



2019-2020 Catalog Addendum

This Catalog Addendum includes information relating to updates since the publication of the 2019-2020 South College Catalog.

Page 2 – Update Academic Calendar

Due to COVID-19, the start date for the Spring 2020 onground quarter is changed from April 8, 2020 to April 15, 2020 (ending June 25, 2020) and the start date for the Summer 2020 onground quarter is changed from June 30, 2020 to July 8, 2020 (ending September 17, 2020). The Pharmacy Graduation (Knoxville) scheduled for May 1, 2020 has been postponed and will be rescheduled.

Please see the South College website site for the complete revised General Academic Calendar (<https://www.south.edu/academics/catalog-calendars/>).

The 2020-2021 General Academic Calendar has been published via the webpage indicated above.

Page 10 – Addition of Certificate Programs – Software Developer and Data Science

Add Software Developer and Data Science in list of Certificate programs offered.

Page 11 – Associate of Science in Diagnostic Medical Sonography Programmatic Accreditation Information for Knoxville Campus Updated

The South College Associate of Science in Diagnostic Medical Sonography – General Program offered at the Knoxville campus was granted continuing accreditation on July 17, 2020 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)(25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, 727-210-2350, www.caahep.org). The next review is anticipated for 2025.

Page 13 – Associate of Science in Occupational Therapy Assistant Programmatic Accreditation Information for Nashville Campus Updated

The South College – Nashville Occupational Therapy Assistant program has applied for accreditation and has been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is [\(301\) 652-2682](tel:3016522682) and its web address is www.acoteonline.org. The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT

Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. The on-site evaluation is scheduled for October 26-28th, 2020.

Page 14 – Associate of Science in Radiography Programmatic Accreditation Information for Atlanta Campus Updated

The South College Associate of Science in Radiography program offered at the Atlanta campus is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) (20 N. Wacker Drive, Ste. 2850, Chicago, IL 60606-3182, (312) 704-5300, www.jrcert.org). In 2020, the program was awarded accreditation for a period of 3 years. The next review is anticipated in 2023.

Page 19 – Revision of last two paragraphs in General Undergraduate Admission Requirements

Admission in good standing is granted when all general requirements are met. Where required, all documents submitted to the college become its property and will not be returned. Acceptance is conditional on receipt of all official documents required and admissions requirements met. South College may rescind acceptance if all official documents required by the college are not received within one quarter. The college does not generally admit students on a probationary basis. A student's failure to provide acceptable verification of proof of high school graduation/GED will result in the following:

- Discontinued enrollment as of the end of the first quarter.
- If there *is no* indication that the student *has failed* to complete high school or its equivalency, grades will be awarded for the term completed during conditional acceptance to the program of enrollment.
 - All tuition and fees associated to this term of enrollment under conditional acceptance will remain on the student's account. The student will be responsible for any outstanding balance and/or debt associated with this term.
 - Transcripts can be released if the balance on the account has been cleared.
 - The student will not be eligible for re-entry until official proof of graduation is on file with the registrar's office.
- If there *is* any indication that the student *has failed* to complete high school or its equivalency, the term of enrollment under conditional acceptance will be cancelled.
 - Once the enrollment has been cancelled, all tuition and fees, with the exception of book charges, will be credited to the student's account and all financial aid received will be returned to the appropriate party.
 - Any applicable non-federal funding may be held to cover book charges on the account as it applies to the student's situation.
 - No grades will be awarded for the term.
 - No transcript will be released.
 - The student will not be eligible for re-entry until official proof of graduation is on file with the registrar's office.

Exceptions to the one quarter period may be granted for unusual situations or circumstances. All exceptions must be approved by the campus Dean or the Chief Academic Officer.

Page 26 – Revision of Tuition Rates for Master of Business Administration (Including All Concentrations) and MEd Teacher as Instructional Leader, Addition of Certificates in Software Developer and Data Science

Tuition rate for MBA (Including all Concentrations) and MEd Teacher as Instructional Leader moves from Online Table 4 to Online Table 3.

Add CERT Software Development and CERT Data Science to Certificate Programs Table 3.

Page 29 – Removal of State Refund Policy (California)

The State Refund Policy (Tennessee/California) included on page 29 applies to all students enrolled at South College except for those enrolled at the Asheville, North Carolina Learning Site.

Page 33 – Addition to Veteran’s Education Benefits Section

As part of the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38, South College prohibits the denial of access and/or the charge of additional penalties against student veterans using Chapter 33 or Chapter 31 as outlined below.

South College complies with PL 115-407 section 103. A ***Covered Individual*** is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits.

- All ***covered individuals*** are allowed to attend or participate in his/her enrolled course of education during the period beginning on the date on which the individual provides to South College a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, including a “Statement of Benefits” obtained from the Department of Veterans Affairs (VA) website- eBenefits, of a VAF-28-1905 form for chapter 31 authorization purposes, and ending on the earlier of the following dates:
 - The date on which payment from VA is made to the institution
 - 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
- South College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities due to a delayed disbursement from the VA under Chapter 31 or 33. South College does not required a covered individual to borrow or secure other funding to meet student financial obligations to the institution due to the delayed disbursement of funding from VA under Chapter 31 or Chapter 33.

Page 35 – Addition of South College Graduate Health Care MBA Grant

The South College Graduate Health Care MBA Grant is available to any eligible student who has graduated from a South College Graduate Health Care program (Doctor of Pharmacy, Doctor of Physical Therapy, or Masters of Health Science Physician Assistant). This Grant is effective beginning April 1, 2020. South College reserves the right to discontinue this Grant at its discretion.

The South College Graduate Health Care MBA Grant is disbursed each term to reduce the overall cost of tuition to the equivalent of \$500 per course enrolled plus mandatory fees. Students who are eligible for the Grant are responsible for any additional fees incurred during the quarter, including but not limited to, Technology Fees, Book Fees, and Graduation Fees. As tuition is subject to change during the course of a student’s enrollment in the MBA program, The Grant amount may vary from term to term as it is applied to reduce tuition to the \$500 per course charge.

Other restrictions/details of the Grant are as follows:

- A South College Graduate Health Care student that has completed a Graduate program may enroll in one class or up to a full-time status in the MBA program.
- A South College Graduate Health Care student that has completed a Graduate program may complete multiple concentrations in the MBA program, but will only be awarded one MBA degree.
- Students receiving the South College Graduate Health Care MBA Grant are not eligible to apply Federal Financial Aid (Title IV) funds to their student accounts.

The Grant award is applied against tuition only. The maximum Grant amount in any term will not exceed the difference between total tuition and the remaining \$500 tuition charge per enrolled course.

Page 43 – Revised Sexual Misconduct Title IX Policy

Sexual Harassment (Title IX) Policy

South College is committed to fostering an environment that is free from all forms of sex discrimination, including sexual harassment, as defined in 34 CFR §106 (et seq.) and explained below. The institution takes steps to increase awareness of sexual harassment, to thoroughly investigate reports of sexual harassment, and to take fair and

appropriate actions as warranted. Creating a safe and non-discriminatory campus environment is the shared responsibility of all members of the South College community.

Consistent with Title IX of the Education Amendments of 1972, South College does not discriminate against students, faculty, staff, third parties, or applicants based on sex in any of its programs or activities, including but not limited to educational programs, employment, and admission. Sexual harassment, including sexual violence, is a kind of sex discrimination and is prohibited by Title IX and by the institution. Individuals who engage in such conduct are subject to disciplinary action. This policy applies to all students, faculty, staff, third parties, and applicants regardless of sexual orientation or gender identity. Further, this policy applies to discrimination based on sex that involves an applicant, student, employee, or third-party affiliate against a student at any location in the United States, including campus/clinical/student teaching/ practicum/internship/fieldwork site or any locations, events, or circumstances over which South College exercises substantial control over both the respondent and the context in which the harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by South College.

Inquiries about the application of Title IX and this part may be referred to the Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

Sexual harassment includes a broad range of behaviors that will not be tolerated in the South College's education programs or activities. The federal rules governing Title IX define sexual harassment broadly to include any of three types of misconduct on the basis of sex, all of which jeopardize the equal access to education that Title IX is designed to protect:

- any instance of quid pro quo harassment by a school's employee;
- any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
- any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VA WA).

Sexual harassment can occur between strangers, acquaintances, or people who know each other well, including those who are involved in an intimate or sexual relationship, and can be committed by anyone regardless of sex, gender, or gender identity. South College does not tolerate any form of sexual harassment.

Questions regarding Title IX and the Campus SaVE Act may be referred to the College's Title IX Coordinator or to the U.S. Department of Education's Office for Civil Rights.

Retaliation Prohibited

Retaliation means taking any adverse action or attempting to take adverse action, including intimidating, threatening, coercing, or in any way discriminating against an individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this policy, constitutes retaliation.

Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination included herein.

The exercise of rights protected under the First Amendment does not constitute prohibited retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute prohibited retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Retaliation against any person who alleges a violation of the Sexual Harassment Policy or who reports or assists South College in the investigation of a complaint under this policy may result in disciplinary action up to and including termination or dismissal by South College. Retaliation against any person who is a respondent to an alleged sexual harassment violation is prohibited as well. South College will take steps to protect all parties from retaliation or harm and will work with the complainant to create a safety plan. Any alleged retaliation should be reported to the Title IX Coordinator or appropriate Deputy Title IX Coordinator.

Definitions

Definition of Actual Knowledge

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the College/Institute's Title IX Coordinator or to another designated South College official.

Definition of Complainant

An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Definition of Respondent

An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Definition of Consent

Consent must be affirmative. Consent means a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

- Consent to any sexual act or prior consensual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- Consent may be initially given but withdrawn at any time.
- Consent cannot be given when a person is incapacitated.
- Consent cannot be when it is the result of any coercion, intimidation, force, threat of harm.

When consent is withdrawn or can no longer be given, sexual activity must stop.

Definition of Incapacitation

Incapacitation (or incapacity), for purposes of this policy, is the state in which an individual's perception or judgment is so impaired that the individual lacks the cognitive capacity to make or act on conscious decisions. The use of drugs or alcohol can cause incapacitation. An individual who is incapacitated is unable to consent to a sexual activity. Engaging in sexual activity with an individual who is incapacitated (and therefore unable to consent), where an individual knows or ought reasonably to have understood that the individual is incapacitated, constitutes Title IX Sexual Harassment as defined by this policy.

Definition of Supportive Measures

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the College/Institute's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The College must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the College/Institute to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Definition of Third Party

Third party refers to any individual who is not a College/Institute student, a faculty member, or a staff member (e.g., vendors, alumni/ae, or local residents).

Definition of Witness

Witness refers to any individual who shares information relating to an allegation of prohibited conduct under this policy.

Definition of Sexual Harassment

Sexual Harassment means prohibited conduct on the basis of sex that satisfies one or more of the following:

- a. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity;
- c. Any form of sexual assault. "Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Forcible sex offenses means any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent; these offenses include:
 - a. Rape: The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
 - b. Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
 - c. Sexual Assault with an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
 - d. Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- d. Nonforcible Sex Offenses (Except Prostitution Offenses) means unlawful, nonforcible sexual intercourse; these offenses include:
 - a. Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; or
 - b. Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.
- e. "Dating violence" means violence committed by a person-
 - a. who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. The length of the relationship.
 - ii. The type of relationship.
 - iii. The frequency of interaction between the persons involved in the relationship.
- f. "Domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
- g. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to— (i) fear for his or her safety or the safety of others; or (ii) suffer substantial emotional distress.

