of Therapeutic Exercise</u>	PTA 201	2

Total Credits: 10

Physical Therapist Assistant: Program of Study - Semester IV

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

Total Credits: 15

Physical Therapist Assistant: Program of Study - Semester V

Course Name	Course Code	Credits
• <u>Pediatric Physical Therapy</u>	PTA 241	2
• <u>Adult Neurological Rehabilitation</u>	PTA 242	3
• <u>Clinical Education II</u>	PTA 252 C	7
• <u>Professional Seminar</u>	PTA 285	2

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. RT students obtain both the knowledge and the skills needed to practice respiratory care through our program of didactic, laboratory and clinical preparation.

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

Certification/Accreditation

Graduates of an accredited respiratory therapy program are eligible to sit for the NBRC Certified Respiratory Therapist (CRT) examination. After successful completion of this exam, the graduate can then take the Registered Respiratory Therapist (RRT) national examinations. 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 in which they plan to obtain employment. In the Commonwealth of Virginia, licensure can be obtained by applying to the Virginia State Board of Medicine (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 Health Sciences.

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.
3. Walk quickly in response to emergencies and life saving procedures.
4. Bend, squat, kneel, and twist upper and lower back.
5. Assist in lifting or moving clients of all age groups and weights.
6. Lift small equipment up to 35 pounds.
7. Perform CPR (i.e., move above patient to compress chest and manually ventilate patient).
8. Work with arms fully extended overhead.
9. Use hands for grasping, pushing, pulling and fine manipulation.
10. Demonstrate eye/hand coordination for manipulation of equipment (i.e., syringes, procedures, etc.).
11. Auditory abilities sufficient to hear alarms, beepers, and pages.
12. Auditory abilities to monitor breath sounds with a stethoscope and assess health needs.
13. Visual abilities to see all colors of the spectrum, distinguish calibrated markers of 0.1 mm, identify digital displays and controls in low light conditions, determine depth of instrumentation placement, and read small print on medicine containers.
14. Tactile ability sufficient for physical assessment.
15. 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 and professional language).

Respiratory Therapy: Sample Program of Study - Semester I

Course Name	Course Code	Credits
• <u>Anatomy & Physiology I</u>	BIO 211 & 211L	4
• <u>Academic Seminar</u>	GEN 100	1
• <u>Grammar & Composition I</u>	ENG 111	3
• <u>Introduction to Computers</u>	BUS 111	1
• <u>Fundamentals of Respiratory Therapy I</u>	RTH 104	4
• <u>Integrated Sciences for Respiratory Care</u>	RTH 130	3

Total Credits: 16

Respiratory Therapy: Sample Program of Study - Semester II

Course Name	Course Code	Credits
• <u>Anatomy & Physiology II</u>	BIO 212 & 212L	4
• <u>Fundamentals of Respiratory Therapy II</u>	RTH 105	4
• <u>Clinical Practice I</u>	RTH 110C	3
• <u>Bioethics</u>	PHL 215	3
• <u>Cardiopulmonary Anatomy & Physiology</u>	RTH 118	3

Total Credits: 17

Respiratory Therapy: Sample Program of Study - Semester III (Summer)

Course Name	Course Code	Credits
• <u>Respiratory Pharmacology</u>	RTH 121	3
• <u>Introduction to Mechanical Ventilation</u>	RTH 249	4
• <u>Respiratory Pathology</u>	RTH 200	3
• <u>Pulmonary Function Studies</u>	RTH 201	2

Total Credits: 12

Respiratory Therapy: Sample Program of Study - Semester IV

Course Name	Course Code	Credits
• <u>Clinical Practice II</u>	RTH 220C	3
• <u>Microbiology</u>	BIO 253 & 253L	4
• <u>Critical Care I</u>	RTH 254	3
• <u>Pediatrics & Neonatology</u>	RTH 252	3
• <u>Patient Rehabilitation & Home Care</u>	RTH 241	1
• <u>Psychology Elective</u>	ELE 000	3

Total Credits: 17

Respiratory Therapy: Sample Program of Study - Semester V

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

Total Credits: 15

ACCOUNTING

ACC 121—Accounting I

This course is designed to acquaint students with the theory and logic underlying accounting procedures and principles. The course content includes the basic accounting cycle, special journals, systems and control, short-term liquid assets and inventories. (3 credit hours)

ACC 141—Accounting II

Prerequisites: ACC 121

A continuation of the principles learned in ACC 121. The course content focuses on the comprehension of long-term assets and liabilities, current liabilities and payroll, partnerships, corporations, inter-company investments, the statement of cash flows and financial statement analysis. (3 credit hours)

ACC 301—Principles of Financial Accounting

This course is designed to identify, process, and communicate information about the performance and financial condition of a business. The ultimate goal of accounting is to provide reliable information useful for making economic decisions. (3 credit hours)

ART

ART 210—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 & 101L—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 & 102L—General Biology II

Prerequisites: BIO 101

This is the second of a two-semester lecture and laboratory study of general biology. The course will focus on basic zoology, human biology and ecology. The laboratory 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 & Physiology

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 199L—Supervised Study

Prerequisites: BIO 102 and/or BIO 211

This course is intended to allow students an opportunity to complete a supervised study of a topic of interest to the student. The topic will be related to the laboratory work in a course relevant to a specific year of study. (1 credit hour)

BIO 211 & 211L—Anatomy & Physiology I

This is a lecture and lab course that focuses on the basic structure and function of the human body for students preparing for professions in the healthcare field. 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

This is the second in a sequence of two courses in anatomy and physiology for students preparing for professions in the healthcare field. The course provides a study of the basic structure and function of the human body with an emphasis on system anatomy and current theories of physiology. The course will prepare students for continued study of human physiology and disease process in subsequent courses. The course focuses on cardiovascular, respiratory, endocrine, digestive, immune, reproductive and urinary systems. The laboratory component closely follows lecture and is designed to support the lecture with a laboratory experience that will require student participation in animal dissection and experimentation in basic physiology. (4 credit hours)

BIO 253 & 253L—Microbiology

Prerequisites: BIO 212

This course provides a detailed study of the definition, scope, history and significance of microbiology to students preparing for professions in healthcare. The lecture focuses on microbial taxonomy, microbial structure, genetics and life history. It also considers the basic aspects of microbial physiology and their ability to cause infection. The course has emphasis on the human immune process, modes of microbial transmission and virulence. The laboratory component is designed to examine basic concepts of taxonomy, microbial morphology, staining characteristics, population studies, isolation methods and control of microbes. The course will require student participation in experimentation and observation of results in these basic microbiology concepts. (4 credit hours)

BIO 299L—Supervised Study

Prerequisites: BIO 253

This course is intended to allow students an opportunity to complete a supervised study of a topic of interest to the student. The topic will be related to the laboratory work in a course relevant to a specific year of study. (1 credit hour)

BIO 300—Pathophysiology

Prerequisites: BIO 212

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 & 301L—Fundamentals of Forensic Science I

Prerequisites: BIO 102 OR CHM 112 OR BIO 212

This course is designed to be an introduction to forensic science. It is a combined lecture and laboratory course. Topics include the recognition, identification, individualization and evaluation of physical evidence such as hairs, fibers, blood, body fluids, glass, soil, paint, fingerprints, firearms and tool marks commonly collected as part of crime scene investigations. Proper collection techniques, processing and handling of evidence will be emphasized. The laboratory component will include detailed laboratory hands-on examination and testing of the physical evidence discussed during lecture. (3 credit hours)

BIO 302 & 302L—Fundamentals of Forensic Science II

Prerequisites: BIO 301

This course is a continuation of an introduction to the field of forensic science started in BIO 301. Topics to be addressed include the recognition, identification, individualization and evaluation of physical evidence such as hairs, fibers, chemicals, drugs, blood, body fluids, glass, soil, paint, documents, and blood spatter. The fields of forensic toxicology, entomology, anthropology, odontology, arson, and DNA analysis will be introduced. The proper techniques for the collection, processing and handling of evidence at crime scenes and in the forensic laboratory will be emphasized. The laboratory component will

include the detailed hands-on examination and testing of the physical evidence discussed during lecture. (3 credit hours)

BIO 304—Genetics

Prerequisites: 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

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 & 321L—Gross Anatomy I

Prerequisites: BIO 211

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 & 322L—Gross Anatomy II

Prerequisites: BIO 321

This course is the second of a two semester lecture and laboratory detailed study of human anatomy. It is designed to enhance and develop the knowledge base from the first semester of gross anatomy. Lecture discussion will support the laboratory. During the laboratory, students will be required to participate in the dissection of a human cadaver. Lecture and laboratory emphasis will be on the dissection of the entire thoracic, abdominal, and pelvic cavities. Lecture and dissection focus will also be on visceral structures, nerves and blood supply. In addition, the brain, brainstem and cranial nerves will be considered in anticipation of laboratory dissection. (3 credit hours)

BIO 351—Applied Human Gross Anatomy

Prerequisites: BIO 212

This course enhances the general knowledge base of that received in a college level general anatomy and physiology course. Lecture focuses on identification of the entire musculoskeletal system of a previously dissected human cadaver with emphasis on osseous anatomical features, muscles (including tendons and ligaments), nerves and blood supply; and on identification of the entire thoracic, abdominal and pelvic cavities

of a previously dissected human cadaver, with emphasis on visceral structures, nerves and blood supply. In addition, the brain, brainstem and cranial nerve will be discussed and reviewed in a human cadaver specimen. Approximately twenty (20) percent of this class will be in the laboratory/morgue setting for demonstration. (3 credit hours)

BIO 399L—Supervised Study

Prerequisites: BIO 322 AND BIO 300 OR BIO 304

This course is intended to allow students an opportunity to complete a supervised study of a topic of interest to the student. The topic will be related to the laboratory work in a course relevant to a specific year of study. (1 credit hour)

