



**2017-2018 Catalog Volume XXVIII**

**[www.southcollegetn.edu](http://www.southcollegetn.edu)**

**Main Campus – 3904 Lonas Drive, Knoxville, Tennessee 37909**

**865-251-1800**

**Parkside Learning Site – 400 Goody’s Lane, Knoxville, Tennessee 37922**

**865-251-1800**

**Asheville Learning Site – Sweeten Creek Road, Asheville, North Carolina 28803**

**828- 398-2500**

**Nashville Learning Site – 616 Marriott Drive, Nashville, Tennessee 37214**

**629-802-3000**

## South College 2017-2018 Academic Calendar

Academic Calendars may vary by program – deviations from the below are communicated to students by the applicable program.

	FALL 2017	WINTER 2018	SPRING 2018	SUMMER 2018
<b>FACULTY MEETING</b>	August 28	December 4	March 19	June 11
<b>CHALLENGE EXAMS</b>	August 29 October 30	November 28 February 5	March 13 May 7	June 5 July 30
<b>CLASSES BEGIN</b>				
<b>Regular Quarter</b>	October 2	January 16	April 9	June 29
<b>Mid-Quarter</b>	November 6	February 19	May 14	August 13
<b>LAST DAY</b>	October 7	January 22	April 14	July 11
<b>DROP/ADD and LATE REGISTRATION</b>	November 9 MQ	February 21 MQ	May 16 MQ	August 15 MQ
<b>LAST DAY TO DROP WITHOUT GRADE PENALTY</b> <i>(See Policies Relating to Tuition &amp; Fees)</i>	October 21 November 18 MQ	February 4 March 3 MQ	April 28 May 26 MQ	July 21 August 25 MQ
<b>ADVISEMENT/ PRE-REGISTRATION</b>	October 16-December 2	January 29-March 10	April 23-June 2	July 16-August 25
<b>FINAL EXAMINATIONS</b>	December 8-14	March 23-27	June 15-19	September 7-13
<b>LAST DAY OF QUARTER</b>	December 14 <i>Dec 11 W Makeup Dec 12 TH Makeup</i>	March 27	June 19	September 13
<b>GRADUATION</b>	PA December 9		Pharmacy June 8 DPT/General June 22	
<b>STUDENT HOLIDAYS</b>	November 22-25 December 15-January 15	March 28-April 8	May 28 June 20-June 28	July 4 September 3 September 13-TBD

**\*All Dates Subject to Change\***

- Class times vary according to number of meeting times in quarter for specific class. Please consult each quarter's class schedule.

*Note: Holidays for Staff and Faculty are communicated separately from the General Academic Calendar.*

## South College 2018-2019 Academic Calendar

Academic Calendars may vary by program – deviations from the below are communicated to students by the applicable program.

	FALL 2018	WINTER 2019	SPRING 2019	SUMMER 2019
<b>FACULTY MEETING</b>	August 27	December 3	March 18	June 10
<b>CHALLENGE EXAMS</b>	August 28 October 29	November 27 February 4	March 12 May 6	June 4 July 29
<b>CLASSES BEGIN</b>				
<b>Regular Quarter</b>	October 1	January 16	April 8	June 28
<b>Mid-Quarter</b>	November 5	February 18	May 13	August 12
<b>LAST DAY</b>	October 6	January 22	April 13	July 6
<b>DROP/ADD and LATE REGISTRATION</b>	November 7 MQ	February 20 MQ	May 15 MQ	August 14 MQ
<b>LAST DAY TO DROP WITHOUT GRADE PENALTY</b> <i>(See Policies Relating to Tuition &amp; Fees)</i>	October 20 November 17 MQ	February 2 March 2 MQ	April 27 May 25 MQ	July 20 August 24 MQ
<b>ADVISEMENT/ PRE-REGISTRATION</b>	October 15-Nov 30	January 28-March 9	April 22-June 1	July 16-August 24
<b>FINAL EXAMINATIONS</b>	December 7-13	March 22-28	June 14-18	September 6-12
<b>LAST DAY OF QUARTER</b>	December 13 <i>Dec 10 W Makeup Dec 11 TH Makeup</i>	March 28	June 18	September 12 <i>Sept 9 TH Makeup</i>
<b>GRADUATION</b>	December 15 PA		June 7 Pharm June 21 DPT/General	
<b>STUDENT HOLIDAYS</b>	November 21-24 December 14-January 12	January 21 March 29-April 6	May 27 June 19-June 27	July 4 September 2 September 13-TBD

**\*All Dates Subject to Change\***

- Class times vary according to number of meeting times in quarter for specific class. Please consult each quarter's class schedule.

*Note: Holidays for Staff and Faculty are communicated separately from the General Academic Calendar.*

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For more information about our retention/graduation rates, the median loan debt of students who completed the program, and other important information, please visit our website at [www.southcollegetn.edu](http://www.southcollegetn.edu).



### *THE 2017-2018 SOUTH COLLEGE CATALOG*

This catalog is an information book and reference guide for the institution's academic programs, courses, policies, and procedures. *Students are subject to the rules and regulations of the current catalog regardless of their original quarter of enrollment.* The catalog, or any subsidiary handbook, is not intended as a contract between the student and the institution. This catalog is available online at [www.southcollegetn.edu](http://www.southcollegetn.edu). Alternative formats of this publication are available upon request. For more information, contact the Department of Admissions.

While the provisions of this catalog will ordinarily be applied as stated, the college reserves the right to change any provision/contents listed in this catalog, including but not limited to, academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any changes. Information on changes will be available in the offices of the Registrar, Director of Admissions, Dean of Academic and Student Services, and Dean of Student Services. It is especially important that students note that it is their responsibility to keep apprised of current graduation requirements for their particular program.

All academic information in this catalog applies to all South College campuses unless stated otherwise.

Additional specific information and policies relating to particular programs not included in the catalog can be found in the handbooks for these programs, which may be obtained from the Program Director or Dean/Chair for the program.

Each quarter a Schedule of Classes is made available to students. The Schedule lists all courses to be offered during the quarter, as well as times and locations. Not all courses listed in the catalog are offered each quarter.

South College is an equal opportunity college open to any qualified individual without regard to race, religion, sex, age, color, national or ethnic origin, sexual orientation, or disability. Pursuant to all applicable federal anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973, and regulations, South College does not discriminate against any of the protected categories of individuals in the administration of policies, programs, or activities. This nondiscrimination policy includes admission policies, loan programs, employment practices, and all other college-administered programs. The following individuals are charged with ensuring South College's compliance with these laws: Dean of Student Services (Main Campus & Parkside Learning Site) 3904 Lonas Drive, Knoxville, TN 37909, Phone: 865-293-4539; Dean of Academic and Student Services (Asheville Learning Site), 140 Sweeten Creek Road, Asheville, NC 28803, Phone: (828) 398-2566; Dean of Academic and Student Services (Nashville Learning Site), 616 Marriott Drive, Suite 550, Nashville, TN 37214, Phone: (629) 802-3015.

# GENERAL INFORMATION

## HISTORY

South College has been a part of the fabric of downtown Knoxville since 1882 when Jacob T. Johnson started a branch of Nashville Business College in Knoxville, Tennessee and later renamed it Knoxville Business College. In 1900, KBC occupied part of the public library building on the corner of Gay and Vine where it boasted a commercial department equipped with offices for the actual transaction of business in mercantile and banking lines. In 1910, KBC occupied the Cherokee Building on the corner of Church and Prince across from what is now known as Market Square. In the 1940s, KBC moved to 209 West Church - commonly referred to as the Keyhole Building - where it remained until the 1980s when it moved to North Fifth Avenue. Due to growth and program diversity, the institution changed its name to South College in 2001. In 2005, the institution relocated its main campus to a larger, newly renovated facility which is located on Hayfield Road. Then in 2006, the Hayfield Road campus was changed to a Learning Site while the institution completed its new main campus facility on Lonas Drive. As the institution continued to grow, in 2011, the institution moved its first Learning Site to a larger facility in Parkside Centre in west Knoxville. In 2015, the South College Board of Trustees approved the merger of South College-Asheville into South College. This Asheville campus officially became a Learning Site for South College in 2016. In 2017, the institution opened a Learning Site in Nashville, Tennessee.

Throughout its history, South College has endeavored to meet the demands of the East Tennessee business community. Under the direction of the current administration, (1989-present), the college has revolutionized its curriculum and facilities. Programs are offered at varying degree levels and in varying formats to include both traditional onground programs and courses, as well as those offered through distance education.

South College is proud of its heritage rooted in the nineteenth and twentieth centuries and accepts the challenges of the twenty-first century.

## MISSION/PURPOSE

South College is a private, co-educational, non-sectarian academic institution that embraces the traditional higher education mission triad of teaching, scholarly contribution, and service. Consistent with its long history, the institution places primary emphasis on providing quality undergraduate and graduate educational opportunities and associated student support services, for the intellectual, social, and professional development of a diverse student body.

South College offers professional and career-focused curricula designed to cultivate students' successful learning and the ability to apply knowledge, think critically, and communicate effectively. Through comprehensive academic programs, innovative and contemporary in content and mode of delivery, students are exposed to diverse perspectives and skills essential to independent and life-long learning. Because academic programs are professional and career-focused, South College responds to local, regional, and national employment needs and supports current workforce trends.

In addition to providing quality educational opportunities, South College promotes the advancement of knowledge by supporting and recognizing the scholarly activities of its faculty and students and the use of scholarship in education and service. The South College faculty seeks to advance knowledge by conducting research and publishing research results as appropriate, creating artistic and literary works, presenting at professional and scientific meetings, and participating in professional development activities, as consistent with the role of each faculty member.

As an institution of higher education, South College recognizes its responsibility to society and supports both institutional and individual commitments to service. Therefore, South College encourages its administration, faculty, and staff to invest their knowledge, experience, and expertise in community, professional, and institutional service.

The definition and achievement of this mission guides South College strategic planning and decision making at all levels of the institution. The core values of excellence, responsibility, and integrity serve as the foundation for assessing the quality of institutional, school/departmental, and individual performance in achieving this mission.

## PROGRAMS

South College offers degree and certificate programs that are designed to meet the needs and objectives of its students. The primary goal of each curriculum is to prepare students to pursue the careers of their choice. The programs listed are

available at the present time, but not all programs and concentrations are offered at all campuses. Before applying to South College, please review programs and concentrations available at each campus. Notification of additional programs that are instituted during the year is provided via a catalog addendum.

**Doctoral Degree Programs:**

- Pharmacy (PharmD)
- Physical Therapy (DPT)

**Educational Specialist Program:**

- Teacher Leadership in Schools (EdS)

**Master's Degree Programs:**

- Master of Business Administration (MBA)
- Master of Business Administration w/Concentration in Accounting (MBA)
- Master of Business Administration w/Concentration in Business Analytics (MBA)
- Master of Business Administration w/Concentration in Criminal Justice (MBA)
- Master of Business Administration w/Concentration in Finance (MBA)
- Master of Business Administration w/Concentration in Health Care Administration (MBA)
- Master of Business Administration w/Concentration in Information Systems Management (MBA)
- Master of Business Administration w/Concentration in Marketing (MBA)
- Master of Business Administration w/Concentration in Project Management (MBA)
- Master of Business Administration w/Concentration in Social Media Marketing (MBA)
- Master of Education in Elementary Education (K-5) Initial Licensure (MEd)
- Master of Education in Teacher as Instructional Leader (MEd)
- Master of Health Science in Physician Assistant Studies (MHS)
- Master of Science in Criminal Justice (MS)
- Master of Science in Criminal Justice w/Concentration in Public Administration (MS)
- Master of Science in Nursing w/Concentration in Family Nurse Practitioner (MS)
- Master of Science in Nursing w/Concentration in Nurse Executive (MS)

**Baccalaureate Degree Programs:**

- Bachelor of Business Administration (BBA)
- Bachelor of Business Administration w/Concentration in Accounting (BBA)
- Bachelor of Business Administration w/Concentration in Health Care Administration (BBA)
- Bachelor of Business Administration w/Concentration in Human Resource Management (BBA)
- Bachelor of Business Administration w/Concentration in Marketing (BBA)
- Bachelor of Business Administration w/Concentration in Project Management (BBA)
- Bachelor of Science in Criminal Justice (BS)
- Bachelor of Science in Teacher Education – Elementary (K-5) (BS)
- Bachelor of Science in Health Science (BS)
- Bachelor of Science in Health Science (Pre-Physical Therapy) (BS)
- Bachelor of Science in Health Science (Pre-Physician Assistant) (BS)
- Bachelor of Science in Health Science (Post PTA) (BS)
- Bachelor of Science in Health Science w/Concentration in Computed Tomography (BS)
- Bachelor of Science in Health Science w/Concentration in Diagnostic Medical Sonography (BS)
- Bachelor of Science in Health Science w/Concentration in Magnetic Resonance Imaging (BS)
- Bachelor of Science in Health Science w/Concentration in Nuclear Medicine (BS)
- Bachelor of Science in Health Science w/Concentration in Radiography (BS)
- Bachelor of Science in Legal Studies (BS)
- Bachelor of Science in Nursing (BS) (Traditional, Accelerated, LPN/BSN, RN/BSN Options Available)
- Bachelor of Science in Pharmaceutical Science (BS)
- Bachelor of Science in Radiological Science (BS)

**Associate Degree Programs:**

Accounting (AS)  
Business Administration (AS)  
Business Administration w/Concentration in Professional Brewing Science (AS)  
Criminal Justice (AS)  
Diagnostic Medical Sonography (AS)  
Electrical Engineering Technology (AS)  
Health Science (AS)  
Health Science (Pre-Nursing) (AS)  
Health Science (Pre-Pharmacy) (AS)  
Investigation and Security (AS)  
Medical Assisting (AS and AAS)  
Network Administration & Security (AS)  
Occupational Therapy Assistant (AS)  
Paralegal Studies (AS and AAS)  
Pharmacy Technician (AS)  
Physical Therapist Assistant (AS and AAS)  
Radiography (AS and AAS)  
Teaching (AS)

**Certificate Programs:**

Computed Tomography  
Criminal Justice (Graduate Certificate)  
Investigation and Security  
Licensed Practical Nurse  
Magnetic Resonance Imaging  
Medical Assisting  
Nuclear Medicine  
Paralegal Studies (Post-Degree)  
Pharmacy Technician  
Professional Brewing Science  
Public Administration for Criminal Justice Professionals (Graduate Certificate)  
Surgical Technology

**ACCREDITATION AND AUTHORIZATIONS****State Authorizations**

South College (Main Campus, Parkside Learning Site, and Nashville Learning Site) are authorized by the Tennessee Higher Education Commission to confer Doctor of Pharmacy, Doctor of Physical Therapy, Educational Specialist, Master of Education, Master of Health Science, Master of Business Administration, Master of Science, Bachelor of Science, Bachelor of Business Administration, and Associate of Science degrees, as well as various certificate level programs. South College is approved for the training of veterans and other eligible beneficiaries by the Tennessee Division of Veterans Education.

South College and the Asheville Learning Site are licensed by the Board of Governors of the University System of North Carolina and has received approval to confer degrees at the Bachelor and Associate levels. The college is licensed by the North Carolina Community College System to confer certificates and diplomas. The North Carolina State Board of Community Colleges is not an accrediting agency. The College is approved by the North Carolina State Approving Agency for the training of veterans and other eligible persons.

South College is approved by the Alabama Commission on Higher Education to offer programs online as well as at site-based locations. A Private School License has been granted by the Alabama Community College System.

South College is an institutional participant in the National Council for State Authorization Reciprocity Agreements (SARA). SARA is an agreement among member states, districts and territories that establishes comparable national



standards for interstate offering of post-secondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by post-secondary institutions based in another state. SARA covers all interstate placements in clinical or practica situations among SARA member states, no matter the nature of the main program. However, some such placements may also be subject to the rules of professional licensing boards, in which case the placement must also meet such requirements.

For the most current information regarding the members of SARA, please visit the below:

<http://nc-sara.org/state-actions/state-actions-regarding-sara>

For more information about SARA, please visit <http://www.nc-sara.org/>.

Without a physical presence in **California**, South College is not required to seek approval from the Bureau for Private Postsecondary Education under the California Private Postsecondary Act of 2009 ([www.bppe.ca.gov/lawsregs/ppe\\_act.shtml](http://www.bppe.ca.gov/lawsregs/ppe_act.shtml)). Communication from the Bureau for Private Postsecondary Education confirming South College does not trigger a physical presence in the state and is not regulated by the Bureau is on file.

Without a physical presence in **Massachusetts**, South College is not regulated by the Massachusetts Department of Higher Education (One Ashburton Place, Room 1401; Boston, MA 02108; 617-994-6950; [www.mass.edu](http://www.mass.edu)) and is therefore not required to seek licensure. This applies to full online programs. Authorization is required for programs seeking to place students in clinical rotations in the state. South College has chosen at this time not to pursue this authorization for any programs.

### **Professional Licensure**

*Important Note for Prospective Students:* If you are considering an academic program that leads to a professional license in your state, it is highly recommended that you first seek guidance from the appropriate licensing agency in your home state BEFORE beginning the academic program located outside your state. It is the student's responsibility to contact the appropriate licensing board in his/her home state to confirm whether a South College program will meet the requirements for licensure in that state.

Important note for students interested in pursuing School of Education programs: Educator licensure and certification are regulated individually by State Departments of Education. Students who seek admission to any School of Education program should contact their home state's Department of Education for applicable requirements rules and regulations. Students are responsible for determining whether the South College program will meet their home states' requirements for certification, licensure, or other credential. States may have policies similar to the following Alabama policy.

#### **Alabama**

Educator Preparation Programs: State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants who complete an educator preparation program at an institution outside of Alabama must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).

### **Relocation to Another State**

Students who consider moving to another state during their enrollment at South College must consult with their academic advisor and the financial aid department prior to this move in order to discuss consequences of this move. Consideration of these consequences is very important and could include loss of eligibility for federal student aid or, if applicable, rescheduling of clinical or other rotations if the move is to a state in which the institution is not authorized.

### **Institutional and Programmatic Accreditation**

South College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the doctorate, educational specialist, master's, baccalaureate, and associate levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South College.

Various programs have earned programmatic accreditation or approval as well.

*Associate of Science in Diagnostic Medical Sonography*

The South College Associate of Science in Diagnostic Medical Sonography – General program offered at the Knoxville campus was granted the initial 5 year accreditation award on July 16, 2015 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (1361 Park Street, Clearwater, FL 33756, (727) 210-2350), [www.caahep.org](http://www.caahep.org). The next review is anticipated for 2020.

The South College Associate of Science in Diagnostic Medical Sonography – General program offered at the Asheville campus was granted the initial 5 year accreditation award on November 17, 2017 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (1361 Park Street, Clearwater, FL 33756, (727) 210-2350), [www.caahep.org](http://www.caahep.org). The next review is anticipated for November 2022.

*Bachelor of Science in Teacher Education – Elementary (K-5)*  
*Master of Education in Elementary Education (K-5) Initial Licensure*

The South College Bachelor of Science in Teacher Education – Elementary (K-5) program offered at the Knoxville campus was reviewed in November 2011. Full approval was granted by the Tennessee Department of Education for the maximum of seven years (anticipate next review in fall 2019). The Master of Education program received Conditional Approval upon implementation and will be reviewed during the next cycle in conjunction with the Bachelor of Science program.

*Certificate in Medical Assisting*

The South College Certificate in Medical Assisting program offered at the Knoxville campus is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of *Medical Assisting Education Review Board (MAERB)*. Reaccreditation affirmation was awarded in September 2014 for a period not to exceed ten years.

The Medical Assisting Certificate program offered at the Asheville campus is also accredited by the Commission on Accreditation of Allied Health Education Programs. Reaccreditation affirmation was awarded in August 2015 for a period not to exceed 10 years.

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](http://www.caahep.org)

*Certificate in Nuclear Medicine*

The South College Certificate in Nuclear Medicine program offered at the Knoxville campus is accredited by the Joint Review Committee on Education in Nuclear Medicine Technology (JRCNMT) (820 W. Danforth Rd, #B1 Edmond, OK 73003, (405) 285-0546, [www.jrcnmt.org](http://www.jrcnmt.org)). In April 2014, the program was awarded a continued accreditation for a period of 8 years. The next review is tentatively scheduled for 2019.

*Associate of Applied Science in Nursing*

The South College Associate of Applied Science in Nursing program offered at the Asheville campus has full status approval from the NC Board of Nursing and graduates are eligible to sit for the NCLEX-RN exam. The approval was granted in 2008.

*Bachelor of Science in Nursing/Master of Science in Nursing*

The South College Bachelor of Science in Nursing program offered at the Parkside Learning Site (Knoxville) received initial approval from the Tennessee Board of Nursing in December 2003, with full approval granted in September 2008. Approval for the addition of the Nashville Learning Site was granted in November 2016. The Master of Science in Nursing program received initial approval in November 2016. The South College Bachelor of Science in Nursing program offered at the Asheville Learning Site received initial approval from the North Carolina Board of Nursing in February 2016.

The Bachelor of Science program offered at the Knoxville and Nashville Learning Sites are accredited by the Accreditation Commission for Education in Nursing Inc. (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000, [www.acenursing.org](http://www.acenursing.org)). ACEN approved the Substantive Changes report regarding the addition of the BSN program at the Nashville Learning Site in January 2017; Continued Accreditation granted in January 2018 following an on-site review.

The application for initial accreditation for the BSN and MNS programs offered at the Parkside (Knoxville) Learning Site, the Nashville Learning Site, and the Asheville (NC) Learning Site was approved by the Commission on Collegiate Nursing Education (CCNE) in January 2017(One Dupont Circle NW, Suite 530, Washington, DC 20036, tel: 202-887-6791, <http://www.aacn.nche.edu/ccne-accrreditation>). A site visit will be conducted in September 2018.

#### *Associate of Science in Occupational Therapy Assistant*

The South College Occupational Therapy Assistant program offered at the Asheville campus is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, [www.acoteonline.org](http://www.acoteonline.org). ACOTE's telephone number is (301) 652- AOTA. Accreditation was granted in April 2014 for 7 years with the next site visit to be scheduled during the 2020/2021 academic year.

The South College Occupational Therapy Assistant program offered at the Knoxville campus has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org). The program must have a preaccreditation review, 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. The program is scheduled to submit a full Report of Self-Study on November 1, 2018, and is scheduled for an initial on-site in the April-July 2019 timeframe.

#### *Certificate in Paralegal*

##### *Associate of Applied Science in Paralegal Studies*

##### *Bachelor of Science in Legal Studies*

The South College Certificate in Paralegal, Associate of Applied Science in Paralegal Studies, and Bachelor of Science in Legal Studies programs offered at the Asheville campus are approved by the American Bar Association and are North Carolina Bar Qualified Programs. Graduates who successfully complete the optional state examination may apply to become North Carolina Bar Certified Paralegals (North Carolina State Bar, 208 Fayetteville Street, Raleigh, NC 27601; (919) 828-4620; [www.nccertifiedparalegal.org](http://www.nccertifiedparalegal.org). An interim report for the Associate of Applied Science in Paralegal Studies and the Bachelor of Science in Legal Studies programs was submitted to the American Bar Association in March 2015 with approval currently granted through 2019. The Certificate program option was approved by the American Bar Association in April 2017.

#### *Certificate in Paralegal Studies*

##### *Associate of Science in Paralegal Studies*

##### *Bachelor of Science in Legal Studies*

The American Bar Association (ABA) Standing Committee on Paralegals (321 N. Clark Street, Chicago, IL 60654-4778, [www.americanbar.org](http://www.americanbar.org)) last approved the South College Certificate in Paralegal Studies, Associate of Science in Paralegal Studies, and the Bachelor of Science in Legal Studies programs offered at the Knoxville campus in August 2017 for a maximum of seven years. The next review is anticipated in 2021.

#### *Associate of Applied Science in Physical Therapist Assistant*

The South College Associate of Applied Science in Physical Therapist Assistant program offered at the Asheville campus is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. The last review was conducted in 2012 with reaccreditation granted through 2022.

#### *Associate of Science Physical Therapist Assistant*

The South College Associate of Science in Physical Therapist Assistant program offered at the Knoxville and Nashville campuses is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (1111 North Fairfax Street, Alexandria, VA 22314, 703-706-3245, [www.capteonline.org](http://www.capteonline.org)). The last review was conducted in 2013 with reaccreditation granted through 2023.

#### *Associate of Science in Radiography*

The South College Associate of Science in Radiography program offered at the Knoxville 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](http://www.jrcert.org)). In June 2017, the program was awarded continued accreditation for a period of eight years. The next review is anticipated in 2025. The Nashville campus is making application to JRCERT in anticipation of its first graduating class in June 2019.

#### *Associate of Applied Science in Radiologic Technology*

The South College Associate of Applied Science in Radiologic Technology program offered at the Asheville campus is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850, Chicago, Illinois, 60606-3182; phone (312) 704-5300; [www.jrcert.org](http://www.jrcert.org). Accreditation was granted for eight years with the next site visit schedule in 2018.

#### *Master of Health Science in Physician Assistant Studies*

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) (12000 Findley Road, Suite 275, Johns Creek, Georgia, 30097; phone: 770-476-1224; <http://www.arc-pa.org>) has granted Accreditation - Continued to the Masters of Health Science Physician Assistant Studies Program sponsored by South College. Continued accreditation is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Continued Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be September 2027.

#### *Doctor of Pharmacy*

The South College Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/644-3575, FAX 866-228-2631, web site [www.acpe-accredit.org](http://www.acpe-accredit.org).

#### *Doctor of Physical Therapy*

The Doctor of Physical Therapy program at South College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

#### *Certificate in Surgical Technology*

The Certificate in Surgical Technology program offered at the Asheville campus is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)), 1361 Park Street, Clearwater, FL 33756, (727) 210-2350, based upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC-STSA). Accreditation was granted in 2009 for 10 years with the next site visit anticipated in 2019.

### **Memberships**

The college is a member of the following professional organizations:

- Academy of Criminal Justice Sciences
- American Academy of Physician Assistants
- American Association of Colleges of Pharmacy
- American Association for Paralegal Education
- American Association of Colleges of Nursing
- American Association of Colleges of Teacher Education
- American Association of Collegiate Registrars and Admissions Officers

American Association of Medical Assistants Endowment  
American Council of Academic Physical Therapy  
American Society of Criminology  
Asheville Chamber of Commerce  
Association for Supervision and Curriculum Development  
Better Business Bureau  
Career Education Colleges and Universities  
Carolina Association of Collegiate Registrars and Admissions Officers  
Commission on Accreditation of Allied Health Education Programs  
Educause  
Knoxville Area Chamber Partnership  
Knoxville Area Health Science Library Consortium  
Knoxville Bar Association  
National Association of Foreign Student Advisors  
National Association of Legal Assistants, Inc.  
National Association of Student Financial Aid Administrators  
NASPA: Student Affairs Administrators in Higher Education  
National League for Nursing  
North Carolina Association of Career Colleges and Schools  
North Carolina Nurses Association  
Physician Assistant Educational Association  
Smoky Mountain Paralegal Association  
Southern Association of Colleges and Schools  
Southern Association of Criminal Justice Sciences  
Southern Association of Student Financial Aid Administrators  
Tennessee Academy of Physician Assistants  
Tennessee Association of Higher Education and Disabilities  
Tennessee Association of Student Financial Aid Administrators  
Tennessee Association of Colleges of Teacher Education  
Tennessee Association of Independent Liberal Arts Colleges of Teacher Education  
TENN-SHARE

### **TUITION GUARANTY BOND**

As required by the Rules and Standards for Licensing Non-Public Educational Institutions to Confer Degrees by the Board of Governors of the University of North Carolina, the college has secured a tuition guaranty bond. The guaranty tuition bond maintained by the college as of the date of this statement is not less than \$10,000 and is at least equal to or higher than the maximum amount of pre-paid tuition held; i.e., unearned tuition held, existing at any time during the fiscal year ending September 30. The Tuition Guaranty bond for Knoxville and Asheville may be reviewed by contacting the Chief Financial Officer.

### **SOUTH COLLEGE CAMPUSES**

South College's main campus is conveniently located at 3904 Lonas Drive in Knoxville. The building, completed in March 2006, contains 56,000 square feet of modern lecture classrooms, specialty laboratories equipped with modern equipment, a writing lab, a math lab, a student center, a bookstore, faculty/staff offices and work areas, and the library, which includes a computer laboratory, AV viewing room, study cubicles, and a conference room. Parking is provided for students, faculty, and staff.

Located at 400 Goody's Lane in west Knoxville is an additional learning site of South College. The college completed renovations for this facility in October 2010. Ample parking is available for students and staff. Included in the over 84,000 square feet available at this location are comfortable classrooms, specialized laboratories with modern equipment, a student center, and the library, which includes a computer laboratory, conference rooms, and study cubicles.

Located at 140 Sweeten Creek Road in Asheville, North Carolina is an additional learning site of South College. The facility was newly constructed in 2012 and includes 40,000 square feet of modern classrooms, laboratories, a computer lab, meeting rooms, a library, and faculty/staff workspace. Parking is provided for students, faculty, and staff.

Located at 616 Marriott Drive in Nashville, Tennessee is an additional learning site of South College. The college completed renovations for this facility in 2017. Over 40,000 square feet of space is being utilized by the institution currently, with plans for expansion. Current space includes modern lecture classrooms, specialty laboratories equipped with modern equipment, a student center, a computer laboratory, faculty/staff offices and work areas, and the library. Parking is provided for students, faculty, and staff.

Each South College campus is accessible to persons with disabilities. Monitoring via security cameras is conducted.

The South College library facilities provide comfortable study areas for students and faculty. Library staff develop and enhance current and relevant collections that support the college's curricula. Collections include print and electronic general reference books, periodicals, multi-media software, online services, and other non-print media. The library's resources include computer labs with access to multidisciplinary full-text periodical databases, the WESTLAW legal research database, medical databases, and the Internet.

South College is a smoke-free institution with smoking only allowed in personal vehicles. A bookstore, operated by Barnes and Noble, is located at the main campus in Knoxville. Students may purchase books, selected supplies, and clothing. Regular hours of operation are posted. Asheville and Nashville students may order books through Barnes and Noble. These are shipped to the student or to the designated campus.