The Title IX Grievance Process

Reporting Policies and Protocols

South College is committed to responding promptly and effectively when it learns of any form of possible discrimination based on sex that involves an applicant, student, employee, or third-party affiliate against a student at any location, including campus/clinical/student teaching/practicum/internship/fieldwork site or any locations, events, or circumstances over which South College exercises substantial control over both the respondent and the context in which the harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by South College. South College's Title IX Coordinator and Deputy Title IX Coordinators are responsible for overseeing all Title IX incidents reported to the institution and for implementation of this policy, including but not limited to, identifying and addressing any systemic gender-based harassment, discrimination, and sexual misconduct.

Allegations should be reported to the Title IX Coordinator or appropriate Deputy Title IX Coordinator using the [Sexual Harassment \(Title IX\) Incident Form](#) as soon as possible following the alleged incident of sexual harassment. All applicants, employees, students, and third parties can access the Sexual Harassment (Title IX) Incident Form on the South College Portal and on the South College website. Reports can be submitted at any time, including non-business hours, in person, by mail, by telephone, or by email using the contact information listed below:

Title IX Coordinator for South College
Dr. Stacy Waddell, Vice Chancellor of Student Services
616 Marriott Drive, Nashville, TN 37214
swaddell@south.edu, 629-802-3000

Deputy Title IX Coordinator for the Main Campus and Parkside Campus
Dr. A.J. Chase, Dean of Academic and Student Services
3904 Lonas Drive, Knoxville, TN 37909
achase@south.edu, 865-293-4576

Deputy Title IX Coordinator at the Asheville Campus
Dr. Lisa Satterfield, Dean of Academic and Student Services
140 Sweeten Creek Road, Asheville, NC 28803
lsatterfield@south.edu, 828-398-2566

Deputy Title IX Coordinator at the Nashville Campus
Dr. Holly Paul, Dean of Academic and Student Services
616 Marriott Drive, Nashville, TN 37214
hpaul@south.edu, 629-802-3135

Deputy Title IX Coordinator at the Atlanta Campus
Dr. Danielle Kwasnik, Dean of Academic and Student Services
2600 Century Parkway NE, Atlanta, GA 30345
dkwasnik@south.edu, 470-322-1211

Deputy Title IX Coordinator for Online
Dr. Mari-Kathryn Arnold, Director of Student Affairs
3904 Lonas Drive, Knoxville, TN 37909
marnold@south.edu, 912-392-4733

Deputy Title IX Coordinator (Employees):
Mr. Randall Carr, Vice President of Talent Management & Human Resources
3904 Lonas Drive, Knoxville, TN 37909
randall.carr@south.edu, 865-293-4550

Reporting

Although violations of this policy should be reported to the Title IX Coordinator or appropriate Deputy Title IX Coordinator, South College understands that from time to time other employees may learn of potential violations of this policy. South College has assigned certain employees authority to institute corrective measures, and those employees are required to respond to any complaint of sexual harassment promptly, reasonably, and equitably including referring the complainant to the Title IX Coordinator to make a formal report, if the complainant opts to do so. The issue will be reported to the Title IX Coordinator or appropriate Deputy Title IX Coordinator using the Sexual Harassment (Title IX) Incident form. To the extent possible, the information reported will only be shared with the employees charged with handling the College's response to the report.

If the College receives a report of alleged sexual harassment by someone other than the complainant (e.g., friend or roommate, resident advisor) or from an anonymous source, the College's Title IX Coordinator will promptly notify the complainant of the report, and inform the complainant of the available resources and assistance, and will follow the process outlined in this policy.

The following employees (or categories of employees) are authorized by the College to institute corrective measures:

- Institutional Leadership: Vice Chancellor of Institutional Advancement and Effectiveness, Vice Chancellor of Student Services, and Chief Academic Officer
- Dean of Academic and Student Services
- Director of Student Success/Affairs
- Vice President of Talent Management and Human Resources (for employees)

Confidentiality

South College encourages complainants of sexual harassment to talk to somebody about what happened so that complainants can get the support they need, and so that South College can respond appropriately. Different employees on campus have different abilities to maintain a complainant's confidentiality.

Professional Counselors

Professional, licensed counselors who provide mental-health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX Coordinator or appropriate Deputy Title IX Coordinator without a complainant's permission. These counselors will provide information to the College if there is a serious threat to the safety of students and employees.

Determining Confidentiality

If a complainant discloses an incident to an authorized employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the institution will weigh that request against its obligation to provide a safe, non-discriminatory environment for all students, including the complainant. If the request for confidentiality is honored, a complainant must understand that the institution's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited. Although rare, there are times when the College may not be able to honor a complainant's request in order to provide a safe, nondiscriminatory environment for all students. All requests for confidentiality will be determined by the Title IX Coordinator.

Release of Information

South College will otherwise keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Education Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of Title IX and this policy, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

Supportive Measures for Reported Complainants of Sexual Harassment

When South College learns of any form of possible discrimination based on sex, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures (with or without the filing of a formal complaint), and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Supportive measures may also include informing the complainant(s) of the right to report a crime to campus or local law enforcement and provide the complainant(s) with assistance if determination is made to do so.

Emergency Removal of Respondent

If upon receiving a report of sexual harassment, the College undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, a respondent may be removed from the College's education program or activity on an emergency basis. The College will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Administrative Leave of Respondent Non-Student Employee

The College may place a non-student employee respondent on administrative leave during the pendency of a grievance process.

Formal Complaint Process

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the recipient investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the recipient with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator. As used here, the phrase "document filed by a complainant" means a document or electronic submission (such as by email) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

South College will send written notice to both parties (complainant and respondent) of the allegations upon receipt of a formal complaint. In the written notice, South College will include notice of the College's grievance process, including any informal resolution process, the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will also inform the parties that they may have an advisor of their choice, who may be, but is not required to be, and may inspect and review evidence. The written notice will also inform the parties of any provision in South College's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Informal Resolution Process

In some cases, the parties may feel that a situation can be remedied without going through the formal investigation and hearing process. If the parties both give voluntary, informed, written consent to attempt informal resolution, the Title IX Coordinator and appropriate Deputy Title IX Coordinator will work with the complainant and respondent to determine a resolution to the complaint. A complainant may also request to go through the Informal Resolution Process after a formal investigation has been completed. South College will allow an informal complaint to proceed only if the potential remedies to the alleged misconduct do not involve the possibility of serious disciplinary action (e.g. suspension or dismissal). Informal resolution process is not available if the allegations relate to an employee sexually harassing a student.

The informal resolution process is a voluntary, remedies-based process designed to provide parties with an option to resolve disputes with other students in a forum that is separate and distinct from the College's formal grievance processes under the Title IX Sexual Harassment policy. The purpose of the informal resolution process is to address the conduct which has been reported by the complainant, and place the parties in a position to pursue their academic and non-academic interests in a safe, respectful, and productive educational and working environment. Under this

process, there will be no disciplinary action taken against a respondent, and the resolution will not appear on the respondent's disciplinary record.

The College will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of Title IX sexual harassment. Similarly, the College will not require, encourage, or discourage the parties from participating in the informal resolution process. The College will not offer the informal resolution process unless a formal complaint is filed.

At any time, either party may elect to transition the proceedings to the Formal Complaint Process.

Conflict of Interest

All individuals who have responsibilities in administering the grievance process under this policy must be free of any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent and will be trained as provided by federal regulations. Parties will be notified at the appropriate junctures of the identities of the individuals serving as investigators, Title IX Conduct Committee members, and Appeal Panel members. A party who has concerns that one or more of the individuals performing one of the aforementioned roles has conflicting interest or is biased must report those concerns to the Title IX Coordinator within 48 hours of being notified of their identities and include a brief explanation of the basis for the conflict or bias concern. The Title IX Coordinator will assess the allegations of conflict or bias to determine whether or not the identified individual(s) can fulfill their duties in an impartial way. If the Title IX Coordinator concludes that the facts and circumstances support the claim of conflict or bias, the pertinent individual(s) will not participate in the case.

Formal Investigation

Once South College is aware of a reported incident of sexual misconduct, the Title IX Coordinator will notify the parties in writing of the initiation of the investigation, and will assign an investigator to conduct an investigation of the complaint, and to gather evidence to determine if the allegation(s) meet the definition of sexual harassment as outlined in this policy. The results of the investigation will be submitted to the Title IX Conduct Committee. .

The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility for a violation of this policy rest on South College and not on the parties.

Notice of Investigation

Following the receipt and review of the formal complaint by the Title IX Coordinator, and it being determined that the matter properly falls under this Title IX/Sexual Harassment policy, the parties will be informed in writing of the initiation of the investigation. The written information shall include:

- The identities of the parties, if known.
- A concise summary of the alleged conduct at issue (including when and where it occurred, if known).
- Notice of the allegations potentially constituting Title IX Sexual Harassment.
- A statement that the respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process.
- A statement informing the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney.
- A statement informing the parties that they may request to inspect and review evidence.
- A statement informing the parties that knowingly making false statements or knowingly submitting false information during the grievance process may constitute a violation of College/Institute policy.
- Information regarding the applicable grievance procedures, including the informal resolution process.
- If, during the investigation, additional information is disclosed that may also constitute prohibited conduct under this policy, the respondent and complainant will be informed in writing that such additional information will be included in the grievance process.

Investigation Guidelines

The following guidelines will govern an investigation:

- Title IX investigations should be concluded within (60) days of receipt of a report, unless there are extraordinary circumstance in which a longer period will be permitted. Both the complainant(s) and the respondent(s) will be notified in writing should an extension be required.
- South College will provide both complainants and respondents written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.
- Both parties will be given the opportunity to inspect and review any evidence obtained in the investigation that directly pertains to the allegations. Each party will have 10 days to submit a written response to the Title IX Coordinator, which will be considered prior to the completion of the investigative report.
- The final investigative report will be provided to both parties and the party's advisor for their review and written response at least 10 days prior to the hearing.
- If the investigation results indicate that the complaint should not proceed to a review by the Title IX Conduct Committee, for the reasons set forth below, both parties (complainant and respondent) will be informed in writing within (14) business days of the decision that the complaint was dismissed without further proceedings and the reasons therefor. Should the complainant wish to appeal this decision, he/she should follow the Appeal Process listed in the last section of this policy.
- South College must dismiss a formal complaint if the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the College's educational program or activity, or did not occur against a person in the United States.
- South College may dismiss a formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by South College; or specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. In the case of such a dismissal, South College will inform both parties in writing within (14) business day of the decision and the reasons therefor. Should the complainant wish to appeal this decision, he/she should follow the Appeal Process listed in the last section of this policy.
- If the investigation results indicate that a complaint should proceed to a review by the Title IX Conduct Committee, both parties (complainant and respondent) will be informed within (14) business days of the decision. The formal, live hearing by the Title IX Conduct Committee will then occur within (14) business days of the notification. The final investigative report will be provided to both parties and the party's advisor for their review and written response.

While not required, each party may choose an advisor (attorney or otherwise) at his/her own expense to assist during the investigation and hearing process. If a party does not have an advisor present at the live hearing, the South College will provide, free of charge, an advisor of the school's choice who may be, but is not required to be, an attorney in order to conduct cross-examination on behalf of that party.

While the advisor may be present, s/he cannot verbally participate in the investigation process but will be permitted to participate in the live hearing. All statements and testimony must come solely from the parties and their witnesses. If the desired advisor is an employee of the institution, the Title IX Coordinator may determine that there is a conflict of interest and require that an alternative advisor be used.