BIO 401—Molecular Biology

Prerequisites: BIO 304, CHM 360

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

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 energy flow, genetics, chemical signaling, cell interactions, mechanisms of cellular transport, and general concepts of biotechnology. (3 credit hours)

BIO 407—Seminar in Biology

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

Corequisites: BIO 407

The student will conduct an individual research project in the biomedical sciences, as directed by the department. This 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 430—Neuroanatomy & Neurophysiology

Prerequisites: BIO 300

This course is a comprehensive study of the human nervous system, including anatomy, physiology and pathophysiology. Particular attention will focus on embryological development and the resulting pathological consequences of abnormal development. Students will focus on cause and effect relationships that are known to exist in neurological disorders. The class will also examine both CNS and PNS lesions and their associated symptoms. The laboratory portion of the course will focus on structures as related to function, assessment of neurological function and evaluation using common neurological instruments. The laboratory will emphasize the neurological exam as a part of the comprehensive physical examination and the recognition of common deficits. (4 credit hours)

BUSINESS

BUS 111—Introduction to Computers

This course introduces the student to computer hardware and software systems. Topics will include common operating systems(Windows 2000). Microsoft Office Suite is used for word processing, multimedia presentations, and internet usage. Students are afforded hands-on experience at individual computer stations. (1 credit hour)

BUS 131—Computer Concepts & Applications

Prerequisites: BUS 111

This course introduces the student to common computer equipment and software with emphasis on applications utilized in business and healthcare. This course also introduces principles, methods and techniques involved in use of the most widely used office suite program(s). (3 credit hours)

BUS 220—Advanced Microsoft Word

Prerequisites: BUS 111

This course familiarizes the student with advanced features of Microsoft Work software. (1 credit hour)

BUS 221—Advanced Microsoft Excel

Prerequisites: BUS 111 or equivalent

This course familiarizes the student with advanced features of Microsoft Excel software. (1 credit hour)

BUS 222—Advanced Microsoft PowerPoint

Prerequisites: BUS 111

This course familiarizes the student with advanced features of Microsoft PowerPoint software. (1 credit hour)

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 & CHM 111L—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 & CHM 112L—General Chemistry II**Prerequisites: CHM 111**

This course is the second of a two-semester lecture and laboratory study of the principles of general chemistry. It emphasizes the study of modern principles of general chemistry, chemical kinetics, chemical equilibrium and chemical thermodynamics. The laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory will require students to be involved in exercises that measure basic chemical reactions and develop fundamental skill important to introductory chemistry. (4 credit hours)

CHM 199L—Supervised Study**Prerequisites: CHM 112**

This course is intended to allow students an opportunity to complete a supervised study of a topic of interest to the student. The topic will be related to the laboratory work in a course relevant to a specific year of study. The course numbers are listed (CHM 199L and CHM 299L) to allow the student to complete the supervised study at the end of the first year, second year, or third year of study. (1 credit hour)

CHM 241 & 241L—Organic Chemistry I**Prerequisites: CHM 112**

This course is the first of a two-semester lecture and laboratory study of organic chemistry. The lecture component is designed to provide a detailed study of carbon containing compounds, their properties and characteristics. Emphasis is placed on organic compound nomenclature, isomerism and characteristics of organic structure. Compounds of importance to biological systems and biochemistry are stressed. The

laboratory component of the course is designed to support the concepts and principles defined during lecture. The laboratory will require students to be involved in exercises that involve basic reactions fundamental to organic chemistry. (4 credit hours)

CHM 242—Organic Chemistry II

Prerequisites: CHM 241

This course is 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 299L—Supervised Study

Prerequisites: CHM 242 and CHM 300L

This course is intended to allow students an opportunity to complete a supervised study of a topic of interest to the student. The topic will be related to the laboratory work in a course relevant to a specific year of study. The course numbers are listed (CHM 199L and CHM 299L) to allow the student to complete the supervised study at the end of the first year, second year, or third year of study. (1 credit hour)

CHM 300L—Chemistry Methods Lab

Corequisites: CHM 242 or CHM 351

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

This course studies the basic principles of pharmacology to include concepts in pharmacokinetics, pharmacodynamics, drug development and drug safety. Major drug categories and commonly used medications are emphasized. (3 credit hours)

CHM 351—Analytical Chemistry

Prerequisites: CHM 242

This course is a study of fundamental techniques and principles of the quantitative methods used in chemistry. Emphasis is placed on gravimetric, titrimetric, colorimetric, and chromatographic procedures of chemical analysis. Emphasis will be placed on quantitative methods of analysis and on the interpretation of quantitative data. (3 credit hours)

CHM 360 & 360L—Biochemistry I

Prerequisites: CHM 241

This course presents the biochemical principles and processes that govern living systems. It is a combined lecture and laboratory course. Chemical structures and functional relationships of proteins, enzymes, lipids, and carbohydrates are emphasized. In addition, emphasis will be placed on cellular bioenergetics, chemical

pathways of metabolism and the regulation of metabolism. The laboratory component will support the lecture component with laboratory exercises that demonstrate the biochemical processes discussed during lecture. (4 credit hours: 3 lecture & 1 lab)

CHM 361 & 361L—Biochemistry II

Prerequisites: CHM 360

This course is a continuation of Biochemistry I. The material covered during the lecture component of the class 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)

CLINICAL LABORATORY SCIENCES

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 hours)

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 hour)

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 credit hours)

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 credit hours)

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 credit hours)

CLS 474—Immunoematology

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 credit hours)

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 credit hours)

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 credit hours)

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 hour)

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 credit hours)

CLS 492A—Clinical Mycology

A study of laboratory procedures used in the identification of fungi, epidemiology and manifestations of fungal diseases. (1 credit hour)

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 credit hours)

ECONOMICS

ECN 101—Concepts of Economics

This course studies basic economic problems faced by any society, together with an analysis of the fundamental concepts and practices of our economic system, involving comparisons with other systems and providing an overview of the characteristics of the market for healthcare services. Specific reference is made to health services expenditures, demand, pricing policies, manpower, access to care, supply of health services, productivity, cost analysis, inflation and the financing of healthcare services. (3 credit hours)

EMERGENCY HEALTH SCIENCES

EHS 100—Emergency Medical Technician Basic

This course is an introductory course to emergency pre-hospital care and follows the 1994 Department of Transportation National Standard Curriculum for the EMT-Basic. Upon successful completion of this course and its corequisites, candidates are eligible to sit for Virginia and national EMT-Basic certification. (5 credit hours)

EHS 100L—Emergency Medical 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

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

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

Corequisites: EHS 120L, EHS 160C

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

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

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 credit hours)

EHS 125L—Intermediate Care I Lab

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 credit hours)

EHS 130C—Intermediate Clinical I

Corequisites: EHS 125

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 hour)

EHS 131 (or HPE 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 (Elective)

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, EHS 130C

Corequisites: EHS 175

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 hour)

EHS 151C—Introduction to Clinical/Field Externship

Prerequisites: EHS 111

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

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

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 hours)

EHS 171E—Field Externship I

Prerequisites: EHS 151C

Corequisites: EHS 120

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

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

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 hours)

EHS 175—Intermediate Care II

Prerequisites: EHS 125, 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, 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 hour)

EHS 176E—Field Externship I

Corequisites: EHS 160C, EHS 210

This semester includes 100 hours of field externship time with an approved ALS agency. Each call ran 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 credit hours)

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 hour)

EHS 178E—Field Externship III

Prerequisites: EHS 172E

Corequisites: EHS 250C, EHS 225

This semester includes 50 hours of field externship time with an approved ALS agency. The focus of this course is to gain experience functioning at the Advanced Life Support level while working on paramedic skills. Concepts of the AIC and the paramedic as a leader will be explored. Students are expected to take charge of calls under the guidance of the preceptor. (1 credit hour)

EHS 179E—Field Externship IV

Prerequisites: 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 evaluate and support the student as a team leader. The concepts of the AIC and the paramedic as a team leader will be emphasized. The student is expected to operate as the AIC on calls. Accurate charting/documentation will also be strongly emphasized. (5 credit hours)

EHS 200—Rescue Operations

Corequisites: EHS 111, EHS 151C

This introductory course to Emergency Medical Service Operations provides the student a general approach to scene management and ambulance operations. The course follows the 1998 DOT National Standard Curriculum for the EMT-P. Content includes all of Module 8 **Operations:** and Rescue Awareness and Operations. (2 credit hours)

EHS 200E—Intermediate Externship

Prerequisites: EHS 175, EHS 150C

This semester includes a minimum of 100 hours of field externship with a preceptor at an approved ALS agency. The focus of this course is to evaluate and support the student as an advanced life support provider. The concepts of the attendant in charge (AIC) and the EMT-Intermediate as a team leader will be emphasized. The student is expected to progress from being a team provider to being able to operate as the AIC on all calls. Accurate charting/documentation will also be strongly emphasized. (2 credit hours)

EHS 207—Introduction to Air Care*

Prerequisites: EHS 220

*This is an elective course offered to students who have an interest in air-medical transport. Areas of study include history of air medivac basic helicopter orientation, management of the critically ill patient, communications and crew resource management. (2 credit hours)

EHS 210—Paramedic Pharmacology

Prerequisites: EHS 111

Corequisites: EHS 120

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, ophthalmic, ears, thyroid, endocrine, reproductive, antineoplastics, infectious disease, Antibiotics, antifungals, antimicrobials, NSAJIDS, uricosuric, vaccines, dermatologic, vitamins and minerals, fluids and electrolytes and antidotes. (3 credit hours)