Onground classes at South College are normally conducted in the day, afternoon, and evening hours Monday through Saturday. However, class hours on Sunday may be required. The first day classes on campus normally begin between 8:00-8:30 a.m. and evening classes between 5:00-6:00 p.m. (unless otherwise specified by the college).

Clinical/internship/practicum/student teaching hours may begin at alternate times and may vary depending on the location of the experience. Faculty members are available during specified times to assist students. Lab schedules are posted each quarter and will vary from quarter to quarter. Students' schedules will vary according to their individual program and are subject to change.

Several programs and courses are offered in a distance learning or hybrid format. See the Academic Information Section for additional discussion of the learning environment for these endeavors.

# ADMISSIONS

## APPLICATION PROCEDURES

South College operates on a quarter system with terms beginning in September/October, January, April, and June. Additionally, the college offers selected courses during mid-quarter sessions utilizing accelerated class calendars. Actual class start dates throughout the academic year are available in the Admissions Department.

To accommodate the experiential requirements of some programs, quarters may begin and end at alternate times. If so, the program will communicate this information to each admitted student on a timely basis.

Applications for undergraduate general admissions for programs offered at all locations can be completed at <http://www.southcollegetn.edu/admissions/apply>. An application fee of \$50 must accompany the application. This fee is not refundable except as provided under the **Financial Information** section of this catalog.

*General admission to South College does not guarantee admission to specific programs. Please see the section of the catalog pertaining to the declared major for information relating to specific program acceptance.* Programs may require additional applications when applying to the major.

Applicants to graduate programs (PharmD, DPT, EdS, MHS in Physician Assistant Studies, MEd in Teacher as Instructional Leader and Elementary Education (K-5) Initial Licensure, MBA, MS in Nursing, MS in Criminal Justice, or Graduate Certificate programs) should visit the section of the catalog dedicated to these programs for information regarding all admission and application procedures and/or the website indicated above.

## STUDENT RIGHT TO KNOW

To comply with federal regulations regarding the reporting of completion/graduation and transfer-out, South College annually prepares information regarding the completion/graduation rates within 150% of the normal time to complete the program and the transfer-out rates of *full-time, first-time students enrolled at the institution in the fall quarter* who are pursuing certificate and degree programs at the institution. You may review this information in the Consumer Information section of the South College website.

## GENERAL UNDERGRADUATE ADMISSION REQUIREMENTS

In order to be considered for general undergraduate admittance to South College, the prospective student must (1) proof of high school graduation from an acceptable high school or the equivalent (GED/HiSET) **OR** evidence an earned degree from a regionally-accredited post-secondary institution with a minimum 2.00 cumulative grade point average, and (2) achieve a satisfactory score on the entrance examination administered by the college, the Scholastic Aptitude Test (SAT), the American College Testing exam (ACT), or meet the criteria established for acceptance as a transfer student. Applicants (other than those admitted as transfer students) must meet one of the following requirements.

1. Obtain the specified score on the college-administered entrance examination. Score requirements for admission can be obtained from the Admissions Department.
2. Submit a minimum SAT combined score of 830. Essay section not required.
3. Submit a minimum ACT Assessment composite score of 17.
4. Provide evidence of completion of an associate degree or above from an accredited institution with a minimum cumulative grade point average of 2.00.

Applicants who have completed their high school education through home schooling are required to submit proof of a minimum SAT or ACT score as indicated above, meet the criteria established for acceptance as a transfer student, or provide acceptable documentation of home schooling evaluation.

*Note: In order for admitted VA students to qualify for veteran related financial aid, South College must receive all official transcripts from previous post-secondary/training institutions by no later than the end of the second quarter of enrollment.*



*Note: The college administered entrance examination is required at the discretion of the college if test scores submitted are older than seven years.*

To facilitate the admissions process, unofficial documentation, such as copies of transcripts or grade reports, may be used to determine admission status.

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 admit students on a probationary basis.

Students who are citizens of countries other than the United States should refer to the section entitled **Admission of International Students**.

### **BACKGROUND CHECKS/CRIMINAL HISTORY**

Acceptance into a South College program or completion of a program does not imply or guarantee that a student will be able to obtain licensure, certification, or employment. Several South College programs require field experiences during the curriculum (e.g., clinicals, internships, practicums, student teaching) and/or lead to a field that requires a license or certification. Background checks are required prior to matriculation into these programs and may further be required prior to the field experiences and/or licensure/certification. Students should be aware that a prior misdemeanor or felony arrest or conviction (or an event of this nature occurring during the program) may restrict the individual's ability to gain admission into the program, progress into field experiential training, and/or obtain professional licensure or certification. It is the responsibility of the student to inform the program of any issues that may have occurred in the past or that arise during the program. The events may require voluntary withdrawal or administrative dismissal from the program. All students are responsible for learning the requirements for licensure within their home state or any state in which he/she wishes to practice to ensure ability to meet these requirements.

### **ADMISSION OF NON-DEGREE/CERTIFICATE SEEKING STUDENTS (UNDERGRADUATE ONLY)**

Enrollment in selected subjects is available to adults who wish to complete these courses for the purpose of personal enrichment. These students are classified as special subject students and are generally not required to meet admissions requirements. Students may attempt up to 36 credits in this status. There is no eligibility for Title IV funding while in this status. If a special subject student wishes to change his/her status at any time, for example to pursue a degree or certificate, the student must contact the Registrar staff. All admissions requirements must be met in order to do so. Credits earned in this status will be applied to the degree pursuit as applicable.

### **ADMISSION OF VISITING STUDENTS (UNDERGRADUATE ONLY)**

Visiting status means that students are admitted only for a specified period of time, normally one quarter. Applicants for visiting status must file a regular application form and submit a statement from their dean or registrar that they are in good standing and have permission to take specific courses at South College for transfer to their own institution when satisfactorily completed. Since visiting students are not admitted as regular students, transcripts of college work completed elsewhere are not usually required of such applicants. Visiting students who wish to remain at South College longer than one quarter must meet all requirements for regular admission as transfer students.

### **ADMISSION OF TRANSFER STUDENTS**

To be eligible for undergraduate general admission, transfer students must be a high school graduate from an acceptable high school or have earned the equivalent (GED) and meet the following stipulations:

1. Transfer from an accredited collegiate institution.
2. Have earned 24 quarter/16 semester hours with a cumulative grade point average of not less than 2.0 (only college level academic courses are applicable).



*Note: In order for admitted VA students to qualify for veteran related financial aid, South College must receive all official transcripts from previous post-secondary/training institutions by no later than the end of the second quarter of enrollment.*

Verifying documentation of the above requirements must be received by the institution and become property of the institution.

Students applying to graduate programs must meet the admissions and application procedures and requirements indicated for the associated program.

### **Acceptable Accredited Collegiate Institution**

South College requires that prior coursework taken by transfer students or transfer credit requested for review be taken at an acceptable accredited collegiate institution. An acceptable accredited collegiate institution possesses either regional or national accreditation granted by an agency recognized by the U.S. Department of Education. Individual programs within South College may define additional criteria for acceptable accreditation to meet the requirements of specific programmatic accreditation.

### **TRANSFER CREDIT**

**Undergraduate** – Credit for transfer work may be given if it was taken at an accredited collegiate institution, if it is equivalent to courses offered at South College, and if it carries a grade of C or better. Any coursework older than seven years, regardless of the institution at which it was taken, may be denied transfer credit due to the material being determined outdated. This also applies to courses taken at South College/Knoxville Business College/South College-Asheville. Transfer credit will not be given for developmental courses such as basic mathematics or English, or for skills courses such as keyboarding. Other skill courses completed, such as computer courses and medical lab courses, will be reviewed on an individual basis. Students should consult with the Registrar about questions related to acceptance of transfer credits. The institution reserves the right to request additional information about any courses requested for transfer evaluation.

Credits earned in non-accredited programs or at vocational institutions will not be accepted. Students transferring from such institutions may attempt to earn credit through the credit by examination process. South College does not award credit for experiential learning or for professional certification.

Acceptance of credits earned at other institutions is limited to 60% of the total hours required for the particular degree or certificate program. Credit for transfer work may not be awarded until the applicable official transcripts are received by South College.

*The college reserves the right to reject any or all credits from other institutions regardless of their accreditation status. The college reserves the right to refuse transfer credit for courses if the student's subsequent grades in required courses in the same subject fall below a 2.0 average.*

**Graduate** – Policies for the acceptance of any graduate level transfer credit are determined by the associated program faculty within guidelines determined by the institution. Please review information in the section of the catalog dedicated to the program.

### **JOINT ENROLLMENT FOR HIGH SCHOOL STUDENTS**

Through this program for outstanding high school seniors, students may pursue collegiate coursework while completing their high school requirements. Students accepted into this program are allowed to enroll part-time or full-time at the college provided they meet course prerequisites and receive permission from their high school principal or counselor.

Students may forfeit the privilege of participating in the program if they receive a grade below a C in their collegiate coursework or their high school average falls below a B. To be considered for this program, a student must satisfy all of the following criteria:

1. Provide a written recommendation from the principal or counselor.
2. Have the written consent of the parent or guardian.
3. Complete the eleventh grade prior to application.

4. Meet general admission requirements.
5. Evidence achievement of an ACT composite score of 17 or higher (if the student hasn't taken the ACT test, a consent form signed by the school counselor or advisor approving enrollment).
6. Achieve a minimum grade point average of 2.5 in high school work completed.

Further information about this program can be obtained through the Admissions Department.

### **READMISSION OF FORMER STUDENTS**

Students who previously attended South College but who have withdrawn and not attended for two quarters must apply for readmission. Those not attending for one year or longer must also pay a \$50 application fee. If enrolled at other colleges during their absence, students must have transcripts of coursework taken sent to South College. Applications for readmission should be submitted at least one month before the beginning of the quarter the student plans to return. Returning students must either demonstrate that they already meet the entrance test requirements for admission in effect at the time of readmission or retest to achieve the minimum entrance score.

Students who withdraw from classes may experience difficulties in class scheduling when reenrolling. Most South College courses are offered on a rotating basis.

*The college reserves the right to deny admission to any applicant for reentry who has an unacceptable academic or conduct record. Students with outstanding financial obligations must make arrangements with the Business Office before they will be allowed to matriculate.*

### **ADMISSION OF INTERNATIONAL STUDENTS (Knoxville Campuses Only)**

International students who are citizens of other countries and those students who are from U. S. territories whose native language in their secondary school system is not English must provide the additional documentation listed below for successful general undergraduate admission or for review of application to graduate level programs. Many undergraduate programs have additional requirements for admission. Undergraduate general admission does not guarantee admission to these programs.

All documentation must be submitted to the college 30 days prior to a term's registration date in order for undergraduate general admission for that term to be considered. Dates relating to graduate program admission consideration are available annually via the institutional website and by contact with program personnel. The necessary documents are:

1. Completed South College application for undergraduate general admission or applicable application/process for graduate program.
2. \$50.00 application fee for undergraduate general admission or \$60 for graduate program application.
3. Official scores on the Test of English as a Foreign Language (TOEFL).
  - International students must show a sufficient knowledge of English as demonstrated by a minimum score on the TOEFL (550 TOEFL PBT, 213 TOEFL CBT, or 80 TOEFL iBT) or satisfactory completion of related college courses in the United States. Score reports must be official and come to the institution directly from the testing service.
4. Official scores on SAT, ACT, or college administered entrance examination for those seeking undergraduate general admission (see Undergraduate General Admissions Requirements for minimum scores). Score requirements for graduate programs are listed in the admissions requirements for those programs.
5. Certified copies of examination results, diplomas, and transcripts. One copy must be in the native language and one copy must be a certified English translation and equivalency evaluation prepared by a member agency of the National Association of Credential Evaluation Services. It is the responsibility of the student to provide all necessary documents.

- Evidence of satisfactory completion of secondary school graduation is required - Secondary school records must list the subjects studied each year and the mark or grade of proficiency earned in each, a key to the marking system with information in the minimum passing mark, and examination results if an exit examination is administered.
  - Post-secondary transcripts must include all subjects studied and the mark or grade earned in each subject and a key to the marking system with information in the minimum passing mark.
6. Official transcript from any US institution attended.
  7. Completed Proof of Financial Ability Form. (Not required of U. S. Trust or Territories students.) (Required only for those entering the U.S.)

Admission is based on appropriate documentation of high school completion, as well as college or university transcripts, as applicable. Additional materials and testing may be required for graduate level programs. International students requesting undergraduate admission as transfer students will be considered on a case-by-case basis. International students seeking undergraduate transfer credit from international institutions, or who are seeking admission to a graduate program, must provide an evaluation of credit from an acceptable evaluation service.

A Certificate of Eligibility for Nonimmigrant Student Status (Form I-20) will be mailed to accepted international students upon receipt of a completed Proof of Financial Ability Form and a \$100 deposit who are coming to or staying in the United States to attend South College. Accepted students taking online classes from outside of the United States are not required to have an I-20. Please note that international students on temporary visas or those taking online classes from outside the United States are not eligible for financial aid and should expect to pay the full cost of attendance.

### **Distance Education**

Due to Homeland Security requirements, international students in the United States are limited in the number of courses that they can take online each quarter. International students in the United States are limited to one online class, which is usually 4 credits. If an international student in the United States needs only one course to finish his/her program of study, the course cannot be taken online. There must be a physical presence requirement for the course. If a student remains in the United States without reporting to any class, it becomes a security issue and is not allowed.

### **COLLEGE CREDIT FOR MILITARY EXPERIENCE AND TRAINING**

As a member of the Servicemembers Opportunity Colleges Consortium (SOC), South College follows the American Council for Education (ACE) Guide for recommendations for the award of transfer credit for military training and/or experience. CLEP general examinations, CLEP subject examinations, DANTES subject standardized tests, College Board advanced placement examinations, and professional certification examinations may also be submitted for consideration of award of credit.

Students receiving VA Educational Benefits are required to submit transcripts for all previous secondary education attempted as well as proof of graduation from high school or GED completion and award before the end of the second quarter of enrollment. These students are also required to submit either the Form DD 214 (DD 295 for active duty) or the Certificate of Eligibility (eBenefits documentation of individual VA Educational Benefits for the student printed upon enrollment will be accepted in lieu of COE). Each student should request a copy of the Joint Services Transcript or Community College of the Air Force transcript for review of possible transfer credits.

### **CREDIT BY EXAMINATION (CHALLENGE EXAMS)**

South College offers students an opportunity to obtain credit in areas of competency through college administered challenge examinations. The Vice Chancellor of Institutional Advancement and Effectiveness, in consultation with the academic department, is the final authority on whether or not a course may be exempted through the examination process. Skill courses, such as computer and medical lab courses, are reviewed on an individual basis. To be eligible to earn credit, the student must:

1. Submit a completed Request for Challenge Examination form signed by all appropriate parties at the designated campus. All challenge examinations must be completed within the first two quarters of attendance unless permission is granted by the Dean/Department Chair.
2. Verify that he or she has not previously taken the course at South College.
3. Verify that he or she is not currently enrolled in the course at South College.
4. Pay a \$50 examination fee for computer-related courses and \$150 for all other approved courses.

Challenge examinations are only administered onground. Students may attempt to earn credit by examination for a course only once, must score the appropriate score determined by their academic department to receive credit, and must complete all challenge exams within their first two quarters of attendance. Students who do not earn the minimum required score on any challenge exam must take the course as required in the curriculum.

Credits earned by examination are considered in the same way as transfer credits and are not used in the computation of the student's grade point average. Students may not earn more than 60% of their total credits through credit by examination, transfer credit, or a combination thereof.

CLEP, DANTES, DSST, AP, and PSI certification exams can be submitted for evaluation for course credit. The guidelines for awarding credit are available in the Admissions Department and on the institutional website.

### **MATH COURSE REQUIREMENTS**

All undergraduate students are required to take MAT 1000 Mathematical Concepts and Applications unless one of the following exceptions is met (course considered a required course for program):

1. Score of **90** or above on the Mathematics section of the **Accuplacer Exam** or score of **320** or above on the Quantitative section of the **Wonderlic**.
2. Score of **19** or above on the Mathematics section of the **ACT Exam** (must have been taken within the past three (3) years).
3. Score of **600** or above on the Mathematics section of the **SAT Exam** (must have been taken within the past three (3) years).
4. **Successfully have passed or received transfer credit** for a higher-level mathematics course (must have occurred within the past ten (10) years).

If no exceptions are met, then the student must enroll in and satisfactorily complete MAT 1000 in order to progress to other math courses.

**All newly enrolled students must take the course within their first two quarters of enrollment at South College.**

### **TRANSFERABILITY OF CREDITS TO OTHER COLLEGES**

Similar to most colleges, the transfer of credit to and from South College can be uncertain for two important reasons. Every campus designs coursework to reflect the integrity and quality of its own degrees/credentials and will want to honor that design in the review and evaluation of transfer work. Moreover, South College students will many times begin work in their major and career field during the first academic year. Every attempt will be made to give students requesting credit transfer to South College a thorough appraisal related to their educational goals at the college. Students considering transfer to other colleges and universities should consult with the registrar at those institutions concerning the courses completed at South College. **South College does not guarantee that credits earned at South College will be accepted by another college.**

### **IMMUNIZATIONS REQUIREMENTS**

All new students enrolling in classes at South College are required by the State of Tennessee and North Carolina to submit certain immunization documentation. Students new to South College in August 2011 or thereafter must minimally provide proof of immunity to Measles, Mumps, Rubella and Varicella (chicken pox). Students may enroll with documentation of one dose of each required vaccine by the date specified for their enrollment period. The minimum immunization requirements and exemptions to the requirements are discussed in the admissions process.

Students pursuing a Health Profession program are required to meet specific program requirements regarding immunization for Hepatitis B and other diseases. The documentation required for program required immunizations is outlined during the program admission process.

## FINANCIAL INFORMATION

### TUITION

*Certificate Computed Tomography, Certificate Investigation and Security, Certificate in Licensed Practical Nurse, Certificate and AS/AAS Medical Assisting, Certificate Magnetic Resonance Imaging, Certificate Nuclear Medicine, Certificate Paralegal/Paralegal Studies, Certificate Pharmacy Technician, Certificate Professional Brewing Science, Certificate Surgical Technology*  
(Per Quarter)

<b>TUITION</b>	<b>2017-2018 (Effective Fall 2017)</b>
10-18 Credit Hours	\$5200
6-9 Credit Hours	\$4750
1-5 Credit Hours	\$2500
Each Credit Above 18	\$310 per credit

*AS Accounting, AS Business Administration, AS Business Administration w/Con Professional Brewing Science, AS Electrical Engineering Technology, Bachelor of Business Administration (Including Concentrations), AS and BS Criminal Justice, AS Investigation and Security, AS Network Administration and Security, AS/AAS Paralegal Studies, BS Legal Studies, AS Teaching, BS Elementary Education, AS Pharmacy Technician, Dual Enrollment and Special Subject*  
(Per Quarter)

<b>TUITION</b>	<b>2017-2017 (Effective Fall 2017)</b>
10-18 Credit Hours	\$5900
6-9 Credit Hours	\$4750
1-5 Credit Hours	\$2500
Each Credit Above 18	\$330 per credit

*AS/AAS Physical Therapist Assistant, BS Pharmaceutical Science (Pre-Pharmacy), AS Radiography, AAS Radiologic Technology, AS Occupational Therapy Assistant, AS Diagnostic Medical Sonography, AS and BS Health Science (Including Concentrations and Post-PTA), and BS Nursing (Traditional, Accelerated, LPN/BSN)*  
(Per Quarter)

<b>TUITION</b>	<b>2017-2018 (Effective Fall 2017)</b>
10-18 Credit Hours	\$6900
6-9 Credit Hours	\$4750
1-5 Credit Hours	\$2500
Each Credit Above 18	\$360 per credit

*BS Nursing (RN/BSN) and MSN (Per Quarter)*

<b>TUITION</b>	<b>2017-2018 (Effective Fall 2017)</b>
FT	\$5500

*Master of Education Elementary Education (K-6) Initial Licensure (Per Quarter)*

<b>TUITION</b>	<b>2017-2018 (Effective Fall 2017)</b>
FT	\$6900

*Master of Education Teacher as Instructional Leader, Educational Specialist Teacher Leadership in Schools, Master of Science in Criminal Justice (Including Concentrations), Master of Business Administration (Including Concentrations), Certificate in Criminal Justice (Grad Level), and Certificate in Public Administration for CMJ Professionals (Grad Level) (Per Quarter)*

<b>TUITION</b>	<b>2017-2018 (Effective Fall 2017)</b>
FT	\$5200

For information regarding the tuition and fees for the Masters of Health Science in Physician Assistant Studies program, the Doctor of Pharmacy program, and the Doctor of Physical Therapy program, please review the section of the catalog dedicated to these programs.

## **FEES**

**Application Fee** - A fee of \$50.00 must be paid by each applicant at the time of initial application for admission to South College and by each student applying for readmission who has not been in attendance for one year or longer (\$95 for PA and \$60 for PharmD and DPT). The receipt of the application fee does not constitute acceptance to the college. This fee is refundable if requested within three days of submitting an application. A student paying this fee but not enrolling within one calendar year will be reassessed the fee upon reapplication.

**Auditing Fees** - Audited courses are subject to the same tuition fees as courses taken for credit (refer to tuition above). Requirements for auditing are published in the Academic Information section of this catalog.

**Graduation Fee** - A graduation fee of \$200.00 will be collected from each candidate for graduation and is due and payable the quarter in which the candidate is scheduled to graduate (\$300 for PharmD and DPT). If the candidate is receiving a second degree at the same graduation ceremony, an additional \$20.00 will be charged. The fee will be \$100.00 for a second degree awarded at a subsequent graduation ceremony. These fees are non-refundable and charged to all candidates for graduation regardless of their attendance at the graduation ceremony.

**Credit by Examination Fee** - A fee of \$50 for computer-related exams and \$150 for all other approved exams will be collected for each examination taken by a student who desires to earn credit as outlined in the Credit by Examination section of this catalog. This fee must be paid prior to administration of the challenge examination.

**Transcript Fee** - Each student is entitled to one official transcript. The charge for each additional copy is \$10.00. Requests for transcripts should be submitted to the Registrar. Academic transcripts will not be issued for any student who has an outstanding balance with the college or who is in default on any federal, state, or institutional loan. An official South College transcript bears the seal of the institution and is sent directly to a third party in a sealed envelope by the college. Any official transcript sent to or picked up by a student or graduate will be stamped "Issued to Student."

**Certification/Licensure Examination Fees** - Several programs have arrangements to provide payment for Certification/Licensure Fees directly to the agency. In these cases, associated fees will be billed to each student's account at the time the application for testing is submitted.

**Technology Fees** – Each student is charged a \$125 non-refundable Technology Fee at the beginning of each term of enrollment. Select programs utilize program-specific technology resources and associated fees are billed to each student's account. Information relating to these requirements is communicated to students at the time of admission to the program.

## **PAYMENT OF TUITION AND FEES**

All charges are due and payable on or before the registration date for each quarter. Circumstances which prevent a student from adhering to these dates should be discussed with the Business Office. Students attending South College under a grant or loan should confer with the Financial Aid Department concerning the payment of fees; students attending the college under the G.I. Bill should discuss payment of school fees with the VA Certifying Officials in the Financial Aid Department.

Tuition and fees are subject to change at the end of any quarter. Failure to make proper payments, unless otherwise cleared with the Business Office, will result in dismissal from the college.

*Grades will not be issued, degrees granted, or transcripts furnished until all financial obligations have been satisfied and all college property has been returned.*

## **REFUND OF TUITION**

Tuition charges are based on the student's declared major and the total number of credit hours in which a student is enrolled on the first day of classes (as listed in the college calendar). Refunds or tuition adjustments will be awarded

according to the following guidelines:

1. If circumstances prevent matriculation before a student begins attending the college, all monies above the \$50.00 application fee will be refunded. The \$50.00 application fee will be refunded only if requested within three days of application.
2. A tuition adjustment will be made when a student officially drops below 10 hours (9 hours or less) during the drop/add period. Official withdrawal is achieved by submitting a completed drop/add form to the Registrar. No adjustments will be made for students dropping individual classes after the drop/add period. The quarterly technology fee is non-refundable.

### **STATE REFUND POLICY (TENNESSEE)**

For a student who withdraws from the college, the state refund policy will apply as follows:

1. If after classes have commenced and before expiration of ten percent (10%) of the period of enrollment for which he or she has been charged, a student officially withdraws, the refund shall equal seventy-five percent (75%) of all amounts paid to or to be paid by or on behalf of the student for the period, less administrative fee of one hundred dollars (\$100.00).
2. If after expiration of the ten percent (10%) of the period of enrollment for which he or she has been charged, and before expiration of twenty-five percent (25%) of the period, a student officially withdraws, the refund shall equal twenty-five percent (25%) of all amounts paid or to be paid by or on behalf of the student for the period, less administrative fee of one hundred dollars (\$100.00).
3. If after expiration of twenty-five percent (25%) of the period of enrollment for which he or she was charged, a student officially withdraws, the student is deemed obligated for one hundred percent (100%) of the tuition, fees, and other charges assessed by the institution.

### **STATE REFUND POLICY (NORTH CAROLINA)**

For a student who withdraws from the college, the state refund policy will apply as follows:

1. A 100% refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic quarter as noted in the college calendar. Also, a student is eligible for a 100% refund if the class(es) in which the student is officially registered fail to “make” due to insufficient enrollment.
2. A 75% refund shall be made if the student officially withdraws from all classes prior to the official 25% point in the quarter. No refunds shall be made after this point.
3. If a student who has paid the required tuition for a quarter dies during that quarter (prior to the last day of examinations of the college), all tuition and fees for that quarter may be refunded to the estate of the deceased.

### **OFFICIAL WITHDRAWAL PROCEDURE**

A withdrawal is considered to be official when a student notifies the office of the Registrar or the Dean of Academic and Student Services. No other college official has the authority to accept official withdrawals. Students who do not officially withdraw will be considered enrolled in courses until an appropriate academic participation verification point. If it is determined a student is no longer academically participating at the regular check points, the student will be officially withdrawn by the college.

### **RETURN OF TITLE IV FUNDS**

For Title IV (federal financial aid) recipients who withdraw from enrollment, the college is mandated by federal regulation to determine the amount of Title IV funds the student has earned at the time the student ceases enrollment. The amount earned is based on the amount of calendar days in the term completed by the student divided by the number of calendar days in the same term, excluding any scheduled breaks of at least five (5) consecutive days. The amount earned is based on the amount of time the student has spent enrolled and is not related to the student's institutional charges. The amount of Title IV funds earned is based upon a proportional calculation through sixty percent (60%) of the term enrolled. The college will utilize the following steps in order to determine the amount of Title IV a student who

withdraws has earned:

1. Determine the date of withdrawal and determine the percentage of payment period (term) in which the student was enrolled.
2. Determine the amount of Title IV aid earned by the student by multiplying the total Title IV aid for which the student was eligible by the percentage of time enrolled.
3. Compare the amount earned to the amount disbursed. If the amount earned is greater than the amount disbursed, then a post-withdrawal disbursement must be made if the student is eligible for a "late disbursement." If the amount disbursed exceeds the amount earned, the excess of Title IV aid must be returned.
4. Allocate the responsibility for returning unearned aid between the college and the student according to the portion of disbursed aid that could have been used to cover institutional charges and the portion that could have been disbursed directly to the student once institutional charges were covered.
5. Distribute the unearned Title IV aid back to the Title IV programs. Examples of Return to Title IV and refund calculations may be obtained through the office of financial aid.

### **ORDER OF REFUNDS**

Should a student withdraw from the institution, any amount of refund will be returned to the Title IV, HEA program funds, including the Pell Grant program, and then to other sources of aid up to the full amount received from the programs.

South College is required to return Title IV funds to the programs from which the student receives aid during the payment period, up to the net amount disbursed from each source, in the following order:

1. Federal Direct Unsubsidized Stafford Loans
2. Federal Direct Subsidized Stafford Loans
3. Federal Perkins Loans
4. Federal Direct PLUS Loans
5. Federal Pell Grants
6. Federal Supplemental Educational Opportunity Grant (FSEOG)
7. Teach Grant
8. Other assistance awarded to the student under programs authorized by Title IV
9. Required refunds to other federal, state, private, or institutional student financial assistance awarded to the student
10. To the student

The current refund policy applies to all causes of withdrawal including injury, prolonged illness, or other circumstances that prohibit completion of the course or program of study.

### **Return of Military Tuition Assistance Program Funds**

For students participating in the Military Tuition Assistance Program, the College will use the state refund policy for the designated campus to determine the amount of Tuition Assistance Program funds a student has earned when he or she ceases attendance based on the period the student was in attendance. For students in online programs, the refund policy will be based on that of the State of Tennessee, not by the state of residence of the student. The only exclusion will be for military students who are deployed during a payment period, and then the Student Deployment Policy will be used.

### **Student Deployment**

Military students and their spouses called to active duty or deployed from their home station will be allowed to withdraw from the currently enrolled term/payment period by providing a copy of military orders. Military service means service, whether voluntary or involuntary, in the Armed Forces (including National Guard or Reserve) on active duty, active duty for training, or full-time National Guard duty, or order to active duty. The length of the absence (including all prior absences for military), including only the time the student actually served in the military, cannot exceed five years. Students who have completed 75 percent of the current term/payment period may earn a grade at the discretion of their instructors. Students without sufficient completion of course work will be withdrawn without grade penalty. Withdrawn courses must be repeated in their entirety. All tuition charges/payments related to the term/payment period that is interrupted will be refunded.



Reentering students should contact the Admissions department for the designated campus of enrollment, who will then guide the student through the re-enrollment process, including meeting with Financial Aid. Current tuition and policies (or policy revisions) for military students will apply to all returning students upon re-entry. Reentry fees will be waived for all returning students.

## **FINANCIAL AID**

Financial aid is the economic assistance available to help students pay for college. This economic assistance may be in the form of scholarships, grants, work-study programs, or loans.

A financial aid package is a combination of different forms of financial aid that together makes up an offer of financial assistance.

A student's ability to contribute to the cost of his or her education is determined by the use of a NEED ANALYSIS which is a consistent, systematic way of measuring the ability of a family to pay for educational costs and its eligibility to receive funds from federal and state programs. It determines the ability, not the willingness, of a student or his or her family to finance his or her education. Everyone who applies is treated fairly and equally under this system. The amount of financial aid that a student receives may not exceed his or her cost of education as established by the college.