At least (3) business days prior to the hearing, both the complainant and the respondent will schedule a pre-hearing consultation with the Title IX Coordinator and/or appropriate Deputy Title IX Coordinator to discuss the issues and facts that will likely be presented at the hearing, submit written questions for the opposing party, provide any witness or advisor information, ask procedural questions, submit a written statement, and submit evidence to be presented during the hearing if desired.

The following guidelines will govern the Title IX Conduct Committee:

- The Title IX Conduct Committee will be composed of a minimum of three trained South College officials.
- The Title IX Conduct Committee will be unbiased, charged with reviewing all evidence objectively, and will not make credibility determinations based on an individual's status as a complainant, respondent, or witness.

- The parties will receive the names of the Committee Members in advance of the hearing and will have (2) business days to object to the membership based on alleged bias or conflict of interest. The Title IX Coordinator and appropriate Deputy Title IX Coordinator will jointly decide the merits of the objection and will replace a Committee Member if necessary.
- An audiovisual recording or transcript of the hearing will be available to the parties for inspection and review.
- The decision of the Committee will be based on a preponderance of evidence standard (i.e. “more likely than not”).
- The Title IX Coordinator and/or appropriate Deputy Title IX Coordinator will deliver the investigation report and be present throughout the hearing but will not act as a Committee Member and is not a decisionmaker at the hearing.
- The Chair of the Committee will be selected by the Committee Membership. The Chair will ask questions submitted by the parties and may rephrase or omit them based on professional judgement. All Committee Members may ask questions, the Chair may rephrase or filter if necessary.
- The parties, through their advisor if requested, may also be allowed to ask relevant questions at the discretion of the Chair. If a question is deemed not relevant, the Chair will explain the decision to exclude a question as not relevant.
 - Each party’s advisor may ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination must be conducted directly, orally, and in real time by the party’s advisor of choice and never by a party personally.
 - Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
 - If a party of witness does not submit to cross-examination at the live hearing, the Committee must not rely on any statement of that party or witness in reaching a determination regarding responsibility, but the Committee cannot draw any inferences regarding responsibility based solely on the absence or refusal to answer cross-examination or other questions.
- In all cases, whether the respondent is present or not, the evidence in support of the allegations shall be presented and considered. Should the respondent fail to appear for the hearing, a plea of “not in violation” shall be recorded for the respondent’s behalf and the hearing will proceed.
- In all cases, the respondent shall not be deemed responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- Either the complainant or respondent may request to participate in the proceedings via video conferencing. Participation via telephonic conferencing alone is not allowed. At the request of either party, the Committee will provide for the entire live hearing to occur with the parties located in separate rooms with technology enabling the parties to see and hear each other in real time.
- The complainant and the respondent have the right to hear all evidence, present evidence, testify, and have their advisors question witnesses. All initial questions for witnesses must be submitted by the complainant and respondent prior to the hearing; the Title IX Conduct Committee Members determine if the questions are appropriate and control the questioning.
- After the hearing, the Committee will determine by majority vote whether a violation of the Title IX policy has occurred and will notify both parties of the decision reached on each allegation, and the supporting rationale for each, in writing within (14) business days.
- If it is determined that a violation has occurred, both parties will have (3) business days from the time they receive the Committee’s written decision to submit a written impact statement if they choose. An impact statement allows the parties to express what penalty they feel is deserved and what impact that might have on them.
- Within (14) business days of receiving the impact statement(s), the Committee will simultaneously notify all parties in writing of the Committee’s findings, remedies provided, and sanctions imposed, if any, and information about how to file an appeal.

Extensions for Good Cause

The timeframes and deadlines listed in this Policy may, for good cause, be extended or otherwise modified by South College. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Remedies to Complainants

Following a determination that a violation of this Title IX policy has occurred, remedies may be provided to complainant. Available remedies may include the same services listed above as Supportive Measures.

Sanctions for Sexual Harassment

The following sanction(s) may be imposed upon any individual student found to be in violation of this policy. Following a determination that a violation of this Title IX policy has occurred:

- Issuance of a formal, written warning and reprimand (status of probation may be imposed)
- Issuance of a suspension or a required leave of absence for a period of time, contingent upon the student meeting specified conditions
- Dismissal from the college without possibility of re-admission

In cases of third parties and employee sanctions, South College will take prompt and effective action to stop the harassment and prevent its recurrence upon notice of the harassment. The sanctions taken by South College will differ depending on the level of control that the College has over the third party. For employees, the following sanction(s) may be imposed upon any individual employee found to be in violation of the South College Employee Handbook/Title IX rules:

- Issuance of a verbal warning
- Requirement of training
- Issuance of a suspension (with or without pay), contingent upon the employee meeting specified conditions for returning
- Issuance of a written warning with formal counseling (status of probation may be imposed)
- Termination of employment

Appeal Process

Should the complainant and/or respondent wish to appeal the decision of the investigation, or the decision of the Title IX Conduct Committee, an appeal must be submitted within (7) business days of delivery of the decision. The appeal must be in writing and submitted to the Vice Chancellor of Institutional Advancement and Effectiveness. The appeal may be filed on the following bases: to determine whether the investigation or hearing was conducted fairly and in conformity of the procedures, if new evidence that was not available at the time of the determination that could affect the outcome, or if the Title IX coordinator, investigator(s), or Title IX Conduct Committee members had a conflict of interest or bias against the complainant or respondent that affected the outcome. An appeal received that does not address one of these areas will be dismissed without further consideration. A complete review of the appeal will be made by the Vice Chancellor within (14) business days after receipt of the appeal and additional information. In the event an extension is needed for this review, the individual making the appeal will be notified. A written decision will be issued to the respondent, complainant, and the Title IX Coordinator and/or Chair of the Title IX Conduct Committee.

South College's other Title IX Obligations

Training

The College will either provide appropriate training, or ensure appropriate training is provided by a qualified third party, to the Title IX Coordinator and Title IX Deputies, investigators, Title IX Conduct Committee members, Appeal Panel members, and any individual who facilitates the informal resolution process. Such training will cover the definition of Title IX Sexual Harassment, the scope of the College's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes under this policy, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The College will ensure that Title IX Conduct Committee members receive training on any technology to be used at a hearing and on issues of relevance of questions and evidence, including questions and evidence about the

irrelevancy of complainant's sexual predisposition or prior sexual behavior. The College will ensure that investigators receive training on issues of relevance in order to create an investigative report that fairly summarizes relevant evidence. These training materials are publicly available on the College's website and will be made available for in-person review upon request. In addition, College officials with responsibilities under this policy will receive training related to intersectionality.

Recordkeeping

South College will maintain for a period of seven years records of:

- Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript of the hearing, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity.
- Any appeal and the result therefrom.
- Any informal resolution and the result therefrom.
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process. A recipient must make these training materials publicly available on its website, or if the recipient does not maintain a website the recipient must make these materials available upon request for inspection by members of the public.

For each South College response required under Title IX, South College will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the College will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the College's education program or activity. If the College does not provide a complainant with supportive measures, then the College will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the College in the future from providing additional explanations or detailing additional measures taken.

Modification and Review of Policy

The College reserves the right to modify this policy to take into account applicable legal requirements or extraordinary circumstances. At regular intervals, the College will review this policy to determine whether modifications should be made.

Page 50 – Revision to Dropping and Adding Courses

Course withdrawals prior to the end of the designated withdrawal date with no grade penalty as identified in the academic calendar will result in a non-punitive grade of W. After this designated date, a grade of F is assigned.

Page 69 – Addition to Programs of Study Knoxville

Certificate Programs: Online – Software Developer
 Online – Data Science

Page 70 – Addition to Programs of Study Asheville (Learning Site)

Hybrid - BS Health Science (Pre-Physician Assistant) program is available via enrollment at the Asheville campus.

Page 76 – Revision of AS Accounting and AS Business Administration Curricula

Remove requirement for completion of CST 1041 Spreadsheet Applications (4.5 credits) and OTS 2091 Introduction to Word Processing (4.5 credits). Add requirement for completion of BUS 2101 Office Applications Tools (4.5 credits) and INT 1110 Information Technology Fundamentals (4.5 credits).

Page 77 – Revision of Bachelor of Business Administration Curricula

Remove requirement for completion of CST 1041 Spreadsheet Applications (4.5 credits) and OTS 2091 Introduction to Word Processing (4.5 credits). Add requirement for completion of BUS 2101 Office Applications Tools (4.5 credits) and BBA 3001 Introduction to Business Analytics (4.5 credits).

Page 81 – Revision of Information for the Master of Business Administration Program (Only Sections with Revisions Included Below).

All concentrations except for those listed below are discontinued following completion by current students.

Master of BUSINESS ADMINISTRATION (Professional)

This graduate program is designed for those qualified individuals who wish to further their academic credentials in the field of business administration. **Full-time students may complete the MBA program in 10 months (4 quarters – 45 quarter credit hours) depending on course load.** An additional course in Business Foundations may be required depending upon determination at the time of admission based on previous academic and professional experience. Part-time students may enroll in a minimum of one class per quarter and this option extends the completion time as applicable to course load completed. Admission to this program will occur in each quarter of the year.

ADMISSION REQUIREMENTS

Applicants interested in this program are required to meet individually, either in person or via telephone, with an admissions representative and program faculty to discuss the program and all requirements. Applicants must provide a completed South College application for admission and application to the program. Those selected for admission will provide the following:

- Evidence completion of a bachelor's degree from an accredited institution of higher education in business or closely related discipline approved by the faculty. If undergraduate degree is not in an area approved by the faculty OR have evidence of two years of supervisory experience approved by the faculty, successful completion of BUS 5000 is required;
- Completion of the BUS 5000 Business Foundations course with grade of B or better;
- Evidence of a cumulative 3.0 undergraduate grade point average for admittance OR Evidence of a cumulative 2.50 undergraduate grade point average for conditional admittance.

Students accepted for conditional admittance are permitted to take three courses in the MBA program. If they maintain a 3.0 graduate grade point average in the three courses, they are granted admittance.

PROGRAM DESIGN

The MBA program and concentration options are completed primarily via an asynchronous online format using the learning management system Canvas in order to provide flexibility and to accommodate the schedules of working professionals. **In the Core Courses, a team-teaching approach is utilized with a course coordinator designated. Faculty members with established qualifications will provide instruction for each subject area.** The curriculum is tailored to provide a balance of theoretical, practical, and analytical instruction to prepare students for the unique challenges of management in the 21st century.

An online introduction to the program includes an orientation, a review of students' roles and responsibilities in an online instructional environment, important information about accessing South College email and Student Portal accounts, and a discussion and review of South College learning resources and student services. Course materials and assignments emphasize collaboration, critical thinking, research, and student accountability. The program cumulates with a capstone course which provides a unique opportunity for a thorough investigation of a business dilemma, incorporating principles of accounting, finance, marketing, economics, and management concepts and theories.

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

1. Students will be able to demonstrate practical knowledge of the functional areas of business.
2. Students will be able to integrate current technology in support of business operations.
3. Students will be able to demonstrate highly developed communication skills.
4. Students will be able to evaluate strategic objectives that enhance organizational effectiveness and operational performance.
5. Students will evaluate complex financial and operational data and information for decision making.
6. Students will be able to demonstrate collaboration for effective leadership and decision making.

Master of Business Administration w/Concentration in Business Analytics (Additional)

- Apply descriptive, predictive, and prescriptive analytics to business problems for input into management decision-making processes.

Master of Business Administration w/Concentration in Finance (Additional)

- Apply financial principles and techniques for valuation and wealth maximization, financial risk assessment, investment analysis, and management decision making.

Master of Business Administration w/Concentration in Health Care Management (Additional)

- Analyze and evaluate appropriate business strategies, practices, and theories that inform and guide healthcare providers in light of current issues in the field.