EHS 220—PreHospital Care III

Prerequisites: EHS 120

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

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

Corequisites: EHS 178E, 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

Corequisites: EHS 173E, 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

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—Professional Seminar

Prerequisites: EHS 225

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

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

This distance education course is designed to teach EMS professionals how to objectively evaluate and form an opinion on current issues pertaining to the field of emergency services, including having a basic understanding of research literature. (3 credit hours)

EHS 299—EMS Practicum

This distance education course is designed to teach EMS professionals how to effectively evaluate elements critical to job performance utilizing the SWOT analysis format. Students will be required to present the analysis in a PowerPoint presentation format designed to effect change at an operational level. (2 credit hours)

ENGLISH

ENG 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

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

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

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 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 151

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 151

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 hours)

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

This course provides information relating to the features of design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection and portable fire extinguishers. (3 credit hours)

FIR 222—Flammable Liquids and L.P. Gas

This course is designed to review the properties of Flammable Liquids and Liquefied Petroleum Gas (LPG) their use and storage. Various containers, construction, handling devices and different transportation hazards will be addressed. (2 credit hours)

FIR 225—Fire Protection Hydraulics and Water Supply

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

Corequisites: FIR 251

This course is designed as an in-depth advanced course in specific fire rescue tactics. The emphasis of this course is to prepare the firefighter mentally and physically to handle specialized rescue incidents. The course will consist of two credit certificates: HTR Rope I and HTR Vehicle Rescue. (1 credit hour)

FIR 245—Trench Rescue

This course teaches a combination of classroom and practical evolutions that allow the student to make open trenches and excavations safe for victim access and removal. (1 credit hour)

FIR 250—Managing Company Tactical Operations - Decision-Making

Prerequisites: FIR 151

This course provides an effective approach to command decision-making and organization. The focus of this course is a review of the command sequence and an overview of incident command for structural firefighting. Key content of the five modules include: The Command Sequence; Developing an Action Plan; Introduction to the Incident Command System; and a naturalistic approach utilizing critical care cues for making difficult Size-up judgments. (1 credit hour)

FIR 251—Fire Essentials II

Prerequisites: FIR 151

Corequisites: FIR 261

This is the advanced classroom component for firefighters possessing Firefighter I, and H.M.F.R. - Awareness certifications, and builds on that knowledge base. Taken with the corequisites the course will qualify the successful student to take the Virginia Department of Fire Programs Firefighter II written test and Hazardous Materials First Responder - Operation written and skills tests. The emphasis of the course is to prepare the firefighter to assume the role of team leader under direct supervision of an officer or fire ground commander. (1 credit hour)

FIR 251L—Fire Essentials II Laboratory

Prerequisites: FIR 151

Corequisites: FIR 261

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 fire ground commander. (2 credit hours)

FIR 260—Building Construction & Inspection

Prerequisites: FIR 200

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

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 151

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

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

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. 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. (1 credit hour)

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)

HEALTHCARE MANAGEMENT

HCM 301—US Healthcare System

This course is designed to provide a practical and conceptual picture of the organization, financing, and delivery of healthcare services. To begin to develop an understanding of the trend towards integrated health systems and networks occurring at the local delivery level, the course will compare and contrast how acute and chronic care services are organized, managed, and financed. Attention will be focused on evaluating the effects of healthcare on costs, quality, and access. Additionally, policy changes at the state and national levels will be examined to assess their effects on individuals and organizations. (4 credit hours)

HCM 302—Principles of Healthcare Management

This course provides a systematic overview of organizational principles, practices, and insights related to the management of healthcare services. Applications of the manager's role in planning, organizing, staffing, and directing are discussed and

evaluated with a focus on developing interpersonal communication skills. Quality management, innovation and organizational issues will be presented. Future issues that may challenge healthcare will be examined. (4 credit hours)

HCM 310—Accounting for Healthcare Managers

This course will prepare students to read, analyze, and utilize healthcare financial statements and budgets. Financial management techniques for controlling the cost of services to both the provider and consumer will be examined. (4 credit hours)

HCM 312—Organizational Behavior and Development

This course provides a survey of individual and group roles and the manager's responsibilities in developing interactive relationships. Special emphasis placed on behavior and development within health care environments. Leadership, group dynamics, motivation and other behavioral principles are emphasized in this course. (4 credit hours)

HCM 315—Health Care Management Seminar I

Prerequisites: HCM 301

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 Information Systems & Computer Applications

This course explores the role of the healthcare manager in relation to information technology in the healthcare setting, and how computers enhance healthcare practice. The course includes analysis of components of computers and networks; development, enhancement, and selection of healthcare information systems; and management and uses of medical databases and spreadsheets for healthcare managers. Other topics will include examining the process of transforming data into usable information, the fundamentals of proposing and evaluating various health information systems, and the role of the Internet in today's health information environment. (4 credit hours)

HCM 330—Human Resources Management in Healthcare

Prerequisites: HCM 301

This course explores the principles and practices of effectively managing people. An overview of the key issues that affect healthcare workforce planning and performance management will be examined and analyzed. An emphasis will be placed on practical techniques and tools to effectively implement human resources practices, as well as an examination of beliefs and traditions that impede implementation of sound human resources management. (4 credit hours)

HCM 340—Healthcare Finance

Prerequisites: HCM 310

In this course students will apply financial concepts concerning the time value of money, financial risk and required return, capital structure, and capital investment decisions. Students will learn to understand and apply concepts related to the cost of capital, debt and equity long term financing, capital budgeting, working capital management, short term financing, and leases. The course will also prepare students to analyze financial

performance through the use of ratio analysis and other analytical techniques. (4 credit hours)

HCM 399/499—Healthcare Management

Prerequisites: HCM 301

This special topics course is designed to provide opportunities for HCM students to research and analyze current topics in health care management during the junior and/or senior years of course work. Please Note: This course carries a variable credit from 1 to 3 credits. (1 credit hour)

HCM 410—Healthcare Research Methods

Prerequisites: HCM 301

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—Managing a Diverse Healthcare Workforce

Prerequisites: HCM 330

This course focuses on analyzing issues related to management and leadership of a diverse workforce. Students will become knowledgeable of current research and will develop a practical plan to manage diversity in an organization. (1 credit hour)

HCM 420—Healthcare Law and Ethics

Prerequisites: HCM 301

This course examines the major legal issues encountered by healthcare institutions and individual healthcare practitioners as they operate and make business decisions in today's fluid healthcare environment. Ethical issues inherent with regulatory and licensure compliance will be examined and analyzed. (4 credit hours)

HCM 440—Marketing and Public Relations in Healthcare

This course examines the theories, principles and concepts of healthcare marketing, management and public relations with specific emphasis placed on the marketing mix, product, placement and promotion. (4 credits)

HCM 450—Healthcare Economics & Policy

Prerequisites: HCM 301

This course is designed to develop conceptual and analytical skills in the application of economic principles to the organization and delivery of healthcare services. Economic theory will be applied to the supply and demand of healthcare, health insurance, payment mechanisms, and market structure. Economic measures will be used to analyze the cost/benefits of healthcare systems. Students will gain a deeper understanding of state, federal, and local governments' roles in healthcare. (4 credit hours)

HCM 464—Healthcare Management Senior Project Proposal

Prerequisites: HCM 302

In this practicum learning experience, the student develops a detailed work-related senior project in the discipline of Healthcare Management that is supervised by academic and organizational preceptors. This supervised study is an integrative learning opportunity whereby the student will apply, analyze, and synthesize the core management competencies into a project proposal. (1 credit hour)

HCM 465—Healthcare Management Senior Project/Internship

Prerequisites: HCM 464

In this practicum learning experience, the student, under supervision of academic and organizational preceptors, implements and reports the results of an approved work-related senior project in the discipline of Healthcare Management. This supervised study is an integrative learning opportunity in which the student analyzes and synthesizes core management competencies to implement a professional work-related project. Each student works with academic and organizational preceptors to ensure reporting and completion of the senior project. (3 credit hours)

HCM 485—Healthcare Strategic Management & Marketing

Prerequisites: HCM 301

As the capstone course for the HCM program, the purpose of this course is to integrate theories, principles, and practices of health management and policy with practical situations and problems. Students will work in teams to develop strategic plans. (4 credit hours)

HEALTH & EXERCISE SCIENCE

HES 220—Foundations of Health and Exercise Science

Course facilitates a general understanding of health and exercise science as a field of study. Students will be introduced to the history and origins of the academic discipline, current trends in the field, scholarship that informs the profession, and future directions for research and practice. Physical activity, structured exercise, and health-related fitness behaviors and programs will be discussed applying a social ecological framework across individual, group, organization, community, and policy levels. Students will be introduced to the HES electronic portfolio requirement, develop their portfolio framework, and document knowledge, skills, and abilities as appropriate to developing competencies and demonstrating proficiencies in HES content areas. (3 credit hours)

HES 221—Principles of Physical Fitness I

Corequisites: HPE 221

Course content is designed to provide focused instruction and opportunities for sound application including, but not limited to, the following modes of group exercise class activities: high/low impact, step training, studio cycling, water aerobics, body pump, and cardio kickboxing. Each topic will be covered in detail with respect to physiological and biomechanical principles, class organization, choreography, safety, and modifications for involvement of individuals with varying abilities, including current trends and research in the areas of group exercise. (1 credit hour)

HES 222—Muscle Fitness Activities II

Prerequisites: HES 221

Corequisites: HPE 222

Course content is designed to provide both the theoretical and practical knowledge to effectively design, organize and implement muscular fitness programs. Special emphasis will be placed on the physiological/biomechanical principles, training guidelines and safety procedures in developing and administering programs in muscular fitness, core strength and balance for populations with varying abilities. Current trends and research in the areas of muscle fitness will be covered. (1 credit hour)