### ***Application Process for Financial Aid***

To apply for any form of financial aid at South College, a student must:

1. Complete the Free Application for Federal Student Aid (FAFSA). This form is for both in-state and out-of-state students.
2. Apply for admission to the college.

Depending upon the type of aid and the source of that aid, other documentation may also be requested. Financial Aid Officers are available to provide needed assistance. Students are expected to submit all outstanding required documents needed to secure funding to cover tuition and fees prior to the start of each term. Any student who has not submitted all required documents by Drop/Add will have to secure approval to continue enrollment in that term from the Executive Director of the Campus or the Senior Director of Financial Aid.

For federal student financial programs offered by the U.S. Department of Education under Title IV, the student's eligibility for the Federal Pell Grant must be determined, or based upon, a decision arising from the exercise of professional judgment by the appropriate financial aid staff as permitted under federal regulations.

South College students receiving TN state funding must update their Tennessee Student Assistance Corporation profile via the TSAC portal (<https://www.tn.gov/collegepays/tsac-student-portal.html>) to designate South College as their institution of enrollment for the designated award years. South College must remain listed as the enrolled institution for each award year for which the student is eligible to receive TN State funding during their enrollment period at South College.

## **STUDENT AID PROGRAMS**

South College participates in several student aid programs. A brief description of each follows.

### ***Federal Pell Grant***

The Federal Pell Grant program provides assistance that does not require repayment to eligible undergraduate students who have not earned a bachelor's or professional degree. For many students, it provides a foundation to which other aid may be added. The amount of the award is determined through the FAFSA needs analysis process and enrollment status of the student.

### ***Federal Supplemental Educational Opportunity Grant (FSEOG)***

The Federal Supplemental Educational Opportunity Grant (SEOG) program provides assistance that does not require repayment to eligible undergraduate students who have not earned a bachelor's or professional degree. It is awarded to a limited number of students with exceptional need. In accordance with federal regulations, priority is given to students eligible for the Pell Grant program.

### *TEACH Grant (Knoxville Campus)*

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to \$4,000 per year to students who intend to, and agree to, teach in a public or private elementary or secondary school that serves students from low-income families. Recipients of a TEACH Grant must teach at least four academic years within eight calendar years of completing the program of study for which a TEACH Grant is received. **IMPORTANT:** Failure to complete this service obligation will result in all amounts of TEACH Grants received being converted to a Federal Direct Unsubsidized Stafford Loan and the total amount repaid to the U.S. Department of Education. Interest will be charged from the date the grant(s) were disbursed. TEACH Grant recipients will be given a 6-month grace period prior to entering repayment if a TEACH Grant is converted to a Direct Unsubsidized Loan. Interested applicants should see a member of the financial aid staff.

### *Federal Work-Study Program*

This program provides opportunities for part-time employment on campus or at off-campus non-profit agencies. Financial need, prior work experience, individual skills, and academic major may be considered when placing students in specific work-study positions. The first 25% of all FWS funds earned by the student will be automatically applied to the cost of tuition and fees for the designated enrollment period. The student may elect to have 100% of FWS funds earned designated to pay toward the cost of tuition and fees.

### *Federal Perkins Loans*

This program offers long term, low interest rate loans to a limited number of students with exceptional financial need. The college is the lender for this loan that is made with government funds, with a share contributed by the college. Interest does not accrue, and repayment does not begin, until the student ceases to be enrolled at least half-time.

### *Federal Direct Subsidized Loan Program*

This program offers long term, low interest rate loans to students with financial need. Students must be enrolled at least half-time to participate in this program. Money for the Federal Direct Stafford Loan program is borrowed directly from the U.S. Department of Education. Interest does not accrue, and repayment does not begin, for loans through this program until the student ceases to be enrolled at least half-time.

### *Federal Direct Unsubsidized Loan Program*

This program offers long term, low interest rate loans to students that are not based on financial need. Money for the Federal Unsubsidized Direct Stafford Loan is borrowed directly from the U.S. Department of Education. Interest does accrue while the student is enrolled; however, repayment does not begin until the student ceases to be enrolled at least half-time.

### *Federal Direct PLUS Loan Program*

This program offers long term loans to parents of dependent undergraduate students that are not based upon financial need. Determination of eligibility for need-based aid is required. Interest begins to accrue as each disbursement is made. Repayment begins after the loan has been fully disbursed. Money for the Federal Direct PLUS is borrowed directly from the U.S. Department of Education.

### *Federal Direct Graduate PLUS Loan Program*

This program provides long term, low interest rate loans from the federal government to students enrolled in a graduate or professional degree program. The loan is not based upon financial need and the borrower must pass a credit check. Annual loan eligibility under the Subsidized and Unsubsidized Direct Loan programs must be determined by the school before a student can receive a Grad PLUS loan. Interest begins to accrue as each disbursement is made. Repayment begins immediately after the loan has been fully disbursed; however, students may request that repayment be deferred during periods in which they are enrolled at least halftime.

### *Non-Federal Loan Programs*

South College financial aid officers will provide information regarding credit-based, non-federal loans to students who may need additional funds to supplement the cost of attendance.

### *Veteran's Education Benefits*

Certain veterans and dependents of veterans are eligible to receive financial assistance for education training from the

U.S. Department of Veterans Affairs. South College is approved by the Tennessee Higher Education Commission-Division of Veterans Education and the North Carolina State Approving Agency to offer degree and certificate programs to students eligible to receive veteran's educational benefits. Personnel in the financial aid department are available to provide more information regarding these benefits. Students or applicants may also contact the Department of Veterans Affairs Regional Office (1-800-827-1000). More information is also available at [www.gibill.va.gov](http://www.gibill.va.gov).

#### *Tennessee Student Assistance Award (TSAA)*

This program offers financial aid that does not require repayment to residents of Tennessee attending a college located in Tennessee. Awards are made by the Tennessee Student Assistance Corporation using the FAFSA needs analysis process. Funding for this program is limited and application should be made as soon as possible after January 1 each year. The deadline for application is set by the Tennessee Student Assistance Corporation each year. For more information, please visit [www.tn.gov/CollegePays](http://www.tn.gov/CollegePays).

#### *Tennessee Education Lottery Scholarship (Tennessee Residents Only)*

This program provides monies from the new Tennessee Lottery as scholarships (Tennessee Hope Scholarship, "Aspire" Award, Tennessee Hope Access Grant, and General Assembly Merit Scholarship) to Tennessee students. The scholarships are awarded based upon criteria established by the Tennessee Student Assistance Corporation and the State of Tennessee. Students must have their Free Application for Federal Student Aid (FAFSA) processed by the federal processor by the priority deadline set forth in the regulations governing the program. More information is available at [www.tn.gov/CollegePays](http://www.tn.gov/CollegePays).

#### *Tennessee Strong Act (Tennessee Residents Only)*

The Tennessee STRONG (Support, Training, and Renewing Opportunity for National Guardsmen) Act establishes a pilot program to provide eligible members of the Tennessee National Guard tuition funding toward a first-time bachelor's degree through a tuition reimbursement program. Eligible students must abide by all deadlines and requirements set forth in the TN Strong Act provisions as outlined and available at <https://www.tn.gov/nexttennessee/tennessee-strong-act.html>.

#### *South College Loan Program*

South College periodically at its discretion makes available loans to be used solely for expenses incurred as a direct result of enrollment at the institution. Eligibility for this program is determined by the Financial Aid Department during the initial application process or subsequent award periods. These loans are awarded as part of the student's financial aid package when other funds are insufficient to cover tuition, fees, and textbooks. The college reserves the right to discontinue this program at any time.

#### *Institutional Fund Sources*

**The fund sources below are institutional fund sources and have no cash value. The fund sources are applied to the account in the designated grant/scholarship amount up to the cost of tuition and fees posted to the student ledger card. Institutional fund sources cannot be used to create a credit balance on the account to be returned to the student.**

#### *South College Opportunity Grant*

High school seniors in Tennessee may apply for the Tennessee Promise Scholarship which will provide for two years of tuition-free attendance at South College in Tennessee. Tennessee Promise is a last-dollar scholarship, meaning it will cover costs of tuition and mandatory fees not met from Pell, HOPE, or state assistance awards. As part of the program, students will be paired with a partnering organization and provided with a mentor who will support them during the college application process. To review the application process and requirements go to [www.tnpromise.gov](http://www.tnpromise.gov).

#### *South College Promise Grant (Asheville)*

New applicants to South College (never attended South College previously) and accepted for general admission to the South College Asheville Learning Site (only available at this location) who meet eligibility requirements may apply for the North Carolina Promise Scholarship. Applicants must declare pursuit of an undergraduate degree program of study offered at the Asheville Learning Site, provide evidence of U.S. citizenship, and be of age 21 years or under. Please see the South College website ([www.southcollegetn.edu](http://www.southcollegetn.edu)) for additional information. South College determines eligibility for the *South College Reconnect Grant* and reserves the right to discontinue the award at any time.

### *South College Reconnect Grant*

The *South College Reconnect Grant* is the final step aid awarded to those students identified by the college as being close to completing graduation requirements but who are not currently attending South College. Those identified students must first apply for, and be eligible to receive, federal aid in the form of Pell Grants and/or Federal Stafford Loans. The federal aid must be awarded first to determine the amount of *South College Reconnect Grant* is needed to fill the remaining gap of charges not covered by the federal aid. South College determines eligibility for the *South College Reconnect Grant* and reserves the right to discontinue the award at any time.

### *South College First Responder Grant*

The South College First Responder Grant is available to applicants who meet the following requirements and who are not receiving 100% coverage of tuition and fees under any VA educational benefit and/or state/federal/institutional/private grant or scholarship program. This Grant is effective beginning Winter quarter 2017.

- Enter or continue as a South College student at any campus location beginning Winter quarter 2017 or after.
- Provide proof of current employment or retirement from service as a first responder, including police officer, detective, deputy sheriff, state trooper, highway patrol officer, investigator, inspector, correctional officer, parole or probation officer, park ranger, fire fighter, paramedic, or emergency medical technician.

The South College Application fee is waived for all currently employed or retired first responders who receive this Grant. Please see the South College website for additional information ([www.southcollege.tn.edu](http://www.southcollege.tn.edu)).

### *South College Military Grant*

The South College Military Grant is available to applicants who meet the following requirements and who are not receiving 100% coverage of tuition and fees under any VA educational benefit and/or state/federal/institutional/private grant or scholarship program. This Grant is effective beginning Winter quarter 2017.

- Enter or continue as a South College student at any campus location beginning Winter quarter 2017 or after.
- Provide proof of status as an active duty military member or veteran, or military spouse, with an *honorable* discharge status, *general- under honorable conditions* discharge status, or proof of active duty status (NOBE) OR be the dependent of a veteran who is eligible for VA educational benefits.

The South College Application Fee is waived for all active duty military members, veterans, their spouses, and their dependent children who receive this Grant. Please see the South College website for additional information ([www.southcollege.tn.edu](http://www.southcollege.tn.edu)).

### *South College Pharmacy Academic Grant*

This Grant provides financial assistance to pharmacy students accepted to the South College School of Pharmacy who have demonstrated academic excellence based upon cumulative college GPA at the time of admission and performance on the Pharmacy College Admission Test (PCAT). Since this is an academic grant based upon clearly defined academic requirements, no formal application is required. The South College School of Pharmacy (SCSOP) utilizes a rolling admissions process. Academic grants will be awarded to admitted pharmacy students at the beginning of the admissions cycle and until all available grants have been awarded. The number of grants available will be determined at the beginning of each admissions cycle and will be based on the amount of available funds. The minimum criteria for consideration of the SCSOP Academic Grant is a PCAT composite score of 60 and a GPA of 3.50. The SCSOP Academic Grant is awarded for up to three years, as long as the awarded pharmacy student maintains good academic standing and maintains a minimum GPA of 3.5 in the PharmD program. Students who withdraw or who are dismissed from the program lose all current and future eligibility. Please see the South College website for additional information ([www.southcollege.tn.edu](http://www.southcollege.tn.edu)).

### *Community Partners Grant*

The Community Partners Grant is available to applicants who meet the following requirements and who are not receiving any other institutional grant offered by South College. This Grant is effective beginning Spring quarter 2018.

- Currently employed by the Community Partner **OR** Dependent of a current employee of the Community Partner.
- A dependent for the purpose of this partnership is defined as a current spouse of an employee or an employee's child who is under the age of 26.

- Meeting enrollment guidelines as determined by South College and published in its catalog which is available for review online ([www.southcollege.tn.edu](http://www.southcollege.tn.edu)).
- Have met all financial obligations to the college.

The South College Application Fee is waived for all students eligible to participate in the Community Partners Grant.

## **STUDENT SERVICES**

South College, through the Department of Student Services, assumes the responsibility of offering programs, enhancing student life, and adding to the educational experience.

The mission of the Department of Student Services is two-fold: (1) to afford students an opportunity to grow personally and professionally through student interaction, activities, and leadership opportunities within the college and the community; and (2) to provide students with services and guidance that lead to effective problem solving skills and personal satisfaction with their learning community and their learning experiences.

The following goals of the Department of Student Services are an extension of the philosophy and goals of the college. They serve to inform, educate, support, and encourage students in their endeavors. These goals are:

1. To provide a fair and sound testing program for entrance purposes.
2. To provide an orientation which will inform students of college policies, programs, and activities.
3. To provide support and assistance to students in making realistic decisions regarding academic and non-academic concerns.
4. To provide career services and resources.
5. To provide programs and activities which will encourage student involvement and participation in campus life and community service.
6. To provide academic accommodations to students with disabilities in the classroom.
7. To provide avenues for students to obtain resources that supplement academic endeavors.
8. To provide fair and sound disciplinary and grievance procedures.
9. To employ measures that promote a safe and secure environment.

### **ORIENTATION**

The college provides an orientation program each term to acquaint new students with academic life and college services. All new students and those reentering students who have not been enrolled during the previous twelve (12) months are required to complete orientation. Through completion of this orientation, students gain access to the South College Student Handbook, as well as, information regarding satisfactory academic progress requirements, student conduct expectations, and available support services. Students are also directed in setting up South College e-mail and portal accounts.

### **ADVISING & COUNSELING SERVICES**

Advising and counseling services are available to assist students in resolving academic, career, and non-academic problems. College personnel, particularly deans/departments chairs and student advisors, can help students plan their educational programs as well as adjust to the demands of college-level studies. Assistance is available for any student who seeks aid in addressing individual problems. Counseling services are available upon request for an appointment through the Department of Student Services.

Student Services staff members are also available to listen and help students identify and evaluate their options so that informed decisions can be made. These services are available during the day and in the evening by appointment. Students identified as needing additional counseling resources will be referred to external agencies.

### **DISABILITY SERVICES**

South College does not discriminate on the basis of disability in education programs and activities pursuant to the requirements of Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Acts Amendments of 1974, and the Americans with Disabilities Act (ADA) of 1990. A disability is a mental or physical impairment which substantially limits one or more major life activities. Students with disabilities means any person who has a physical or mental impairment that substantially limits one or more major life activities; or has a record of such impairment; or is regarded as having such an impairment.

Students who seek reasonable accommodations should notify the Dean of Student Services (Main Campus & Parkside Learning Site), Dean of Academic and Student Services (Asheville Learning Site), or Director of Student Services (Nashville Learning Site) of their specific limitations and, if known, their requested accommodations.

**Contact Information:**

- Dean of Student Services (Main Campus & Parkside Learning Site), 3904 Lonas Drive, Knoxville, TN 37909, Phone: 865-293-4539
- Dean of Academic and Student Services (Asheville Learning Site), 140 Sweeten Creek Road, Asheville, NC 28803, Phone: (828) 398-2566
- Director of Student Services (Nashville Learning Site), 616 Marriott Drive, Suite 550, Nashville, TN 37214, Phone: (629) 802-3000

At the initial meeting, students will be asked to complete the Registration Form for Disability Services to disclose their specific limitations and requested accommodations, which can include auxiliary aids or academic adjustments or services. Students will be asked to provide medical documentation from a healthcare professional of the need for accommodations. Students are encouraged to request accommodations and provide the required documentation at least one month prior to beginning classes for the first time in order to allow time for the request to be evaluated appropriately and for the accommodation to be arranged. Classroom accommodations are not retroactive and are effective upon the instructor(s) receipt of the approved accommodation letter.

The request for accommodations is considered complete once the student submits the *Registration Form for Disability Services* and the medical documentation to the Dean of Student Services (Main Campus & Parkside Learning Site), the Dean of Academic and Student Services (Asheville Learning Site), or the Director of Student Services (Nashville Learning Site). A decision to grant or deny requested accommodation(s) will be provided to the student in writing within two (2) weeks of the completed request or as soon as possible following the date of the request.

In the case of denials of accommodation(s), the written notice will explain the reason(s) for the denial and the procedures for appealing such decisions. Denial of auxiliary aids, academic adjustments, or other aids or services will not occur without consideration by the College of at least the following factors: (a) the extent of the student's disability; (b) the student's prior use of auxiliary aids; (c) the nature and complexity of program content and the modes through which course content is presented; and (d) whether the requested adjustment, aid or service would effectively accommodate the student's disability in the context for which it is requested.

For approved accommodations, the Dean of Student Services (Main Campus & Parkside Learning Site), the Dean of Academic and Student Services (Asheville Learning Site), or the Director of Student Services (Nashville Learning Site) will provide an accommodation letter to each of the student's instructors as soon as possible and within one (1) business day of the accommodation approval if the quarter is already in session or by the first day of the quarter if classes have not commenced. When an accommodation is approved, the Dean of Student Services, Dean of Academic and Student Services, or the Director of Student Services will inform the student in writing of the time period for which the accommodation is granted, based on evaluation of the student's need. Where an accommodation is approved for the student's entire tenure at South College, accommodation letters will be provided to each of the student's instructors each quarter by the first day of the quarter unless the student provides written notification to Dean of Student Services (Main Campus & Parkside Learning Site), the Dean of Academic and Student Services (Asheville Learning Site), or the Director of Student Services (Nashville Learning Site) of the need for a change to the approved accommodation.

**Appeal of Accommodation Decision**

Students have the right to appeal an accommodation request denial. Within ten (10) business days after the initial accommodation decision, students must submit a request in writing outlining how the requested accommodation relates to his/her disability in an educational capacity to the Vice Chancellor of Student Services and Academic Operations, 3904 Lonas Drive, Knoxville, TN 37909, Phone: 865-251-1800. The Vice Chancellor of Student Services and Academic Operations will review the request and send a decision in writing to the student within seven (7) business days of the student's request.

Should the student wish to continue the appeal process once a decision has been received, then the student can appeal to the Vice Chancellor of Institutional Advancement and Effectiveness. Within seven (7) business days of the receipt of the decision, students must submit a request in writing outlining how the requested accommodation relates to his/her disability in an educational capacity to the Vice Chancellor of Institutional Advancement and Effectiveness, 3904 Lonas Drive, Knoxville, TN 37909, Phone: 865-251-1800. Following review of the request, a decision in writing will be sent to the student within seven (7) business days of receipt of the request. The decision of the Vice Chancellor of Institutional Advancement and Effectiveness is final and cannot be appealed.

## **Section 504 Grievance Procedure**

It is the policy of South College not to discriminate on the basis of disability. South College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Dean of Student Services (Main Campus & Parkside Learning Site) and the Dean of Academic and Student Services (Asheville or Nashville Learning Sites) have been designated to coordinate the efforts of South College to comply with Section 504.

Any student who believes he/she has been subjected to discrimination on the basis of disability may file a grievance the Dean of Student Services (Main Campus & Parkside Learning Site) or the Dean of Academic and Student Services (Asheville or Nashville Learning Site). If the complaint is against either the Dean of Student Services (Main Campus & Parkside Learning Site) or the Dean of Academic and Student Services (Asheville or Nashville Learning Site), it should be filed with the Vice Chancellor of Student Services and Academic Operations, 3904 Lonas Drive, Knoxville, TN 37909, Phone: 865-251-1810. Retaliation against any person who files a grievance or assists South College in the investigation of a complaint under this policy is strictly prohibited and may result in disciplinary action up to and including termination or dismissal by South College.

The complaint must be submitted in writing within fifteen (15) business days of the date the alleged discriminatory action and must state the problem or action alleged to be discriminatory and the remedy or relief sought. The Dean of Student Services (Main Campus & Parkside Learning Site) or the Dean of Academic and Student Services (Asheville or Nashville Learning Site) (or the Vice Chancellor of Student Services and Academic Operations, in the case of a complaint against either of those individuals) will investigate the grievance, including providing both the student and South College an opportunity to present relevant witnesses and other relevant evidence. The investigator will issue a written decision no later than thirty (30) days of receipt of the grievance, which includes the basis for his/her decision.

Once a decision has been rendered, the student may appeal the decision by writing to the Vice Chancellor of Student Services and Academic Operations, 3904 Lonas Drive, Knoxville, TN 37909, Phone: 865-251-1810, within fifteen (15) days of receipt of the decision. The Vice Chancellor of Student Services and Academic Operations will issue a written decision in response to the appeal no later than thirty (30) days after receipt of the appeal.

Should the student wish to continue the appeal process once a decision has been received, then the student can appeal to the Vice Chancellor of Institutional Advancement and Effectiveness within seven (7) business days of the receipt of the decision. Students should submit a request in writing to the Vice Chancellor of Institutional Advancement and Effectiveness, 3904 Lonas Drive, Knoxville, TN 37909, Phone: 865-251-1810. The Vice Chancellor of Institutional Advancement and Effectiveness will review the request and send a decision in writing to the student within thirty (30) business days. The decision of the Vice Chancellor of Institutional Advancement and Effectiveness is final and cannot be appealed.

## **STUDENT ACTIVITIES AND ORGANIZATIONS**

Student organizations represent a variety of interests at South College. Participation in student organizations provides students with an opportunity to apply knowledge, improve skills, and enhance the college experience. Activities and organizations that meet the needs of students and focus on academic achievement and career interests are encouraged. Groups with objectives that specifically support educational goals and career interests can easily be formed. Students interested in organizing and developing new clubs or organizations are encouraged to meet with the Assistant Dean of Student Services (Knoxville) or the Director of Student Services (Asheville and Nashville) to discuss the group's goals. Each student organization must be registered with and approved by the Assistant Dean of Student Services (Knoxville) or the Director of Student Services (Asheville and Nashville) and must have a faculty advisor. In addition, all groups must develop and operate with a set of by-laws and hold elections. Assistance will be given in obtaining a faculty advisor if needed.

Deans and Department Chairpersons may be contacted for more information on active clubs in their respective areas. Student services staff members are also available to address questions about student organizations and activities.

## **CAREER SERVICES**

Career services are provided for South College students and graduates at no charge. While the primary focus is to assist students upon graduation, any enrolled student may seek employment information through this office.



Although employment in full-time positions **cannot be guaranteed**, it is vitally important to both the graduate and the college that each graduate obtains appropriate employment. Therefore, as students approach the last quarter of their program, specific and personalized instruction is provided in the preparation of professional resumes and cover letters, as well as job search strategies and interviewing skills. Each graduating student is required to complete a career services application and present a resume and letters of recommendation for a personnel file to the Career Services Coordinator (Knoxville) or the Director of Student Services (Asheville and Nashville). Most graduates also participate in a mock interview.

Currently enrolled students and graduates should contact the Career Services Coordinator (Knoxville) or the Director of Student Services (Asheville and Nashville) for more information on career counseling, resume writing, and job-search strategies.

## **VETERAN SERVICES**

Military students are encouraged to seek information and utilize all institutional services including academic support, financial aid advising, disability services, or career services. Financial Aid staff members at South College campuses are available to assist veteran students with benefit information. Please see the Financial Aid office at the designated campus for more information. A Student/Academic Advisor works with all students to assist with course scheduling. Students must remain knowledgeable regarding the length of time required to complete the program of students that they are pursuing, as well as the number of remaining months of eligibility to receive military benefits. Communication of this information should be provided by the student to the advisor in order to maximize education benefits in the eligibility period. The Dean of Student Services (Knoxville), the Dean of Academic and Student Services (Asheville), or the Director of Student Services (Nashville) should be contacted with questions regarding disability services.

## **LIBRARY SERVICES**

South College provides easily accessible libraries and quality academic services to meet the research needs of its students, faculty, and staff. The library at each campus is open to accommodate the needs of day and evenings students. Specific hours are posted at each library location.

The library's collections include general and reference books (both print and electronic), print and online periodicals, multi-media software, online services, and other print media. An online catalog is available on the library's web page. Through membership in TENN-SHARE and Lyasis, the library department is able to expand access to resources outside of its own facilities through intercollegiate borrowing. Participation in state library resources, Tennessee Electronic Library, and NC Live gives the South College community at all campuses additional access to a selection of multidisciplinary full text databases from the Gale collection, plus other resources. Internet access allows library users the opportunity to locate and retrieve information from libraries, colleges, database services, and various other institutions throughout the world. The library also offers a strong collection of non-print media to assist library users with their research and studies.

Library orientations are given each quarter to students enrolled in introductory courses. These orientations are designed to inform students of the types of resources available and to provide instruction as to how to use library resources to the greatest advantage.

## **WRITING LAB**

A Writing Lab is available to all students and faculty who wish to gain feedback during their writing processes. Writing Lab tutors include English instructors who are trained to help with any writing assignment or project. Writing Lab hours are posted outside the Writing Lab on the second floor of the Lonas Campus, in the conference room at the Parkside Learning Site library, outside the labs on the second floor of the Asheville Learning Site, and in the library at the Nashville Learning Site. Writing lab hours are also listed in each edition of the applicable campus newsletter and via the Student Portal.

## **BOOKSTORE**

A Barnes and Noble/South College Bookstore is maintained at the main campus for the convenience of students. All necessary books and some supplies may be obtained at the bookstore. The price of books and supplies is not included in the tuition. Hours of operation and policies/procedures relating to purchases and returns are posted at <http://southcollegetn.bncollege.com>.

Students at the Asheville and Nashville Learning Sites may also purchase books and supplies through the Barnes and Noble/South College Bookstore. Purchases may be sent to the student's home or to the applicable Learning Site. Students are not required to purchase books from the college bookstore. Some textbooks are reusable and can be purchased from other students if desired. A current list of textbooks in use at the college is posted on the South College website.

## **HEALTH SERVICES**

South College does not provide health services. However, the institution does have an agreement with Cherokee Health Systems (CHS) that allows South College students (Knoxville) to seek health care services from a CHS facility (procedures for health insurance are carried out by CHS). The facility will verify current enrollment at South College in order to proceed with services. Students enrolled at the Asheville Learning Site may seek medical care at the Sisters of Mercy Urgent Care Centers (several locations in Asheville). Students enrolled at the Nashville Learning Site may seek medical care at Neighborhood Health which offers low cost health services in Davidson, Wilson, and Trousdale counties, including discounted services for those without health insurance. Please see Department of Student Services personnel for additional information.

## **HOUSING**

There are no dormitory facilities at South College. Students who are not within commuting distance must secure their own residence. Resources are available from the Department of Student Services.

## **TRANSPORTATION**

South College does not provide transportation for students. The Main Campus (Lonas Drive) is on a Knoxville Area Transit (KAT) bus route and a bus stop is located on campus. South College is also part of the KAT College Program system. Student may purchase a bus pass at the South College Barnes & Noble Bookstore (Main Campus). A valid South College student ID is required at the time of purchase. The Asheville Learning Site is on the Asheville (ART) bus route. The Nashville Learning Site is on the Nashville (MTA) bus route.

## **COLLEGE PUBLICATIONS/DIRECTORY INFORMATION**

South College has several different publications distributed throughout the academic year. All college publications are approved through the office of the Vice Chancellor of Institutional Advancement and Effectiveness.

The South College **Catalog** is an information book and reference guide addressing most aspects of the college. It is published annually and includes a listing and description of all courses offered by the college.

A **Student Handbook** is made accessible to each new student. The Handbook contains the South College Academic Honor Code and the Student Conduct Standards and Regulations, as well as helpful information about a variety of topics. Copies are available in the Department of Student Services.

A **President's List and a Dean's List** are published after the end of each quarter. These lists contain the name of all eligible students.

At graduation each year, the **Commencement Bulletin** contains the name, degree/certificate to be awarded, and major field of study of all graduates.

A monthly newsletter, the *Southern Digest*, provides members of the South College Knoxville community with information relating to campus news, upcoming activities, and student organization updates. This newsletter is developed by the Assistant Dean of Student Services. The newsletter is posted on the Student Portal under the Student Services tab. Similarly, the newsletter, *The Times*, is published at the Asheville Learning Site and posted on the Student Portal under the Student Services tab.

*Expressions*, the student literary magazine, is a collection of student writing and is published once each year.

**Directory information** is information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. South College has designated the following as directory information: (1)

name, (2) local address, (3) local telephone number, (4) permanent address, (5) permanent telephone number, (6) e-mail address (SC supplied), (7) major field of study, (8) classification, (9) dates of enrollment and status, (10) degrees, certificates, and awards received, (11) previous educational institution(s) attended, (12) participation in institutional activities, and (13) photograph if available.

The information in the Directory, President's and Dean's Lists, *Southern Digest*, *The Times*, and Commencement Bulletins is considered public information and is released without the written approval of the student. Students who do not want their directory information released must give written notice to the Registrar prior to the first day of classes for the fall, winter, spring, and summer quarters.

## **HONOR CODE AND CONDUCT REGULATIONS**

Enrollment at South College constitutes full acceptance of the South College Honor Code and the Student Conduct Standards and Regulations. All students have access to the Student Handbook that contains this information, the disciplinary procedures, and the appeals process. Instructors are not expected to jeopardize the progress of a class by permitting the continued presence of any student whose behavior could adversely affect the class. Inappropriate behavior includes but is not limited to cheating, disruptive behavior, plagiarism, and any other actions which are not considered proper conduct for a college student. The Student Conduct Standards and Regulations also cover inappropriate actions of students on campus while not in the classroom or while participating in college-sponsored activities off campus. Alleged violations will be reported to the Dean of Student Services (Knoxville), Dean of Academic and Student Services (Asheville), or Director of Student Services (Nashville) and, when appropriate, to the Vice Chancellor of Student Services and Academic Operations or the Vice Chancellor for Institutional Advancement and Effectiveness who have the authority to temporarily dismiss a student. See the Disciplinary Procedures section of the Student Handbook for specific details.