Master of Business Administration w/Concentration in Leadership (Additional)

- **Develop and implement interpersonal skills and leadership strategies to effectively lead teams and organizations in the current environment.**

Master of Business Administration w/Concentration in Marketing (Additional)

- Develop strategies to effectively market products and services using appropriate communication and delivery methods.

Master of Business Administration w/Concentration in Project Management (Additional)

- Develop strategies to initiate, plan, execute, monitor and control, and close projects in business environments

**Professional Master of
BUSINESS ADMINISTRATION**

Curriculum.....45 credits

Note: Addition of BUS 5000 Business Foundations – (4.5 quarter hours) if determined required at the time of admission – 49.5 credits

MBA 5500 – Core 1 - Business Law, Ethics, and Statistics	9
▪ Business Communications	
▪ Legal Environment of Business	
▪ Quantitative Research Techniques and Statistics	
▪ Business Ethics	
MBA 5600 – Core 2 - Management and Leadership	9
▪ Management: Human Resource Management	
▪ Management: Operations/Production Management	
▪ Management: Organizational Behavior	
▪ Business Leadership	
MAB 5700 – Core 3 - Accounting, Finance, and Economics	9
▪ Accounting	
▪ Business Finance	
▪ Economics: Macroeconomics	
▪ Economics: Microeconomics	

- Business Integration and Strategic Management
- Global Dimensions of Business
- Information Management Systems
- Marketing

Choose One Concentration

Leadership Concentration	Healthcare Management Concentration
MBA 5905 Leading Teams in Business (3 quarter hrs)	MBA 5915 Health Economics (3 quarter hrs)
MBA 5925 Interpretation & Presentation of Business Results (3 quarter hrs)	MBA 5935 Introduction to Health Policy & Management (3 quarter hrs)
MBA 5945 Effective Interpersonal Leadership in Business (3 quarter hrs)	MBA 5955 Current Topics in Healthcare Management (3 quarter hrs)

Marketing Concentration	Project Management Concentration
MBA 5526 Social Media Marketing Strategy (3 quarter hrs)	MBA 5826 Quantitative Analysis for Decision Making (3 quarter hrs)
MBA 5546 Service Marketing Strategies (3 quarter hrs)	MBA 5836 Project Management (3 quarter hrs)
MBA 5556 Promotion Management (3 quarter hrs)	MBA 5846 Advanced Topics in Project Management (3 quarter hrs)

Business Analytics Concentration	Finance Concentration
MBA 5611 Introduction to Business Intelligence & Analytics (3 quarter hrs)	MBA 5711 Financial Markets & Institutions (3 quarter hrs)
MBA 5621 Business Analytics Techniques (3 quarter hrs)	MBA 5721 Investment Management (3 quarter hrs)
MBA 5631 Problems in Business Analytics (3 quarter hrs)	MBA 5731 Case Studies in Financial Analysis (3 quarter hrs)

Page 86 – Addition of Certificate in Software Developer Program Description & Learning Outcomes and Certificate in Data Science Program Description and Learning Outcomes

Certificate

SOFTWARE DEVELOPER

The Software Developer Certificate program is designed to promote development of programming skills at a professional level. Students develop a foundation of understanding of computer operations and components, the foundations of software engineering, and complex programming skills. Students create software to solve business problems from code to executable, including data representation, algorithmic solutions to data processing, and logic branching. This certificate is focused on applied skills.

Graduates of the Software Developer Certificate program will accomplish the following outcomes:

1. Utilize knowledge of operating systems, databases, and network signals to gather data to and report information from a software system.
2. Design data constructs to describe and store object attributes for processing and reporting.
3. Develop software to solve business problems using appropriate algorithms and logic to process data and produce information.

Certificate

DATA SCIENCE

The Data Science Certificate program is designed to provide organizations with individuals who can perform advanced data analysis for business intelligence through evaluation, statistical evaluation, and application of extremely large data sets. The program provides students with foundations in understanding statistics, data structures,

and analytical tools, the foundations of scripting, and deep exposure to complex and large-scale data analytics. Students will learn to create scripts or software solutions to extract usable information and business intelligence from data sets, including data representation, data processing, and presentation of results. This certificate is focused on applied skills and designed for completion in three quarters (full-time).

Graduates of the Data Science Certificate program will accomplish the following outcomes:

1. Write basic scripts or programs to gather and process data.
2. Design data storage and processing solutions appropriate to the size of a data set using data types, data abstraction, and SQL storage and retrieval.
3. Develop a narrative for data results based upon analysis and identified trends and correlations.

Page 90 – Addition of Certificate in Software Developer Program Curriculum

**Certificate
SOFTWARE DEVELOPER**

The Software Developer Certificate program is designed to provide organizations with individuals who can program at a professional level. The program provides students with foundations in understanding computer operations and components, the foundations of software engineering, and deep exposure to complex programming skills. Students will learn to create software to solve business problems from code to executable, including data representation, algorithmic solutions to data processing, and logic branching. This certificate is focused on applied skills and designed for completion in three quarters (full-time).

Graduates of the Software Developer Certificate program will accomplish the following outcomes:

1. Utilize knowledge of operating systems, databases, and network signals to gather data to and report information from a software system.
2. Design data constructs to describe and store object attributes for processing and reporting.
3. Develop software to solve business problems using appropriate algorithms and logic to process data and produce information.

The Certificate in Data Science program is offered online.

Certificate in Software Developer Curriculum.....		39.5 credits
CST 1051	Database Applications	4.5
CST 1100	Introduction to Software Engineering	4.5
CST 1200	Data Structures	4.5
CST 1400	Computer Architecture	4
CST 1411	Introduction to Networking	4.5
CST 1800	Operating Systems	4
CST 2100	Introduction to Algorithms	4.5
CST 2200	AWS Developer	4.5
CST 2400	Programming Languages	4.5

**Certificate
DATA SCIENCE**

The Data Science Certificate program is designed to provide organizations with individuals who can perform advanced data analysis for business intelligence through evaluation, statistical evaluation, and application of extremely large data sets. The program provides students with foundations in understanding statistics, data structures, and analytical tools, the foundations of scripting, and deep exposure to complex and large-scale data analytics. Students will learn to create scripts or software solutions to extract usable information and business intelligence from data sets, including data representation, data processing, and presentation of results. This certificate is focused on applied skills and designed for completion in three quarters (full-time).

Graduates of the Data Science Certificate program will accomplish the following outcomes:

4. Write basic scripts or programs to gather and process data.
5. Design data storage and processing solutions appropriate to the size of a data set using data types, data abstraction, and SQL storage and retrieval.
6. Develop a narrative for data results based upon analysis and identified trends and correlations.

The Certificate in Data Science program is offered online.

Certificate in Data Science Curriculum.....		40.5 credits
CST 1051	Database Applications	4.5
INT 1110	Information Technology Fundamentals	4.5
INT 2110	Introduction to Applications Development	4.5
INT 2120	Introduction to Scripting	4.5
INT 4110	Database Systems	4.5
INT 4210	Relational Databases	4.5
INT 4511	Management Science	4.5
INT 4521	Predictive Analytics	4.5
INT 4531	Business Intelligence	4.5

Page 91 – Revision to AS Information Technology and AS Network Administration and Security Curricula

Remove requirement for completion of CST 1041 Spreadsheet Applications (4.5 credits) and OTS 2091 Introduction to Word Processing (4.5 credits). Add requirement for completion of BUS 2101 Office Applications Tools (4.5 credits) and CST 2661 Information Security Principles (4.5 credits).

Page 95 – Revision of BS Cybersecurity Curriculum

Remove requirement for completion of CST 1041 Spreadsheet Applications (4.5 credits). Add requirement for completion of BUS 2101 Office Applications Tools (4.5 credits).

Page 96 – Revision of BS Information Technology Curriculum

Remove requirement for completion of CST 1041 Spreadsheet Applications (4.5 credits) and OTS 2091 Introduction to Word Processing (4.5 credits). Add requirement for completion of BUS 2101 Office Applications Tools (4.5 credits) and CST 2661 Information Security Principles (4.5 credits).

Page 163 – Revision to Admission Section for AS Criminal Justice

CMJ 1110 is revised to CMJ 1111.

Page 166 and 168 – Revision to Admission Section for AS and Certificate Investigation and Security

CMJ 1210 is revised to CMJ 1211.

Page 181 – Revision of Information for MS Criminal Justice to include Concentrations

**Master of Science
CRIMINAL JUSTICE**

MISSION

The Master of Science in Criminal Justice program has been designed for working professionals or practitioners who desire to improve their current level of proficiency or develop enhanced capabilities to enhance marketable in today's criminal justice workforce.

The Concentration in Public Administration is designed to provide students with the knowledge and skills necessary for the effective and efficient administration and management of public sector organizations and agencies with a public safety, homeland security, or social service focus. The Concentration focuses the student's education to help prepare them for leadership positions in public sector and public safety agencies, with a particular emphasis on the development of core knowledge areas and administrative skills, such as budgeting, grant writing, and strategic planning and assessment.

The concentration in Computer Forensic Investigation provides students an opportunity to focus their graduate studies on the cutting-edge skills, technology, and investigative methods necessary for conducting lawful and ethical digital investigations. In addition to their criminal justice foundation courses, students explore cybercrime, including hacking, online identity theft, cyberstalking, and cyberterrorism. Students gain the technological understanding and investigative skills necessary to conduct a 21st century investigation.

To combat the widespread growth of white-collar crime, fraud and other financial crimes, employers are looking to fraud examiners to prevent and detect fraud within their businesses. Concentration in Fraud Examination provides students an opportunity to focus their graduate studies on the interdisciplinary skills necessary to investigate, detect, and deter fraud and other financial crimes. Students combine the foundational accounting and financial management courses with the investigation, deterrence, and law courses necessary to make a direct, positive impact for their future employers. Through their coursework, students examine the effect of fraud and financial crimes on corporate organizations, government entities, organized crime, drug trafficking, money laundering, and the financing of terrorist activities.

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

1. Demonstrate effective written skills in written assignments and online interaction with peers and faculty.
2. Demonstrate knowledge of various criminal justice technological implications for effective collaborations and use in contemporary criminal justice agencies.
3. Identify and discuss the essential theoretical and practical concepts used in the criminal justice system.
4. Interpret and analyze scholarly research related to the criminal justice field and apply it to real world issues and contemporary practice.
5. Understand and articulate the role of critical stakeholders in the criminal justice system and how these roles and interactions influence desired outcomes in criminal justice systems.
6. Discuss and describe the role and function of criminal justice managers in contemporary criminal justice agencies.
7. Demonstrate and articulate understanding of a range of special topics related to existing criminal justice systems and how they influence the effective administration of justice.
8. Discuss the importance of community collaboration and partnerships in achieving positive criminal justice system outcomes.
9. Demonstrate cognitive skills and capabilities when analyzing historical or current problems related to the criminal justice field.

Additional for Computer Forensic Examination Concentration

1. Implement the investigative techniques and strategies necessary for lawful, effective, and efficient digital investigations.
2. Demonstrate the techniques employed by forensic computer investigators for properly securing the electronic crime scene and methods of documenting, recording, extracting, and storing digital evidence.
3. Discuss the theoretical foundations of cybercrime and the network security issues and technologies utilized by corporate citizens including cryptography, digital signatures, and network firewalls.

Additional for Fraud Examination Concentration

1. Demonstrate an understanding of financial transactions and fraud schemes utilized by individuals.
2. Implement strategies and techniques to uncover, prevent, and deter fraudulent activities within an institution.