HES 271—Injury Prevention and Post-Rehabilitative Exercise

Prerequisites: BIO 211

Corequisites: Prerequisite or BIO 212

Course includes approaches involved in preventing common injuries that occur within the active population and concepts of post-rehabilitative exercise. The content of the course will include risk management and safety within an exercise environment and post-rehabilitation principles for common injuries and illnesses. Emphasis will be placed on prevention and recognition of and post-rehabilitative exercise recommendations for the injuries and illnesses most common in non-clinical exercise environments. (3 credit hours)

HES 302—Exercise Physiology (Proposed)

Prerequisites: BIO 212

Course encompasses the acute physiological responses and chronic adaptations of the human body to exercise. Included in the context of this course are the neuromuscular, metabolic, cardiovascular, hormonal, and respiratory systems as they relate to the basic science of human movement and clinical applications. Methodology, procedures, quantification and measurement issues are emphasized in the laboratory component. (4 credit hours)

HES 311—Clinical I (Proposed)

Clinical experience is designed to provide students with an opportunity to gain entry-level experience in commercial exercise science settings. Students will complete 100 hours of supervised clinical experience in a fitness center environment that will include land- and water-based group and individual exercise protocols for apparently healthy individuals of various ages and abilities. Rotation will include working with individuals of varying ages and abilities on health fitness tasks as well as with site supervisor and staff on various aspects of fitness center operations. Experience will be documented as a component of the learner's electronic portfolio and evaluated on a pass/no pass basis. (2 credit hours)

HES 312—Clinical II (Proposed)

Clinical placement that provides the student with an opportunity to apply the knowledge and skills learned in the classroom to a practical experience in a medically-directed, clinical setting. Students will complete 100 hours of supervised clinical experience that will include structured and rehabilitative exercise for populations of various ages and abilities with known disease and/or injuries. Experience will be documented in the

student's electronic portfolio demonstrating entry-level knowledge, skills, and abilities in medical exercise settings. Evaluation is on a pass/no pass basis. (2 credit hours)

HES 323—Concepts of Strength and Conditioning (Proposed)

Advanced study of scientific principles and theories related to strength and conditioning for varying populations. Discussions relative to concepts and applications in the exercise sciences, testing and evaluation, program design, implementation, and evaluation, strength and conditioning facility organization and administration, as well as safety techniques are emphasized. (3 credit hours)

HES 334—Kinesiology (Proposed)

Course designed to provide the student with an understanding of human movement and how developmental and pathological processes affect human movement. Content includes musculoskeletal anatomy, joint structure, and function, biomechanics, posture analysis, and gait analysis. The student is prepared to identify the various phases of motion and explain the mechanical significance of each in producing the desired outcome. (3 credit hours)

HES 345—Exercise Testing and Prescription (Proposed)

Course focuses on the various procedures and protocols for testing and measuring components of fitness associated with optimal health – cardiorespiratory fitness, muscular fitness, flexibility, and body composition. Students will explore the associations among physical activity, health, and hypokinetic diseases; health screening and risk classification; principles of measurement, assessment, test administration and exercise prescription; various clinical and field-based test modes and protocols for determining levels of health fitness as well as practice health fitness programming techniques specific to health fitness assessments. (3 credit hours)

HES 355—Applied Nutrition and Energy Production (Proposed)

Course focuses on fundamental concepts of nutrition and dietary behaviors with a special focus on contemporary issues relevant to developing professionals in health and exercise science. A survey of concepts and research in nutrition science, including micro and macro nutrients, food industry, dietary practices for weight management, and supplementation will be applied to nutritional support of active lifestyle and exercise behaviors for health and wellness across the lifespan. Emphasis is placed on metabolism of foodstuffs and the acute and chronic effects that exercise and physical activity have on the energy pathways. (3 credit hours)

HES 365—Psychosocial Aspects of Exercise (Proposed)

Course brings content or methods of inquiry from psychology and sociology, in the context of exercise science to bear on the questions around physical activity and exercise behaviors. Students focus on the psychosocial factors related to participants and motivated behaviors, including adoption, adherence, compliance, in leisure physical activity and exercise. Comprehension of physical activity environments and group processes for enhancing participants' health and well being, as well as applications of theories for enhancing client psychosocial development and physical activity behaviors for individuals with diverse cultural identities are also examined. (3 credit hours)

HES 411—Clinical III (Proposed)

Clinical experience provides the opportunity for students to gain experience in health fitness at a college qualified program site under the direct supervision of a clinical instructor. All aspects of health fitness management, including assessment, programming, and facility administration will be practiced. Students will complete 100 hours of supervised clinical applications, further develop requisite knowledge, skills, and abilities of an entry-level level practitioner, and submit an electronic portfolio for pass/no pass evaluation. (2 credit hours)

HES 412—Clinical IV (Proposed)

Capstone clinical placement is designed as a selected, structured clinical experience specific to the fourth semester of enrollment of the Health and Exercise Science program. Case study methodology, including theory and application, measurement and evaluation, and HES program strategies and outcomes, will be applied in the development of intermediate knowledge, skills, and abilities in a clinical placement specific to the post-baccalaureate goals of the learner. This final HES portfolio component, the case study thesis document, will be included in the electronic portfolio and orally defended as an evaluative aspect of this capstone course. Students will complete 100 hours of supervised clinical experience, write and present a case study project documenting intermediate level knowledge, skills, and abilities, and be evaluated on a pass/no pass basis. (2 credit hours)

HES 422—Organization and Administration in HES (Proposed)

Course designed to examine the various issues, policies, and procedures that influence the administration of health and exercise science across various settings, including college, clinical, corporate, and commercial. Included in this course are facility organization and design, legal liability issues, personnel management, equipment budgeting, purchasing, and maintenance, record keeping, health care services, health insurance, ethical standards and scope of practice, consulting and counseling, professional organizations and certifications, needs assessment evaluation approaches, along with promotion, advocacy, and public relations. (3 credit hours)

HES 426—Professional Fieldwork in HES (Proposed)

Course designed to provide the student with the opportunity for a variety of applied health and exercise experience in different settings. The professional field experience is intended to offer a challenge to students and test their potential and interest in selected areas in the field of Health and Exercise Science. (2 credit hours)

HES 427—Scholarly Fieldwork in HES (Proposed)

Course designed to provide the student with the opportunity for an applied research experience in health and exercise science under the direction of HES research faculty. The directed research experience is intended to offer a challenge to advanced students and test their potential and interest in scholarly activity in the field of Health and Exercise Science. (2 credit hours)

HES 444—Physical Activity and Aging (Proposed)

Course presents an overview of the benefits of lifespan physical activity and structured exercise programs for special populations. Students will examine, in detail, the changes

that occur during exercise as it influences middle-to-older adults, including the frail elderly and other individuals with special medical considerations. Developing exercise and fitness programs specifically for individuals in these populations based upon age, medical conditions, and special needs will be addressed. (3 credit hours)

HES 452—Community Health and Physical Activity Promotion (Proposed)

Course examines the practical applications of principles concerning community health and physical activity promotion. A history of community health organizations and activities will be presented as well as the organization and responsibilities of community health agencies currently operating nationally and locally. Planning and evaluation frameworks, needs assessment approaches, and public health models will be covered. Current issues impacting community health and physical activity will be targeted, i.e., STDs, substance use/abuse, stress and mental health, cultural differences, natural and built environmental factors, etc. Emphasis is on discussion of all sides of controversial issues so that students can form their own opinions. (3 credit hours)

HES 475—Professional Seminar in HES (Proposed)

Course presents an extensive overview of Health and Exercise Science as a profession and an opportunity for students to complete their HES electronic portfolio for final presentation. Verbal and non-verbal communication skills, including resume writing, job interviewing, and professional presentations, professional goals and objectives, career opportunities, and graduate school selection are included. Major issues, future trends, and special topics in contemporary health and exercise science will also be explored. (3 credit hours)

HES 485—Senior Research in HES (Proposed)

Course provides the students with a directed research experience. Class members will work together as members of the research team to design, write, propose, implement and present a study. Activities include the IRB process, development of a research question, a literature review and methodology to be employed, data collection, analyses, interpretation and conclusions, and oral and written presentations of findings. (3 credit hours)

HEALTH

HLT 111—Personal Health

This course introduces the concepts of personal health, including the health-illness continuum, fitness, stress management, nutrition, sexuality, substance abuse and safety with an emphasis on personal responsibility for health. The student will design and implement a balanced nutrition plan and a personal, safe, aerobic fitness plan. (3 credit hours)

HLT 200—Issues In Community Health

This course serves as an introduction to community health. A history of community health organizations and activities will be presented as well as the organization and responsibilities of community health agencies currently operating nationally and locally. In addition, current issues which are seriously impacting on community health, i.e.,

STDs, substance abuse, environmental factors, etc. will also be addressed. (3 credit hours)

HLT 215—Medical Terminology

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

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/NSG 450—Global Health Issues

This course is intended to provide an interdisciplinary qualitative and quantitative review of global health issues. It will focus on cultural variations in healthcare delivery. It will provide a broad survey of the main facts, issues, perspectives, methods, results and conclusions in the area of global populations and health. It will address some of the unique qualities of ethnomedicine, variations in socioeconomic status and the impact of societal variation on contemporary issues affecting global health. The course will provide an opportunity for students to engage in discussions of comparative regional health issues that impact healthcare delivery. The course will facilitate the student's ability to explain the significant role healthcare plays in the global community. (3 credit hours)

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 and CPR for Healthcare Providers

This course will introduce the student to basic skills associated with emergency and cardiac care. Instruction will allow the provider to become competent in providing initial care and assisting other healthcare team members in the care of the patient who has specific needs during an emergency situation. This course is offered through a nationally recognized certifying body and includes topics such as interventions for bleeding, choking, poisoning, heart related emergencies and CPR. At the conclusion, the student will be eligible to test for certification in First Aid and CPR. (1 credit hour)