South College reserves the right to dismiss at any time a student who in the administration's judgement is undesirable and whose continued enrollment is detrimental to fellow students or whose presence is disruptive to the learning environment or the orderly operation of the college.

A dress code, describing appropriate attire for South College students, is a part of the Conduct Standards and Regulations. Students may be asked to leave class because of inappropriate attire. They will not be permitted to return unless they return properly dressed.

## **COPYRIGHT COMPLIANCE POLICY**

No member of the South College community shall share files with peers without authorization, and/or illegally download and/or distribute copyrighted materials using the institution's technology systems without authorization. Under certain circumstances, applicable laws allow the use of copyright materials, such as for the purpose of private study, scholarship, teaching, or research, without permission. However, there is no blanket exception from liability for students or faculty/staff of educational institution. If reproduction of copyrighted material is used for purposes in excess of what constitutes "fair use," that user may be liable for copyright infringement. Infringement of another individual's copyright is a violation of federal law (U.S. Copyright Act, Title 17, U.S. Code) and may include fines and other penalties, such as civil and criminal liabilities. Most text, music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display, and public performance. Therefore, it is generally illegal to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies. If a violation of this policy is observed or reported, South College will respond by investigating pursuant to procedures outlined in the *Student Handbook* or *Employee Handbook*, whichever is appropriate. During such an investigation, the user's privileges may or may not be suspended. Once the investigation is complete, if the user is determined to have violated this policy, appropriate discipline and/or corrective action will be taken. Users may be held responsible for any liability damages or expenses resulting from misuse of South College computing resources.

## **GRIEVANCE PROCEDURES**

Several avenues exist within the framework of the college by which students may express grievances. Student grievances regarding final course grades will be handled in the manner described in the Academic Information/Challenging of Grades section of the catalog.

Student concerns regarding other academic issues should be brought to the attention of the appropriate faculty

member, dean or department chairperson, Dean of Academic and Student Services (Asheville and Nashville), Dean of Student Services (Knoxville), Vice Chancellor of Student Services and Academic Operations, and/or the Vice Chancellor of Institutional Advancement and Effectiveness.

Concerns regarding non-academic issues should be brought to the attention of the appropriate program/department head, the Dean of Academic and Student Services and/or the Campus President (Asheville or Nashville), Dean of Student Services (Knoxville), Vice Chancellor of Student Services and Academic Operations, and/or the Vice Chancellor of Institutional Advancement and Effectiveness.

Students with concerns regarding disability issues should refer to the Grievance Procedures within the Disability Services section of the catalog for appropriate contact for filing a formal complaint.

Concerns from members of the public should be directed to the Administrative Assistant for Administration. Those wishing to make a formal, written complaint should do so utilizing the South College Complaint Form. This form is available to students under the Student Services Tab in the Student Portal. Members of the public wishing to make a formal, written complaint should contact the South College main number to request a Complaint Form.

Every attempt will be made to resolve concerns at the lowest level possible in the chain of command. However, in instances where this is not possible and the concern cannot be satisfactorily resolved through the normal procedures, the grievant may appeal in writing to the Chancellor of the college. The appeal should be communicated within five days after the action associated with the complaint, or unsatisfactory resolution was reached at the lower level. The Chancellor's decision is final so far as institutional grievance procedures are concerned.

Tennessee Students - Should there be a grievance that cannot be satisfactorily resolved at the institutional level, a student may contact the Tennessee Higher Education Commission, 404 James Robertson Parkway, Suite 1900, Nashville, TN 37243-3605, (615) 741-3605.

North Carolina Students - Should there be a grievance that cannot be satisfactorily resolved at the institutional level, a student may file a North Carolina Post-Secondary Education Complaint to the University of North Carolina General Administration c/o Student Complaints, 910 Raleigh Road, Chapel Hill, NC 27515-2688, (919) 962-4550, email: [studesntcomplaint@northcarolina.edu](mailto:studesntcomplaint@northcarolina.edu), website: <http://www.northcarolina.edu/complaints>.

## **CAMPUS SECURITY**

As the safety of students, faculty, staff and visitors is always a primary consideration, South College strives to have a safe and secure environment for the campus community. Off duty officers provide security services for the college, thus enhancing the college's efforts to prevent crime and maintain a safe campus. The college publishes an annual security report that contains information on policies and procedures relating to campus security, crimes and emergencies, drug and alcohol use, preventive measures, campus law enforcement, and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus and on the public property surrounding the campus. The security report is published each year by October 1 and distributed to current students and employees. The report contains statistics for the three most recent calendar years. A copy of the most recent annual security report may be obtained via the Student Services tab on the institutional website as part of the Cleary Report ([www.southcollegetn.edu](http://www.southcollegetn.edu)) and from the Vice President of Facilities/Administrative Support. The report may also be obtained at any Learning Site from the office of the Campus President. In addition to the annual security report, South College maintains a crime log recording all reported crimes. The crime log is available for public inspection during regular business hours at the Main campus from the Office of the Vice President of Facilities/Administrative Support. The log specific to the any Learning Site may be obtained from the office of the Campus President at that campus. South College will notify the campus community in a timely manner of any criminal action includable in the annual security report that is reported to campus security or local police and that is considered to be a threat to students or employees.

The cooperation of all campus community members is needed in order to maintain a safe campus. South College reminds all students and employees that they are ultimately responsible for their own actions regarding their safety and welfare.

## SEXUAL MISCONDUCT (TITLE IX) POLICY

South College is committed to fostering an environment that is free from all forms of sexual misconduct, including sexual assault, sexual harassment, domestic violence, dating violence, sexual exploitation, stalking, retaliation, and intimidation. The institution takes steps to increase awareness of such misconduct, to thoroughly investigate reports of sexual misconduct, 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, or third parties 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, and third parties regardless of sexual orientation or gender identity. Further, this policy applies to both on-campus and off-campus conduct if (a) the conduct occurred in connection with an institutional program or activity, or (b) the conduct may have the effect of creating a hostile environment for a member of the South College community.

### Definition of Consent

Voluntary acquiescence refers to the act or result of reaching an accord; a concurrence of minds; actual willingness that an act or an infringement of an interest shall occur (West's Encyclopedia of American Law, ed.2, 2008). In the context of sexual misconduct, submission due to apprehension or terror is not real consent; there must be a choice between resistance and acquiescence. Consent can be withdrawn at any time. If a person resists to the point where additional resistance would be futile or until his/her resistance is forcibly overcome, submission thereafter is not consent. An individual who is incapacitated cannot consent. Past consent does not imply future consent by an individual.

### Conduct Prohibited

1. **Domestic violence** includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.
2. **Dating violence** means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.
3. **Sexual Assault/Sex Offenses** means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable.
4. **Stalking** means a course of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others' safety, or to suffer substantial emotional distress.
5. **Sexual Exploitation** means taking advantage of an individual for his/her sexuality and attractiveness to make a personal gain or profit.
6. **Sexual Harassment** means any unwelcome conduct of a sexual nature, such as requests for sexual favors and other verbal, nonverbal, or physical conduct of a sexual nature.
  - a. **Gender-Based Harassment** is a form of sexual harassment and means unwelcome conduct based on an individual's actual or perceived sex, including harassment based on gender identity or nonconformity with sex stereotypes; it does not necessarily involve conduct of a sexual nature.
7. **Intimidation** means to make an individual fearful or to put into fear.
8. **Retaliation** refers to the act of seeking revenge upon another individual.

Source: Title IX Resource Guide (April, 2015), <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf>.

### 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 on the College campus or at any clinical/student teaching/practicum/internship site. South College's 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 appropriate Title IX Coordinator using the Sexual Misconduct (Title IX) Incident Form immediately following the alleged incident of sexual misconduct. All employees, students, and third parties can access the Sexual Misconduct (Title IX) Incident Form on the South College website.

Title IX Coordinator for student issues at the Main Campus, Parkside Learning Site, and Nashville Learning Site:

Ms. Carolyn Hillegas  
Dean of Student Services  
3904 Lonas Drive, Knoxville, TN 37909  
[chillegas@southcollege.tn.edu](mailto:chillegas@southcollege.tn.edu)  
865-293-4539

Title IX Coordinator for student issues at the Asheville Learning Site:

Dr. Lisa Satterfield  
Dean of Academic and Student Services  
140 Sweeten Creek Road, Asheville, NC 28803  
[lsatterfield@southcollege.tn.edu](mailto:lsatterfield@southcollege.tn.edu)  
828-398-2566

Title IX Coordinator for student issues at the Nashville Learning Site:

Dr. Stacy Waddell  
Dean of Academic and Student Services  
616 Marriott Drive, Nashville, TN 37214  
[swaddell@southcollege.tn.edu](mailto:swaddell@southcollege.tn.edu)  
629-802-3015

Title IX Coordinator for faculty/staff issues:

Mr. Randall Carr  
Vice President of Talent Management & Human Resources  
3904 Lonas Drive, Knoxville, TN 37909  
[randall.carr@southcollege.tn.edu](mailto:randall.carr@southcollege.tn.edu)  
865-293-4550

### **Confidentiality**

South College encourages victims of sexual violence to talk to somebody about what happened so victims can get the support they need, and so South College can respond appropriately. Different employees on campus have different abilities to maintain a victim'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 without a victim's permission. The contact information for South College's counselor at the Main Campus and the Parkside Learning Site is [counselor@southcollege.tn.edu](mailto:counselor@southcollege.tn.edu). The Asheville and Nashville Learning Sites do not provide counseling services on campus and referrals will be made upon request. Please contact the Dean of Academic and Student Services for more information.

#### *Responsible Employees*

Responsible employees are required to report incidents of sexual violence or other student misconduct using the Sexual Misconduct (Title IX) Incident Form. The allegation should be reported as soon as possible after the alleged misconduct, preferably within (7) business days. When reporting to responsible employees about an incident of sexual violence, the victim can expect South College to take immediate steps to investigate and resolve the situation promptly and equitably. The issue will immediately be reported to the South College Title IX Coordinator using the Sexual Misconduct (Title IX) Incident form. To the extent possible, the information reported will only be shared with the employees responsible for handling the College's response to the report. It is the responsibility of the responsible employee to inform the victim prior to making the report that he/she has reporting obligations.

The following employees (or categories of employees) are the College's responsible employees:

- All Faculty
- All Clinical Site Preceptors/Instructors
- All Staff

### **Determining Confidentiality**

If a victim discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College will weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all students, including the victim. If the College honors the request for confidentiality, a victim must understand that the College'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 victim's request in order to provide a safe, non-discriminatory environment for all students.

The College has designated the following individual(s) to evaluate requests for confidentiality once an incident has been reported:

- Vice Chancellor of Institutional Advancement and Effectiveness

If the College determines that it cannot maintain a victim's confidentiality, the College will inform the victim prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the College's response. If the College determines that it can respect a victim's request for confidentiality, the College will also take immediate action as necessary to protect and assist the victim.

### **Retaliation Prohibited**

Retaliation against any person who alleges a violation of the Sexual Misconduct 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 misconduct violation is prohibited as well. South College will take steps to protect all parties from retaliation or harm and will work with the victim to create a safety plan. Any alleged retaliation should be reported to the appropriate Title IX Coordinator.

### **Assistance for Reported Victims of Sexual Misconduct**

South College will provide immediate and on-going assistance to reported victims of sexual misconduct.

The College will:

- institute a *no contact* directive in writing by the appropriate Title IX Coordinator to all persons involved in the incident once a report has been made. Failure of a complainant or a respondent to abide by this directive may be subject to disciplinary action.
- assist the victim(s) in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus
- provide other security and support, which could include helping arrange course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
- inform the victim(s) of the right to report a crime to campus or local law enforcement and provide the victim with assistance if the victim wishes to do so.

### **Investigation Procedures and Protocols**

Once South College is aware of a reported incident of sexual misconduct, the appropriate Title IX Coordinator, in collaboration with the Vice Chancellor of Institutional Advancement and Effectiveness will conduct an investigation to determine if the allegation(s) have merit, as well as determine if the allegations should be pursued through a hearing by the Title IX Conduct Committee. 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.

If the investigation results indicate that the complaint does not have merit and a violation did not occur, both parties (complainant and respondent) will be informed in writing that the complaint was dismissed without further proceedings. 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 is determined to have merit and a violation occurred, both parties (complainant and respondent) will be informed in writing as to the investigative determination. The sexual misconduct charges shall be presented to the complainant and respondent in written form within (7) business days after the investigation is conducted. Resolution will be pursued through a formal hearing by the Title IX Conduct Committee within (14) business days of issuance of the sexual misconduct charges.

In preparation for a formal hearing, both the complainant and the respondent will schedule a pre-hearing consultation with the appropriate Title IX Coordinator to discuss the issues and facts that will likely be presented at the hearing, to provide witness information, ask procedural questions, and to submit a written statement and any evidence to be presented during the hearing.

The following guidelines will govern the Title IX Conduct Committee:

- The Title IX Conduct Committee will be composed of a minimum of three trained College officials.
- The determination of the merit of the violation will be based on evidence that shows that a violation more than likely occurred than not.
- 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.
- The complainant and the respondent have the right to obtain legal counsel at their own expense. However, legal counsel is not permitted to speak for or on behalf of the complainant or respondent. The complainant and respondent are responsible for presenting their respective cases at the hearing.
- The complainant and the respondent have the right to hear all evidence, present evidence, testify, and hear and question witnesses.
- The complainant and respondent have the right to inspect documents and a list of witnesses for the hearing no less than (2) business days prior to the hearing.
- Direct questioning of witnesses by the respondent or complainant may be limited. All 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 what disciplinary actions may be appropriate. Within (7) business days following the conclusion of the hearing procedures, the complainant and respondent will receive written notice of the committee’s findings and sanctions imposed, if any.

### **Sanctions for Sexual Misconduct**

The following sanction(s) may be imposed upon any individual student found to be in violation of the Student Conduct Standards and Regulations:

- 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 respondent or complainant wish to appeal the decision, an appeal must be submitted within (7) business days of delivery of the decision. The appeal must be in writing and submitted to the appropriate Title IX Coordinator. The appeal may be filed only to determine whether the hearing was conducted fairly and in conformity of the procedures or to determine whether the sanction(s) imposed were appropriate. 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 President 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 Chair of the Title IX Conduct Committee.

# ACADEMIC INFORMATION

## STUDENT RESPONSIBILITY

Students are responsible for properly completing their academic programs, being familiar with all requirements of the college catalog, maintaining the required grade point average, meeting all program and course requirements, and adhering to institutional policies, rules, and regulations. They are encouraged to seek counsel from faculty advisors or other staff members, but the final responsibility remains that of the student.

Students should reserve judgment about matters of opinion and express their views in a responsible and professional manner. Orderly procedures are provided to allow students the opportunity to question academic evaluations.

The South College Academic Honor Code provides a full description of expectations and sanctions relating to academic dishonesty. This Code applies to all students and is available in the Student Handbook. Graduate programs may have supplements to the South College Academic Honor Code and made available in the Handbooks for these programs.

## DECLARATION OF MAJOR

A major is an area of focused study. Students are requested to declare their academic majors during initial college enrollment. Each student should then follow the requirements of his or her major listed in the college catalog. Declaration of major does not guarantee admittance to any program.

Students may pursue double majors with the approval of the appropriate dean/department chairperson. For recipients of VA benefits, the college's certifying official must be notified and only courses required to complete the dual major can be certified to the VA for payment of benefits.

Staff in the Registrar's office at the designated campus must be informed of any anticipated changes in a student's academic plans. A student changing his or her major must complete the Change of Major form during pre-registration or registration prior to the quarter that the change is effective. The form must be completed with the advisor for the new major. The decision to change majors should be made as early as possible to avoid taking unnecessary courses and lengthening the time required to complete a program.

Students using V.A. benefits must additionally consult with the Director of Financial Aid at the designated campus before changing their majors.

## DEFINITION OF A QUARTER CREDIT HOUR

South College operates on a quarter system with each quarter having approximately 10-12 weeks. Course credit is awarded based on the number of contact hours spent in lecture or direct faculty instruction and/or lab/internship/practicum/student teaching/clinical/practice experience. One credit hour is equivalent to at least 10 hours of lecture, 20 hours of lab work, 30 hours of internship/practicum/student teaching/clinical/practice experience or a combination of the three.

### Credit Hour and Outside Classwork

Students should expect a minimum of 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 for each credit hour. Classroom or direct faculty instruction may include, but is not limited to, lectures, discussions, presentations, projects, group interaction, and other activities that would normally occur during class time. Out-of-class work may include, but is not limited to, study and reflection, research, preparation, completion of assignments, reading and review of assigned materials, group meetings for study or project completion, participation in tutorials, labs, or simulations, and other electronic activities that are not part of the classroom or other or direct faculty instruction. Other academic work leading to the awarding of credit hours requires at least the equivalent amount of work listed in the paragraph above and is applied to other academic areas established by the institution, including laboratory work and internship/practicum/student teaching/clinical/ practice experiences. For example, one quarter credit hours is also equivalent to at least 20 hours of lab work and 30 hours of internship/practicum/student teaching/clinical/practice experience, or a combination of the equivalencies.

### **Credit Hour Conversions**

Semester hours are normally converted to quarter hours by multiplying the number of semester hours by 1.5. This may be adjusted for programs whose adjusted academic calendar includes quarters of longer than 11 weeks. Credits will be rounded up or down as appropriate.

### **COURSE LOAD**

To complete program requirements in a timely manner, most students choose to attend classes full-time and enroll in four quarters per year. Course load designations are as follows:

#### Undergraduate:

Full-Time.....12-18 quarter hours  
Three-Quarter Time.....9-11 quarter hours  
Half-Time .....5-8 quarter hours  
Less than Half-Time.....1-4 quarter hours

#### Graduate:

Full-Time.....8-12 quarter hours  
Half-Time .....4-7 quarter hours  
Less than Half-Time.....1-3 quarter hours

Students wishing to enroll in more than 18 quarter hours undergraduate or 16 quarter hours graduate must have permission of their academic advisor and the Dean of Academic and Student Services (Learning Sites) or the Chief Academic Officer (Knoxville). Twenty-two credits undergraduate or 16 credits graduate are normally the maximum hours allowed with no incompletes, withdrawals, or less than satisfactory grades during the previous quarter.

### **DROPPING AND ADDING COURSES**

Students may adjust their schedules by dropping and/or adding courses during the first week of classes (first 3 days for midquarter students). Students must consult with their advisor before dropping or adding any course. If a student has not academically participated in a course by the end of the second week of a regular quarter (end of week one for midquarter classes), the student is administratively withdrawn from the course. Once a student has academically participated in a course, the course is not considered to have been dropped unless the appropriate form has been completed by the student and officially recognized by the Registrar staff. A course is not considered to have been added unless the appropriate form has been completed by the student and officially recognized by the Registrar staff. Courses cannot be added after the Drop/Add period indicated on the college calendar.

Course withdrawals prior to the end of the third week of class for a full quarter class will result in a non-punitive grade of WP. After the third week, withdrawals for any reason will result in a grade of either a WP or WF. Timeframes for midquarter classes and other such courses are published in the academic calendar and available from the Registrar's office. The grade assignment shall be strictly academic and shall be made by the instructor based on the student's performance in the class at the time of withdrawal (see Academic Calendar).

*The proper forms for adding and dropping courses should be secured from the academic advisor. Students withdrawing from all courses should refer to the Financial Information Section of the catalog and are encouraged to contact the Department of Student Services.*

***THIS SECTION ONLY APPLIES TO THE DROPPING/ADDING OF INDIVIDUAL COURSES. STUDENT WITHDRAWING FROM ALL CLASSES SHOULD SEE THE REFUND OF TUITION SECTION IN THE FINANCIAL INFORMATION SECTION OF THIS CATALOG.***

### **AUDITING COURSES**

A student wishing to audit a course without receiving credit must obtain permission from the Dean or Department Chair before registering for the course. A student may not change from audit to credit status or from credit to audit status after courses begin. A grade designation of N will be recorded on student transcripts for audited courses. The regular schedule of fees applies to auditors. Unauthorized auditing is prohibited.

## **CLASS STANDING**

A certificate/degree program undergraduate student who has accumulated, by course completions or transfer credits, 35 quarter hours or less will have freshman status. Certificate/degree program students who have accumulated 36 quarter hours but fewer than 90 will be considered sophomores. Degree students with 90 quarter hours earned but less than 135 will be considered juniors, and those with 135 or more quarter hours earned are considered seniors. Only students enrolled in bachelor's degree programs can achieve junior or senior status. To be considered a graduate student, admission to a graduate level program must be achieved.

## **ACADEMIC PARTICIPATION**

South College does not have an institutional attendance policy. Faculty members and/or programs may establish attendance/participation policies for their classes at their own discretion which affect course assignments, off-campus activities, internships or student teaching, clinical and practicum activities, and other program requirements. Students are responsible for knowing and complying with all course requirements, including attendance/participation policies, as published by faculty members in the specific course syllabus. In order to have the best possibility of academic success, students are expected to attend/participate in all scheduled activities that are part of a class, including activities scheduled during class time and those that may be scheduled outside of class time. A leave of absence option is not available.

Students are responsible for knowing all that is announced, discussed, lectured on, or posted for each class attempted, as well as for mastering all reading assignments. In addition, students are responsible for on-time submission of all assignments and tests, projects, postings, presentations, and unannounced quizzes. Make-up work may be permitted at the discretion of the faculty member.

## **COURSE SUBSTITUTION POLICY**

Students are expected to complete the program requirements outlined in the South College Catalog in effect at the time they enroll. However, programs are subject to change at the discretion of institution. In these situations or due to other mitigating circumstances (e.g., change in program of study), students may request a course substitution. Students should submit a Course Substitution Form to the associated Dean/Department Chair for consideration. The Dean/Chair will forward the completed request form to the Dean of Academic and Student Services (Learning Sites) or the Chief Academic Officer (Knoxville) for consideration. Any substitution requests for general education courses will be reviewed by the General Studies Chair. To be considered for a substitution, the course must meet the program student learning outcomes as listed in the Catalog. Students should submit all requests at least six (6) months prior to graduating.

## **SOUTH COLLEGE SATISFACTORY ACADEMIC PROGRESS**

(Effective Fall Quarter 2011)

A student must make measurable progress toward the completion of his/her course of study. Poor performance, such as failing grades or withdrawals from courses, may result in satisfactory academic progress issues. Successful completion of all scheduled courses each term is very important.

Minimum standards of satisfactory progress as defined in this catalog apply to all students. *Individual academic programs, particularly graduate programs, may require additional qualitative and quantitative standards for continued matriculation in those programs. Please see the catalog section and program handbooks for the chosen program and carefully review all requirements.*

For the purpose of determining whether or not a student is making such progress, the college has established minimum satisfactory progress standards that stipulate that students must meet required minimum standards according to a prescribed schedule in three areas.

- Maintain a minimum cumulative grade point average (CGPA);
- Maintain a minimum cumulative course completion rate (CCCR); and
- Complete program of study in not more than one and one-half times the required program length (maximum program length) measured in credit hours.

For purposes of satisfactory progress evaluation, all courses attempted in a quarter are included (i.e., on-ground, on-line, midquarter, full-quarter, etc.).

### *Maximum Program Length*

A student must complete the entire program in which he/she is enrolled within one and one-half times the normal program length as measured in credit hours or face suspension from the institution. Extension of the student's initial maximum time frame will be allowed for program changes and double majors. Students are allowed to appeal academic suspensions related to maximum program length.

### *Course Attempts*

All courses in which the student was enrolled after the drop/add deadline published for each quarter will be counted in the cumulative credit hours attempted. This includes letter grades of A, B, C, D, and F, the passing grade of P, an incomplete grade of I, a withdrawal passing grade of WP, and a withdrawal failing grade of WF.

### *Course Repeats*

All repeated courses will be included in credit hours attempted. Earned credits (credit hours awarded for passed courses) will be counted only once regardless of the number of times a course has been repeated and passed. The last grade received will replace any previous course grades in the calculation of the cumulative grade point average unless the last grade is a WP or N. When one of these is the last grade, the previous grade will continue to be used in the cumulative GPA calculation. Students may retake a course which has been successfully completed in order to improve their CGPA.

### *Incomplete Courses*

The credits for incomplete courses will be counted as hours attempted but not earned in the quarter of enrollment. Incomplete grades must be cleared by the end of the first week of the subsequent quarter (unless special approval is received from the Dean of Academic and Student Services (Learning Sites) or the Chief Academic Officer (Knoxville)). An incomplete grade not cleared by the deadline will be changed to an FI. If an incomplete grade is cleared to a passing grade, the course credits will be counted as hours earned as well as attempted. The final grade awarded is included in the calculation of the cumulative grade point average.

### *Transfer Students*

Transfer students will be considered to be making satisfactory progress at the time of their transfer to South College. Transfer credits awarded will be included in both hours attempted and hours earned for the purposes of satisfactory progress evaluation. Grades for transfer credits awarded from other postsecondary institutions are not included in the CGPA.

South College accepts transcripts for transfer credit evaluation throughout the students' academic program with verification that all limits placed on total allowable transfer credits will not be exceeded. Transfer credits affect students' cumulative course completion rate.

### *Change of Program*

Students are allowed a maximum of two program changes. Changing from an associate level program to a baccalaureate level program in the same area is not considered a change of program. Program changes become effective at the beginning of the subsequent quarter that the program change form is completed. Satisfactory progress status is determined based on all courses attempted at the institution and all transfer credits awarded for declared programs.

**Students Who Were Last Enrolled at South College Before October 1, 2011** - These students will have their prior satisfactory progress status carried forward. Their progress after that time will be evaluated based on the current satisfactory progress policy.

## **MINIMUM STANDARDS OF SATISFACTORY PROGRESS**

Satisfactory academic progress is evaluated qualitatively, in terms of cumulative grade point average, and quantitatively, in terms of credit hours earned versus credit hours attempted at the end of each quarter. Students are evaluated based on the number of attempted credits associated with the checkpoints listed in the following tables according to the designated standard. These are minimum standards of satisfactory progress. Failure to satisfactorily complete scheduled courses in any term will hinder progress toward graduation and may result in satisfactory progress issues. Changes in Satisfactory Academic Process status are communicated to students in writing via letter. It is very important that the student report any changes in address to the Registrar's office at the associated campus.

### *Certificate Programs*

<b>Evaluation Checkpoint/ Credit Hours Attempted</b>	<b>Cumulative GPA Required</b>	<b>Cumulative Completion Rate Required</b>	<b>Result if Not Met</b>
1-18 Credits Attempted	1.00	30%	Students in this category not meeting minimum requirements are placed on one quarter of SP Warning. If the minimum requirements are not reached during that period, the student is placed on SP Suspension.
19-36 Credits Attempted or 25-49% of Maximum Program Length	1.50	50%	Students in this category not meeting minimum requirements are placed on one quarter of SP Warning. If the minimum requirements are not reached during that period, the student is placed on SP Suspension.
37+ Credits Attempted or 50%+ Maximum Program Length	2.00	66.67%	Students in this category not meeting minimum requirements are placed on one quarter of SP Warning. If the minimum requirements are not reached during that period, the student is placed on SP Suspension.
100% Maximum Program Length	2.00	66.67%	Students in this category not meeting the minimum requirement are placed on SP Suspension.

### *Degree Programs*

<b>Evaluation Checkpoint/ Credit Hours Attempted</b>	<b>Cumulative GPA Required</b>	<b>Cumulative Completion Rate Required</b>	<b>Result if Not Met</b>
1-35 Credits Attempted	1.00	30%	Students in this category not meeting minimum requirements are placed on one quarter of SP Warning. If the minimum requirements are not reached during that period, the student is placed on SP Suspension.
36-71 Credits Attempted or 25-49% of Maximum Program Length	1.50	60%	Students in this category not meeting minimum requirements are placed on one quarter of SP Warning. If the minimum requirements are not reached during that period, the student is placed on SP Suspension.
72+ Credits or 50%+ Maximum Program Length	2.00	66.67%	Students in this category not meeting minimum requirements are placed on one quarter of SP Warning. If the minimum requirements are not reached during that period, the student is placed on SP Suspension.
100% Maximum Program Length	2.00	66.67%	Students in this category not meeting the minimum requirement are placed on SP Suspension.

#### **SATISFACTORY PROGRESS WARNING**

Students not achieving the required minimum standards (either CGPA or CCCR) at the end of any quarter will be placed on satisfactory progress warning for one quarter. Students on satisfactory progress warning are eligible for federal financial assistance.

At the end of the warning term, if the student has not met the minimum CGPA and/or completion rate requirements, the student will be suspended from the college for failure to make satisfactory progress and at that time is not eligible for Title IV funds. Students in warning status that meet the cumulative minimum standards at the end of the warning term are considered to be making satisfactory progress.

#### **SATISFACTORY PROGRESS SUSPENSION**

Students not achieving the minimum standards (either CGPA or CCCR) at the end of a warning term will be placed on satisfactory progress suspension. Students reaching 100% of maximum program length with additional required courses will be placed on satisfactory progress suspension. In both cases, the student is not eligible for Title IV funds at the time of suspension. Students may appeal a satisfactory progress suspension. Please see the following section.

## **APPEAL PROCEDURES/SAP PROBATION**

Students who wish to appeal a satisfactory progress suspension must contact the Dean of Academic and Student Services (Learning Sites) or the Dean of Student Services (Knoxville) who will provide the student with the appropriate forms to complete for the appeal. Appeals must be requested in writing per the deadline communicated in the suspension letter received for the upcoming quarter, or at least two weeks prior to any other quarter.

In addition to the required institutional forms for the appeal, the student must describe in writing the mitigating circumstances that had an adverse impact on satisfactory progress in the academic program. The following is an example list of mitigating circumstances.

- Death of an immediate family member
- Student illness requiring hospitalization (this include mental health issues)
- Illness of an immediate family member where the student is the primary caregiver
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce proceedings
- Previously undocumented disability
- Work-related transfer prior to the evaluation point
- Change in work schedule prior to the evaluation point
- Natural disaster
- Financial hardship such as foreclosure or eviction
- Loss of transportation where there are no alternative means of transportation
- Documentation from the Academic Advisor, Institutional Counselor, and/or a Professional Counselor

The student must also provide information as to changes made that will allow the student to meet minimum requirements. Appropriate documentation of all circumstances should accompany the appeal.

Once a written request and associated materials for appeal are received, a hearing will be scheduled with the Satisfactory Progress Committee at the designated campus.