3. Discuss the various laws associated with the investigation, evidence, and prosecution of white-collar criminals

Additional for Public Administration Concentration

1. Demonstrate an advanced understanding the nature of public administration and its function with the American political system.
2. Interpret the principles theories and practices related to directing a public sector organization. Specifically:
 - a. The principles and practices of organizational behavior and leadership.
 - b. The knowledge and skills necessary to develop, administer and evaluate a public sector budget using contemporary financial practices, technologies, and methods.
 - c. Advanced knowledge of the principles legal environment affecting public sector management.
 - d. The skills necessary to acquire, write, implement, and assess public sector grants and publicly funded projects.
 - e. An understanding of the concepts, principles and assessment practices involved in the strategic planning process in public sector organizations.

PROGRAM DESIGN

This curriculum is tailored to provide a balance of theoretical, practical, and analytical instruction and experience which is intended to prepare students for the challenges and opportunities that confront leaders and decision makers in contemporary criminal justice organizations. The program is structured so that students may complete three four-credit hours courses each quarter for four consecutive quarters which would allow students to satisfy degree requirements in one year. Local criminal justice professionals provided input and constructive feedback on program curriculum which helped to shape the design, focus, and sequencing of courses.

The program requires successful completion of 48 quarter credit hours and is designed to be delivered on a full-time or part-time basis. A full-time student may attempt as many as 3 courses per quarter for 4 consecutive quarters over a period of 1 year (12 months). Nine courses are considered core courses with the remaining three being approved electives or those required for a chosen concentration. For each quarter credit hour assigned to a course, students should expect 10 hours of classroom or direct faculty instruction, which may occur face-to-face or in an electronic environment, and a minimum of 20 hours of out-of-class student work. Classroom or direct faculty instruction may include, but is not limited to, lectures, discussions, forums, chat sessions, blogs, presentations, projects, group interaction, and other activities. Out-of-class work may include, but is not limited to, study and reflection, completion of assignments, reading and review of assigned materials, completion of necessary research, group meetings for study or project completion, and completion of tutorials or simulations.

In order to provide flexibility and to accommodate the schedules of working professionals, the coursework is completed in an asynchronous online format using a learning management system. Course materials and assignments will emphasize collaboration, critical thinking, and student accountability.

The Master of Science in Criminal Justice degree program is offered Online.

**Master of Science
CRIMINAL JUSTICE**

MS Criminal Justice Curriculum.....		48 credits
CMJ 5100	Foundations in Criminal Justice	4
CMJ 5110	Research Design for Criminal Justice	4
CMJ 5200	Quantitative Methods for Criminal Justice	4
CMJ 5210	Theoretical Perspectives on Crime	4
CMJ 5220	Criminal Justice Management	4
CMJ 5300	Investigative Intelligence and Crime Analysis	4
CMJ 5550	Advanced Network Security Principles	4
CMJ 5600	Special Topics & Current Issues in CMJ	4
CMJ 5900	Criminal Justice Capstone	4

<i>No Concentration</i>		
CMJ Elective		4
CMJ Elective		4
CMJ Elective		4
<i>Computer Forensic Investigation Concentration</i>		
CMJ 5510	Terrorism	4
CMJ 5530	Computer Crime: Legal Issues	4
CMJ 5540	Internet Crime	4
<i>Fraud Examination concentration</i>		
CMJ 5710	Fraud Investigation & Deterrence	4
CMJ 5720	Law Related to Fraud Investigation	4
MBA 5210	Accounting Information for Decision Making	4
<i>Public Administration Concentration</i>		
CMJ 5130	Public Sector Budgeting & Grant Writing	4
CMJ 5140	Strategic Planning & Assessment	4
CMJ 5310	Policy Analysis for Criminal Justice	4

Page 192 – Revision to #5 BSN Admission Criteria

Revise to the following:

5. To be eligible to apply for the BS nursing program, a grade of C or better must be earned for all prerequisite courses. For science and non-science prerequisite courses, the highest grade earned in the first two attempts that fall within the past seven years will be used to meet the prerequisite requirement and to calculate the science and cumulative GPA. If South College has already awarded transfer credit for a non-science prerequisite course that was taken more than 7 years ago, South College will recognize that course as fulfilling the nursing prerequisite requirement and the grade will be used in the GPA calculation. The age of course attempts is determined at the date of enrollment at South College. A W non-punitive grade for a prerequisite course is not considered an attempt. If a student drops and re-enters, he/she will enter under the catalog at time of enrollment except if the withdrawal is due to completion of BSN prerequisites.

Change in Undergraduate Nursing Program Admission Requirements

Effective for Fall 2020 Applicants-All undergraduate nursing cohort applicants will be required to take the ATI TEAS assessment as part of the application process. ** The TEAS Assessment schedule and additional information is available in the Admissions Department., Student Services Department, and/or the School of Nursing. Fall applicants will **not** be required to earn a minimum score. However, the score earned will be used as part of the ranking process and early alert program.

- Cohort applicants have **two** attempts to increase their overall score.
- The first attempt will be paid by South College and any further attempts will be paid by the applicant via credit or debit card. Payments will be made directly to ATI via their website and instructions will be provided on the day of the assessment.
- There is a required two weeks between attempts.
- All assessments must be completed by the application deadline.

Individuals who have previously completed the TEAS assessment **within the last 12 months**, may opt to submit their previously earned score. A printed report showing TEAS Assessment results will be required to be submitted to your student advisor prior to the application deadline.

Effective beginning Winter 2021 - Undergraduate nursing cohort applicants will be required to take the ATI TEAS assessment as part of the application process. ** The TEAS Assessment schedule and additional information is available in the Admissions Department, Student Services Department, and/or School of Nursing. Cohort applicants must earn a minimum of **BASIC** Academic Preparedness Level to be considered for admission to an undergraduate

nursing program. Cohort applicants who do not achieve a minimum of **BASIC** Academic Preparedness Level on the assessment(s) after two attempts will be removed from the applicant pool.

- Cohort applicants have two attempts to increase their overall score.
- The first attempt will be paid by South College and any further attempts will be paid by the applicant via credit or debit card. Payments will be made directly to ATI via their website and instructions will be provided on the day of the assessment.
- There is a required two weeks between attempts.
- All assessments must be completed by the application deadline.
- Cohort applicants who do not achieve a minimum of **BASIC** Academic Preparedness Level on the assessment(s) after two attempts will be removed from the applicant pool.

Potential candidates are allowed a maximum of **three** ATI TEAS assessment attempts within one year from first attempt. Students will be allowed one additional attempt to earn a minimum of BASIC academic preparedness level on the ATI TEAS assessment for the **next available cohort start**, if desired.

If a potential candidate does not achieve BASIC Academic Preparedness Level on the first three attempts, they can wait one year from the date of their first attempt and reapply to an undergraduate nursing program.

Individuals who have previously completed the TEAS assessment **within the last 12 months**, may opt to submit their previously earned score. A printed report showing TEAS Assessment results will be required to be submitted to your student advisor prior to the application deadline.

**** Students are required to meet additional, admissions requirements, established by the School of Nursing and meet the requirements for general admission to South College.**

Page 202 – Revision to Admission Requirements CERT Licensed Practical Nurse Program (The below is effective for Fall 2020)

ADMISSION REQUIREMENTS

Two or more cohorts will begin each year depending on enrollment. All PN students must meet the requirements for general admission to South College in order to pursue core/general education courses. General admission to South College does not guarantee admission to the nursing program. Prospective students applying for admission to the PN program must meet the following requirements:

All Applicants:

- An applicant must take the required drug test before the 1st day of class.
- An applicant must complete the background check application before the 1st day of class.
 - (An applicant who fails either the drug test or background check will be cancelled from all classes.)
- An applicant must attend the PN nursing orientation in person.
- Applicant must complete an admission application for the School of Nursing Certificate in Practical Nursing (PN) program.
- Applicant must be at least 18 years of age.
- Applicant must submit proof of citizenship documentation according to state requirements.

Knoxville and Nashville Only

- Applicant must be generally admitted to South College and complete the TEAS test with a minimum score of Basic.

If an applicant meets the above criteria s/he may be directly admitted into the LPN program if space is available. If there are more applicants than seats, the program may implement ranking criteria and will select students with the highest-ranking score up to the class size.

Atlanta Only

- Applicant must be generally admitted to South College and complete the TEAS test with a minimum score of Basic.
- Applicant must successfully complete College Algebra (MAT 1100), English Composition (ENG 1201), General Psychology (PSY 1811), and Medical Terminology (AHS 1010) with a cumulative GPA of 2.5 or higher.

Students are allowed to transfer one or more of these courses into South College if they meet the existing South College transfer requirements, but the combined GPA of all 4 courses must be 2.5.

If an applicant meets the above criteria s/he may be directly admitted into the LPN program if space is available. If there are more applicants than seats, the program may implement ranking criteria and will select the students with the highest-ranking score up to the class size.

Change in Undergraduate Nursing Program Admission Requirements

Effective for Fall 2020 Applicants-All undergraduate nursing cohort applicants will be required to take the ATI TEAS assessment as part of the application process. ** The TEAS Assessment schedule and additional information is available in the Admissions Department., Student Services Department, and/or the School of Nursing. Fall applicants will **not** be required to earn a minimum score. However, the score earned will be used as part of the ranking process and early alert program.

- Cohort applicants have **two** attempts to increase their overall score.
- The first attempt will be paid by South College and any further attempts will be paid by the applicant via credit or debit card. Payments will be made directly to ATI via their website and instructions will be provided on the day of the assessment.
- There is a required two weeks between attempts.
- All assessments must be completed by the application deadline.

Individuals who have previously completed the TEAS assessment **within the last 12 months**, may opt to submit their previously earned score. A printed report showing TEAS Assessment results will be required to be submitted to your student advisor prior to the application deadline.

Effective beginning Winter 2021 - Undergraduate nursing cohort applicants will be required to take the ATI TEAS assessment as part of the application process. ** The TEAS Assessment schedule and additional information is available in the Admissions Department, Student Services Department, and/or School of Nursing. Cohort applicants must earn a minimum of **BASIC** Academic Preparedness Level to be considered for admission to an undergraduate nursing program. Cohort applicants who do not achieve a minimum of **BASIC** Academic Preparedness Level on the assessment(s) after two attempts will be removed from the applicant pool.

- Cohort applicants have two attempts to increase their overall score.
- The first attempt will be paid by South College and any further attempts will be paid by the applicant via credit or debit card. Payments will be made directly to ATI via their website and instructions will be provided on the day of the assessment.
- There is a required two weeks between attempts.
- All assessments must be completed by the application deadline.
- Cohort applicants who do not achieve a minimum of **BASIC** Academic Preparedness Level on the assessment(s) after two attempts will be removed from the applicant pool.

Potential candidates are allowed a maximum of **three** ATI TEAS assessment attempts within one year from first attempt. Students will be allowed one additional attempt to earn a minimum of BASIC academic preparedness level on the ATI TEAS assessment for the **next available cohort start**, if desired.

If a potential candidate does not achieve BASIC Academic Preparedness Level on the first three attempts, they can wait one year from the date of their first attempt and reapply to an undergraduate nursing program.

Individuals who have previously completed the TEAS assessment **within the last 12 months**, may opt to submit their previously earned score. A printed report showing TEAS Assessment results will be required to be submitted to your student advisor prior to the application deadline.