HPE 120—Mindfulness & 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

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 136—Running for Fitness

This course will introduce both the novice and experienced runner to the methods and considerations necessary for continued improvement of running. There will be lecture and analysis of proper running and training techniques. Students will keep an accurate

training log as part of the grade and will run and workout outside of class time. (1 credit hour)

HPE 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)

HPE 221—Aerobic Exercise Skills

This course is designed to provide focused instruction and opportunities aimed at the development of the cardiovascular system. Individual and group cardiovascular activities will consist of high/low impact; step, slide, water aerobics, and cardio kick boxing. The merit of cardiovascular fitness as a lifetime physical fitness objective is highlighted. (1 credit hour)

HPE 222—Resistance Training Skills

This course is designed to provide focused instruction and opportunities aimed at the development of muscular strength and endurance. Individual and group strength training activities included, but not limited to, weight training, Pilates, and core strengthening activities. The merit of muscular strength and endurance as a lifetime physical fitness objective is highlighted. (1 credit)

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

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

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 infraction. 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

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 130—Applied Mathematics for Healthcare Professionals

High School Algebra I is highly recommended before taking this course. The course will develop basic math skills that include fractions, decimals, ratios, proportions, and percentages as used in common healthcare-related calculations. It will also examine systems of measurement such as the apothecary system, metric system, milliequivalents, and international units. It will also examine conversions within systems and between systems of measurement. The course will develop the concepts of dilution, flow rate, and solving for x with basic algebraic formulas. The course will develop the basic mathematical concepts used in the calculation of IV fluid medications, special calculations used in the clinical setting, and in special care units. (3 credit hours)

IDS 201—The Experience of Illness

Prerequisites: ENG 111

This course introduces and examines biographical accounts of illness and the hospital experience from the individual's perspective to students of nursing, medicine, and allied health professional. A number of case studies will be reviewed and will emphasize the singular implications of illness and hospitalization and the ways in which individuals express their feelings and perceptions of the care they receive. Students will respond critically to the readings through discussion and personal essays. (3 credit hours)

IDS 203—Applied Spanish for Healthcare Professionals

This course teaches a basic understanding of the mechanics of spoken and written Spanish, and is constructed specifically for the healthcare setting. Students will learn common terms and phrases used in healthcare settings (e.g., exams, diagnoses, discharge instructions) as well as basic grammar, composition, conversation and culture. (3 credit hours)

IDS 255—Introduction to Library Research

A basic introduction to methods of library research including use of both print, electronic subscription and Web-based resources. Students will learn how to search, evaluate and organize information for college-level research projects. (1 credit hour)

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 credit hours)

IDS 302—Statistical & Epidemiological Methods for Healthcare

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 credit hours)

IDS 355—Principles of Public Health

Prerequisites: IDS 301

This course provides a comprehensive introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities and results of public health practice at the national, state, and community levels. The course also addresses important health issues and problems facing the public health system, and introduces students to epidemiology and its uses in public health. (4 credit hours)

IDS 370—End of Life Issues

This course will provide the student with the opportunity to examine issues related to end of life care. The nine modules of the End of Life Nursing Education Consortium (ELNEC) Curriculum will be incorporated into the course. Students will apply theory related to the physical, psychosocial and spiritual needs of patients near the end of life in clinical practice and/or case study situations. (3 credit hours)

IDS 372—Spirituality in Healthcare Practice

In this course students examine the roles of spirituality in healthcare practice. Healthcare interventions from birth through end-of-life care will be analyzed to determine what impact the spirituality of the patient and/or healthcare provider has on clinical outcomes and the healing process itself. Added focus will be given to specific populations including children, dying persons, and those who are bereaved. (3 credit hours)

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 credit hours)

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 credit hours)

IDS 501—Leadership in Healthcare Systems

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 credit hours)

IDS 507—Ethical & Legal Practice in Healthcare

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)

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 130—Applied Mathematics for Healthcare Professionals

High School Algebra I is highly recommended before taking this course. The course will develop basic math skills that include fractions, decimals, ratios, proportions, and percentages as used in common healthcare-related calculations. It will also examine systems of measurement such as the apothecary system, metric system, milliequivalents, and international units. It will also examine conversions within systems and between systems of measurement. The course will develop the concepts of dilution, flow rate, and solving for x with basic algebraic formulas. The course will develop the basic mathematical concepts used in the calculation of IV fluid medications, special calculations used in the clinical setting, and in special care units. (3 credit hours)

MTH 165—College Algebra

This course presents various topics from algebra within the complex number system. These include linear and quadratic equations and inequalities, functions and graphs, polynomials, logarithms and systems of equations and inequalities. Some topics from analytic geometry and discrete algebra also will be explored. (3 credit hours)

MTH 201—Calculus

Prerequisites: MTH 165

This course is an introduction to one-variable calculus. Topics covered include functions, limits, differentiation and integration, with an emphasis on applications to the biomedical sciences. (3 credit hours)

MTH 210—Introduction to Statistics

Prerequisites: MTH 165

This course will focus on the basic statistical concepts and applications in health sciences. Descriptive and inferential statistics will be covered. (3 credit hours)

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 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

Corequisites: NSG 102, NSG 111

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

Corequisites: NSG 101, NSG 111

This course reviews basic mathematics used by nurses for dosage calculation of medications and solutions. Focus will be on calculating medication dosages (oral and parenteral); intravenous fluids; and solutions. Reading physician's orders and drug labels is also included. (1 credit hour)

NSG 103—Introduction to Pharmacology

Prerequisites: BIO 211; NSG 102; NSG 213

This course will provide the student with a foundation in basic pharmacologic principles. It will explain how that knowledge base can be directly applied in providing safe administration of medications in patient care across the life span. It will incorporate the nursing process into medication administration and monitoring. Identification of major drug classifications and their prototypes will be included. (3 credit hours)

NSG 111 & 111L—Nursing Skills I

Corequisites: NSG 101, NSG 102

This course provides the student with psychomotor skills and related fundamental concepts needed to provide therapeutic nursing care and meet physical human needs. Fundamental concepts include standards of care, sterile technique, admitting/discharging the client and cost awareness. Psychomotor skills include physical assessment, wound care, urinary catheterization, skills related to bowel elimination, nonparenteral medication, and related topics. (1 credit hour)

NSG 112 & 112L—Nursing Skills II

Prerequisites: BIO 211, NSG 111

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, BIO 211

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: PSY 238, BIO 253, NSG 112 OR NSG 213

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

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

Corequisites: NSG 213

(Revised 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

In this course the curriculum framework will be introduced. The student will explore the impact of nursing history, nursing theory, professional values, and human diversity on the practice of professional nursing. The use of the nursing process will be introduced as the model for critical thinking and the foundation for professional nursing practice. The student will develop therapeutic communication, interviewing, and documentation skills necessary for professional practice. (3 credit hours)

NSG 208—Critical Thinking Skills for Nursing

This course is designed to assist the nursing student in applying knowledge and developing critical thinking skills. Student will progress through a series of exercises designed to reinforce fundamental concepts and their applications to patient care situations. NCLEX-like test questions will be utilized throughout the course to assist students in the development and application of test-taking strategies. (1 credit hour)

NSG 211 & 211C—Mental Health Nursing

Prerequisites: PSY 238, BIO 253, NSG 112 OR NSG 213

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

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 200 OR NSG 202

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: PSY 238, BIO 253, NSG 112 OR NSG 213

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: BIO 212, BIO 253, NSG 130

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: PSY 238, Bio 253, NSG 112 OR NSG 213

This course provides the student with the opportunity to apply communication, critical thinking, and caring to assist children and their families in meeting needs on the health-illness continuum. Emphasis is placed on normal childhood functioning and common childhood conditions. Therapeutic nursing interventions will focus on direct care of diverse groups of children and families in a variety of structured health care settings. This course includes selected nursing management topics. (3 credit hours)

NSG 255 & 255 L—Health Assessment

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 260C—Practicum in Nursing

Prerequisites: NSG 214 OR NSG 230

The purpose of this course is to assist the student in making the transition from the role of nursing student to the role of staff nurse. This practicum will occur in a structured 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 261C—Practicum in Nursing

Prerequisites: NSG 214

The purpose of this course is to assist the student in making the transition from the role of nursing student to the role of staff nurse. This practicum will occur in a structured 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: NSG 130 OR NSG 200 OR NSG 202

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 284

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, or 3 credit hours)

NSG 300—Pharmacology

This course will include the study of pharmacological agents, their properties and use in health and illness. Specific emphasis is placed on physiological reactions to drugs across the life span. RN students may challenge this course for credit. (3 credit hours)

NSG 302 & 302L—Professional Nursing Skills I

Prerequisites: NSG 255, NSG 203

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 308 & 308L—Professional Nursing Skills II

Prerequisites: NSG 302

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 I

Prerequisites: NSG 302, NSG 324, NSG 328C

Corequisites: NSG 308, NSG 325, NSG 338C

In this course the student will develop strategies relative to preparation for professional licensure examination. Professional role transition and lifelong learning will be explored. (1 credit hour)

NSG 310—Nursing Process in Aging and Mental Health

Prerequisites: NSG 203, NSG 255

Corequisites: NSG 302, NSG 324, NSG 328C

This course will explore the role of the professional nurse as caregiver and advocate in optimizing the level of functioning and promoting dignity for older adults and for individuals with mental health and psychiatric problems. Emphasis will be placed on nursing strategies that promote physical and mental health, reduce risk, and prevent disease. (3 credit hours)