The Satisfactory Progress Committee will determine if the appeal is granted or not. If the appeal is granted, an acceptable academic plan will be established if needed to facilitate program completion. When only one quarter of satisfactory performance is needed to regain Satisfactory Academic Progress, and academic plan will not be established. If an acceptable academic plan is approved, the student must agree with and sign the plan to evidence understanding of all requirements. Students with approved academic plans will be placed in probationary status for the duration of this plan. Students in this status are eligible to receive financial aid if otherwise eligible. Failure to meet the stipulations of an academic plan will result in dismissal and ineligibility to receive financial aid.

If a student appeals and is denied the appeal, or if a student fails to meet stipulations of an academic plan, he/she must remain out of school for at least two quarters. The student can then request an additional appeal for reinstatement, but will be required to demonstrate changes that have occurred that promote an increased possibility of success. If the appeal is granted, an acceptable academic plan will be established to facilitate program completion. If an acceptable academic plan is approved, the student must agree with and sign the plan to evidence understanding of all requirements. Students with approved academic plans will be placed in probationary status for the duration of this plan. Students in this status are eligible to receive financial aid if otherwise eligible. Failure to meet the stipulations of an academic plan will result in dismissal and ineligibility to receive financial aid. A student who subsequently fails to meet an approved academic plan may appeal a second time after six months.

If the appeal is denied a second time or the student fails to meet the stipulations of an academic plan for the second time, the student will be permanently dismissed. Exceptions must be approved by the Vice Chancellor of Institutional Advancement and Effectiveness.

Decisions of the Committee are communicated to the student both verbally following the hearing and via letter, with a copy retained in the student academic file. These decisions are normally considered final, however a student disagreeing with

the action of the Committee may appeal the decision to the Vice Chancellor of Institutional advancement and Effectiveness. The request for review and the associated reasons must be submitted in writing to the Dean of Academic and Student Services (Learning Sites) or the Dean of Student Services (Knoxville) within three (3) work days of the SAP Committee Hearing. The decision of the Dean of Academic and Student Services or the Vice Chancellor is final.

## GRADING SYSTEM

The following grades are used in the determination of a student's grade point average unless otherwise indicated. The range indicated is generally used, but there may be exceptions. For example, students enrolled in Health Profession programs may not follow the same scale for major curriculum courses. Students should refer to the grading scale listed in each course syllabus.

Grade	Quality Points	Range	Interpretation
A	4.0	90-100	Excellent
B	3.0	80-89	Above Average
C	2.0	70-79	Average
D	1.0	60-69	Minimum Passing
F	0.0	Below 60	Failure
WF	0.0	Punitive	Withdrawal/Failing

## CALCULATION OF GRADE POINT AVERAGE

The cumulative grade point average is determined by dividing the total number of quality points (quality points x number of credit hours in course) earned by the total number of hours attempted. Transfer credits, course exemptions, and non-punitive grades will not be used in determining grade point average.

The following symbols are used on grade reports, but are not used in the determination of a student's grade point average:

EX	Exempt
K	Course Credit Earned Through Credit by Examination
TR	Course Credit Earned Through Transfer
WP	Non-Punitive Withdrawal/Passing
WX	Enrolled/Never Attended
N	Audit/Non-Credit
**I	Non-Punitive/Incomplete
P	Pass

\*\* Incompletes will be given at the discretion of an instructor to any student who does not complete the course requirements. To receive an incomplete, the student must complete at least one-half of the course requirements; then, it is the student's responsibility for completing the remainder of the required course work. This procedure must be completed by the last day of late registration of the next term (unless special approval is received from the Dean of Academic and Student Services (Learning Sites) or the Chief Academic Officer (Knoxville)) or the incomplete will be changed to an F. The final grade for the course will be designated on the transcript by an "I" following the course grade, for example AI, BI, CI, DI, and FI.

## RETAKING COURSEWORK

Students may receive Title IV funds for unlimited retakes of failed and/or withdrawn courses where no credits were earned as long as the student is meeting the minimum standards of satisfactory progress. Students who have earned credit(s) for a course may receive Title IV funds for one retake of any previously passed course. The student must have completed the course and earned credit for it to be considered a repetition. If the course is then failed while repeating the course, the student is not eligible for an additional retake because the student is considered to have completed the course. Courses that are failed or for which the grade does not meet the minimum requirements for graduation may be certified for VA purposes if they are repeated.

Effective fall 1988, the last grade received will replace any previous course grades in the calculation of the cumulative grade point average unless the last grade is one of the following: WP, WX, or N. When one of these is the last grade, the previous grade will continue to be used on the GPA calculation.



## **COURSEWORK TAKEN OUTSIDE A STUDENT'S DECLARED PROGRAM**

Students enroll in a program and the courses taken must all apply to that program. The requirements for the program are outlined in the institutional catalog. Some programs may include elective courses. Any course approved to fulfill the elective requirement is acceptable for student enrollment, as long as the elective requirement has not already been satisfied by another course.

If a student takes a course not required by his/her program, that course does not qualify for financial aid and does not qualify for determining the overall course load for the term for financial aid purposes. The student is responsible for payment of the tuition for the course and any associated fees.

A student who needs to complete one course to complete an associate degree and then intends to proceed directly into a bachelor's degree program cannot take the bachelor's program courses during the final quarter of the associate program and receive financial aid for the bachelor's program courses.

## **GRADE REPORTING**

Grades are available at the end of each quarter via the South College Student Portal.

## **CHALLENGING OF GRADES**

Unless published by the program otherwise, students wishing to challenge a final course grade must notify the faculty member for the course in question and the Dean of Academic and Student Services (Learning Sites) or the Dean of Student Services or the Registrar (Knoxville) within fourteen calendar days of the end of the final exam. Challenges after that time will not be permitted, and the grade recorded on the official roll will prevail. When challenging a grade, the student should first attempt to resolve the issue with the faculty member. If the student is unable to do so, a conference will be held with the student, faculty member, and the dean/department chair. Any issues not resolved during this conference will be referred to the Dean of Academic and Student Services (Learning Sites) or the Dean of Student Services (Knoxville) for review who may involve the Appeals Committee. Students in graduate programs should check program policies relating to challenging of grades.

## **WRITING ACROSS THE CURRICULUM**

Satisfactory participation in the Writing Across the Curriculum program at South College is a graduation requirement for students who have entered the college during or since the fall quarter 2005 (except for Post-Baccalaureate and Graduate students). Students are required to maintain a personal portfolio with selected samples of their writing from "W" courses: WF - Writing Focused composition courses, WI - Writing Intensive general studies courses, and WID - Writing in the Discipline courses. A complete list of "W" courses required is available in the Writing Across the Curriculum Handbook which can be found on Student Portal.

## **HONORS**

Only coursework taken at South College will be considered in computing honors.

**President's List** - Published quarterly, the President's List honors those students who demonstrate outstanding academic achievement. To be eligible for the President's List, a student must earn a grade point average of 4.0.

**Dean's List** - Published quarterly, the Dean's List honors those students who demonstrate outstanding academic achievement. To be eligible for the Dean's List, a student must earn a grade point average of 3.5 - 3.99.

**Cum Laude** - Degree students graduating with a grade point average of 3.50 through 3.74 will be graduated cum laude.

**Magna Cum Laude** - Degree students graduating with a grade point average of 3.75 through 3.89 will be graduated magna cum laude.

**Summa Cum Laude** - Degree students graduating with a grade point average of 3.90 through 4.00 will be graduated summa cum laude.

**Honors** - Certificate students graduating with a grade point average of 3.5 through 3.79 will be graduated with honors. (Undergraduate only)

**High Honors** - Certificate students graduating with a grade point average of 3.80 through 4.0 will be graduated with high honors. (Undergraduate only)

**Who's Who Among Students** - Degree students are selected for membership in this national honorary society on the basis of academic excellence and extra-curricular activities. (Undergraduate only).

Students may be selected for membership in various honor societies that have been established at South College. These societies have varying membership qualifications and some are related to specific majors. Information pertaining to these societies may be obtained from the associated Deans and Department Chairs.

### **GRADUATION REQUIREMENTS (Undergraduate)**

To receive a degree or certificate, a student must satisfy these requirements:

1. The student normally must complete the course requirements in the catalog in effect when the student enrolled. However, academic programs are subject to change at the discretion of the institution. Students who leave the college will be required to meet catalog requirements at the time of their return. Students may request Dean/Department Chair approval for course substitution. Deviation from any program requirements must be approved by the Chief Academic Officer (Knoxville) or the Dean of Academic and Student Services (Learning Sites).
2. The student must earn the minimum grades designated by the program in all required courses.
3. The student must have a cumulative grade point average of 2.0 or higher for all coursework taken at the college (if higher CGPA is required by the program, this requirement must be met). At least 40% of any degree or certificate program must be taken at South College (higher percentage may be required by program).
4. The student must complete the Career Services exit program and all outcomes assessment exams prior to graduation.
5. Satisfactory completion and submission of all Writing Across the Curriculum requirements is mandatory for all undergraduate students entering during or since fall quarter 2005 (Knoxville), fall quarter 2016 (Asheville), or fall 2017 (Nashville).
6. The student must abide by all college rules and regulations and settle any financial obligations to the college prior to graduation.
7. Programs may have additional graduation requirements that must be fulfilled.

South College recognizes that students complete degree/certificate requirements on a term basis; however, degrees/certificates are normally publicly conferred only during the annual June/July commencement ceremony. A student must pick up his or her diploma unless the student has moved more than 150 miles from the local area. The institution will then mail the diploma using regular postal services. Other forms of mailing such as overnight service or two-day services will only be used at the expense of the graduate. No more than two degrees and/or certificates will be publicly awarded to an individual student during a graduation ceremony. If a separate ceremony is held for any program, students will be notified in advance.

***\*Note - Graduation requirements for graduate level programs are listed in the catalog section pertaining to the program.***

### **APPLICATION FOR GRADUATION**

It is the responsibility of each potential graduate to complete an application for graduation. The application should be submitted no later than the first day of the quarter in which the student plans to graduate. Submissions later than this deadline could affect the student's ability to graduate that quarter. Graduation applications should be completed with the appropriate academic advisor who will then submit the application, along with other required documentation, to the Registrar's Office.

## ACADEMIC INFRACTIONS

Alleged violation of academic regulations shall be addressed under the Academic Honor Code published in the South College Student Handbook.

## CONFIDENTIALITY OF STUDENT RECORDS

South College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. South College considers all items except those in President's and Dean's Lists, *Southern Digests*, *Expressions*, *The Times*, Commencement and Pinning Ceremony Programs, and Directory Information to be confidential. The college does not permit access to or release of confidential information without the written consent of the student to any individual or agency for any reason except when requested by the following:

1. South College officials having a legitimate educational interest as determined by the College in the proper performance of their duties;

A school official is a person employed by South College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel); a person or company with whom South College has contracted as its agent to provide a service instead of using South College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or a contractor, consultant, volunteer, or other outside party to whom South College has outsourced services or functions that would otherwise be performed by South College employees, the party is under the direct control of the institution with respect to the use and maintenance of education records, and the party is subject to the same conditions governing the use and redisclosure of education records that apply to other school officials. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities to South College. Upon request, South College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

2. Other educational institutions in which the student seeks or intends to enroll or another institution of higher education in which the student is enrolled;
3. Certain officials of U.S. Government and State and local educational agencies in connection with Federal or State supported educational programs;
4. In connection with financial aid for which the student has applied for or has been awarded;
5. Organizations conducting studies for the college or educational and governmental agencies;
6. Accrediting agencies, including individuals or visiting committees, and Licensure/Certification organizations to carry out their functions;
7. Parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
8. In response to a judicial order or lawfully issued subpoena;
9. Appropriate persons in connection with a health or safety emergency;
10. An alleged victim of a crime of violence or a non-forcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.
11. Persons in addition to the victim of a crime of violence or non-forcible sexual offense, the final results of the disciplinary proceedings described in #10 above but only if the institution has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (South College, in such instances, may only disclose the name of the perpetrator not the name of any other student, including a victim or witness without the prior written consent of the other student(s)).
  - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). The outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.
12. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the

student has committed a disciplinary violation with respect to that use or possession, and the student is under 18 at the time of the disclosure to the parent.

13. Directory information.
14. To disclose information provided to the College under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 (42 U.S.C. 14071) concerning registered sex offenders who are required to register under that section;
15. To the U.S. Citizenship and Immigration Services (USCIS) / Department of Homeland Security (DHS) concerning an F, J, or M nonimmigrant alien, only to the extent necessary for the College to comply with Student and Exchange Visitor Program (SEVP) reporting requirements, as mandated by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, the USA PATRIOT Act, the Enhanced Border Security and Visa Entry Reform Act of 2002, and the regulation at 8 CFR 214.1(h); and
16. Consent is not necessary for the College to disclose required information to USCIS or DHS in compliance with SEVP reporting obligations.
17. Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes name, address, telephone, age or date of birth, classification, major, degrees/certificates received and most recent educational institution attended. South College will not provide social security numbers, race, ethnicity, nationality, GPA, grades, students with loans in default, veteran's status, students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

*South College may disclose personally identifiable information from an education record in association with an emergency if the information is essential to protect the health or safety of the student or other individuals. Decisions regarding the necessity of disclosure will involve the overall circumstances pertaining to a threat to the health or safety of a student or other individual.*

Students/graduates who wish to have their resumes released by the college through the Career Services Office to potential employers must complete a release form with the Career Services Coordinator. No resumes will be released unless the release form is completed.

Academic and other student records are maintained by the college according to the guidelines established by relevant government agencies.

## **STUDENT EXAMINATION OF OFFICIAL RECORDS**

Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, a current or former student has the right to inspect and review his or her educational records which are maintained by the college.

### ***Procedure for Examination***

All requests to inspect and review a student's educational record must be in writing (Request to Examine Records Form). Copies of the identified form are available in the office of the Registrar and shall promptly be furnished to a student upon request. The student must complete and sign the Request Form and return it to the Registrar's office. The request should identify the records the student wishes to inspect.

Upon receipt of a completed Request Form, the Registrar shall notify the student of the date, time, and place for inspection of the student's educational records. The institution requires presence of a school official during the inspection and review of a student's records. This review will occur within 45 days of the day South College receives the request and a time and location for the review will be communicated.

- A student requesting to inspect his/her education record in person or to personally pick up approved copies from an educational record may be asked to provide proof of identify with a photo identification.
- A parent of a dependent child requesting access to his/her child's educational record will be asked to provide proof of identity with a photo identification, and evidence of his/her claiming the student as a dependent for tax purposes.
- A student requesting mailed copies from the educational record that the institution agrees to make will be asked to verify identity by providing specifically requested information. If the institution is not satisfied with the information provided, the institution reserves the right to deny the request for mailing.
- Cost for copies and/or mailing will be communicated at the time of the request.

Documents in student files, such as GED scores, high school diplomas, high school or previous college transcripts, birth certificates, ACT/SAT scores, Veterans Administration documents, and other program documents are not normally copied and released to students.

Requests for South College transcripts should be submitted to the Registrar. Procedures for transcript request are available via [www.southcollege.edu](http://www.southcollege.edu) under the Administrative Links at the bottom of all pages.

Not all records are maintained indefinitely by the institution.

### ***Challenge to the Record***

Under FERPA, a student is afforded the right to request an amendment to his or her educational record that is considered to be inaccurate, misleading, or in violation of the privacy or other rights of the student. To request this amendment, the student must file a written challenge to the record with the college official responsible for that record. The written challenge must:

- Clearly identify the specific data considered to be inaccurate, misleading, or in violation of the privacy or the rights of the student.
- Specify the reasons why the data are considered inaccurate, misleading, or in violation of the privacy or the rights of the student.
- Include the names and addresses of all persons who have, or may have knowledge, information, records, or other data relevant to the contested data, if applicable.

*While a student is afforded the right under FERPA to request an amendment to his or her educational record, it is not intended to be used to challenge a grade or any other substantive decision that is recorded correctly.*

*Evaluations submitted by clinical/internship/student teaching/practicum supervisors/instructors may not be challenged.*

If it is decided by the college not to amend the educational record as requested, the student will be notified in writing of this decision and also of his or her right to request a formal hearing. To request a hearing to challenge his or her record, the student must comply with the examination procedure. All formal hearings are held at a South College campus. Additional information regarding the formal hearing procedures will be provided upon request.

## **ELECTRONIC RESOURCES/DISTANCE LEARNING PRIVACY PROCEDURES**

### **Student Authentication**

The South College Student Network is built on the Cisco Systems infrastructure providing firewall protection, VLAN technology, and secure wireless connections across the campus and remotely. All South College student resources require a secure login with the student's South College username and password managed by Microsoft Active Directory. To obtain the username and password, students must complete a session with IT staff during orientation (online or in-person). A picture ID and CampusNexus account with the student's complete information is required. The unique user name is assigned by the institution and a unique password is chosen by the student. The student must logon and be authenticated to gain access to the Student Portal, Library Resources, Printing, Canvas learning management site, and South College student email. By logging into the Canvas online course resources, and participating in any course related activities or assignments, students are attesting that they are person who is registered for the course. As indicated in the South College Computer Code of Ethics, users are prohibited from accessing resources on the College's network using a different user name and password that the one assigned. Students should never share their South College user name and password with others.

### **Secure Testing**

Online testing is secured according to program requirements utilizing the following systems: Respondus LockDown Browser; Tegrity video test proctoring; ExamSoft test proctoring; and designed time-limited assessments.

### **Policies and Computing Code of Ethics**

Students enrolled in distance learning courses are required to abide by the South College Honor Code, the Student Conduct Standards and Regulations, and the Copyright Compliance Policy.

## **HYBRID AND DISTANCE LEARNING**

Consistent with the institution's mission of providing quality educational opportunities to a diverse student body, South College offers selected courses, as communicated via the quarterly class schedule in a distance learning format. If a program is delivered entirely online, this information is communicated in the description of the program. All courses at South College are driven by student learning outcomes no matter the delivery format. Distance learning courses are designed using sound pedagogical principles for online teaching, learning, and assessment, and delivered through the course management system, Canvas. These courses contain a variety of assignments, resources, and learning modules. Course lectures may appear in written form or written form enhanced with multimedia (i.e., narrated presentations, audio clips, video components, including lectures and screen captures). In addition to lectures, course materials may include online discussion forums, collaborative learning and group work, student presentations, quizzes and other assessments, writing assignments, readings, web-based research, and other activities identified by the course instructor.

### *Student Orientation to Distance Learning and Canvas*

Distance learning course materials are delivered through the course management system, Canvas. All new distance learning students are recommended to complete a distance learning orientation module prior to starting classes. This module is available in Canvas, as a part of the Student Orientation course. It provides general information about distance learning policies and procedures and specific instructions on how to access support materials, log into distance learning courses, navigate through Canvas course sites, post to discussion forums, and submit assignments. Distance learning students should be aware of the expectations for successful participation in distance learning courses and be prepared to access support materials and practice any new skills needed.

### *Student Participation in Distance Learning Courses*

All South College students are expected to adhere to established policies to include those included in this Catalog, Student Handbook to include the Academic Honor Code and the Computer Code of Ethics.

### Academic Participation

South College does not have an institutional attendance policy. Faculty members, including those teaching hybrid and distance learning courses and programs, may establish attendance participation policies for their classes at their own discretion which affect course assignments, off-campus activities, internships or student teaching, clinical and practicum activities, and other program requirements. Students are responsible for knowing and complying with all course requirements, including attendance/participation policies, as published by faculty members in the specific course syllabus. Students are expected to attend/participate in all scheduled activities that are part of a class, including activities scheduled during class time and those that may be scheduled outside of class time, to promote academic success. A leave of absence option is not available.

Students are responsible for knowing all that is announced, discussed, presented, or posted for each class attempted, as well as for mastering all reading assignments. In addition, students are responsible for on-time submission of all assignments and tests, projects, postings, presentations, and unannounced quizzes. Make-up work may be permitted at the discretion of the faculty member.

Participating in a hybrid or distance learning course means logging into the course site and submitting an assignment, posting to a discussion forum, or completing some other activity as determined by the course faculty member. Minimum log in requirements are communicated via the course syllabus. Instructors will require students to log in and participate more during each week or to complete synchronous learning activities or other assignments. Students experiencing log in or Canvas access problems should submit a ticket through the South College help desk at [helpdesk.southcollegetn.edu](mailto:helpdesk.southcollegetn.edu) as soon as the problem arises. Assistance with Canvas courses and system functions is available 24 hours a day, 7 days a week to students and faculty using the Canvas Help tab. Assistance is available via phone, chat, or email. Students may access the Canvas Support Hotline help desk at [1-833-263-0705](tel:1-833-263-0705).

## **INTELLECTUAL PROPERTY RIGHTS POLICY**

South College is committed to providing an atmosphere conducive to scholarship and research. Students, faculty, and staff are encouraged to engage in scholarly pursuit of knowledge and research. Although not the original intent, the results of such pursuits on the part of students, faculty, and staff may lead to the development of intellectual property that may be patented, copyrighted, or otherwise have commercial value. It is the purpose of this intellectual property rights

policy to inform all members of the South College community of their rights and responsibilities whenever the results of their research or creative endeavors are patentable, copyrighted, or commercially marketable. The college recognizes the need to balance a number of diverse interests in such matters; thus, this policy reflects its commitment to (a) encourage, support, and motivate students, faculty, and staff in the creation of new knowledge and new applications of existing knowledge; and (b) safeguard the current and potential financial assets of the college.

The intellectual property right policies of South College, as amended from time to time, shall be deemed to be part of the conditions of employment of every employee of the College, including student employees, and of the conditions of enrollment and attendance by every student of the college.

The Vice Chancellor of Institutional Advancement and Effectiveness is responsible for the interpretation and implementation of the provisions contained in this policy and deciding disputes with appeal to the Intellectual Property Rights Committee.

#### *I. COVERAGE*

This policy applies to all full-time and part-time South College faculty, staff, and administrators and includes also graduate and undergraduate students, working with or without monetary compensation on any project under direction and control of the college, and anyone using the college facilities and/or assets or conducting activities under the supervision of college personnel. Contracts and subcontracts will generally include language that determines the ownership of intellectual property that is developed by those working under the terms of the contract or subcontract. This is the practice for those hired as independent contractors.

This policy covers all intellectual property, including but not limited to anything that is patentable, copyrightable, or otherwise marketable. Such property includes, but is not limited to, articles, books, study guides, syllabi, workbooks or manuals, instructional packages, tests, video or audio recordings, multi-media materials and computer software.

#### *II. CONFLICTING PROVISIONS*

If any portion of this policy conflicts with any agreement signed by the college, the provisions of the agreement will prevail. If any portion of this policy conflicts with a signed agreement between college and a creator (or a person who assists in the creation of intellectual property) or between the college and an external funding agency, the terms of the signed agreement will prevail.

#### *III. COPYRIGHT USE AND OWNERSHIP*

South College is committed to complying with all applicable laws regarding copyright. South College supports (1) the responsible, good faith exercise of full fair use rights, as codified in U.S. Copyright Law (Title 17, U.S. Sect. 101, et seq.) by faculty, librarians, and staff in furtherance of their teaching, research and creative activities, and service activities; (2) copyright ownership by faculty, staff or students of creative, non-directed works and college ownership of directed employment-related works; and (3) protection of ownership rights for creators of works that require a different ownership model.

Members of the campus community are encouraged to become as knowledgeable as possible regarding copyright and fair use as those legal principles apply to their discipline. South College does not accept legal responsibility for copyright infringement by individual members of the community. Individuals who willfully or negligently disregard South College policy and guidelines do so at their own risk and assume all liability.

Although South College encourages its faculty and staff to engage in a wide variety of activities related to education, it respects the legal right to intellectual and creative property in all media. Such educational activities must therefore be performed within the bounds of copyright law. The college does not support illegal duplication in any form.

#### *IV. COPYRIGHT OWNERSHIP*

With respect to determining ownership of copyright, South College's policy addresses works by category of copyrightable work (including traditional or non-directed works, directed works, and sponsored or externally contracted works) and by category of author (i.e., faculty, staff, independent contractor or student). Ownership of copyrighted subject matter, including software, hinges on which category of work and which category of author

pertains to the work at issue.

V. *PATENT OWNERSHIP*

With the exception of “Inventions Made on Own Time,” every invention or discovery or part thereof that results from research or other activities carried out at South College or that is developed with the aid of the college’s facilities, staff, or assets or through funds administered by the college, shall be the property of the college and, as a condition of employment or enrollment and attendance, shall be assigned by college inventor to South College in accordance with these policies.

VI. *SHARING ROYALTIES OR OTHER INCOME*

See full policy.

VII. *INTELLECTUAL PROPERTY POLICY AND RIGHTS COMMITTEE*

The Intellectual Property Policy and Rights Committee will decide disputes over ownership, and its attendant rights, of intellectual property. The Committee shall make an initial determination of whether South College or any other party has rights to the invention or other creation, and, if so, the basis and extent of those rights. The Committee shall also resolve competing faculty claims to ownership when the parties cannot reach an agreement on their own. The Committee will review the merits of inventions and other creations and make recommendations for their management. Decisions of the Committee may be appealed in writing to the President, who has final authority concerning South College policies on intellectual property.

*This information is an excerpt from the full Intellectual Policy. Please see the full Intellectual Property Policy at [www.southcollege.edu](http://www.southcollege.edu) under Office of Sponsored Programs for complete information, policy, and procedures.*

**INSTITUTIONAL REVIEW BOARD (IRB)**

The IRB is a committee whose primary responsibility is to protect the rights and welfare of human research subjects. All research activities involving human subjects must be reviewed and approved by the IRB. Human subjects research is defined as any systematic investigation that is designed to contribute to generalizable (scholarly) knowledge, and which uses living humans or identifiable information about living humans.

In accordance with the Department of Health and Human Services (DHHS) and the Food and Drug Administration (FDA) regulations, the IRB reviews research proposals to ensure risks have been minimized and the potential for benefit has been maximized before human subjects participate in the research. The authority conveyed to the IRB includes decisions to approve, disapprove, require modifications, monitor, suspend and terminate research projects involving human subjects.

The IRB also ensures that human subjects volunteer to participate in research only after providing legally effective informed consent. Investigators may not solicit subject participation or begin data collection until they have received approval from the IRB.

All investigators and key personnel who participate in the design, conduct, or reporting of human subjects research must be trained in the protection of human subjects. South College uses the Collaborative Institutional Training Initiative (CITI) web-based human research courses to satisfy the requirement for training in human research subjects protection. Initial and continuing education (every 3 years) are required. Training must be completed prior to receiving initial or continuing IRB review of research.

The South College IRB Policies and Procedures Manual for Human Subjects Research may be found on the South College website under Academics, Office of Sponsored Programs and Research, IRB home.



# DEGREE PROGRAMS

## DEGREE REQUIREMENTS

A minimum of six-eight quarters for associate degree and fourteen-sixteen for baccalaureate degree programs is usually necessary to complete an undergraduate degree program. The length of doctoral and master's degree programs vary. Students should expect to take day and evening classes to facilitate timely graduation from the college. To receive a degree, students must meet the following requirements:

1. Earn the required number of quarter hours. At least 40% of any degree program must be taken at South College (individual programs may require a higher percentage).
2. Earn the minimum grades designated by the program in all required courses.
3. Complete the Career Services Office exit program and all outcomes assessment exams prior to graduation.
4. Satisfactorily complete and submit all Writing Across the Curriculum requirements (for all students entering during or since fall quarter 2005 in Knoxville, fall quarter 2016 in Asheville, and fall 2017 in Nashville, except graduate programs).
5. Abide by all college rules and regulations and settle any financial obligations to the college prior to graduation.
6. Programs may have additional graduation requirements that must be fulfilled.

Students who enter a degree program but later decide to change to a certificate program should promptly notify the Registrar's office in writing. Students may request approval for a course substitution, prerequisite override, or waiver. Deviation from any program requirements must be approved by the Vice Chancellor for Institutional Advancement and Effectiveness (Knoxville) or the Dean of Academic and Student Services (Asheville or Nashville). **Academic programs are subject to change at the discretion of the institution.**

# CERTIFICATE PROGRAMS

## CERTIFICATE REQUIREMENTS

The certificate program offers students marketable skills in a short period of time. Students may be required to take day and evening courses in order to facilitate timely completion. To receive a certificate, students must meet the following requirements:

1. Earn the required number of quarter hours. At least 40% of any certificate program must be taken at South College (individual programs may require a higher percentage).
2. Earn the minimum grades designated by the program in all required courses.
3. Complete the Career Services Office exit program and all outcomes assessment exams prior to graduation.
4. Abide by all college rules and regulations and settle all financial obligations to the college prior to graduation.
5. Programs may have additional graduation requirements that must be fulfilled.

Students entering a certificate program who later decide to enter a degree program may do so, but should notify the Registrar's office promptly. Students discontinuing a degree program to pursue a certificate program should also notify the Registrar's office, who will in turn place them in contact with the appropriate academic advisor. All notifications should be in writing. Deviation from any program requirements must be approved by the Vice Chancellor for Institutional Advancement and Effectiveness (Knoxville) or the Dean of Academic and Student Services (Asheville or Nashville). **Academic programs are subject to change at the discretion of the institution.**

# GENERAL STUDIES DEPARTMENT

## MISSION

The South College General Studies Department appreciates the diversity of learners attending the institution and strives to encourage and enable students through the development of knowledge building skills and habits of personal and professional self-examination. Through general education courses that introduce a breadth of knowledge, the faculty are committed to helping students become autonomous learners and thinkers, to develop foundational skills that promote successful academic study, and to inspire life-long learning.

General education is a component of all undergraduate degree programs. For each associate and baccalaureate degree program, associated faculty members have determined general education requirements to include course and credit hour requirements in specified areas. Associate degree programs require a minimum of 28 quarter credit hours in general education and baccalaureate degree programs require a minimum of 48 quarter credit hours in general education; however, additional general education courses may be required. For some programs and general education areas, specific courses have been designated. Otherwise, elective requirements have been indicated and courses from the table below may be chosen to meet these requirements. While promoting skills for success in college-level courses, general education courses are not specific to any particular occupation or profession.

The following are expected outcomes for students completing the South College general education requirements:

1. Demonstrate effective communication through writing.
2. Demonstrate effective communication through speaking and demonstrate an understanding of the basic theory of oral communication.
3. Demonstrate effective quantitative computational and reasoning skills.
4. Demonstrate the ability to read and think critically to evaluate and solve problems.