**** Students are required to meet additional admissions requirements established by the School of Nursing and meet the requirements for general admission to South College**

Page 219 – Addition of MSN Concentrations – Adult-Gerontology Acute Care Nurse Practitioner, Pediatric Nurse Practitioner, and Psychiatric-Mental Health Nurse Practitioner

**Master of Science
NURSING
with Concentration in Adult-Gerontology Acute Care Nurse Practitioner
BSN-MSN
(60 clinical hours in core, 510 clinical hours in specialization)**

BSN-MSN Curriculum.....	73 credits
MSN Core Curriculum.....	38 credits
NSG 5110 Foundational Concepts & Applications	4
NSG 5120 Theoretical Basis for Advanced Nursing Practice	4
NSG 5140 Advanced Pathophysiology	4
NSG 5210 Advanced Research Methods and Evidence-Based Practice	4
NSG 5220 Healthcare Informatics	4
NSG 5310 Role Development in Healthcare Policy	4
NSG 5320 Role Development in Leadership	4
NSG 5240 Advanced Pharmacology	4
NSG 5340 Health Assessment Didactic	4
NSG 5341 Health Assessment Practicum	2
AG-ACNP Concentration Curriculum.....	35 credits
NSG 5700 Acute Care of Adult-Geriatric Populations I	4
NSG 5701 Acute Care of Adult-Geriatric Populations I Practicum	4
NSG 5702 Acute Care of Adult-Geriatric Populations II	4
NSG 5703 Acute Care of Adult-Geriatric Populations II Practicum	4
NSG 5704 Diagnostics & Advanced Procedures in Acute Care	3
NSG 5705 Acute Care of Adult-Geriatric Populations III	4
NSG 5706 Acute Care of Adult-Geriatric Populations III Practicum	4
NSG 5707 Adult-Gerontology Acute Care NP Residency	5
NSG 5708 AG-ACNP Capstone Project	3

**Master of Science
NURSING
with Concentration in Pediatric Nurse Practitioner (BSN-MSN)
(60 clinical hours in core, 500 clinical hours in specialization)**

BSN-MSN Curriculum.....	70 credits
MSN Core Curriculum.....	38 credits
NSG 5110 Foundational Concepts & Applications	4
NSG 5120 Theoretical Basis for Advanced Nursing Practice	4
NSG 5140 Advanced Pathophysiology	4
NSG 5210 Advanced Research Methods and Evidence-Based Practice	4
NSG 5220 Healthcare Informatics	4
NSG 5310 Role Development in Healthcare Policy	4
NSG 5320 Role Development in Leadership	4
NSG 5240 Advanced Pharmacology	4
NSG 5340 Health Assessment Didactic	4
NSG 5341 Health Assessment Practicum	2

AG-ACNP Concentration Curriculum.....	32 credits
NSG 5801 Advanced Practice Pediatric Nursing: The Well Child	5
NSG 5802 Advanced Practice Pediatric Nursing: Acute Conditions	4
NSG 5803 Advanced Practice Pediatric Nursing: Preceptorship I	5
NSG 5804 Advanced Practice Pediatric Nursing: Chronic Conditions	4
NSG 5805 Advanced Practice Pediatric Nursing: Preceptorship II	5
NSG 5806 Pediatric Nurse Practitioner Residency	6
NSG 5807 Pediatric Nurse Practitioner Capstone Project	3

**Master of Science
NURSING**

**with Concentration in Psychiatric-Mental Health Nurse Practitioner (BSN-MSN)
(60 clinical hours in core, 510 clinical hours in specialization)**

BSN-MSN Curriculum.....	75 credits
MSN Core Curriculum.....	38 credits
NSG 5110 Foundational Concepts & Applications	4
NSG 5120 Theoretical Basis for Advanced Nursing Practice	4
NSG 5140 Advanced Pathophysiology	4
NSG 5210 Advanced Research Methods and Evidence-Based Practice	4
NSG 5220 Healthcare Informatics	4
NSG 5310 Role Development in Healthcare Policy	4
NSG 5320 Role Development in Leadership	4
NSG 5240 Advanced Pharmacology	4
NSG 5340 Health Assessment Didactic	4
NSG 5341 Health Assessment Practicum	2
AG-ACNP Concentration Curriculum.....	37 credits
NSG 5901 Psychopharmacology	3
NSG 5902 Psychiatric Theory & Assessment	2
NSG 5903 Models of Counseling & Psychotherapy	3
NSG 5904 Models of Counseling & Psychotherapy Practicum	4
NSG 5905 Models of Care Across the Lifespan: Children, Adolescents, & Young Adults	3
NSG 5906 Models of Care Across the Lifespan: Children, Adolescents, & Young Adults Practicum	4
NSG 5907 Models of Care Across the Lifespan: Adults & Older Adults	3
NSG 5908 Models of Care Across the Lifespan: Adults & Older Adults Practicum	4
NSG 5909 Models of Care Across the Lifespan: Individuals, Couples, Families, & Groups	3
NSG 5910 Models of Care Across the Lifespan: Individuals, Couples, Families, & Groups Practicum	5
NSG 5911 PMHNP Capstone Project	3

Page 250 – Revision for AS PTA Curriculum (Knoxville and Nashville)

The major curriculum is revised to the below – no overall credit hour changes.

Area II – Major Curriculum.....	77 credits
PTA 1010 Introduction to PTA	5
PTA 1030 Pathophysiology	4
PTA 1500 Functional Anatomy & Kinesiology	6
PTA 1800 Therapeutic Modalities	6
PTA 2010 Principles of Rehabilitation	8
PTA 2100 Therapeutic Exercise & Muscle Testing	8
PTA 2210 Clinical Experience & Documentation	4
PTA 2300 Advanced Rehabilitation Principles	8
PTA 2501 Professional Seminar	4
PTA 2600 Clinical Internship I	12
PTA 2800 Clinical Internship II	12

The AAS for PTA is changed to the AS PTA. The major curriculum is the same as the above – same curriculum for Knoxville, Nashville, and Asheville campuses.

Page 262 – Update of Course Sequence for Doctor of Physical Therapy

Doctor of Physical Therapy Curriculum

The South College Doctor of Physical Therapy program requires successful completion of 135 total quarter credit hours that are delivered in eight consecutive quarters over a period of 24 months. The curriculum is dynamic and will be modified over time in keeping with best educational practices and in response to regular assessment and evaluation processes.

<i>Quarter One</i>		<i>Quarter Hours</i>
DPT 6110	Physical Therapy Fundamentals	4
DPT 6130	Professional Competencies I	1
DPT 6150	Human Physiology	3
DPT 6160	Human Anatomy I	4
DPT 6331	Health Promotion and Fitness Management	3
<i>Quarter Two</i>		
DPT 6210	Musculoskeletal Practice I	5
DPT 6220	Musculoskeletal Practice II	4
DPT 6140	Evidence-based Practice I	2
DPT 6240	Human Anatomy II	4
DPT 6251	Therapeutic Interventions	4
<i>Quarter Three</i>		
DPT 6310	Musculoskeletal Practice III	5
DPT 6320	Musculoskeletal Practice IV	4
DPT 6340	Clinical Neuroscience	4
DPT 6230	Evidence-based Practice II	2
DPT 6120	Physical Agents	2
<i>Quarter Four</i>		
DPT 6410	Neuromuscular Practice	6
DPT 6420	Integrative Pain Sciences	2
DPT 6431	Acute Care & Cardiopulmonary Practice	4
DPT 6441	Mindful Patient Management	2
DPT 6451	Pathological Gait: Physical Therapy, Orthotic, and Prosthetic Principles	3
<i>Quarter Five</i>		
DPT 6511	Management of the Aging Adult	3
DPT 6521	Pharmacology	2
DPT 6530	Physical Therapy Practice I	10
DPT 6540	Management of Integumentary Disorders	1
<i>Quarter Six</i>		
DPT 6611	Management of Complex Patients	4
DPT 6621	Management of the Pediatric Patient	4
DPT 6640	Advanced Therapeutic Interventions	3
DPT 6651	Advanced Diagnostics	2
DPT 6671	Advanced Clinical Practice – Examining the Complex Patient	3
<i>Quarter Seven</i>		
DPT 6630	Professional Competencies II	2
DPT 6720	Physical Therapy Practice II	15
DPT 6730	Business Management	2

Quarter Eight

DPT 6820	Physical Therapy Practice III	14
DPT 6831	Capstone Presentation & Examination	2

Page 302 – Revision to Certificate in Surgical Technology Admission Section – Asheville

Student applying to this program must:

1. Be generally admitted to South College;
2. Meet specific health and/or essential functions pertinent to the responsibilities performed by the Surgical Technologist;
3. Complete five (5) hours of observation in a surgery suite as scheduled/approved by the Program Director.
4. Successfully complete Quarter 1 courses of the curriculum with a grade of C or higher.
5. Provide evidence of acceptable drug screening and background check. Failure to pass the screenings may disqualify a student as a candidate for admission.
6. Commit to driving outside of the immediate area for clinical rotations as needed.

Students will be accepted on a conditional basis until all admission requirements are met. Readmission to the program is limited to one time on a space available basis.

Page 303 – Revision to AS in Surgical Technology Admission Section – Asheville

Student applying to this program must:

1. Be generally admitted to South College;
2. Meet specific health and/or essential functions pertinent to the responsibilities performed by the Surgical Technologist;
3. Complete five (5) hours of observation in a surgery suite as scheduled/approved by the Program Director.
4. Successfully complete Quarter 1 courses of the curriculum with a grade of C or higher.
5. Provide evidence of acceptable drug screening and background check. Failure to pass the screenings may disqualify a student as a candidate for admission.
6. Commit to driving outside of the immediate area for clinical rotations as needed.

Students will be accepted on a conditional basis until all admission requirements are met. Readmission to the program is limited to one time on a space available basis.

Page 305 – Revision to AS in Surgical Technology Admission Section – Knoxville

Student applying to this program must:

1. Be generally admitted to South College;
2. Meet specific health and/or essential functions pertinent to the responsibilities performed by the Surgical Technologist;
3. Complete five (5) hours of observation in a surgery suite as scheduled/approved by the Program Director.
4. Successfully complete Quarter 1 courses of the curriculum with a grade of C or higher.
5. Provide evidence of acceptable drug screening and background check. Failure to pass the screenings may disqualify a student as a candidate for admission.
6. Commit to driving outside of the immediate area for clinical rotations as needed.

Students will be accepted on a conditional basis until all admission requirements are met. Readmission to the program is limited to one time on a space available basis.

Page 308 – Addition of New Course Description**BBA 3001 INTRODUCTION TO BUSINESS ANALYTICS 4.5-0-0-4.5**

This course introduces students to basic mathematical and statistical techniques important as a tool in analysis and decision making. The course provides students with opportunities to apply these techniques, develop problem solving solutions, and communicate the decisions using numerical data. Prerequisite: SCC 1031 and BUS 2101 with a grade of C or better.

Page 315 – Addition of New Course Description**BUS 2101 OFFICE APPLICATION TOOLS 4.5-0-0-4.5**

This course emphasizes the efficient and effective use of word processing and spreadsheets to complete various business tasks using Microsoft Word and Excel. Students build, format, and modify Word documents, as well as create, modify, analyze, and format Excel worksheets, and apply these skills to complete modern business projects. Completing the Microsoft Office Specialist Associate Certification exams for Word and Excel are required.
Prerequisite: SCC 1031 with a grade of “C” or higher

Page 316 – Addition of Course Description**BUS 5000 BUSINESS FOUNDATIONS 4.5-0-0-4.5**

This course prepares students for success in the MBA program by providing foundational knowledge and skills in a broad range of business education topic areas, including accounting, finance, marketing, organizational behavior, statistics, strategy, human resources, communication, economics, and global business. The course is intended for non-business major undergraduate students or those that prefer to refresh their knowledge prior to beginning the MBA program.