NSG 312—Nursing Concepts, Roles and Issues

Prerequisites: ENG 325, PHL 301

In this course, the student will explore the impact of nursing history, nursing theory, evidence-based practice, and professional ethics on the practice of professional nursing and the delivery of healthcare. The focus of this course includes the role of the professional nurse as teacher, change agent, and healthcare team member. Current literature in nursing will be used to explore issues of concern to practicing nurses. (3 credit hours)

NSG 315—Health, Health Promotion, and Framework for Practice

Prerequisites: NSG 324, NSG 328C

Corequisites: NSG 312, NSG 320

This course provides a foundation for health education and health promotion in nursing practice. Concepts and theories of health, health promotion, and health education will be explored. The influence of social, cultural, economic, environmental and political factors on health will be examined. Healthy People 2010 will be utilized as basis for planning and intervention. (3 credit hours)

NSG 318—Assessment of Human Responses to Illness

Prerequisites: NSG 312

This course will explore the etiology, pathophysiologic basis, and clinical manifestations of common disease processes across the lifespan. Common disease processes from each body system will be discussed. Concepts of physical assessment will be incorporated using a body systems approach. Students will demonstrate the physical assessment techniques, integrating knowledge of pathophysiological changes. (4 credit hours)

NSG 320—Computer Applications in Health Care

In this course the student will investigate the use of computer applications in the healthcare environment, particularly in the area of clinical practice, education, and research. The uses of computer technology in communication and networking will also be explored. (3 credit hours)

NSG 324—Nursing Process Applications I

Prerequisites: NSG 203, NSG 255

Corequisites: NSG 302, NSG 338C

In this course, the student will develop knowledge and attitudes needed to provide basic nursing care. Concepts of illness and disease management will be integrated. The students will learn to apply the nursing process to clients with selected alterations in adaptive and regulatory mechanisms. The course focuses on developing the role of provider of care for the individual. (3 credit hours)

NSG 325—Nursing Process Applications II

Prerequisites: NSG 302, NSG 324, NSG 328C

Corequisites: NSG 308, NSG 338C

In this course the student will continue to develop knowledge and attitudes needed to provide nursing care. Students will learn to apply the nursing process in more complex situations, integrating concepts of illness and disease management. Emphasis will be placed on evidenced-based nursing practice. The course focuses on continued development of the role of provider of care with emphasis on the individual and family. (3 credit hours)

NSG 328C—Clinical Practicum I

Prerequisites: NSG 203, NSG 255

Corequisites: NSG 302, NSG 324, NSG 310

During this clinical practicum, students will participate in supervised clinical experiences

and selected observational clinical experiences that complement the accompanying nursing theory courses. This is the first in a series of four clinical practicum courses whereby students progress toward achievement of the program outcomes. In this course, students are expected to reach the novice level of clinical performance. Students at the novice level very often (75% of the time) require faculty direction, guidance, monitoring and support. The novice level student occasionally (at least 25% of the time) exhibits accuracy, safety, initiative, independence, efficiency, and organization in the delivery of client-centered care. (3 credit hours; clinical)

NSG 330—Nursing Process for Families with Children

Prerequisites: NSG 302, NSG 324, NSG 328C

Corequisites: NSG 308, NSG 325, NSG 338C

This course will explore the role of the professional nurse as caregiver and advocate in care of the childbearing and childrearing family. Emphasis will be placed on nursing strategies that promote health, reduce risk, and prevent disease in mothers, newborns, infants, and children through adolescence. (3 credit hours)

NSG 338C—Clinical Practicum II

Prerequisites: NSG 328C, NSG 302, NSG 324

Corequisites: NSG 308, NSG 325, NSG 330

During this clinical practicum, students will participate in supervised clinical experiences and selected observational clinical experiences that complement the accompanying nursing theory courses. This is the second in a series of four clinical practicum courses whereby students progress toward achievement of the program outcomes. In this course, students are expected to reach the assisted level of clinical performance. Students at the assisted level often (50% of the time) require faculty direction, guidance, monitoring and support. The assisted level student often (at least 50% of the time) exhibits accuracy, safety, initiative, independence, efficiency, and organization in the delivery of client-centered care. (3 credit hours, clinical)

NSG 360—Introduction to Client Education

Prerequisites: English 325

The nursing and allied health student will explore and apply learning theory and client teaching strategies to improve healthcare education in various environments. Students will analyze a variety of factors so they can design and develop client education materials and use available technologies to teach clients how to maintain optimal health, prevent disease and disability. These student-developed materials will assist clients to increase independence and improve their quality of life. Students will explore strategies to evaluate learning outcomes to measure teaching effectiveness. (3 credit hours)

NSG 370—End of Life Issues

This course will provide the student with the opportunity to examine issues related to end of life care. The nine modules of the End of Life Nursing Education Consortium (ELNEC) Curriculum will be incorporated into the course. Students will apply theory related to the physical, psychosocial and spiritual needs of patients near the end of life in clinical practice and/or case study situations. (3 credit hours)

NSG 371 & 371C—Introduction to Perioperative Nursing

Prerequisites: NSG 130

This is an introductory course to perioperative nursing and the perioperative setting. Information and concepts essential to perioperative nursing practice in the surgical environment will be presented. Unique didactic and clinical experiences in the surgical suite will provide the foundation required for the beginning level of perioperative nurse practice. (3 credit hours)

NSG 372—Spirituality in Healthcare Practice

In this course students examine the roles of spirituality in healthcare practice. Healthcare interventions from birth through end-of-life care will be analyzed to determine what impact the spirituality of the patient and/or healthcare provider has on clinical outcomes and the healing process itself. Added focus will be given to specific populations including children, dying persons, and those who are bereaved. (3 credit hours)

NSG 373—Chronic Disease

Prerequisites: ENG 111

This course, focused on adult health, provides an introduction to the history of disease management, identifies key concepts of chronic disease management and explores chronic disease management models. (3 credit hours)

NSG 409—Professional Nursing Practice II

Prerequisites: NSG 424 NSG 428C

Corequisites: NSG 425, NSG 438C

This capstone course provides the student with the opportunity to integrate and synthesize the content of the professional practice and clinical courses in the program. The student will integrate current concepts in nursing and current research into a capstone paper that explores an issue in healthcare. (1 credit hour)

NSG 410—Research Applications in Healthcare

Prerequisites: NSG 420

This course introduces the student to the role of research in the delivery of healthcare. 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 selected areas of healthcare interests. (3 credit hours)

NSG 420—Community Health Nursing

Prerequisites: NSG 325, NSG 338C or NSG 315, NSG 318

This course provides a foundation for nursing practice in community health. Topics emphasized include epidemiology, family as client, community as client, vulnerable populations, contemporary problems in community health nursing, and settings for community health nursing practice. Students will apply concepts of cultural competence, health promotion and health education to care of vulnerable populations. (3 credit hours)

NSG 420C—Community Health Nursing Clinical

Prerequisites: HLT 301, NSG 300 OR NSG 103

This course is designed to develop the RN student's understanding of community health nursing. Clinical experiences take place in selected community health settings. This course must be taken in conjunction with NSG 420. (1 credit hour)

NSG 424—Nursing Process Applications III

Prerequisites: NSG 308, NSG 325, NSG 338C

Corequisites: NSG 428C

In this course the student will continue to develop knowledge and attitudes needed to provide acute intervention, ambulatory, and home care for selected health problems. Students will learn to apply the nursing process in increasingly complex situations, integrating concepts of illness and disease management and health promotion. The course emphasis is on developing the roles of designer/manager/coordinator of care and interdisciplinary collaborator. (3 credit hours)

NSG 425—Nursing Process Applications IV

Prerequisites: NSG 420, NSG 424, NSG 428C

Corequisites: NSG 409, NSG 438C

In this course, the student will continue to develop knowledge and attitudes to provide acute intervention, ambulatory, and home care for selected health problems. Students will apply the nursing process, integrating concepts of illness and disease management and health promotion. The course emphasis is on developing the role of designer/manager/coordinator of care and provider of care in complex nursing situations. (3 credit hours)

NSG 428C—Clinical Practicum III

Prerequisites: NSG 338C, NSG 308, NSG 325

Corequisites: NSG 424

During this clinical practicum, students will participate in supervised clinical experiences and selected observational clinical experiences that complement the accompanying nursing theory courses. This is the third in a series of four clinical practicum courses whereby students progress toward achievement of the program outcomes. In this course, students are expected to reach the supervised level of clinical performance. Students at the supervised level occasionally (25% of the time) require faculty direction, guidance, monitoring and support. The supervised level student very often (at least 75% of the time) exhibits accuracy, safety, initiative, independence, efficiency, and organization in the delivery of client-centered care. (3 credit hours; clinical)

NSG 430—High Acuity Nursing

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

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 438C—Clinical Practicum IV

Prerequisites: NSG 428C, NSG 420, NSG 424

Corequisites: NSG 425

During this clinical practicum, students will participate in supervised clinical experiences and selected observational clinical experiences that complement the accompanying nursing theory courses. This is the capstone (final) course in a series of four clinical practicum courses whereby students progress toward achievement of the program outcomes. In this course, students are expected to reach the self-directed level of clinical performance. Students at the self-directed level almost never ($\leq 10\%$ of the time) require faculty direction, guidance, monitoring and support. The self-directed level student almost always ($\geq 90\%$ of the time) exhibits accuracy, safety, initiative, independence, efficiency, and organization in delivery of client-centered care. (3 credit hours, clinical)

NSG 441—Holistic Nursing

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 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)

NSG 460—Advanced Nursing Leadership

Prerequisites: ENG 325

The student will explore and define diverse components and skills of successful leaders in nursing and health care. Emphasis is on knowledge of process/project management, professional presentation, grant processes, quality measure, work style analysis and career options. (3 credit hours)