Students pursuing undergraduate degree programs have required general studies courses in the following areas:

General Education Requirements	Associate Programs (minimum required)	Baccalaureate Programs (minimum required)
Written Communication Courses: ENG 1200 English Composition ENG 1210 English Composition with Research	2 courses – 8 credits	2 courses – 8 credits
Oral Communication Course: COM 1260 Effective Speaking	1 course – 4 credits	1 course – 4 credits
Mathematics Courses: MAT 1500 College Mathematics I Options: MAT 1510 College Mathematics II MAT 2500 Statistics MAT 2600 Calculus	1 course – 4 credits	2 courses – 8 credits
Humanities Courses: ART 1010 Art Appreciation ENG 2350 Introduction to Literature ENG 2380 World Literature ENG 2390 Major Authors HUM 2000 Critical Thinking MUS 1010 Music Appreciation PHI 2100 Human Values, Professionalism, and Ethics	1 course – 4 credits	2 courses – 8 credits Additional credits may be designated by program

General Education Requirements	Associate Programs (minimum required)	Baccalaureate Programs (minimum required)
Social Sciences Courses: HIS 1010 American History HIS 1020 World History POL 2760 American Government PSY 1810 General Psychology PSY 1820 Human Growth & Development PSY 2800 Abnormal Psychology SOC 1860 Introduction to Sociology SOC 2900 Cultural Diversity	1 course – 4 credits Additional credits may be designated by program	3 courses – 12 credits Additional credits may be designated by program
Natural/Basic Science Courses: AHS 1020 Basic Formation of Human Body AHS 1030 Organ Systems of the Human Body BIO 1010 Foundations of Anatomy BIO 1020 Principles of Biology BIO 1110 Anatomy & Physiology I CHM 1010 General Chemistry GEO 1010 Introduction to Geography SCI 1010 Earth & Space Science SCI 1600 Introduction to Physical Science	1 course – 4 credits Additional credits may be designated by program	1 course – 4 credits Additional credits may be designated by program
		1 course – 4 credits Designated by program

The completion of a general studies outcomes assessment examination is required by all students during their last quarter of attendance.

South College-specific designed courses not designed for transfer include:

- SCC 1010 College Management (2 credits);
- SCC 1020 Career Development (2 credits);
- SCC 1030 Computer and Information Literacy (4 credits);
- SCC 2120 Professional Development (2 credits); ad
- SCC 2150 Interpersonal Communications (2 credits).

Challenge exams are available for the following courses relating to general studies: ENG 1200, MAT 1500, MAT 1510, and SPN 1010.

# Programs of Study

## KNOXVILLE (Main Campus)

### Doctoral Degree Programs:

Pharmacy (PharmD)  
Physical Therapy (DPT)

### Educational Specialist Program:

Teacher Leadership in Schools (EdS)

### Master's Degree Programs:

Master of Business Administration (MBA)  
Master of Business Administration w/Concentration in Accounting (MBA)  
Master of Business Administration w/Concentration in Business Analytics (MBA)  
Master of Business Administration w/Concentration in Criminal Justice (MBA)  
Master of Business Administration w/Concentration in Finance (MBA)  
Master of Business Administration w/Concentration in Health Care Administration (MBA)  
Master of Business Administration w/Concentration in Information Systems Management (MBA)  
Master of Business Administration w/Concentration in Marketing (MBA)  
Master of Business Administration w/Concentration in Project Management (MBA)  
Master of Business Administration w/Concentration in Social Media Marketing (MBA)  
Master of Education in Elementary Education (K-5) Initial Licensure (MEd)  
Master of Education in Teacher as Instructional Leader (MEd)  
Master of Health Science in Physician Assistant Studies (MHS)  
Master of Science in Criminal Justice (MS)  
Master of Science in Criminal Justice w/Concentration in Public Administration (MS)  
Master of Science in Nursing w/Concentration in Nurse Executive (MS)

### Baccalaureate Degree Programs:

Bachelor of Business Administration (BBA)  
Bachelor of Business Administration w/Concentration in Accounting (BBA)  
Bachelor of Business Administration w/Concentration in Health Care Administration (BBA)  
Bachelor of Business Administration w/Concentration in Human Resource Management (BBA)  
Bachelor of Business Administration w/Concentration in Marketing (BBA)  
Bachelor of Business Administration w/Concentration in Project Management (BBA)  
Bachelor of Science in Criminal Justice (BS)  
Bachelor of Science in Teacher Education – Elementary (K-5) (BS)  
Bachelor of Science in Health Science (BS)  
Bachelor of Science in Health Science (Pre-Physical Therapy) (BS)  
Bachelor of Science in Health Science (Pre-Physician Assistant) (BS)  
Bachelor of Science in Health Science (Post PTA) (BS)  
Bachelor of Science in Health Science w/Concentration in Computed Tomography (BS)  
Bachelor of Science in Health Science w/Concentration in Diagnostic Medical Sonography (BS)  
Bachelor of Science in Health Science w/Concentration in Magnetic Resonance Imaging (BS)  
Bachelor of Science in Health Science w/Concentration in Nuclear Medicine (BS)  
Bachelor of Science in Health Science w/Concentration in Radiography (BS)  
Bachelor of Science in Legal Studies (BS)  
Bachelor of Science in Nursing (BS) (Traditional, Accelerated, LPN/BSN, RN/BSN Options Available)  
Bachelor of Science in Pharmaceutical Science (BS)

### Associate Degree Programs:

Accounting (AS)  
Business Administration (AS)  
Business Administration w/Concentration in Professional Brewing Science (AS)

Criminal Justice (AS)  
Diagnostic Medical Sonography (AS)  
Electrical Engineering Technology (AS)  
Health Science (AS)  
Health Science (Pre-Nursing) (AS)  
Health Science (Pre-Pharmacy) (AS)  
Investigation and Security (AS)  
Medical Assisting (AS and AAS)  
Network Administration & Security (AS)  
Occupational Therapy Assistant (AS)  
Paralegal Studies (AS and AAS)  
Pharmacy Technician (AS)  
Physical Therapist Assistant (AS)  
Radiography (AS)  
Teaching (AS)

**Certificate Programs:**

Computed Tomography  
Criminal Justice (Graduate Certificate)  
Investigation and Security  
Licensed Practical Nurse  
Magnetic Resonance Imaging  
Medical Assisting  
Nuclear Medicine  
Paralegal Studies (Post-Degree)  
Pharmacy Technician  
Professional Brewing Science  
Public Administration for Criminal Justice Professionals (Graduate Certificate)

## **Programs of Study ASHEVILLE (Learning Site)**

### **BACCALAUREATE DEGREE PROGRAMS:**

- Bachelor of Business Administration (BBA)
- Bachelor of Business Administration w/Concentration in Accounting (BBA)
- Bachelor of Business Administration w/Concentration Healthcare Administration (BBA)
- Bachelor of Science in Criminal Justice (BS)
- Bachelor of Science in Health Science (BS)
- Bachelor of Science in Health Science w/Concentration in Diagnostic Medical Sonography (BS)
- Bachelor of Science in Health Science (Post-PTA) (BS)
- Bachelor of Science in Legal Studies (BS)
- Bachelor of Science in Nursing (BS)
- Bachelor of Science in Radiological Science (BS)

### **ASSOCIATE OF APPLIED SCIENCE PROGRAMS:**

- Accounting (AS)
- Business Administration (AS)
- Criminal Justice (AS)
- Diagnostic Medical Sonography (AS)
- Electrical Engineering Technology (AS)
- Health Science (AS)
- Health Science (Pre-Pharmacy) (AS)
- Medical Assisting (AAS)
- Occupational Therapy Assistant (AS)
- Paralegal Studies (AAS)
- Physical Therapist Assistant (AAS)
- Radiologic Technology (AAS)

### **CERTIFICATE PROGRAMS:**

- Computed Tomography (CT)
- Magnetic Resonance Imaging (MRI)
- Medical Assisting
- Surgical Technology
- Paralegal

# Programs of Study Nashville (Learning Site)

## Master of Science

Master of Science in Nursing w/Concentration in Family Nurse Practitioner (FNP)

## Baccalaureate Degree Programs:

Bachelor of Business Administration (BBA)

Bachelor of Business Administration w/Concentration in Accounting (BBA)

Bachelor of Business Administration w/Concentration in Health Care Administration (BBA)

Bachelor of Science in Criminal Justice (BS)

Bachelor of Science in Health Science (BS)

Bachelor of Science in Health Science (Pre-Physical Therapy) (BS)

Bachelor of Science in Health Science (Pre-Physician Assistant) (BS)

Bachelor of Science in Health Science w/Concentration in Computed Tomography (BS)

Bachelor of Science in Health Science w/Concentration in Diagnostic Medical Sonography (BS)

Bachelor of Science in Health Science w/Concentration in Magnetic Resonance Imaging (BS)

Bachelor of Science in Health Science w/Concentration in Radiography (BS)

Bachelor of Science in Nursing (BS) (Traditional, Accelerated, and LPN/BSN Options)

## Associate Degree Programs:

Accounting (AS)

Business Administration (AS)

Criminal Justice (AS)

Diagnostic Medical Sonography (AS)

Electrical Engineering Technology (AS)

Health Science (AS)

Health Science (Pre-Nursing) (AS)

Health Science (Pre-Pharmacy) (AS)

Investigation and Security (AS)

Medical Assisting (AS)

Network Administration and Security (AS)

Radiography (AS)

## Certificate Programs:

Computed Tomography

Investigation and Security

Magnetic Resonance Imaging (MRI)

Medical Assisting

# SCHOOL OF BUSINESS & TECHNOLOGY

## **Mission/Purpose**

The mission of the South College School of Business & Technology is to prepare students to become successful professionals capable of functioning in a diverse, dynamic, global economy. The programs offered emphasize teaching excellence and a learning environment that contributes to student development. The School seeks to contribute to the business community through professional involvement and applied intellectual contributions.

## **UNDERGRADUATE PROGRAMS**

### **Associate of Science**

#### **ACCOUNTING**

The Associate of Science in Accounting degree program is designed to provide students with the appropriate knowledge and skills associated with the field of accounting. The goal of the program is to prepare students to seek employment in areas such as accounts payable, accounts receivable, payroll, bookkeeping, and accounting office positions. These positions may be found in such diverse sectors as business, health, government, manufacturing, and social services.

#### **LEARNING OUTCOMES**

Through completion of the Associate of Science in Accounting program, students will:

1. Analyze and develop financial statements, journals, and ledgers as part of the accounting cycle.
2. Independently design a manual and computerized accounting system utilizing all of the steps in the accounting cycle.
3. Examine current management practices and compose business correspondence necessary for communication and policy implementation in organizations.

### **Associate of Science**

#### **BUSINESS ADMINISTRATION**

The Associate of Science in Business Administration program is designed to offer the student broad exposure to the responsibilities and requirements of managing a business. The student will gain an understanding of management concepts that will maximize opportunities for promotion in a management career. The goal of the program is to prepare students for entry into managerial positions within various facets of an organization.

The Associate of Science in Business Administration with Concentration in Professional Brewing Science program is designed to provide the student with foundational knowledge for successful employment in the brewing profession. Students complete foundational courses in areas such as microbiology, chemistry, physics, and mathematics, as well as business courses in accounting, law, taxation, personal finance, and economics. Students spend time in brewing facilities in order to supplement classwork with application.

#### **LEARNING OUTCOMES**

Through completion of the Associate of Science in Business Administration program, students will:

1. Examine current management practices and compose business correspondence necessary for communication and policy implementation in organizations.
2. Develop a marketing plan using marketing research, product development, pricing, distribution, and promotion strategies.
3. Analyze and develop financial statements, journals, and ledgers as part of the accounting cycle.

### **Associate of Science**

#### **ELECTRICAL ENGINEERING TECHNOLOGY**

The Associate of Science in Electrical Engineering Technology program is designed to provide organizations with individuals who can critically analyze and apply engineering principles to design, solve, and troubleshoot situations in manufacturing and service industries. Major curriculum courses focus on applying basic electrical engineering technology principles and producing computer-aided designs for industrial and service applications. Students in this program also complete courses in computer programming, quality control, and technical reporting, while understanding



the importance of critical thinking, teamwork, and problem-solving.

## **LEARNING OUTCOMES**

Through completion of the Associate of Science in Electrical Engineering Technology program, students will:

1. Apply fundamental mathematical, scientific, and engineering technologies to formulate and solve engineering related problems.
2. Create and modify complete sets of engineering drawings using critical thinking skills and problem-solving techniques.
3. Develop and maintain systems using instrumentation, programming, and controls.

### **Associate of Science**

#### **NETWORK ADMINISTRATION**

The South College Network Administration and Security program is designed to provide students, through completion of courses consisting of lecture and hands-on computer instruction, with the knowledge and skills necessary to install, configure, support, and maintain computer network systems in a wide range of computing environments, and to implement and monitor computer security measures within these networks. The major curriculum courses included in this program are supplemented with courses in humanities, social science, mathematics, and business areas in order to broaden students' overall knowledge, oral and written communication skills, and critical thinking skills.

Through this training, students will be prepared for the Microsoft Certified Systems Administrator certification examination (though the passing of examinations is not guaranteed). Students are also prepared for other certifications such as CompTIA's A+, Network+, and Security+ exams, as well as Cisco's CCNA exam. By passing these exams, students can earn marketable and industry-recognized credentials that validate their technical proficiency with computer hardware and software. In depth coverage of current network security methods and tools also prepared students to design secure networks and to properly monitor and react to network intrusion attempts. Using the skills and knowledge gained through this program, graduates are prepared for entry into such career paths as entry or junior level systems administration and security, LAN/WAN administration, technical support to end users, or technicians in a variety of professional environments.

## **LEARNING OUTCOMES**

1. Demonstrate the ability to setup, configure, troubleshoot, secure, and maintain a microcomputer to include hardware and operating system software.
2. Design and manage a computer network to include installing, configuring, securing, and troubleshooting network devices, protocols, and services.
3. Apply networking skills related to server operating systems, network security, directory services, and administrative network security policy making.

### **Bachelor of**

#### **BUSINESS ADMINISTRATION**

The Bachelor of Business Administration program prepares students to enter the continually evolving world of business, government, and industry. Building on a foundation of liberal education in areas such as oral and written communication, mathematical reasoning, and social science, the business foundation and upper division courses expose students to the realms of accounting, management, finance, economics, and marketing.

Students choosing the Accounting concentration gain knowledge and training necessary to become entry level accountants for small businesses, large corporations, and CPA firms providing accurate, timely, and relevant financial information needed in today's business environment.

The Health Care Administration concentration prepares students to develop, plan, and manage health care operations and services within health care facilities and across health care systems. The concentration includes instruction in health-care administration, healthcare law and ethics, leadership, current issues, and health economics.

Students choosing the Human Resource concentration gain 21<sup>st</sup> century skills, knowledge, and understanding of human resource functions in private and public sector organizational settings. These functions include human resource planning, recruitment, selection, placement, and orientation of employees. Also included are training and career development,

labor relations, management of performance appraisals, compensation, benefit programs, and development of personnel policies and procedures.

The concentration in Marketing is designed to provide students with the conceptual background and practical skills necessary to address issues such as what new products a firm should introduce, how products should be priced, how best to identify channels of distribution, and how best to promote new and existing products. Students completing the concentration in Marketing can pursue careers in retailing, sales management, marketing research, advertising and promotion, consumer product marketing, or industrial marketing.

The concentration in Project Management designed to prepare individuals with skills in quantitative and qualitative knowledge, software tools, and scheduling techniques to manage projects in a wide range of fields. Individuals completing the BBA concentration in Project Management may choose to take the Certified Associate in Project Management (CAPM®) exam. The program will be completed on-ground or online with all coursework and assignments submitted through the learning management system. The curriculum provides a balance of theoretical and practical coursework that further develops the critical thinking and analytical skills needed in today's competitive and evolving business workforce. Students are challenged through coursework and collaborative interaction with faculty and fellow students to identify, develop, and enhance their understanding in traditional and cutting-edge business undergraduate courses relating to the challenges of managing in general business and managing projects.

## LEARNING OUTCOMES

Through completion of the Bachelor of Business Administration program, students will:

1. Examine current management practices and compose business correspondence necessary for communication and policy implementation in organizations.
2. Develop a marketing plan using marketing research, product development, pricing, distribution, and promotion strategies.
3. Evaluate business policies and strategies for effective organizational decision making.
4. Analyze and develop financial statements, journals, and ledgers as part of the accounting cycle.

### *Bachelor of Business Administration (Additional)*

1. Devise strategies for managing international businesses using management theory and economic principles of globalization.

### *Bachelor of Science Business Administration with Concentration in Accounting (Additional)*

1. Independently design a manual and computerized accounting system utilizing all of the steps in the accounting cycle.
2. Apply substantive tests and tests of controls in the revenue cycle, expenditure cycle, payroll cycle, conversion cycle, and financing cycle to audit financial statements.

### *Bachelor of Science Business Administration with Concentration in Health Care Administration (Additional)*

1. Integrate principles of health law, legal-medical issues, and leadership theory to design a solution to a business dilemma.

### *Bachelor of Science Business Administration with Concentration in Human Resources (Additional)*

1. Integrate principles of employment law, labor relations, training, and staffing to design a solution to a business dilemma.

### *Bachelor of Science Business Administration with Concentration in Marketing (Additional)*

1. Integrate principles of marketing research, personal selling, advertising, consumer behavior, and sales management to design a solution to a business dilemma.

### *Bachelor of Science Business Administration with Concentration in Project Management (Additional)*

1. Apply principles of project management and contract management to initiate, plan, control, and monitor projects.

## ADMISSION REQUIREMENTS

All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee admission to the accounting or business programs. Program admission is not granted until the following is met.

**For Associate programs** - Successful completion of 8 hours in the major curriculum at South College, earning the minimum grades required by the program. For the AS Accounting program, ACC 1000 must be successfully completed.

**For Bachelor’s programs** – Successful completion of 60 hours of the required curriculum at South College, earning the minimum grades required by the program.

The Associate of Science in Accounting degree program is currently offered at the Knoxville, Asheville, and Nashville campuses, as well as online.

**Associate of Science  
ACCOUNTING**

<b>Accounting Curriculum.....</b>			<b>108 credits</b>
<b>Area I – Core Curriculum.....</b>			<b>48 credits</b>
Computer Literacy	SCC 1030	Computer & Information Literacy	4
	OTS 2090	Introduction to Word Processing	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	Approved Humanities Elective		4
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science	Approved Science Elective		4
Social Science	Approved Social Science Elective		4
<b>Area II – Major Curriculum.....</b>			<b>60 credits</b>
	ACC 1000	Accounting I	4
	ACC 1010	Accounting II	4
	ACC 1020	Accounting III	4
	ACC 2000	Intermediate Accounting I	4
	ACC 2020	Intermediate Accounting II	4
	ACC 2030	Business Taxation	4
	ACC 2500	Accounting Information Systems	4
	BUS 1360	Introduction to Business	4
	BUS 1380	Business Law I	4
	BUS 2050	Foundations of Personal Financial Management	4
	BUS 2230	Business Communications	4
	BUS 2370	Principles of Management	4
	CST 1040	Spreadsheet Applications	4
	ECO 2750	Principles of Economics I	4
	ECO 2760	Principles of Economics II	4

The Associate of Science in Business Administration degree program is currently offered at the Knoxville, Asheville, and Nashville campuses, as well as online.

**Associate of Science  
BUSINESS ADMINISTRATION**

<b>AS Business Administration Curriculum.....</b>			<b>112 credits</b>
<b>Area I – Core Curriculum.....</b>			<b>48 credits</b>
Computer Literacy	SCC 1030	Computer & Information Literacy	4
	OTS 2090	Introduction to Word Processing	4

Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	Approved Humanities Elective		4
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science	Approved Science Elective		4
Social Science	Approved Social Science Elective		4
<b>Area II – Major Curriculum</b>			<b>64 credits</b>
	ACC 1000	Accounting I	4
	ACC 1010	Accounting II	4
	ACC 1020	Accounting III	4
	ACC 2030	Business Taxation	4
	ACC 2500	Accounting Information Systems	4
	BUS 1360	Introduction to Business	4
	BUS 1380	Business Law I	4
	BUS 2050	Foundations of Personal Financial Management	4
	BUS 2230	Business Communications	4
	BUS 2370	Principles of Management	4
	BUS 2380	Business Law II	4
	BUS 2390	Principles of Marketing	4
	BUS 2600	Business Policy	4
	CST 1040	Spreadsheet Applications	4
	ECO 2750	Principles of Economics I	4
	ECO 2760	Principles of Economics II	4

The Associate of Science in Business Administration w/Concentration Professional Brewing Science program is currently not admitting new students. Student in the program at the Knoxville and Asheville campuses are continuing.

**Associate of Science  
BUSINESS ADMINISTRATION  
Concentration in Professional Brewing Science**

<b>AS Business Administration w/Concentration PBS Curriculum</b>			<b>120 credits</b>
<b>Area I – Core Curriculum</b>			<b>44 credits</b>
Computer Literacy	SCC 1030	Computer & Information Literacy	4
	OTS 2090	Introduction to Word Processing	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	Approved Humanities Elective		4

Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science		Approved Science Elective	4
Social Science		Approved Social Science Elective	4
<b>Area II – Major Curriculum</b>			<b>76 credits</b>
	ACC 1000	Accounting I	4
	ACC 1010	Accounting II	4
	ACC 1020	Accounting III	4
	ACC 2030	Business Taxation	4
	ACC 2500	Accounting Information Systems	4
	BUS 1380	Business Law I	4
	BUS 2050	Foundations of Personal Financial Management	4
	BUS 2380	Business Law II	4
	CST 1040	Spreadsheet Applications	4
	ECO 2750	Principles of Economics I	4
	ECO 2760	Principles of Economics II	4
	PBS 1010	Fermentation Microbiology	2
	PBS 1020	Beverage Chemistry	2
	PBS 1040	Fluid Dynamics	2
	PBS 1050	Introduction to Brewing	2
	PBS 1060	Brewing Engineering	2
	PBS 1070	The Business of Brewing I	2
	PBS 1080	The Business of Brewing II	2
	PBS 1090	Beer Storage, Service, and Draught Technology	2
	PBS 2010	Grain Handling, Malting & Malting Analysis	2
	PBS 2020	Yeast & Fermentation	2
	PBS 2030	Raw Materials & Wort Production	2
	PBS 2040	Beer Production & Quality Control	2
	PBS 2050	Packaging Processes	2
	PBS 2060	Flavor Production & Control	2
	PBS 2070	Classic & Craft Brew Beer Styles	2
	PBS 2080	Technical Case Studies	2

The Associate of Science in Electrical Engineering degree program is currently offered at the Knoxville, Asheville, and Nashville campuses. Several major lecture courses are only offered in online format. Courses with lab components must be completed at the designated campus.

**Associate of Science  
ELECTRICAL ENGINEERING TECHNOLOGY**

<b>AS Electrical Engineering Technology</b>			<b>90 credits</b>
<b>Area I – Core Curriculum</b>			<b>40 credits</b>
Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities		Approved Humanities Elective	4
Communications	COM 1260	Effective Speaking	4

Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science	PHY 2010	General Physics I	4
Social Science	Approved Social Science Elective		4
<b>Area II – Major Curriculum.....</b>			<b>50 credits</b>
	ENT 1010	Engineering Fundamentals	4
	ENT 1020	Mathematics for Engineering Applications	4
	ENT 1030	Technical Reporting	4
	ENT 1040	Occupational Safety	2
	ENT 1050	Computer-Aided Drafting	4
	ENT 1060	Digital Fundamentals	4
	ENT 2010	Quality Control Systems	4
	ENT 2020	AC/DC Electronics	4
	ENT 2030	Computer Programming	4
	ENT 2040	Advanced Computer-Aided Drafting	4
	ENT 2050	Programmable Logic Control	4
	ENT 2060	Electronic Communications	4
	ENT 2070	Engineering Capstone	4

The Associate of Science in Network Administration & Security degree program is currently offered at the Knoxville and Nashville campuses, as well as online. Several major courses are only offered in online format.

**Associate of Science  
NETWORK ADMINISTRATION & SECURITY**

<b>Network Administration Curriculum.....</b>			<b>104 credits</b>
<b>Area I – Core Curriculum.....</b>			<b>48 credits</b>
Business	Approved Business Elective		4
Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	Approved Humanities Elective		4
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science	Approved Science Elective		4
Social Science	Approved Social Science Elective		4
<b>Area II – Major Curriculum.....</b>			<b>56 credits</b>
	CST 1040	Spreadsheet Applications	4

CST 1050	Database Application	4
CST 1400	Computer Architecture	4
CST 1410	Introduction to Networking	4
CST 1800	Operating Systems	4
CST 2500	Windows Server	4
CST 2600	Networking with A+	4
CST 2610	CCNA	4
CST 2630	Network Security Fundamentals	4
CST 2640	Network Defense Methods	4
CST 2650	Computer Forensics	4
CST 2660	Information Security Principles	4
CST 2670	Computer Security Policies & Procedures	4
OTS 2090	Introduction to Word Processing	4

The Bachelor of Business Administration degree program is currently offered at the Knoxville, Asheville, and Nashville campuses, as well as online. Several major courses may only be offered in online format.

**Bachelor of  
BUSINESS ADMINISTRATION**

<b>Bachelor of Business Administration Curriculum.....</b>		<b>180 credits</b>
<b>Area I – Core Curriculum.....</b>		<b>68 credits</b>
Computer Literacy	SCC 1030 Computer & Information Literacy	4
	CST 1040 Spreadsheet Applications	4
	OTS 2090 Introduction to Word Processing	4
Mathematics	MAT 1500 College Mathematics I	4
	MAT 1510 College Mathematics II	4
	MAT 2500 Statistics	4
Written Communication	ENG 1200 English Composition	4
	ENG 1210 English Composition with Research	4
Humanities	Approved Humanities Electives	8
Communications	COM 1260 Effective Speaking	4
Personal Development	SCC 1010 College Management	2
	SCC 1020 Career Management	2
	SCC 2120 Professional Development	2
	SCC 2150 Interpersonal Communications	2
Science	Approved Science Elective	4
Social Science	Social Science Electives	12
<b>Area II – Major Curriculum.....</b>		<b>112 credits</b>
	ACC 1000 Accounting I	4
	ACC 1010 Accounting II	4
	ACC 1020 Accounting III	4
	ACC 2030 Business Taxation	4
	ACC 2500 Accounting Information Systems	4
	BUS 1360 Introduction to Business	4
	BUS 1380 Business Law I	4
	BUS 2050 Foundations of Personal Financial Management	4
	BUS 2230 Business Communications	4
	BUS 2370 Principles of Management	4
	BUS 2380 Business Law II	4

BUS 2390	Principles of Marketing	4
BUS 2600	Business Policy	4
ECO 2750	Principles of Economics I	4
ECO 2760	Principles of Economics II	4
ACC 3100	Managerial Accounting	4
BBA 3050	Management & Org Behavior	4
BBA 3080	Managing Business Ethics	4
BBA 3120	Human Resource Management	4
BBA 3200	Corporate Finance	4
BBA 3510	Business Research Models	4
BBA 4100	Global Business	4
BBA 4130	Strategic Planning	4
BBA 4550	Small Business Management	4
	Approved Electives	16

*\*Several courses are only offered in the evening.*

The Bachelor of Business Administration w/Concentration in Accounting degree program is currently offered at the Knoxville, Asheville, and Nashville campuses. Several major courses may only be offered in online format.

**Bachelor of  
BUSINESS ADMINISTRATION  
Concentration in Accounting**

**Bachelor of Business Administration w/Concentration Accounting Curriculum.....184 credits**

**Area I – Core Curriculum.....68 credits**

Computer	SCC 1030	Computer & Information Literacy	4
Literacy	CST 1040	Spreadsheet Applications	4
	OTS 2090	Introduction to Word Processing	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
	MAT 2500	Statistics	4
Written	ENG 1200	English Composition	4
Communication	ENG 1210	English Composition with Research	4
Humanities		Approved Humanities Electives	8
Communications	COM 1260	Effective Speaking	4
Personal	SCC 1010	College Management	2
Development	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science		Approved Science Elective	4
Social Science		Social Science Electives	12

**Area II – Major Curriculum.....116 credits**

ACC 1000	Accounting I	4
ACC 1010	Accounting II	4
ACC 1020	Accounting III	4
ACC 2000	Intermediate Accounting I	4
ACC 2020	Intermediate Accounting II	4
ACC 2030	Business Taxation	4
ACC 2500	Accounting Information Systems	4
BUS 1360	Introduction to Business	4



BUS 1380	Business Law I	4
BUS 2050	Foundations of Personal Financial Management	4
BUS 2230	Business Communications	4
BUS 2370	Principles of Management	4
BUS 2380	Business Law II	4
BUS 2390	Principles of Marketing	4
BUS 2600	Business Policy	4
ECO 2750	Principles of Economics I	4
ECO 2760	Principles of Economics II	4
BBA 3050	Management & Org Behavior	4
BBA 3080	Managing Business Ethics	4
BBA 3120	Human Resource Management	4
BBA 3200	Corporate Finance	4
BBA 3510	Business Research Methods	4
BBA 4130	Strategic Planning	4

**CONCENTRATION:**

ACC 3030	Financial Reporting for Corporations	4
ACC 3150	Cost Accounting	4
ACC 3300	Federal Income Tax	4
ACC 4150	Principles of Auditing I	4
ACC 4160	Principles of Auditing II	4
ACC 4500	Governmental Accounting	4
or		
ACC 4200	Accounting Internship	

*\*Several courses are only offered in the evening.*

The Bachelor of Business Administration w/Concentration in Health Care Administration degree program is currently offered at the Knoxville, Asheville, and Nashville campuses, as well as online. Several major courses may only be offered in online format.