Page 322 – Addition of New Course Descriptions**CMJ 5710 FRAUD EXAMINATION 4.5-0-0-4.5**

This course explores the principles and methodology of fraud detection and deterrence. Students learn the ways fraud occurs, methods of identifying the risk of exposure to loss from fraud, and appropriate prevention, detection, and investigation techniques and strategies. To facilitate an understanding of the topics discussed, practical exercises and activities are used to conduct investigative research, evaluate relevant laws, and evidentiary procedures related to financial crimes.

CMJ 5720 LAW RELATED TO FRAUD 4.5-0-0-4.5

This course provides an overview of the legal system, including the structure of the court system and how frauds are prosecuted and resolved. The rules of evidence, including hearsay, impeachment, and privileges are discussed, as well as the roles of the expert witnesses and lay witnesses. Additionally, students explore white collar crime and focus on the legal ramifications of fraud related to tax, bankruptcy, and securities.

Page 323 – Addition of New Course Description**CST 2201 AWS DEVELOPER 2.5-2-0-4.5**

This course involves practical development in the Amazon Web Services platform in preparation for certification as a developer. Students learn to develop applications using Amazon’s framework including databases, client-side coding, and server-side coding. Topics include CloudFormation, SaaS, IoT, the Amazon data platform, server load management, and foundational machine learning tools.
Prerequisite: CST 2100 with a grade of C or better

Page 324 – Addition of New Course Description**CST 2661 INFORMATION SECURITY PRINCIPLES 3.5-2-0-4.5**

This course is designed to provide the student with an instruction and training information security. The course will cover both the managerial and the technical aspects of information security and address the Certified Information

System Security Professional (CISSP) certification knowledge areas. The focus will be developing appropriate security measures and protection for information and hardware that use, store, and transmit that information.
Prerequisite: SCC 1031 with a grade of C or better

Page 332 – Revision of Course Description

DPT 6251 THERAPEUTIC INTERVENTIONS 3-1-0-4

This course studies the foundations and clinical relevance of biomechanical principles as applied to neuromusculoskeletal form and function, movement analysis, gait analysis, and therapeutic interventions. Students begin to understand the nature and control of both normal and abnormal movement (motor control), as well as the acquisition and/or modification of skilled action (motor learning). Emphasis is placed on the integration of theory, structured movement analyses of activities performed in daily life, and the International Classification of Functioning, Disability, and Health (ICF) model to inform clinical decision making in physical therapist practice. Students are introduced to the principles and application of therapeutic exercise, to include movement patterns, motor control, balance/coordination, strength, power, endurance, agility, and return to work/sport/function. Fundamental principles of manual therapy and soft tissue mobilization are also discussed. Strategies to effectively teach, progress, and motivate patients are discussed to improve patient performance and compliance with treatment programs.

Prerequisite: Successful completion of Quarter 1 courses

DPT 6331 HEALTH PROMOTION & FITNESS MANAGEMENT 2-1-0-3

This course provides the physical therapy student with an overview of prevention, health, wellness, and fitness as they relate to injury prevention, nutritional influences, fitness testing, and exercise prescription in an apparently healthy population. Students investigate the epidemiology of musculoskeletal injuries and identify risk factors for injury as identified in the literature. Student learn and perform components of various health and fitness assessment for people seeking to improve health and wellness, as well as explore the evidence behind injury prevention and health promotion programs. Knowledge of anatomy, human physiology, and exercise principles are applied to fitness testing and prescription for patient performance improvement. Clinical tools and procedures presented include evidence-based tests and procedures in sports management and return to sports programs including methods for testing aerobic and anaerobic fitness; strength; power; endurance; flexibility; speed; balance; and functional testing algorithms. Students develop injury prevention and/or exercise programs based on test results and adapt the execution to specific healthy populations.

Prerequisite: Successful completion of Quarter 2 courses

Page 356 – Revision of MAS 2050 Contact Hours

MAS 2050 Medical Assisting Practicum – 0-4-18-6 is corrected to 0-0-18-6.

Page 358 – Addition of MBA Course Descriptions

MBA 5500 BUSINESS LAW, ETHICS, & STATISTICS 9-0-0-9

This course examines the legal and ethical environment of business needed to ensure that managerial decision making meets the expectations of government and market participants. Topics also include the use of statistics/statistical techniques and effective communication skills for management that allows managers to persuade, motivate, and build collaboration within the organization more effectively.

Prerequisite: BUS 5000 if Required

MBA 5600 MANAGEMENT & LEADERSHIP 9-0-0-9

The course focuses on developing knowledge and skills for management and leadership. Topics include organizational behavior, production management, and human resource management within the context of managerial decision making, as well as fundamentals of leading organizations.

Prerequisite: BUS 5000 if Required

MBA 5700 ACCOUNTING, FINANCE, & ECONOMICS 9-0-0-9

This course focuses on the quantitative side of business, accounting, finance, and economics. Business organization outcomes are primarily evaluated based on results. The aspects of each discipline that are required by managers to make effective decisions and interpret their results are examined.

Prerequisite: BUS 5000 if Required

MBA 5800 STRATEGY, GLOBAL BUSINESS, SYSTEMS, & MARKETING 9-0-0-9

This course examines strategic decision making from the perspective of marketing, technology, and the global economy. Critical aspects for the development and implementation of a business strategy are included.

Prerequisite: BUS 5000 if Required

Concentration courses:

MBA 5526 SOCIAL MEDIA MARKETING STRATEGY 3-0-0-3

This course focuses on strategic planning for social media marketing campaigns. Emphasis is placed on planning, developing, and integrating social media tools to engage target markets using social media channels.

Prerequisites: MBA 5800

MBA 5546 SERVICE MARKETING STRATEGIES 3-0-0-3

This course examines marketing strategies for services. Theories, principles, applications, and case studies for the service industry are examined. Major topics include customer specifications, aligning service design and standards, delivering, performing, and managing service requirements.

Prerequisite: MBA 5800

MBA 5556 PROMOTION MANAGEMENT 3-0-0-3

This course examines planning, executing, and evaluating marketing campaigns. Major topics include print, electronic, and digital media production, marketing segmentation, consumer behavior, public relations, and relationship building.

Prerequisite: MBA 5800

MBA 5611 INTRODUCTION TO BUSINESS INTELLIGENCE & ANALYSIS 3-0-0-0

This course is an introduction to Business Intelligence and Analytics with an emphasis on improving management decision making. Topics include architecture, dashboards, analytical applications, tools, standardization, and successful integration. Descriptive analytics for visualizing and exploring data, and data modeling are introduced.

Prerequisite or Co-requisite: MBA 5500

MBA 5621 BUSINESS ANALYTICS TECHNIQUES 3-0-0-3

This course continues the study of descriptive analytics and introduces predictive analytics and prescriptive analytics. The main focus of this course is the process of transforming data into actions through analysis and insights in the context of organizational decision making and problem-solving. Software packages and add-ins are used to solve business problems. Topics include statistical inference, trendlines, regression analysis, data mining, risk analysis, and linear optimization.

Prerequisites: MBA 5500

MBA 5630 PROBLEMS IN BUSINESS ANALYTICS 3-0-0-3

This course examines cases in analytics of companies that have used business analytics for competitive advantage. Problems focus on applying the skills needed to use analytic tools, data access, and data management. Applications using data modeling, optimization, risk analysis, and forecasting are used to solve real-world business problems.

Prerequisites: MBA 5500

MBA 5711 FINANCIAL MARKETS & INSTITUTIONS 3-0-0-3

This course examines the risks faced by investors interacting through financial institutions and markets. Topics include interest rates, security valuation, the Federal Reserve System, monetary policy, money markets, bond markets, stock markets, and commercial banks.

Prerequisite or Co-requisite: MBA 5500

MBA 5721 INVESTMENT MANAGEMENT 3-0-0-3

This course examines the concepts, theories, and techniques underlying the development of investment policies and strategies. Topics include the investment environment, trading arenas, mutual funds, risk, return, optimization of portfolios, and index models.

Prerequisites: MBA 5711

MBA 5731 CASE STUDIES IN FINANCIAL ANALYSIS 3-0-0-3

This course examines capital markets, investor expectations, and managerial decision making. Through the use of actual company information, students apply concepts such as financial analysis, financial forecasting, cost of capital, capital budgeting, and resource allocation to prepare recommendations and write business reports. Spreadsheet analysis of financial data is used for data-driven decision making.

Prerequisites: MBA 5721

MBA 5826 QUANTITATIVE ANALYSIS FOR DECISION MAKING 3-0-0-3

This course is a survey of quantitative tools and techniques used in the operation and management of organizations. Students use software to develop models, analyze, and apply to business situations.

Prerequisite: MBA 5500

MBA 5836 PROJECT MANAGEMENT 3-0-0-3

This course focuses on the concepts contained in A Guide to the Project Management Body of Knowledge, (PMBOK® Guide) including the five process groups and ten knowledge areas. This course is designed to assist students in preparing for the Project Management Professional (PMP) exam. PMP and PMBOK are registered marks of the Project Management Institute, Inc.

Prerequisites: MBA 5826

MBA 5846 ADVANCED TOPICS IN PROJECT MANAGEMENT 3-0-0-3

This course continues the study of project management as a process approach. Major topics include project scope, project time, project cost, project risk, and project quality. Students analyze and evaluate case studies using current software for effective project management.

Prerequisite: MBA 5836

MBA 5905 LEADING TEAMS IN BUSINESS 3-0-0-3

This course examines the principles of leading well-functioning teams by analyzing the variety of interrelated practices underlying groups. Emphasis in the course is on building teams, leading teams, effective team meetings, trust, and problem solving. Topics also include communication and managing conflict and change.

Prerequisite: BUS 5000 if required or Permission of the Dean

MBA 5925 INTERPRETATION & PRESENTATION OF BUSINESS RESULTS 3-0-0-3

This course focuses on the skills needed to communicate results of models and other data to organizations and individual stakeholders. Emphasis is placed on techniques and tools to presenting information in an understandable manner and also to educate and persuade the audience. Verbal communication skills are emphasized.

Prerequisite: BUS 5000 if required or Permission of the Dean

MBA 5945 EFFECTIVE INTERPERSONAL LEADERSHIP IN BUSINESS 3-0-0-3

This course is designed to assist students in the development of an understanding of oneself and one's personal leadership through self-reflection and assessments. The student uses this knowledge to improve abilities in motivation, inspiration, and support of people in the organization.

Prerequisite: BUS 5000 if required or Permission of the Dean

MBA 5915 HEALTH ECONOMICS 3-0-0-3

This course examines the application of economic principles to the allocation of scarce resources in health care. Economic theory is applied to understand the problems of organization, delivery, and financing of health services. Topics include methods from microeconomics to study how different aspects of the health care system function and to assess the implications for different policies designed to improve that functioning.

Prerequisite: BUS 5000 if required or Permission of the Dean

MBA 5935 INTRODUCTION TO HEALTH POLICY & MANAGEMENT 3-0-0-3

This course examines healthcare needs which are challenging to manage and constantly evolving. An overview of healthcare policymaking that examines current policy-related issues, research, and evaluation methods is presented, including international and local perspectives. Students develop an understanding of health policy as it related to decision-making for organizations and society.

Prerequisite: BUS 5000 if required or Permission of the Dean

MBA 5955 CURRENT TOPICS IN HEALTHCARE MANAGEMENT 3-0-0-3

This course examines current trends and issues affecting healthcare with a focus on the U.S. healthcare system. Emphasis is placed on current events in health policy, delivery systems, quality, costs, and sustainability for the purpose of understanding and developing potential solutions.