NSG 470—Special Topics in Nursing

This course offers students the opportunity to study special topics in nursing. Topics include issues in Aging, Forensics, Adult Health, and other courses based upon needs and interests. (3 credit hours)

NSG 475—Leadership & Management in Nursing

Prerequisites: NSG 424, NSG 428C OR NSG 410, NSG 420

This course will provide an examination of leadership, management and change theories. Emphasis is on acquiring the knowledge, skills and abilities required to collaborate in nursing leadership and nursing management. A research-based blend of both practice and theory will be incorporated. (3 credit hours)

NSG 475C—Leadership & Management in Nursing/C

Prerequisites: NSG 410, NSG 420

This course will provide an examination of leadership, management and change theories. Emphasis is on acquiring the knowledge, skills and abilities required to collaborate in nursing leadership and nursing management. A research-based blend of both practice and theory will be incorporated. This course must be taken in conjunction with NSG 475. (1 credit hour)

NSG 485C—Capstone Seminar & Project

Corequisites: NSG 420, NSG 475, NSG 410

This is a capstone course designed to integrate concepts of health promotion, community health nursing, leadership and management, and research in a seminar format. A group 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

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. (3 credit hours)

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 Practice in Healthcare

Prerequisites: 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 credit hours)

NSG 570—Analytical Thinking and Writing in Nursing Practice

This course focuses on the refinement of analytic thinking and writing. The student will gain knowledge of various writing forms and styles. The student will synthesize and integrate this knowledge to develop professional communications, papers and presentations. (3 credit hours)

NSG 600—Educational Theory & Instructional Design

In this course students explore and critique theories of education and instructional design and their applications to education in nursing and health care. Students explore principles of curriculum development, objectives, assessment, development and evaluation. Emphasis is placed on curriculum development at institutional level, course level, and individual class level in academic and clinical settings. Opportunities are provided to develop a knowledge base in evidence-based educational practice. Students will begin development of a model curriculum that will be the basis for projects in other education courses. (3 credit hours)

NSG 603—Instructional Strategies & Technologies

Prerequisites: or Corequisite: NSG 600

In this course students explore, analyze, and evaluate teaching strategies as applied to various populations with emphasis on diversity in learning styles and the adult learner. Students will select appropriate teaching strategies for traditional, on-line, and clinical instruction. Multimedia resources and distance learning techniques are integrated into micro teaching opportunities to assist the student to develop and refine personal teaching techniques. This course provides students with the opportunity to apply technology tools with a primary focus in either the teaching/learning environment or health care practice. (3 credit hours)

NSG 612—Measurement & Evaluation in Education

Prerequisites: or corequisite: NSG 600

In this course, students analyze theories of measurement and evaluation as they relate to the various aspects of instruction in nursing and healthcare education. 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. (3 credit hours)

NSG 650—Management Theory & Decision Making

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. (3 credit hours)

NSG 655—Financial Management of Healthcare

Prerequisites: or corequisite: NSG 650

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. (3 credit hours)

NSG 660—Human Resource Management

Prerequisites: or corequisite: NSG 650

This course examines strategic human resource management in healthcare and advanced practice nursing administration. Functional areas that define the core of human resource management essentials are analyzed. Human resource management strategies are formulated to enhance organizational performance. Legal and ethical dimensions of human resource management in advanced practice nursing administration are appraised. Theoretical and empirical findings in the development of research-based practice are examined. (3 credit hours)

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. (3 credit hours)

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. (3 credit hours)

NSG 690—Planning for Master's Project

Prerequisites: NSG 600

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. This course focuses on the refinement of analytic thinking and writing. The student will gain knowledge of writing forms and styles. The student will synthesize and integrate this knowledge to identify and complete a proposal for the Master's Scholarly project. The master's Scholarly Project is conducted under the direction of a faculty project advisor. (3 credit hours)

NSG 692—Master's Project

Prerequisites: NSG 690

This course provides the opportunity for students to integrate their knowledge into a scholarly project in their area of interest. The student will work with a committee of three graduate faculty of the department of nursing to conduct and evaluate a project. The student will produce a publishable paper describing the project following the Guidelines for Student Publication as presented in the Graduate Student Handbook.

(variable: 3-6 credit hours)

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 & 151L—Functional Anatomy I

Corequisites: OTA 101, BIO 211, OTA 151L

This course will present the study of movement of the upper extremities as they relate to activity, disability and occupational therapy intervention. Muscle origins, insertions and innervations will also be presented. In the laboratory sessions students will be involved in soft tissue palpations, bony palpations and bony landmark identifications. The students will become familiar with range of motion evaluations and manual muscle testing. (2 credit hours)

OTA 152 & 152L—Functional Anatomy II

Prerequisites: OTA 151, OTA 101

Corequisites: OTA 152L

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 hour) Level I-A Fieldwork

OTA 203—Pathologic Conditions

In this course the student will explore the health-illness-health continuum. Etiology, management and prognosis of specific diseases of childhood, adulthood and aged populations will be presented and discussed. (2 credit hours)

OTA 231 & 231L—Pediatric Programming

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, OTA 231L

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 & 241L—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, OTA 241L

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 & 252L—Therapeutic Adaptation

Prerequisites: OTA 203

Corequisites: OTA 261, OTA 252L

In this course the student will have hands on experience and learn about assistive devices and therapeutic interventions using devices in all areas of activities of daily living, work and play/leisure. They will also participate in fabricating assistive devices and orthoses. Therapy testing equipment and various evaluation tools will also be demonstrated. (4 credit hours)

OTA 261—Principles & 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

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

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—Professional Seminar

This course provides the student with opportunities to explore the past and present issues and future trends, which impact, on health care and health 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)

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 (PHA 401A/PHA 401B)

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-surgical in rural communities. (6 credit hours)

PHA 403—Family Practice Rotation (PHA 403A/PHA 403B)

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

This is a required one-month rotation which takes place in an outpatient and/or inpatient setting. The purpose of this rotation is to educate the physician assistant student on growth and development of the child from infancy to adolescence and the diagnosis, management and treatment of common acute and chronic medical problems seen in pediatric practice. Emphasis is placed on conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours)

PHA 407—Women's Health Rotation

This is a required one-month rotation. The purpose of this rotation is to educate the physician assistant student on maternal and fetal well-being and the diagnosis, management and treatment of common acute and chronic medical problems commonly encountered in women's health. Emphasis is placed on the care of obstetrical and gynecological patients in a rural primary care setting. (3 credit hours)

PHA 409—Emergency Medicine Rotation

This is a required one-month rotation that takes place in an emergency department. The purpose of this rotation is to educate the physician assistant student in the diagnosis, management, and treatment of common emergent, urgent, and non-urgent medical problems which present to the emergency department. Emphasis is placed on those conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours)

PHA 411—Psychiatry Rotation

This is required one-month rotation that takes place in both inpatient and outpatient settings. The purpose of this rotation is to teach the student to evaluate, diagnose, and treat common acute and chronic psychiatric problems through direct patient contact. Emphasis is placed on conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours)

PHA 413—General Surgery Rotation

This required one-month rotation is conducted in both clinical and hospital settings. The purpose of this rotation is to educate the physician assistant student in the diagnosis, treatment and management of both the inpatient and outpatient surgical patient. Emphasis is placed on surgical conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours)

PHA 415—General Orthopedics Rotation

This required one-month rotation is conducted in both the clinical and hospital settings. The purpose of this rotation is to educate the physician assistant student in the diagnosis, treatment, and management of both the inpatient and outpatient orthopedic patient. Emphasis is placed on orthopedic conditions and disease entities commonly encountered in the rural primary care setting. (3 credit hours)

PHA 417—Community Medicine Rotation

This is a required one-month rotation that takes place in a community setting. The purpose of this rotation is to educate the physician assistant student regarding public health efforts to enhance health through community-based health promotion and disease prevention services. Students will be placed in public health departments, community health centers and free clinics. They will provide screening and counseling at health fairs; attend and/or organize community meetings about health-related issues; visit homes of elderly patients; and plan, implement, and evaluate disease management programs that target health-related behaviors. (3 credit hours)

PHA 419—Elective Rotation

The elective rotation is a one-month experience that is designed to provide the students with an opportunity to pursue an area of personal interest, including medical subspecialties, medical education, health administration and research. Students may also use this rotation to strengthen their skills in a required area. (3 credit hours)

PHA 420—Clinical Concentration

This required 6-week experience is the student's final rotation. It is designed to provide the student with an opportunity to refine skills in health promotion, disease prevention, diagnosis, management, and treatment of patients. 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 & PHY 201L—General Physics I

Prerequisites: MTH 165

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 & PHY 202L—General Physics II

Prerequisites: PHY 201

This course is the second of a two-semester lecture and laboratory study of general physics. Is a continuation of the topics considered during the first semester of physics. Emphasis will be placed on an introduction to the basic concepts and fundamental principles of electricity, magnetism, optics, wave mechanics and modern physics. The laboratory will require students to be involved in experimentation that measure basic principles of physics as defined during lectures. The laboratory will involve quantitative measurements that require a fundamental working knowledge of algebra and equations that are essential to general physics. (4 credit hours)

PSYCHOLOGY

PSY 199, 299, 399, 499—Supervised Study in Health Psychology

(Variable credits 1-3)

These supervised study courses are designed to permit the student, with faculty supervision, to study topics or areas of particular interest. This course will involve extensive readings and/or research under the supervision of a faculty member, and will include written papers. Permission of the Program Director is required, with supervising faculty assigned by the Program Director. (Variable: 1-3 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 215C—Introductory Fieldwork