**Bachelor of  
BUSINESS ADMINISTRATION  
Concentration in Health Care Administration**

**Bachelor of Business Administration w/Concentration HCA Curriculum.....184 credits**

**Area I – Core Curriculum.....68 credits**

Computer Literacy	SCC 1030	Computer & Information Literacy	4
	CST 1040	Spreadsheet Applications	4
	OTS 2090	Introduction to Word Processing	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
	MAT 2500	Statistics	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	Approved Humanities Electives		8
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science	Approved Science Elective		4

Social Science	Social Science Electives	12
<b>Area II – Major Curriculum.....</b>		<b>116 credits</b>
	ACC 1000 Accounting I	4
	ACC 1010 Accounting II	4
	ACC 1020 Accounting III	4
	ACC 2030 Business Taxation	4
	ACC 2500 Accounting Information Systems	4
	BUS 1360 Introduction to Business	4
	BUS 1380 Business Law I	4
	BUS 2050 Foundations of Personal Financial Management	4
	BUS 2230 Business Communications	4
	BUS 2370 Principles of Management	4
	BUS 2380 Business Law II	4
	BUS 2390 Principles of Marketing	4
	BUS 2600 Business Policy	4
	ECO 2750 Principles of Economics I	4
	ECO 2760 Principles of Economics II	4
	ACC 3100 Managerial Accounting	4
	BBA 3050 Management & Org Behavior	4
	BBA 3080 Managing Business Ethics	4
	BBA 3120 Human Resource Management	4
	BBA 3200 Corporate Finance	4
	BBA 3510 Business Research Methods	4
	BBA 4100 Global Business	4
	BBA 4130 Strategic Planning	4
<i>CONCENTRATION</i>		
	BBA 4900 Current Issues	4
	ECO 3500 Health Economics	4
	HSC 3110 Introduction to Health Administration	4
	HSC 3120 Healthcare Law and Ethics	4
	HSC 4110 Health Science Research	4
	HSC 4310 Health Science Leadership	4

*\*Several courses only offered in the evening.*

The Bachelor of Business Administration w/Concentration in Human Resources degree program is currently offered at the Knoxville campus. Several major courses may only be offered in online format.

**Bachelor of  
BUSINESS ADMINISTRATION  
Concentration in Human Resources**

<b>Bachelor of Business Administration w/Concentration HR Curriculum.....</b>		<b>184 credits</b>
<b>Area I – Core Curriculum.....</b>		<b>68 credits</b>
Computer Literacy	SCC 1030 Computer & Information Literacy	4
	CST 1040 Spreadsheet Applications	4
	OTS 2090 Introduction to Word Processing	4
Mathematics	MAT 1500 College Mathematics I	4
	MAT 1510 College Mathematics II	4
	MAT 2500 Statistics	4
Written Communication	ENG 1200 English Composition	4
	ENG 1210 English Composition with Research	4
Humanities	Approved Humanities Electives	8

Communications	COM 1260	Effective Speaking	4
Personal	SCC 1010	College Management	2
Development	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science		Approved Science Elective	4
Social Science		Social Science Electives	12
<b>Area II – Major Curriculum.....</b>			<b>116 credits</b>
	ACC 1000	Accounting I	4
	ACC 1010	Accounting II	4
	ACC 1020	Accounting III	4
	ACC 2030	Business Taxation	4
	ACC 2500	Accounting Information Systems	4
	BUS 1360	Introduction to Business	4
	BUS 1380	Business Law I	4
	BUS 2050	Foundations of Personal Financial Management	4
	BUS 2230	Business Communications	4
	BUS 2370	Principles of Management	4
	BUS 2380	Business Law II	4
	BUS 2390	Principles of Marketing	4
	BUS 2600	Business Policy	4
	ECO 2750	Principles of Economics I	4
	ECO 2760	Principles of Economics II	4
	ACC 3100	Managerial Accounting	4
	BBA 3050	Management & Org Behavior	4
	BBA 3080	Managing Business Ethics	4
	BBA 3120	Human Resource Management	4
	BBA 3200	Corporate Finance	4
	BBA 3510	Business Research Methods	4
	BBA 4100	Global Business	4
	BBA 4130	Strategic Planning	4
<i>CONCENTRATION</i>			
	BBA 3250	Labor Relations	4
	BBA 3260	Training & Development	4
	BBA 4560	Planning & Staffing	4
	BBA 4570	Personnel Research & Measurement	4
	BBA 4900	Current Issues	4
	LGS 3500	Employment Law	4

*\*Several courses only offered in the evening.*

The Bachelor of Business Administration w/Concentration in Marketing degree program is currently offered at the Knoxville campus. Several major courses may only be offered in online format.

**Bachelor of  
BUSINESS ADMINISTRATION  
Concentration in Marketing**

<b>Bachelor of Business Administration W/Concentration Marketing Curriculum.....</b>			<b>184 credits</b>
<b>Area I – Core Curriculum.....</b>			<b>68 credits</b>
Computer	SCC 1030	Computer & Information Literacy	4
Literacy	CST 1040	Spreadsheet Applications	4
	OTS 2090	Introduction to Word Processing	4

Mathematics	MAT 1500 College Mathematics I	4
	MAT 1510 College Mathematics II	4
	MAT 2500 Statistics	4
Written Communication	ENG 1200 English Composition	4
	ENG 1210 English Composition with Research	4
Humanities	Approved Humanities Electives	8
Communications	COM 1260 Effective Speaking	4
Personal Development	SCC 1010 College Management	2
	SCC 1020 Career Management	2
	SCC 2120 Professional Development	2
	SCC 2150 Interpersonal Communications	2
Science	Approved Science Elective	4
Social Science	Social Science Electives	12
<b>Area II – Major Curriculum</b>		<b>116 credits</b>
	ACC 1000 Accounting I	4
	ACC 1010 Accounting II	4
	ACC 1020 Accounting III	4
	ACC 2030 Business Taxation	4
	ACC 2500 Accounting Information Systems	4
	BUS 1360 Introduction to Business	4
	BUS 1380 Business Law I	4
	BUS 2050 Foundations of Personal Financial Management	4
	BUS 2230 Business Communications	4
	BUS 2370 Principles of Management	4
	BUS 2380 Business Law II	4
	BUS 2390 Principles of Marketing	4
	BUS 2600 Business Policy	4
	ECO 2750 Principles of Economics I	4
	ECO 2760 Principles of Economics II	4
	ACC 3100 Managerial Accounting	4
	BBA 3050 Management & Org Behavior	4
	BBA 3080 Managing Business Ethics	4
	BBA 3120 Human Resource Management	4
	BBA 3200 Corporate Finance	4
	BBA 3510 Business Research Methods	4
	BBA 4100 Global Business	4
	BBA 4130 Strategic Planning	4
<b>CONCENTRATION</b>		
	BBA 3350 Advertising	4
	BBA 3360 Personal Selling and Sales Management	4
	BBA 4000 Marketing Research	4
	BBA 4450 Consumer Behavior	4
	BBA 4900 Current Issues	4
	COM 4010 Public Relations	4

*\*Several courses only offered in the evening.*

The Bachelor of Business Administration w/Concentration in Project Management degree program is currently offered at the Knoxville campus. Several major courses may only be offered in online format.

**Bachelor of  
BUSINESS ADMINISTRATION  
Concentration in Project Management**

**Bachelor of Business Administration W/Concentration Project Mgt Curriculum.....184 credits**

**Area I – Core Curriculum.....68 credits**

Computer Literacy	SCC 1030	Computer & Information Literacy	4
	CST 1040	Spreadsheet Applications	4
	OTS 2090	Introduction to Word Processing	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
	MAT 2500	Statistics	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	Approved Humanities Electives		8
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science	Approved Science Elective		4
Social Science	Social Science Electives		12

**Area II – Major Curriculum.....116 credits**

ACC 1000	Accounting I	4
ACC 1010	Accounting II	4
ACC 1020	Accounting III	4
ACC 2030	Business Taxation	4
ACC 2500	Accounting Information Systems	4
BUS 1360	Introduction to Business	4
BUS 1380	Business Law I	4
BUS 2050	Foundations of Personal Financial Management	4
BUS 2230	Business Communications	4
BUS 2370	Principles of Management	4
BUS 2380	Business Law II	4
BUS 2390	Principles of Marketing	4
BUS 2600	Business Policy	4
ECO 2750	Principles of Economics I	4
ECO 2760	Principles of Economics II	4
ACC 3100	Managerial Accounting	4
BBA 3050	Management & Org Behavior	4
BBA 3080	Managing Business Ethics	4
BBA 3120	Human Resource Management	4
BBA 3200	Corporate Finance	4
BBA 3510	Business Research Methods	4
BBA 4100	Global Business	4
BBA 4130	Strategic Planning	4
<i>CONCENTRATION</i>		
BBA 3610	Project Management	4
BBA 3620	Contract Management	4
BBA 4050	Operations Management	4

BBA 4310 Management Applications Using Spreadsheets	4
BBA 4320 Project Management Exam Preparation	4
BBA 4900 Current Issues	4

*\*Several courses only offered in the evening.*

## **GRADUATE PROGRAMS**

### **Master of BUSINESS ADMINISTRATION**

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 12 months (4 quarters – 48 quarter credit hours) depending on course load. Full-time students may complete the MBA w/Concentration in Health Care Administration in 15 months (5 quarters – 60 quarter credit hours) depending on course load. 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.

### **MISSION**

In support of the South College mission statement, the mission of the School of Business for the Master of Business Administration (MBA) is to provide a high-quality graduate, online business education that challenges students through curriculum and collaborative interaction. The program's curriculum focuses on student learning and development of skills that prepare for the demands of the global business environment. The MBA program is designed to provide organizations and non-profits with managers who are able to critically analyze and identify business problems and opportunities. This includes being able to communicate information to influence an organization, integrate decision making across all business functions, and develop effective strategies while understanding the importance of ethical decision making.

### **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;
- 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.

### **ADVANCED PLACEMENT AND TRANSFER OF CREDIT**

Applicants interested in the Master of Business Administration program should be aware that all courses in the curriculum are required and must be completed at South College. Transfer credits, experiential learning, or advanced placement from another institution's program are not allowed.

### **PROGRAM DESIGN**

The MBA program and concentration option will be 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. 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 21<sup>st</sup> 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 culminates 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.

At South College, students enrolled in the Master of Business Administration program with Concentration in Healthcare Administration will be able to tailor learning to their long-term objectives and interests through selection of topics in course papers and projects. The capstone course provides a unique opportunity for a thorough investigation of a business dilemma in the healthcare environment, incorporating principles of accounting, finance, marketing, economics, and management concepts and theories. This allows students to enhance understanding and to strengthen skills in areas unique to their desired business focus, which increases the value of their degree and the impact of their learning within the business arena.

## LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

1. Analyze and evaluate appropriate business strategies, practices, and theories that inform and guide organizations to ensure sustainability.
2. Develop a marketing plan for a new or existing product or service by integrating marketing concepts, strategies, research, and distribution principles.
3. Demonstrate an understanding of the principles of accounting in order to ensure alignment with organizational goals and strategies.
4. Devise a capital budgeting strategy based on the principles capital budgeting, capital structure, cost of capital, corporate financing, and asset valuation.
5. Devise planning and control activities to effectively produce and deliver goods and services.
6. Summarize emerging trends in management and leadership theories through research of academic literature.
7. Create business reports that effectively communicate business strategies, practices, and goals using emerging technology and management theories.
8. Design a solution to a business dilemma, incorporating management practices and theories with principles of marketing, economics, accounting, operations management, and finance.

*Master of Business Administration w/Concentration in Accounting (Additional)*

9. Apply accounting practices to communicate financial and managerial information to stakeholders effectively.

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

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

*Master of Business Administration w/Concentration in Criminal Justice (Additional)*

9. Develop and implement management strategies that are effective in non-profit, public, and governmental agencies incorporating social and criminology theories.

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

9. 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 Administration (Additional)*

9. 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 Information Systems Management (Additional)*

9. Analyze business requirements to determine appropriate information systems solutions using current and emerging technologies.

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

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

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

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

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

9. Develop and implement social media strategies for business-to-business (B2B) and business-to-consumer (B2C) marketing for penetration, growth, and development.

## ADDITIONAL REQUIREMENTS

South College provides computer and Internet access to staff, faculty, and students while on-campus. Online students are required to secure their own access in their personal environments. Developing computer skills is critical to the success of students in the program and in practice. Though not a requirement for admission, students are expected to possess

computer skills prior to matriculation. Please see the South College website for information regarding minimum computer requirements.

All Master of Business Administration programs (including those with Concentrations) are offered in online format.

**Master of  
BUSINESS ADMINISTRATION**

<b>Curriculum.....</b>		<b>48 credits</b>
MBA 5110 Business Organization and Management	4	
MBA 5120 Marketing Management	4	
MBA 5130 Research Methods in Management	4	
MBA 5210 Accounting Information for Decision Making	4	
MBA 5220 Production and Operations Management	4	
MBA 5230 Global Management	4	
MBA 5310 Financial Management	4	
MBA 5320 Managerial Economics	4	
MBA 5330 Strategic Management	4	
MBA 5410 Managing Business Ethics and Social Responsibility	4	
MBA 5420 Leadership and Innovation	4	
MBA 5430 Current Issues in Management (Capstone)	4	

**Master of  
BUSINESS ADMINISTRATION  
w/Concentration Accounting**

<b>Curriculum.....</b>		<b>60 credits</b>
MBA 5110 Business Organization and Management	4	
MBA 5120 Marketing Management	4	
MBA 5130 Research Methods in Management	4	
MBA 5210 Accounting Information for Decision Making	4	
MBA 5220 Production and Operations Management	4	
MBA 5230 Global Management	4	
MBA 5310 Financial Management	4	
MBA 5320 Managerial Economics	4	
MBA 5330 Strategic Management	4	
MBA 5410 Managing Business Ethics and Social Responsibility	4	
MBA 5420 Leadership and Innovation	4	
MBA 5430 Current Issues in Management (Capstone)	4	
MBA 5910 Advanced Financial Accounting	4	
MBA 5920 Financial Statement Analysis and Valuation	4	
MBA 5930 Advanced Managerial Accounting	4	

**Master of  
BUSINESS ADMINISTRATION  
w/Concentration Business Analytics**

<b>Curriculum.....</b>		<b>60 credits</b>
MBA 5110 Business Organization and Management	4	
MBA 5120 Marketing Management	4	
MBA 5130 Research Methods in Management	4	
MBA 5210 Accounting Information for Decision Making	4	
MBA 5220 Production and Operations Management	4	
MBA 5230 Global Management	4	
MBA 5310 Financial Management	4	
MBA 5320 Managerial Economics	4	
MBA 5330 Strategic Management	4	
MBA 5410 Managing Business Ethics and Social Responsibility	4	



MBA 5420 Leadership and Innovation	4
MBA 5430 Current Issues in Management (Capstone)	4
MBA 5610 Introduction to Business Intelligence & Analytics	4
MBA 5620 Business Analytics Techniques	4
MBA 5630 Problems in Business Analytics	4

**Master of  
BUSINESS ADMINISTRATION  
w/Concentration Criminal Justice**

**Curriculum.....60 credits**

MBA 5110 Business Organization and Management	4
MBA 5120 Marketing Management	4
MBA 5130 Research Methods in Management	4
MBA 5210 Accounting Information for Decision Making	4
MBA 5220 Production and Operations Management	4
MBA 5230 Global Management	4
MBA 5310 Financial Management	4
MBA 5320 Managerial Economics	4
MBA 5330 Strategic Management	4
MBA 5410 Managing Business Ethics and Social Responsibility	4
MBA 5420 Leadership and Innovation	4
MBA 5430 Current Issues in Management (Capstone)	4
CMJ 5100 Foundations in Criminal Justice	4
CMJ 5210 Theoretical Perspectives on Crime	4
CMJ 5530 Computer Crime: Legal Issues	4

**Master of  
BUSINESS ADMINISTRATION  
w/Concentration Finance**

**Curriculum.....60 credits**

MBA 5110 Business Organization and Management	4
MBA 5120 Marketing Management	4
MBA 5130 Research Methods in Management	4
MBA 5210 Accounting Information for Decision Making	4
MBA 5220 Production and Operations Management	4
MBA 5230 Global Management	4
MBA 5310 Financial Management	4
MBA 5320 Managerial Economics	4
MBA 5330 Strategic Management	4
MBA 5410 Managing Business Ethics and Social Responsibility	4
MBA 5420 Leadership and Innovation	4
MBA 5430 Current Issues in Management (Capstone)	4
MBA 5710 Financial Markets and Institutions	4
MBA 5720 Investment Management	4
MBA 5730 Case Studies in Financial Analysis	4

**Master of  
BUSINESS ADMINISTRATION  
w/Concentration Healthcare Administration**

**Curriculum.....60 credits**

MBA 5110 Business Organization and Management	4
MBA 5120 Marketing Management	4
MBA 5130 Research Methods in Management	4
MBA 5210 Accounting Information for Decision Making	4

MBA 5220 Production and Operations Management	4
MBA 5230 Global Management	4
MBA 5310 Financial Management	4
MBA 5320 Managerial Economics	4
MBA 5330 Strategic Management	4
MBA 5410 Managing Business Ethics and Social Responsibility	4
MBA 5420 Leadership and Innovation	4
MBA 5430 Current Issues in Management (Capstone)	4
MBA 5510 Introduction to Healthcare Administration	4
MBA 5520 Quality Improvement in Healthcare	4
MBA 5530 Current Topics in Healthcare Administration	4

**Master of  
BUSINESS ADMINISTRATION  
w/Concentration Information Systems Management**

**Curriculum.....60 credits**

MBA 5110 Business Organization and Management	4
MBA 5120 Marketing Management	4
MBA 5130 Research Methods in Management	4
MBA 5210 Accounting Information for Decision Making	4
MBA 5220 Production and Operations Management	4
MBA 5230 Global Management	4
MBA 5310 Financial Management	4
MBA 5320 Managerial Economics	4
MBA 5330 Strategic Management	4
MBA 5410 Managing Business Ethics and Social Responsibility	4
MBA 5420 Leadership and Innovation	4
MBA 5430 Current Issues in Management (Capstone)	4
MBA 5610 Introduction to Business Intelligence & Analytics	4
MBA 5810 Managing Information Systems to Create Value	4
MBA 5820 Data Management	4

**Master of  
BUSINESS ADMINISTRATION  
w/Concentration Marketing**

**Curriculum.....60 credits**

MBA 5110 Business Organization and Management	4
MBA 5120 Marketing Management	4
MBA 5130 Research Methods in Management	4
MBA 5210 Accounting Information for Decision Making	4
MBA 5220 Production and Operations Management	4
MBA 5230 Global Management	4
MBA 5310 Financial Management	4
MBA 5320 Managerial Economics	4
MBA 5330 Strategic Management	4
MBA 5410 Managing Business Ethics and Social Responsibility	4
MBA 5420 Leadership and Innovation	4
MBA 5430 Current Issues in Management (Capstone)	4
MBA 5525 Social Media Marketing Strategy	4
MBA 5545 Services Marketing Strategies	4
MBA 5555 Promotions Management	4

**Master of  
BUSINESS ADMINISTRATION  
w/Concentration Project Management**

<b>Curriculum.....</b>		<b>60 credits</b>
MBA 5110 Business Organization and Management	4	
MBA 5120 Marketing Management	4	
MBA 5130 Research Methods in Management	4	
MBA 5210 Accounting Information for Decision Making	4	
MBA 5220 Production and Operations Management	4	
MBA 5230 Global Management	4	
MBA 5310 Financial Management	4	
MBA 5320 Managerial Economics	4	
MBA 5330 Strategic Management	4	
MBA 5410 Managing Business Ethics and Social Responsibility	4	
MBA 5420 Leadership and Innovation	4	
MBA 5430 Current Issues in Management (Capstone)	4	
MBA 5825 Quantitative Analysis for Decision Making	4	
MBA 5830 Project Management	4	
MBA 5835 Advanced Topics in Project Management	4	

**Master of  
BUSINESS ADMINISTRATION  
w/Concentration Social Media Marketing**

<b>Curriculum.....</b>		<b>60 credits</b>
MBA 5110 Business Organization and Management	4	
MBA 5120 Marketing Management	4	
MBA 5130 Research Methods in Management	4	
MBA 5210 Accounting Information for Decision Making	4	
MBA 5220 Production and Operations Management	4	
MBA 5230 Global Management	4	
MBA 5310 Financial Management	4	
MBA 5320 Managerial Economics	4	
MBA 5330 Strategic Management	4	
MBA 5410 Managing Business Ethics and Social Responsibility	4	
MBA 5420 Leadership and Innovation	4	
MBA 5430 Current Issues in Management (Capstone)	4	
MBA 5515 Social Media Concepts	4	
MBA 5525 Social Media Marketing Strategy	4	
MBA 5535 Case Studies in Social Media Marketing	4	

# **SCHOOL OF EDUCATION**

## **SCHOOL OF EDUCATION VISION**

Congruent with the mission of South College as a provider of responsible professionals who have the skills necessary to meet their personal goals and the demands of the employment market, the vision of the School of Education, which capitalizes on the theme of transformation, is to be recognized internationally as a transformational agent that fulfills its mission to educate exceptional instructional leaders.

## **MISSION/PURPOSE OF THE SCHOOL OF EDUCATION**

The School of Education mission, congruent in general and specifically with the mission of South College, places primary emphasis on providing quality undergraduate and graduate opportunities for the intellectual, social, emotional, and professional development of diverse candidates.

Designed in accordance with state, national, and professional standards, the School of Education curricula capitalize on inquiry to advance candidates' professional growth and career opportunities and to cultivate their ability to think critically, to communicate effectively, and to apply knowledge wisely. Through contemporary modes of delivery, the innovative and research-based content of academic programs exposes candidates to diverse perspectives and skills essential to independent and continuous learning. The professional and career-focused academic programs of the School of Education meet and support local, regional, and national employment needs.

Commensurate with quality academic programs, the School of Education promotes the use of scholarship in education and in practice by supporting and recognizing the scholarly activities of faculty and community partners. Through partnerships with local school districts, the School of Education faculty participates in collaborative inquiry to help ensure that all students learn. The School of Education faculty participates in or provides professional development activities, as consistent with the role of each faculty member.

Recognizing its responsibility to society, the School of Education is committed to working collaboratively with local education entities and with members of the South College teaching community to effect changes in candidate and student achievement. As such, the School of Education encourages its administration, faculty, and staff to invest their expertise in community, professional, and institutional service.

## **UNDERGRADUATE PROGRAMS**

### **Associate of Science TEACHING**

#### **Overview**

The proposed Associate of Science in Teaching Program is designed to educate academically strong college students during their first two years of college for entry into a baccalaureate teacher education initial licensure program. Students will complete a specific general studies core of 98 quarter credit hours aligned to the baccalaureate elementary education K-5 requirements to make a smooth transition to the last two years of the baccalaureate licensure program without loss of credits and time to the student.

Students are provided a focused and relevant foundation in selected general studies courses in communication, mathematics, humanities, social sciences, and natural/basic science courses as well as introductory courses in education. Knowledge, skills and professional dispositions are embedded in the general studies and professional education courses and are offered by the General Studies Department and the School of Education at South College. Tennessee Teacher Licensure Standards, Tennessee Academic Standards, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and the Council for Accreditation of Educator Preparation (CAEP) inform the Associate of Science in Teaching curriculum. Program completers will be able to apply knowledge and skills in communication in speaking and writing, computation, reasoning, critical thinking and problem solving, creative thinking and expression, technology, and cultural diversity and its impact to their careers in elementary education.

#### **PURPOSE OF THE AS TEACHING PROGRAM**

The Associate of Science in Teaching program is congruent with the School of Education mission to advance students' professional growth and career opportunities and to cultivate their ability to think critically, to communicate effectively,

and to apply knowledge wisely. The professional and career-focused academic programs of the School of Education meet and support local, regional, and national employment needs. Graduates of the program will complete requirements for an associate degree that reflects the student has attained the knowledge, skills, dispositions and commitments that are foundational and essential for success in a baccalaureate teacher licensure program. Graduates of the Associate of Science in Teaching program will be eligible to enroll in a baccalaureate teacher licensure program at the junior level with a focused study in content knowledge from select general studies courses, and with the first levels of required testing completed. In addition, with the Associate of Science in Teaching degree, they are prepared to work as a Teaching Assistant, Preschool Teacher, Childcare Worker, Preschool and Daycare Center Director and/or as a Library Assistant.

The purpose of the Associate of Science in Teaching (AST) program is to provide relevant general studies and education courses specifically designed to educate academically strong students during the first two years of college who are fully prepared for entry into a baccalaureate teacher education program.

Major components of the general studies courses will foster personal intellectual development of the preservice student. General studies courses are well planned in accordance with licensure standards and are broad in scope to allow students to develop knowledge, skills and dispositions essential for experiencing success and intellectual growth in the Associate of Science in Teaching Program. Knowledge and skills are embedded in general studies and education courses offered by the South College General Studies Department and the School of Education.

### LEARNING OUTCOMES

All teacher candidates will demonstrate the knowledge and skills to accomplish the following learner outcomes:

1. Demonstrate effective communication through writing.
2. Demonstrate effective communication through speaking and demonstrate an understanding of the basic theory of oral communication.
3. Demonstrate effective quantitative computational and reasoning skills.
4. Demonstrate the ability to read and think critically to evaluate and solve problems.
5. Demonstrate an understanding of cultural diversity and its impact on today's schools.
6. Demonstrate effective technology use for gathering and communicating information.
7. Demonstrate creativity in thinking and expression.

The Associate of Science in Teaching degree program is currently offered at the Knoxville campus.

### Associate of Science TEACHING

<b>AS Teaching Curriculum.....</b>		<b>98 credits</b>
Computer Literacy	SCC 1030 Computer & Information Literacy	4
Mathematics	MAT 1500 College Mathematics I	4
	MAT 1510 College Mathematics II	4
	MAT 2500 Statistics	4
Written Communication	ENG 1200 English Composition	4
	ENG 1210 English Composition with Research	4
Humanities	ART 1010 Art Appreciation	4
	ENG 2350 Introduction to Literature	4
	MUS 1010 Music Appreciation	4
	SPN 1010 Beginning Spanish	4
Communications	COM 1260 Effective Speaking	4
History	HIS 1010 American History	4
	HIS 1020 World History	4
	POL 2760 American Government	4

Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
Science	BIO 1020	Principles of Biology	4
	BIO 1021	Principles of Biology I Lab	2
	SCI 1010	Earth & Space Science	4
	SCI 1600	Introduction to Physical Science	4
Social Science	PSY 1820	Human Growth & Development	4
	PSY 1840	Educational Psychology	4
	SOC 1860	Introduction to Sociology	4
Pre-Professional	EDU 1000	Introduction to Teaching	4
	EDU 2000	Introduction to Teaching in Inclusive Classrooms	4
	EDU 2010	Introduction to Instructional Technology	4

## TEACHER EDUCATION PROGRAMS

The South College School of Education is approved by the TN State Board of Education to offer Bachelor of Science and Master of Education degree programs. The bachelor's and one master's program leads to the initial TN teaching license in elementary education for grades K-5. The Bachelor of Science program is designed for students who have not earned an undergraduate degree and seeks to earn a degree to become an elementary teacher.

### Bachelor of Science

#### TEACHER EDUCATION (ELEMENTARY EDUCATION K-5)

#### OVERVIEW

The Bachelor of Science (BS) in Elementary Education K-5 program of study offers an academic major in *Interdisciplinary Studies in Development and Learning of the Child and Young Adolescent* for grades K-5. Successful completion of this major leads to the Bachelor of Science degree and the TN initial teaching license in elementary education for grades K-5. The major is a comprehensive program of study that includes a general education core, the academic major, and a professional education core for the development of candidates who will become exceptional instructional teacher leaders with knowledge, skills, and professional dispositions and commitments necessary to help all K-5 students learn.

In addition to college educational experiences, the *Interdisciplinary Studies in Development and Learning of the Child and Young Adolescent K-5* major capitalizes on inquiry to advance students' professional growth and career opportunities and to cultivate their ability to think critically, to solve problems, to make informed decisions, to communicate and collaborate effectively, and to apply knowledge wisely. Through contemporary modes of delivery, the innovative and research-based curriculum exposes students to diverse perspectives and skills essential to independent and continuous learning.

Across the program of study, candidates experience sequential and diverse field experiences, professional development workshops, and a student teaching clinical practice component. Candidates must pass all Praxis II exams to be eligible for student teaching. As of January 1, 2019, candidates must pass the applicable three Praxis II exams prior to student teaching, and pass the state required edTPA portion upon completion of student teaching. Candidates provide assistance to classroom teachers, tutor K-5 students, teach and assess K-5 students, participate in tiered RTI<sup>2</sup> processes, engage in planning for integrating technology into instruction, analyze, assess and reflect on videotaped teaching to prepare a written response for edTPA reviewers, participate in professional learning communities, and engage in action research to determine instructional effectiveness. During student teaching, candidates experience an in-depth exposure to teaching and learning and are required to use data to demonstrate the effect their teaching had on K-5 student learning and development through the use of edTPA lesson plans and commentaries. Candidate practice teaching is scored throughout clinical practice using edTPA templates and rubrics to determine teacher effectiveness.

BS candidates must successfully complete the clinical practice component of two regular school day student teaching placements in approved elementary schools in grades K-3 and 4-5 for a total of 16 weeks. Student teaching placements

near the candidate's residence are attempted but cannot be guaranteed. The first placement, Placement I, must be successfully completed with a grade of Pass, to receive approval to advance to Placement II, utilizing edTPA elementary literacy and math tasks. Placement II must be successfully completed, with a grade of Pass, to be eligible for licensure recommendation after successful completion of edTPA elementary literacy and math assessment tasks. The academic major, *Interdisciplinary Studies in Development and Learning of the Child and Young Adolescent* for grades K-5 meets state, national and professional organization standards.

## **PURPOSE AND CANDIDATE LEARNING OUTCOMES**

South College is approved by the TN State Board of Education to offer an elementary education program that leads to the initial TN Elementary Education K-5 license. The purpose of the BS program is to develop the knowledge, skills, and professional dispositions and commitments of candidates to become exceptional beginning instructional teacher leaders. This purpose is designed to accomplish the mission of the School of Education (SOE) and is guided by institutional goals, research, TN Teacher Licensure Standards, TN Academic Standards, Council for the Accreditation of Educator Preparation (CAEP) Standards, Interstate New Teacher Assessment and Consortium (INTASC) Standards, and Professional Organization Standards. South College and the School of Education reserve the right to make necessary program changes as mandated by the Tennessee Department of Education and the CAEP.