Prerequisite: BUS 5000 if required or Permission of the Dean

Page 375 – Addition of NSG Course Descriptions

NSG 5700 ACUTE CARE OF ADULT-GERIATRIC POPULATIONS I 4-0-0-4

This first course in the acute care clinical course series focuses on the comprehensive care of acutely or critically ill adults and older adults across the age spectrum. Acute and chronic health problems using a body system scheme and a physical, emotional, psychosocial, spiritual, intellectual and cultural approach are examined. Advanced pathophysiology, assessment and diagnostic strategies, and evidence based-practice specific to acute and chronic conditions are covered with an emphasis on common issues encountered by older adults.

Prerequisites: NSG 5110, NSG 5140, NSG 5240, NSG 5340, NSG 5341

Co-Requisite: NSG 5701

NURS 5701 ACUTE CARE OF ADULT-GERIATRIC POPULATIONS I PRACTICUM 0-0-4-4

This course focuses on the development and application of knowledge and skill in the advanced practice role under the direct supervision of an approved preceptor in a practice setting. Obtaining a detailed history, assessment, diagnosis, and management of acute and chronic health problems of Adult-Geriatric populations is emphasized. Students develop skills for collaboration with multidisciplinary teams and effective utilization of community resources.

Prerequisites: NSG 5110, NSG 5140, NSG 5240, NSG 5340, NSG 5341

Co-Requisite: NSG 5700

NSG 5702 ACUTE CARE OF ADULT-GERIATRIC POPULATIONS II 4-0-0-4

This course focuses on stabilization of adults with acute health conditions and exacerbations of complex, chronic illness. Participants formulate a plan of care and implement interventions to support the patient with rapid deterioration in physiological conditions, including the application of basic and advanced life support and other invasive procedures to regain physiologic stability. Students will diagnose and treat acute/critical health alterations. The most common and highest acuity of neurologic, cardiac, pulmonary, infectious, and, renal/GU are examined. Advanced practice nursing strategies to restore, maintain, and enhance health are emphasized.

Prerequisites: NSG 5110, NSG 5140, NSG 5240, NSG 5340, NSG 5341, NSG5700, NSG 5701, NSG 5704

Co-Requisite: NSG 5703

NSG 5703 ACUTE CARE OF ADULT-GERIATRIC POPULATION PRACTICUM II 0-0-4-4

This course focuses on the development and application of knowledge and skill in the advanced practice role under the direct supervision of an approved preceptor in a practice setting. Students expand assessment and management skills of complex patients during urgent/emergent situations with the goal of optimal patient stabilization. The use of diagnostic reasoning to modify plans of care based on changing patient conditions is emphasized. Students develop skills for collaboration with multidisciplinary teams and effective utilization of community resources.

Prerequisites: NSG 5110, NSG 5140, NSG 5240, NSG 5340, NSG 5341, NSG 5700, NSG 5701, NSG 5704

Co-Requisite: NSG 5702

NSG 5704 DIAGNOSTICS & ADVANCED PROCEDURES IN ACUTE CARE 1-2-0-3

This course focuses on skill development in diagnostic and treatment modalities utilized in acute & critical care settings. Content includes fluid replacement, hemodynamic monitoring, defibrillation, and ventilation, as well as

analysis of relevant laboratory data and interpretation of radiographs and ECGs. Laboratory practice includes procedures such as suturing, intubation, and line insertion.

Prerequisites: NSG 5110, NSG 5340, NSG 5341

NSG 5705 ACUTE CARE OF ADULT-GERIATRIC POPULATIONS III 4-0-0-4

The course focuses on the diagnosis and treatment of acute/critical health alterations. The most common and highest acuity of GI, endocrine, hematologic/oncologic, dermatologic, musculoskeletal, traumatic, and multi-system disorders are examined. Advanced practice nursing strategies to restore, maintain, and enhance health are emphasized. In addition, participants manage patient and family response to life support, palliative care, and end of life strategies to optimize outcomes.

Prerequisites: NSG 5110, NSG 5140, NSG 5240, NSG 5340, NSG 5341, NSG 5700, NSG 5701, NSG 5704

Co-Requisite: NSG 5706

NSG 5706 ACUTE CARE OF ADULT-GERIATRIC POPULATIONS II PRACTICUM 0-0-4-4

This course focuses on the development and application of knowledge and skill in the advanced practice role under the direct supervision of an approved preceptor in a practice setting. Refinement of history taking and physical assessment skills, along with the development of expanded differential diagnoses and treatment plans is emphasized. Students develop skills for collaboration with multidisciplinary teams and effective utilization of community resources.

Prerequisites: NSG 5110, NSG 5140, NSG 5240, NSG 5340, NSG 5341, NSG 5700, NSG 5701, NSG 5704

Co-Requisite: NSG 5705

NSG 5707 ADULT-GERONTOLOGY ACUTE CARE RESIDENCY 0-0-5-5

This course focuses on integration, application, and development in the advanced practice role under the direct supervision of an approved preceptor in a practice setting. Comprehensive management of acute and chronic health problems is emphasized. Students develop skills for collaboration with multidisciplinary teams and effective utilization of community resources.

Prerequisites: NSG 5110, NSG 5140, NSG 5240, NSG 5340, NSG 5341, NSG 5700, NSG 5701, NSG 5702, NSG 5703, NSG 5704, NSG 5705, NSG 5706

NSG 5708 AG-ACNP CAPSTONE PROJECT 3-0-0-3

This capstone course provides an intensive experience in critical analysis, designed to broaden students' perspectives and provide an opportunity for the integration of knowledge gained throughout the curriculum. Students must complete a scholarly project, which synthesizes advanced knowledge and skills to address an area of relevance to professional nursing in leadership. Provides students the opportunity to synthesize their learning throughout the program. Students will complete projects begun in earlier terms and present in both oral and written form.

Prerequisite: NSG5110, NSG5120, permission of program director

NSG 5801 ADVANCED PRACTICE PEDIATRIC NURSING: THE WELL CHILD 4-0-1-5

In this course, students develop foundational knowledge for the assessment and intervention with well children and their families. The concepts of growth and development from a theoretical perspective are examined from birth through adolescence. Emphasis is placed on developmental screening tests and anticipatory guidance to promote health and wellness. Various genetic expressions in newborns and children are also examined.

NSG 5802 ADVANCED PRACTICE PEDIATRIC NURSING: ACUTE CONDITIONS 4-0-0-4

This course focuses on the clinical management of common acute illnesses experienced by infants, children and adolescents; physical and behavioral problems are discussed. Theories related to culture and health beliefs are examined from the perspective of caring for the acutely ill child.

NSG 5803 ADVANCED PRACTICE PEDIATRIC NURSING: PRECEPTORSHIP I 0-0-5-5

In this course, students develop clinical practice skills in the Pediatric Nurse Practitioner role. The course focuses on the development and application of knowledge and skill in the advanced practice role under the direct supervision of an approved preceptor in a practice setting. Emphasis is placed on synthesizing nursing and medical knowledge to maintain and promote health in children and families across the wellness-illness continuum.

NSG 5804 ADVANCED PRACTICE PEDIATRIC NURSING: CHRONIC CONDITIONS 4-0-0-4
This course emphasizes theories related to chronic illness and coping in infants, children, and adolescents. Physiological, behavioral, and family theories are applied to the management of chronic illnesses. Student learns to interact and work collaboratively with the interprofessional team to provide care to chronically ill children in the hospital and community setting. Health conditions that require palliative and end-of-life care are also explored.

NSG 5805 ADVANCED PRACTICE PEDIATRIC NURSING: PRECEPTORSHIP II 0-0-5-5
In this course, students continue the development of clinical practice skills in the Pediatric Nurse Practitioner role. The course focuses on the development and application of knowledge and skills in the advanced practice role under the supervision of an approved preceptor in a practice setting. Emphasis is placed on synthesizing nursing and medical knowledge to maintain and promote health in children and families across the wellness-illness continuum.

NSG 5806 PEDIATRIC NURSE PRACTITIONER RESIDENCY 0-0-6-6
This course focuses on the development and application of knowledge and skill in the advanced practice role under minimal supervision of an approved preceptor in a practice setting. Emphasis is on the management of children and families with chronic and acute health problems.

NSG 5807 PEDIATRIC NURSE PRACTITIONER CAPSTONE PROJECT 3-0-0-3
This capstone is the culminating project that demonstrates mastery of all major concepts learned in the program. Students are expected to work with approved clinical preceptors to identify pediatric patients with complex health condition as the focal point for this scholarly capstone project. This capstone project prepares students to manage patients in the ever-evolving complex healthcare environment.
Prerequisites: NSG5110, NSG5120, permission of program director

NSG 5901 PSYCHOPHARMACOLOGY 3-0-0-3
This course focuses on the principles of clinical psychopharmacology for diverse populations across the lifespan. Knowledge of pharmacologic categories, indications and contraindications, dosing with special needs groups, adverse effects, and collaborative monitoring of pharmacotherapy and alternative therapies are developed.
Prerequisite: NSG 5240

NSG 5902 PSYCHIATRIC THEORY & ASSESSMENT 2-0-0-2
The course explores the theoretical foundations of psychiatric disorders. Using the DSM-5 as a logical framework, the definitions and proposed theoretical underpinnings of common psychiatric/mental health disorders are examined. Emphasis is placed on comprehensive psychiatric assessment and the role of standardized assessment instruments in diagnostic formulation, as well as clinical research. Contemporary diagnostic challenges and conundrums are explored as a foundation for advanced psychiatric/mental health nursing study. Ethical and legal principles central to the advanced practice nursing role are examined.
Prerequisites: NSG 5110, NSG 5340, NSG 5341

NSG 5903 MODELS OF COUNSELING & PSYCHOTHERAPY 3-0-0-3
In this course, the variety of therapeutic modalities available for the treatment of mental health disorders across the lifespan are examined, including individual, family, and group psychotherapy. The role of the advanced practice nurse as psychotherapist is a focus. Therapeutic approaches across the lifespan and modifications of psychotherapeutics intervention with special populations are presented.
Prerequisite: NSG 5110

NSG 5904 MODELS OF COUNSELING & PSYCHOTHERAPY PRACTICUM 0-0-4-4
This course allows the learner to apply psychotherapeutic modalities in the treatment of mental health disorders across the lifespan. Learners gain experience in individual, family, and group psychotherapy with individuals across the lifespan. Clinical experiences emphasize advanced health assessment techniques and skills common to patient evaluation and the application of safe, effective, evidence-based psychotherapy practices with a broad range of individuals.
Prerequisite: NSG 5110
Co-Requisites: NSG 5902, NSG 5903

NSG 5911 PMHNP CAPSTONE PROJECT**3-0-0-3**

This final course in the advanced practice psychiatric/mental health nurse practitioner (PMHNP) program requires the learner to demonstrate a comprehensive understanding of the PMHNP role and prepares the learner for graduation/launch into professional advanced practice nursing. This capstone course provides an intensive experience in critical analysis designed to broaden students' perspectives and provide an opportunity for the integration of knowledge gained throughout the curriculum. Students must complete a scholarly project, which synthesizes advanced knowledge and skills, to address an area of relevance to professional nursing in leadership. Students will complete projects begun in earlier terms and present in both oral and written form.

Prerequisites: NSG5110, NSG5120, permission of program director

Page 408 – Revision to RDH 1230 and RDH 1320 Credit Hours

RDH 1230 Dental Hygiene Practice Pre-Clinical I 1-0-9-4 is revised to 2-0-9-5.

RDH 1320 Dental Hygiene Practice Preclinical II 1-0-9-4 s revised to 2-0-9-5.