Prerequisites: PSY 202 or PSY 238

This course provides an opportunity for students to observe health psychology work occurring in the field. Students will choose a minimum of three observational placements and complete writing assignments about each, in order to provide exposure to the clinical field of health psychology. Permission from the Program Director is necessary to enroll in this course. (3 credit hours)

PSY 221—Behavior Change Methods

Prerequisites: PSY 201 or PSY 238

This course covers the application of behavioral learning principles to including the design and evaluation of behavior modification programs, and practical and ethical issues. Includes application of behavior change methods for children and adults in schools, healthcare settings, and everyday situations. (3 credit hours)

PSY 238—Developmental Psychology

This course 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)

PSY 265—Research Methods in Psychology

Prerequisites: PSY 201 or PSY 238

This course provides an introduction to psychological research techniques and methodology. Topics to be covered include research design, data collection and interpretation, evaluation of research findings, and legal and ethical issues. Concepts will be illustrated with examples of research on various topics in psychology. Electronic databases and access to empirical findings will also be covered. (3 credit hours)

PSY 300—Career Options in Psychology (Proposed)

This course will help students identify career options in psychology and determine the best path for preparing for those careers. Students will learn the processes for applying to graduate school, writing a resume, and conducting a comprehensive job search. Additionally, students will identify their field placement preferences for PSY 415C and 425C. (1 credit hour)

PSY 315—Social Psychology

Prerequisites: PSY 265 & IDS 301

This course provides an overview of the theory and research of social behavior of the individual and the group. The effect of social settings on individual beliefs, attitudes, and behaviors will be covered, with an emphasis on addressing and understanding social determinants of health behaviors. (3 credit hours)

PSY 330—Positive Psychology

Corequisites: PSY 201 or 238

This course will provide an introduction to positive psychology. It will explore the concepts, historical background, and empirical grounding of positive psychology, as well as the techniques and exercises that are designed to enhance well-being. Positive psychology is the study of how human beings prosper in the face of adversity. The goals of positive psychology include identifying and enhancing the human strengths and virtues that make life worth living and allow individuals and communities to thrive. (3 credit hours)

PSY 350—Community Psychology

Prerequisites: PSY 265 & IDS 301

In this course, students will explore and evaluate the theory, historical foundations, and methods of community psychology. They will analyze the potential relevance of community psychology for addressing major social and health problems. Students will examine the existing empirical knowledge base, including effective modes of community-based intervention. (3 credit hours)

PSY 360—Health Psychology

Prerequisites: PSY 221, PSY 265 & IDS 301

This course covers the theoretical, empirical and clinical aspects of health psychology and the interaction between behavior, health, and illness. The relationship of health psychology to other areas of psychology and health will be discussed. Students will apply key concepts of health psychology to enhance health behaviors. (3 credit hours)

PSY 380—Learning and Memory

Prerequisites: PSY 265 & IDS 301 OR MTH 210

This course covers the major theories of learning, memory, and attention. The experimental study of conditioning, mental representation, memory systems, and knowledge acquisition will be addressed. Students will discuss the application of these theories to life situations and health behaviors. (3 credit hours)

PSY 415—Senior Fieldwork I (Proposed)

Students are matched with a field placement involving research or clinically oriented activities in health psychology. Students meet weekly with course instructor to synthesize new experiences and prior knowledge. Students begin capstone project synthesizing theory, research, and clinical application of knowledge. (1 credit hour)

PSY 415C—Fieldwork Placement I (Proposed)

Students participate in off-campus supervised fieldwork placements involving the principles and applications of health psychology. (2 credit hours)

PSY 418—Senior Research I (or elective) (Proposed)

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 425—Senior Fieldwork II (Proposed)

Students continue their field placement in the 2nd semester. Students meet weekly with course instructor to complete capstone project, synthesizing theory, research, and clinical application of knowledge. (1 credit hour)

PSY 425C—Fieldwork Placement II (Proposed)

Students continue their participation in off-campus supervised fieldwork placements involving the principles and applications of health psychology. (2 credit hours)

PSY 428—Senior Research II (or elective) (Proposed)

1-3 variable credit hours. This course is a continuation of Senior Research I. Students will continue their research, analyze results, and present findings in oral and written formats under the directorship of a faculty member. (1-3 credit hours)

PSY 470—Psychophysiology I: Brain and Behavior (Proposed)

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 480—Psychophysiology II: Psychopharmacology (Proposed)

This course is a basic introduction to psychopharmacology. Basic neuropsychological principles and classes of psychopharmacological medications will be discussed and applied to relevant diagnostic groups. The course will help students understand the application of medications common to the treatment of psychological disorders. (3 credit hours)

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 150

Clinical Assessment Skills is a lab class designed to educate the student in basic clinical assessment skills that are routinely utilized by the Physical Therapist Assistant while delivering patient care. Areas of content include obtaining vital signs, goniometric measurement of joint range of motion, manual muscle testing, use of tilt table and appropriate documentation of assessment procedures. (2 credit hours)

PTA 110—Integrated Sciences for the PTA

Corequisites: PTA 106

This course provides an integration of the major areas of scientific study to prepare the physical therapist assistant student for the proper use of modalities and understanding of exercise principles. The focus is on the study of math skills and physics concepts relevant to the practice of physical therapy. (2 credit hours)

PTA 150—Functional & Applied Anatomy

Prerequisites: PTA 106, BIO 211

This course is designed to provide the student with an understanding of human movement and how pathological processes affect human movement. Content includes

musculoskeletal anatomy, joint structure and function, biomechanics, posture analysis and gait analysis. (4 credit hours)

PTA 161—Principles and Procedures of Physical Therapy I

Prerequisites: PTA 150

Corequisites: PTA 201

This course is designed for the student to carry basic procedures utilized by the physical therapist assistant in the delivery of 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

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

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

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

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 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

Corequisites: RTH 105, RTH 118

This course provides an introduction to the clinical setting and the practice and attainment of skills in Respiratory Care needed for patient care outside of the Intensive Care Unit. All entry level modalities will be implemented after demonstrating proficiency in the laboratory. (3 credit hours)

RTH 118—Cardiopulmonary Anatomy & Physiology

Prerequisites: RTH 104, RTH 130

Corequisites: RTH 105, RTH 110C

This course is a concentrated study of the structure and functional integration of the respiratory system in conjunction with circulatory system. Included are the factors involved in the mechanics of respiratory ventilation, pulmonary circulation, tissue metabolism, oxygen transport, and carbon dioxide elimination along with arterial blood gas interpretation. A general pharmacology unit will also be introduced. The course is concluded with a study of EKG and arrhythmia interpretation. (3 credit hours: 45 lecture hours)

RTH 121—Respiratory Pharmacology

Prerequisites: RTH 105, 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

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 200—Respiratory Pathology

Prerequisites: RTH 105, RTH 110C, RTH 118

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

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 249

Corequisites: RTH 241

This course provides a clinical introduction to the Intensive Care Unit and ventilatory management of the critically ill. Continued competency on previously learned modalities is expected. This clinical experience also provides for observations and participation in the following specialty rotations. 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 254

Corequisites: RTH255, 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 201, RTH 249

Corequisites: RTH 220C, RTH 252, RTH 254

This course is designed to introduce students to pulmonary rehabilitation and home care. Special emphasis will be placed on the geriatric patient and family education, components of pulmonary rehabilitation programs, reimbursement, and home care equipment. (1 credit hour)

RTH 249—Introduction to Mechanical Ventilation

Prerequisites: RTH 118

Corequisites: 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 249, RTH 220

Corequisites: RTH 241

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 249

Corequisites: RTH 241

This course is a continuation of RTH 249. The student will be provided with an in-depth discussion of the mechanically ventilated patient. The discussion will focus on establishing the need for mechanical ventilation, the initiation of mechanical ventilation, modification of ventilatory parameters based on patient response, weaning and eventual discontinuance of mechanical ventilation. Mechanical ventilators will be classified

according to their capabilities and uses. Specific ventilators and ventilatory techniques will also be presented. Laboratory exercises will be dispersed throughout the course as specific modes of ventilation are presented. (3 credit hours)

RTH 255—Critical Care II

Prerequisites: RTH 254

Corequisites: RTH 260

This course will provide the student with an understanding of the principles of electrocardiography and other aspects of cardiopulmonary collapse. Management of the critically ill patient will include hemodynamic monitoring, ventilator management, infection control, and cardiopulmonary collapse in the critical care area. Patient assessment will be reviewed with an emphasis on the special needs of the critically ill patient. (3 credit hours)

RTH 260—Advanced Life Support

Prerequisites: RTH 254, RTH 252

This course delivers advanced life support training in the area of adult, pediatric, and neonatal resuscitation. The course contains both a lecture and laboratory component. (2 credit hours)

RTH 285—Professional Seminar

Prerequisites: RTH 252, RTH 254

This course is designed to prepare students for the professional examinations in respiratory therapy and to analyze the importance of professionalism within this field. Students are required to take the following self-assessment exams: CRT (Entry Level Exam), RRT (Written Registry Exam), and the Clinical Simulation Exam. (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)

SOC 301—Race and Ethnicity in American Life

Prerequisites: SOC 213

This course will provide students with a fundamental understanding of the dynamics of racial and ethnic relations in American daily life. The course will present an in-depth look at the history, theory, and methods that inform social science research on pressing social issues, such as diversity and inequality, and their impact on healthcare locally, regionally, and nationally. (3 credit hours)

SPANISH

SPA 111—Spanish I

An introductory course that delivers oral and written communication in Spanish with emphasis in the present tense. Tutorial labs are included. (4 credit hours)

SPA 112—Spanish II

A continuation of Spanish I with emphasis upon communication in the present and past tense. Tutorial labs are included. (4 credit hours)

Jefferson College of Health Sciences Directory

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JCHS Security: (540) 224-4687

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