The Bachelor of Science (BS) in Elementary Education K-5 program is congruent with the School of Education mission to advance students' professional growth and career opportunities and to cultivate their ability to think critically, to solve problems, to make informed decisions, to communicate and collaborate effectively, and to apply knowledge wisely. Through contemporary modes of delivery, the innovative and research-based content of academic programs exposes students to diverse perspectives and skills essential to independent and continuous learning.

The BS curriculum has specific work products, objectives and assessments that provide evidence to support candidates' achievement of the program learner outcomes for their role as exceptional beginning instructional teacher leaders for which they have been prepared. Candidates completing the BS Elementary Education K-5 curriculum accomplish the following program learner outcomes. Candidates will

1. demonstrate a commitment to inquiry that results in the use and generation of research.
2. demonstrate content and professional knowledge and skill that supports the success of all students.
3. demonstrate professional dispositions and commitments
4. engage in assessment practices that assure the continuous growth of self and all students.
5. utilize technology to ensure learning of all students and to advance professional growth of self and the learning community.
6. work independently and collaboratively to support the success of all students.
7. demonstrate professional communications skills.

## **CURRICULUM**

The BS Elementary Education K-5 curriculum and program learner outcomes are aligned with state, national and professional standards. Students accepted to South College for the BS Elementary Education K-5 licensure program declare *Interdisciplinary Studies in Development and Learning of the Child and Young Adolescent* as their academic major. Each student is assigned an education advisor and participates in quarterly advising that confirm appropriate academic progress and success.

Across the curriculum, candidate proficiencies are monitored and documented at four progression levels during preparation that include *Pre-Entry Student, Pre-Service Candidate, Pre-Service Clinical Practitioner, and In-Service Program Completer*. Students and Candidates must meet assessment criteria at each progression level and demonstrate competencies aligned with the Interstate New Teacher Assessment and Consortium (INTASC) Standards. As needed, students and candidates are afforded opportunity to remove an area of weakness, or deficiency, at any progression level by participating in an intervention plan with faculty recommendation.

Pre-Entry Student is the first program stage classification. Pre-Service Candidate is the second program stage classification and a major preparation level prior to admission to student teaching that requires pre-service candidates to pass all Praxis II exams to advance to the next program stage classification, Pre-Service Clinical Practitioner. Pre-Service Candidates not passing ALL PRAXIS II EXAMS CANNOT be admitted to Clinical Practice, Enhanced Student Teaching. As such, candidates must apply for readmission to Clinical Practice and meet curriculum and edTPA requirements in place at that time for student teaching. *Clinical Practice* is third progression level from *Admission to*

*Student Teaching to Completion of Student Teaching.* During two placements of student teaching in grades K-3 and 4 or 5, pre-service candidates complete multiple program assessments that demonstrate their application of instructional effectiveness and the impact on all K-5 students' learning and development. At the fourth program stage, In-Service Program Completer, candidates are full-time employed as teachers in schools, and provide feedback to the School of Education regarding their program experience during their first three years of teaching. To earn the Bachelor of Science degree in Elementary Education K-5, candidates must complete all courses in the curriculum and all requirements and competencies specified in the three program stages, leading to employment.

The South College School of Education reserves the right to make immediate changes to the Teacher Education Program and the Bachelor of Science Elementary Education K-5 licensure program as mandated by the TN Department of Education and CAEP as both proceed in the next academic year to develop implementation policies and procedures of newly adopted standards.

### **APPLICATION, ADMISSION, AND PROGRAM COMPLETION REQUIREMENTS**

Students and Pre-Service Candidates pursuing the academic major, *Interdisciplinary Studies in Development and Learning of the Child and Young Adolescent*, are required to complete all courses in the curriculum and all requirements and competencies specified in the first three progression levels and competency categories in order to be recommended for the initial TN license for Elementary Education K-5. The first step in the admissions process is to gain admission to SC and schedule an appointment with an education advisor. The advisor and student meet and develop a quarterly projected academic plan that shows the student a timeline for progressing through the three stages.

The *Interdisciplinary Studies in Development and Learning of the Child and Young Adolescent* major has multiple assessment measures that occur at four progression levels [*Pre-Entry Student, Pre-Service Candidate, Pre-Service Clinical Practitioner, and In-Service Program Completer*]. Students and Candidates are required to meet with an education advisor quarterly to discuss their academic progress and to advance to the next quarter. The Four Progression Levels inform students and candidates of their academic progress as they progress through the Elementary Education K-5 program. Interventions are available as needed through faculty recommendation for candidates to remove deficiencies.

#### **Stage 1/Pre-Stage 2 Criteria for Admission to Program:**

For Stage 2 Pre-Service Candidate entry to the BS Elementary Education K-5 program, students must meet the following requirements:

- Complete VECHS TBI Waiver form and submit to Dean, School of Education
- Complete TBI Fingerprinting & Criminal History Records Check; results required in SOE file prior to first enrollment in education courses
- Provide evidence of liability insurance (e.g. STEA membership)
- Complete 36 Quarter hours with the required 2.75 grade point average, including completion of EDU 1000, EDU 2000, and EDU 2010 with grades of C or better in each

The following must be submitted to the Teacher Education Office, in order to be considered for the Stage 2 Pre-Service Candidate Interview:

1. Three completed program recommendation forms, two from AST Faculty and one from EDU Faculty.
2. One acceptable score from the following: ACT 22 or better, or SAT 1020 or better, or Tennessee required minimum passing scores on Praxis I subtests in Reading, Writing, and Mathematics.
3. Evidence of LiveText account.

Upon submission of the information in #1 and #2, an interview will be scheduled and completed for consideration of Stage 2 Pre-Service Candidate status in the program. Upon successful completion of the interview and required portfolio items, and upon meeting testing score requirement, grade point average, and earned credit hour requirements, the School of Education shall recommend the student for Stage 2 Pre-Service Candidacy to the Teacher Education Committee. Upon Teacher Education Committee approval, the student shall become a Stage 2 Pre-Service Candidate in the program.

Specific requirements for successful progression through *Pre-Entry Student, Pre-Service Candidate, and Pre-Service Clinical Practitioner* stages are outlined in the Teacher Education Handbook.

Candidates complete the BS Elementary Education K-5 program of study by faculty confirmation of successful completion of Stages 1, 2, and 3. The candidate completes an application for recommendation to the TN Department of



Education for the initial teaching license in Elementary Education K-5. The SOE Dean recommends conferring of the Bachelor of Science degree.

### **ACADEMIC STANDARDS, CANDIDATE PROGRESS, AND GRADING**

Upon entering the program, BS candidates meet with an education advisor who explains the program of study, course schedules, academic services, grievance process, interventions, and career choices. Candidates are encouraged to confer with their education advisor a minimum of each quarter for an academic progress review, and the next quarter's registration approval. If a student or pre-service candidate voluntarily withdraws from the program, a formal application for re-entry is required, and program requirements in effect at that time must be met.

The Teacher Education Committee oversees each candidate's academic record for appropriate progression through the program. Candidates are informed by the education advisor when program requirements and competencies are not met. Candidate deficiencies that may impact a candidate's academic standing, which may include warning, probation, or dismissal from the program, are governed by the Teacher Education Committee.

Categories of Academic Standing for Students and Pre-Candidates are:

**Good Standing:** Status of a candidate who has met academic and clinical practice requirements in a satisfactory manner.

**Warning:** Status of a candidate whose academic and clinical practice performance places him/her in jeopardy of falling below the minimum stated standards.

**Probation:** Status of a candidate whose academic and clinical practice performance has fallen below the minimum stated standards.

**Dismissal:** Action whereby a candidate will be dismissed from the Bachelor of Science Teacher Education Program due to failure to adhere to academic and clinical practice requirements and/or policies and procedures as specified in the Teacher Education Program Handbook, the SOE Induction Manual, and the South College Student Handbook. The Teacher Education Committee recommends dismissal after review of the candidate's academic record and forwards the recommendation to the South College Vice Chancellor of Institutional Advancement and Effectiveness.

The causes of and consequences for receiving a Warning, Probation, or Dismissal are:

#### *Warning*

A BS candidate who receives a course grade below what is required receives a Warning. Deficiencies are reported to the School of Education Faculty for consideration of a needed intervention. Candidates are informed when an intervention is deemed necessary, and a schedule for completion determined.

#### *Warning for Deficiencies in Progression Levels/Stages (Program Admission and Pre-Service Candidacy)*

BS candidates placed on an intervention are provided a written plan that details learner outcomes to be remediated and a time-line for completion. The Advisor, in consultation with the Program Coordinator and Dean, prepares the intervention plan and works with the student or pre-service candidate to assure its completion. Failure to successfully complete an intervention plan may result in the student or pre-service candidate receiving a final grade less than B in professional education courses and less than a C in academic major courses.

A BS candidate receiving a grade less than B in professional education courses and/or less than C in academic major courses will receive a Warning and must repeat that course(s) to remain in Good Standing. Candidates failing to meet the course grade requirements after two attempts are dismissed from the BS Teacher Education Program.

#### *Warning for Deficiencies in Clinical Practice*

A BS Clinical Practice Student Teacher who receives a less than Target score on any key assessment, specifically edTPA rubrics, receives a Warning that work has not met the minimum Target performance and must confer with the Coordinator of Student Teaching, who collaborates with the College Supervisor and Cooperating Teacher to establish an intervention plan, as appropriate, that details what actions must be taken in order to avoid less than Target scores, the score needed to advance to the next Placement or to complete EDU 4090 A or B. Interventions during clinical practice in student teaching could EXTEND a candidate's placement. Failure to successfully complete Placement I or Placement II will result in dismissal from the BS Initial

Licensure program. Such candidates may apply for readmission to Clinical Practice and meet curriculum and edTPA requirements in place at that time for student teaching and the program.

#### *Warning for Dispositions Unbecoming of a Future Educator*

BS students or pre-service candidates who exhibit dispositions unbecoming of a future educator shall have a School of Education (SOE) recommendation form completed by a designated SOE faculty member. The recommendation form shall be provided to the student or pre-service candidate in a meeting regarding the disposition(s) issue(s), and a copy of the completed form shall be placed in the student or pre-service candidate's file. Further dispositional issues exhibited by the student or pre-service candidate may lead to program Probation and/or Dismissal.

#### *Probation*

A student or pre-service candidate will be placed on probation if his/her cumulative GPA falls below a 2.75 on a 4.00 scale.

*Candidates with a cumulative GPA below 2.75.* A BS candidate with a cumulative GPA below 2.75 at the end of quarters 1, 2, 3, or 4 will receive notification from the education advisor that he/she is on probation. If the candidate raises his/her cumulative GPA to a 2.75 or higher at the end of the next quarter, he/she will be removed from probation. Only one probation quarter is allowed. Candidates unsuccessful in raising their minimum cumulative GPA to 2.75 the following quarter will be dismissed from the program.

#### *Dismissal*

BS candidates will be dismissed for failure to comply with academic and clinical practice requirements and/or policies and procedures as specified in the Teacher Education Program Handbook, the SOE Induction Manual, and the South College Student Handbook.

Candidates will be dismissed from the Bachelor of Science Teacher Education Program when:

1. A candidate fails to meet course grade requirements after two attempts.
2. A candidate fails to raise his/her cumulative GPA to a 2.75 during the probation quarter.
3. A candidate's cumulative GPA falls below 2.75 for a second quarter.
4. A candidate fails to meet clinical practice course requirements in Placement I or in Placement II.
5. A candidate fails to meet professional standards as reflected in the Teacher Education Program Handbook, the SOE Induction Manual, the South College Student Handbook, state or federal law, or for moral turpitude, unprofessional behavior, criminal activity, or other reasons as defined by South College.
6. South College reserves the right to dismiss at any time a candidate who, in its judgment, exhibits undesirable dispositions and whose continued enrollment is detrimental to him/herself or his/her fellow candidates or whose presence is disruptive to the learning environment, or the orderly operation of the College.

### **ACADEMIC PARTICIPATION**

Candidates are expected to participate in all class sessions and seminars each quarter. Education classes typically meet once a week for three and one-half hours with additional time required outside of class for preparation and study. Much of the classroom work is collaborative and interactive and cannot be made up if missed. An attendance and participation policy is stated on each course syllabus and included in the evaluation for a final grade. Class tardiness and leaving early also carry grade penalties.

### **CRIMINAL BACKGROUND CHECKS**

Bachelor of Science applicants must show evidence of a current TBI Finger-printing and Criminal History Records Check prior to first enrollment in 3000 level education courses at initial entry into the program and prior to Admission to Student Teaching.

STEAM – Evidence of Student Tennessee Education Association membership (and copies of renewal receipts as appropriate) is required to be submitted to the Dean of the School of Education prior to field experience participation. This membership must be renewed annually throughout the candidate's program including Enhanced Student Teaching. STEAM membership affords each candidate liability insurance as well as numerous professional development opportunities.

**CANDIDATE GRIEVANCE PROCESS**

If a candidate wishes to make a formal complaint to deviate from established Teacher Education Policies as stated in the South College Catalog, the Teacher Education Handbook or the SOE website, the candidate is encouraged to discuss his/her concern with the course instructor, the education advisor, or the SOE Dean. If satisfaction cannot be attained at this level, and the candidate wants to make his/her concern official, he/she must complete a Candidate Grievance Form. Every effort will be made to resolve the concern at the SOE level. If the grievance cannot be resolved at the SOE level, the candidate would assume responsibility for following the College’s grievance process outlined in the current South College Student Handbook available in the Dean of Student Services office and on the student portal.

The Bachelor of Science in Teacher Education Elementary K-5 degree program is currently offered at the Knoxville campus.

**Bachelor of Science  
Teacher Education Elementary K-5 Program  
Interdisciplinary Studies in Development and Learning of the Child and Young Adolescent**

**BS Teacher Education Elementary K-5 Curriculum.....180 credits**  
**Area I – Core Curriculum.....98 credits**

Computer Literacy	SCC 1030 Computer and Information Literacy	4
Mathematics	MAT 1500 College Mathematics I	4
	MAT 1510 College Mathematics II	4
	MAT 2500 Statistics	4
Written Communication	ENG 1200 English Composition	4
	ENG 1210 English Composition with Research	4
Humanities	ART 1010 Art Appreciation	4
	ENG 2350 Introduction to Literature	4
	MUS 1010 Music Appreciation	4
	SPN 1010 Beginning Spanish	4
Communications	COM 1260 Effective Speaking	4
Personal Development	SCC 1010 College Management	2
	SCC 1020 Career Management	2
History	HIS 1010 American History	4
	HIS 1020 World History	4
	POL2760 American Government	4
Science	BIO 1020 Principles of Biology I	4
	BIO 1021 Principles of Biology I Lab	2
	SCI 1010 Earth & Space Science	4
	SCI 1600 Introduction to Physical Science	4
Social Science	PSY 1820 Human Growth & Development	4
	PSY 1840 Educational Psychology	4
	SOC 1860 Introduction to Sociology	4
Education	EDU 1000 Introduction to Teaching	4
	EDU 2000 Introduction to Teaching in Inclusive Classrooms	4
	EDU 2010 Introduction to Instructional Technology	4

**Area II – Academic Major Curriculum.....40 credits**

**(Grade of C or better is required for ALL major courses)**

Core Content Areas: Focused Study in Content Area ..... 24 credits

ENG 2410 Literature for the Child & Young Adolescent	4
GEO 1010 Introduction to Geography	4
MAT 4010 Concepts/Standards for the Child and Young Adolescent	4
MAT 4020 Mathematical Thinking and Learning	4
SCI 4020 Concepts/Standards for the Child & Young Adolescent	4
HIS 4030 Concepts/Standards for the Child & Young Adolescent	4

.Focused Study in Reading/Literacy: .....16 credits

EDU 3060 Literacy and Language Arts	4
EDU 4060 Literacy & Reading Strategies for the Child & Young Adolescent	4
EDU 4070 Reading Diagnostics & Prescriptive Intervention	4
EDU 4080 Reading, Writing, and Speaking for Language Minority Learners	4

**Area III – Professional Education Core.....42 credits**

**(Grade of B or better is required for ALL professional education courses)**

EDU 3011 Instructional Technology for Effective Teaching	4
EDU 3021 Learning Theories, Learning Environment & Child Development	4
EDU 3031 Introduction to Curriculum, Planning Instructional Strategies & Assessment	4
EDU 3041 Assessment for Student Achievement	4
EDU 3051 Diversity & Application of Planning Instructional Strategies & Assessment	4
EDU 4041 Application & Reflection of Planning Instruction & Assessment for All Learners	4
EDU 4090 A Enhanced Student Teaching I	9
EDU 4090 B Enhanced Student Teaching II	9

**GRADUATE PROGRAMS**

**GRADUATE EDUCATION PROGRAMS**

The South College School of Education offers a Master of Education in Elementary Education (K-5) Initial Licensure, Master of Education in Teacher as Instructional Leader, and an Educational Specialist in Teacher Leadership in Schools degree programs. The Master of Education in Elementary Education (K-5) Initial Licensure is designed for those seeking to become an elementary school teacher. The curriculum is designed for completion in 15 months. The Master of Education in Teacher as Instructional Leader is a four-quarter program of study designed to prepare teachers as instructional leaders in the classroom and in the total school. The Educational Specialist in Teacher Leadership in Schools is a three-quarter program focused on teacher leadership in schools.

**Master of Education**

**ELEMENTARY EDUCATION (K-5) INITIAL LICENSURE**

**OVERVIEW**

The South College School of Education offers the Master of Education (MEd) in Elementary Education (K-5) Initial Licensure degree program. The MEd graduate program in Initial Licensure is a 60 quarter-hour program designed for individuals who have earned a bachelor’s degree from a regionally accredited institution and who desire to become exceptional beginning instructional teacher leaders. The program is designed to be completed in 15 months. Completion

of this graduate program leads to the initial license in Elementary Education (K-5) and the Master of Education (MEd) degree.

The curriculum extends candidates' knowledge, skills, dispositions, and commitments as they study and apply effective practices of K-5 literacy, math, science, and social studies teachers. Candidates use research to support the development of teaching practices and engage in action research to determine the effectiveness of their pre-service teaching. Clinical field experiences enhance knowledge, skills, dispositions, and commitments by providing opportunities to experience and participate in multi-tiered RTI<sup>2</sup> processes; diagnose, tutor, teach, and assess K-5 students; utilize technology for teaching and professional growth; assist classroom teachers; and analyze, assess, and reflect on videotaped teaching to develop written responses for reviewers. Candidates establish professional learning communities (PLC) and utilize data from those experiences to monitor professional growth. During their 16-week student teaching experience, candidates capitalize on action research to monitor and advance their content knowledge, instructional practices, knowledge of learners and learning, and professional responsibility to effect the success of all their students.

Program instructors work collaboratively to monitor candidates' success with meeting learner outcomes prior to the clinical practice in student teaching. The final summative assessment each quarter integrates learning across all three courses. Professional learning community meetings serve to support integration of knowledge, skills, dispositions, and commitments and success with the final summative assessment.

MEd pre-service candidates must successfully complete 16 weeks of full-day clinical practice in student teaching placements in approved elementary schools. One placement occurs in a K-3 grade and the other in a 4-5 grade. Placements near the candidate's residence are attempted but cannot be guaranteed. The first placement, Placement I, must be successfully completed with a grade of Pass, to receive approval to advance to Placement II. Placement II must be successfully completed, with a grade of Pass, to attain eligibility for recommendation for the initial teaching license in Elementary Education K-5 and conferring of the Master of Education degree.

The MEd in Initial Licensure program meets state and professional standards and supports local, regional, and national employment needs.

## **PROGRAM PURPOSE AND CANDIDATE LEARNER OUTCOMES**

The Master of Education in Elementary Education (K-5) Initial Licensure program is congruent with the School of Education mission to advance students' professional growth and career opportunities and to cultivate their ability to think critically, to solve problems, to make informed decisions, to communicate and collaborate effectively, and to apply knowledge wisely. Through contemporary modes of delivery, the innovative and research-based content of academic programs exposes students to diverse perspectives and skills essential to independent and continuous learning.

The purpose of the MEd in Elementary Education (K-5) Initial Licensure program is to develop the knowledge, skills, and professional dispositions and commitments of candidates to become exceptional beginning teacher instructional leaders. This purpose is designed to accomplish the mission of the School of Education (SOE) and is guided by institutional goals, research, TN Teacher Licensure Standards, TN Academic Standards, Interstate Teacher Assessment and Support Consortium (InTASC) Standards 2013, and the Council for Accreditation of Educator Preparation (CAEP) Standards.

The MEd in Elementary Education (K-5) Initial Licensure curriculum has specific work products, objectives, and assessments that provide evidence to support pre-service candidates' achievement of program learner outcomes for their role as beginning exceptional in-service instructional teacher leaders for which they have been prepared.

In accordance with CAEP Standards, candidates completing the MEd Elementary Education K-5 Initial Licensure program will accomplish the following learner outcomes:

1. demonstrate a commitment to inquiry that results in the use and generation of research.
2. demonstrate content and professional knowledge and skill that supports the success of all students.
3. demonstrate professional dispositions and commitments.
4. engage in assessment practices that assure the continuous growth of self and all students.
5. utilize technology to ensure learning of all students and to advance professional growth of self and the learning community.
6. work independently and collaboratively to support the success of all students.

7. demonstrate professional communications skills.

MEd candidates participate in multiple assessments while enrolled in sequenced coursework over the 15-month program of study. MEd candidates demonstrate achievement of learner outcomes from various assessments coordinated in all courses.

## **CURRICULUM**

The MEd in Elementary Education (K-5) Initial Licensure curriculum and program learner outcomes are aligned with state, national, and professional standards. In accordance with CAEP standards, student, pre-service candidate, and in-service candidate proficiencies are monitored and documented at four progression levels, also known as Stages, during and beyond teacher preparation that include *Pre-Entry Student*, *Pre-Service Candidate*, *Pre-Service Clinical Practitioner*, and *In-Service Program Completer*. Candidates must meet criteria at each of the first three stages/progression levels, as aligned with the INTASC Standards. As needed, students and pre-service candidates are afforded opportunity to remove an area of weakness, or deficiency, at any progression level by participating in an intervention plan with faculty recommendation.

*Pre-Entry Student*, the first progression level or Stage, begins with Pre-entry review and monitors candidates' academic performance in quarter one of the program. During the first quarter of the program, students prepare to seek admission. *Pre-Service Candidate*, the second progression level or Stage, monitors academic performance across admission and candidacy competency categories and passing of all Praxis II exams as requirements for admission to clinical practice in student teaching. As of January 1, 2019 Candidates must pass the applicable three Praxis II exams prior to student teaching, and pass the state required edTPA portion upon completion of student teaching. Candidates not passing ALL PRAXIS II EXAMS CANNOT be admitted to Clinical Practice, Enhanced Student Teaching. Such candidates must apply for readmission to Clinical Practice and meet curriculum and edTPA requirements in place at that time for student teaching. *Pre-Service Clinical Practitioner*, the third progression level or Stage, monitors candidate performance during Placements I and II with emphasis on assuring pre-service candidate ability to impact the success of all students in accordance with TN DOE's implementation of edTPA. Satisfactory completion of Stage 3 establishes eligibility for recommendation for the initial teaching license in Elementary Education K-5 and conferring of the MEd degree. *In-Service Program Completer*, the fourth progression level or Stage, focuses on monitoring of in-service candidates' effects on student achievement in their first three years of teaching. To earn the Master of Education degree in Elementary Education (K-5) Initial Licensure, candidates must complete all courses in the curriculum and all requirements and competencies specified in the first three progression levels or Stages.

The South College School of Education reserves the right to make immediate changes to the Teacher Education Program and the MEd Initial Licensure program as mandated by the TN Department of Education and the Council for the Accreditation of Educator Preparation (CAEP) as both proceed in the next academic year to develop implementation policies and procedures of newly adopted standards.

## **APPLICATION, ADMISSION, AND PROGRAM COMPLETION REQUIREMENTS**

According to state and national standards, different levels of assessment must occur throughout a program of study to inform candidates of their progress. MEd assessments begin with pre-entry admission assessment, continue throughout the program with quarterly course assessments and Stage 2 key assessments, and end with quarterly monitoring of cumulative grade point averages and individual course grades, prior to the Stage 3 clinical practice in student teaching. During clinical practice in student teaching, assessment of candidates continues to ensure that candidate performance positively impacts the learning of all students.

### *Pre-entry Graduate Applicant Assessment:*

It is expected that all applicants will present a strong level of interest for becoming an exceptional beginning instructional teacher leader and demonstrate high capability for program success by satisfying pre-entry screening requirements that include the following:

- complete a South College application;
- provide 2 official transcripts from each regionally accredited institution of higher education attended for Bachelor's and Master's degrees;
- provide a letter of intent that explains why a K-5 initial license is a personal goal;

- provide two completed recommendation forms from employers and/or professors who know your leadership potential;
- provide score from GRE or MAT;
- satisfy cumulative Bachelor's degree GPA of 2.75 or 3.0 in the second half of undergraduate coursework;
- satisfy online course technology requirements;
- complete online program orientation;
- complete and submit a TBI Waiver;
- complete TBI Fingerprinting & Criminal History Records Check; results required in SOE Admissions office prior to first enrollment in education courses;
- attend the South College Student Services Orientation; and
- complete course registration.

*Graduate Admission Stage 1/Pre Stage 2 Assessment-Quarter One:*

It is expected that all applicants will demonstrate high capability for program success by satisfying Quarter One Admission requirements that include the following:

- provide evidence of liability insurance (e.g., STEA membership);
- provide evidence of LiveText account;
- achieve a minimum cumulative GPA of 3.00;
- achieve a B, or better, for each course;
- provide a third recommendation form completed by a School of Education faculty member;
- successfully complete pre-Stage 2 Interview and required electronic portfolio artifacts; and
- assure that the SOE MEd Graduate file housed in the SOE includes all documentation as stipulated in Pre-entry and Quarter One Stage 1/Pre Stage 2 Admission requirements to advance to Pre-Service Candidate.

*Applicants interested in the Master of Education Teacher in Elementary Education (K-5) Initial Licensure program should be aware that all courses in the curriculum are required and must be completed at South College. The Master of Education program does not grant transfer credits, experiential learning, or advanced placement from another institution's program.*

Upon successful completion of all program requirements, pre-service candidates are recommended for graduation and for conferring of the Master of Education degree. South College and the School of Education reserve the right to make necessary program changes as impacted by CAEP Standards and other TN DOE mandates.

## **ACADEMIC STANDARDS, CANDIDATE PROGRESS, AND GRADING**

Upon entering the graduate program, candidates are encouraged to confer with their Advisor as needed. Student and Pre-Service Candidates' academic progress is monitored each quarter to ensure a cumulative GPA of 3.00, or better, with no grade lower than a B in each course. Designated SOE Advisors oversee each student's and pre-service candidate's academic record for all coursework at the end of each quarter and candidates not eligible for progression to the next quarter will be notified. If a student or pre-service candidate voluntarily withdraws from the program, a formal application for re-entry is required and program requirements in effect at that time must be met.

Student and Pre-Service Candidate deficiencies that may impact academic standing, which may include warning, probation, or dismissal from the program, are monitored by the Advisor.

### **Categories of Academic Standing for MEd Candidates are:**

- **Good Standing:** Status of a student or pre-service candidate who has met academic requirements in a satisfactory manner.
- **Warning:** Status of a student or pre-service candidate whose academic performance places him/her in jeopardy of falling below the minimum stated grade point average.
- **Probation:** This status is not an option for candidates in the MEd Initial Licensure program. Should a candidate's academic performance fall below the minimum cumulative GPA of 3.00 and/or course grade(s) are lower than a B at the end of the quarter as established by the SOE Graduate Program Chair dismissal from the MEd program results. A

student or pre-service candidate experiencing this situation would need to seek readmission to the program. A candidate is allowed only one readmission to the MEd program.

- **Dismissal:** Action whereby a candidate will be dismissed from the MEd Initial Licensure program due to failure to adhere to academic and program requirements and/or policies or procedures as specified in the South College Catalog, the South College Student Handbook, the SOE Induction Manual, and/or the Graduate Program Handbook. The SOE Graduate Program Chair recommends dismissal and forwards the recommendation to the SOE Dean who after approval forwards the recommendation to the SC Executive Vice-President and Provost.

The causes of and consequences for receiving a Warning, Probation, or Dismissal are:

### **Warning**

A candidate who receives a grade of less than a B on any key course assessment during the quarter receives a warning that work has not met the minimum performance and must confer with the course instructor, who keeps the Advisor apprised of the situation, to discuss a plan for future assignment improvement. As appropriate, candidates are provided a written intervention plan (developed by the course instructor in consultation with the Advisor) that details what actions must be taken in order to avoid not meeting the minimum requirement of a grade of B, or better, in any course. Successful course completion or satisfactory completion of the intervention plan is required before approval is granted for enrollment in coursework the following quarter. Candidates not meeting the minimum requirement of a cumulative GPA of 3.0 and a grade of B, or better, in each course will be dismissed from the MEd Initial Licensure program.

### **Warning for Deficiencies in Clinical Practice**

A MEd Clinical Practice Student Teacher who receives an evaluation of less than Target on any key assessment, specifically edTPA rubrics, in Clinical Practice receives a warning that work has not met the minimum performance and must confer with the Coordinator of Clinical Practice, who collaborates with the College Supervisor and Cooperating Teacher to establish an intervention plan, as appropriate, that details what actions must be taken in order to avoid not scoring below Target, the level needed to advance to the next Placement or to complete EDU 5095 A or B or 5099 A or B. Interventions during clinical practice in student teaching could EXTEND a candidate's placement. Failure to successfully complete Placement I or Placement II will result in dismissal from the MEd Initial Licensure program. Such pre-service candidates may apply for readmission to Clinical Practice and meet curriculum and edTPA requirements in place at that time for the program and student teaching.

### **Warning for Dispositions Unbecoming of a Future Educator**

MEd students or pre-service candidates who exhibit dispositions unbecoming of a future educator shall have a School of Education (SOE) recommendation form completed by a designated SOE faculty member. The recommendation form shall be provided to the student or pre-service candidate in a meeting regarding the disposition(s) issue(s), and a copy of the completed form shall be placed in the student or pre-service candidate's file. Further dispositional issues exhibited by the student or pre-service candidate may lead to program Probation and/or Dismissal.

### **Dismissal**

Action whereby a student or pre-service candidate will be dismissed from the Master of Education Elementary Education K-5 Initial Licensure program due to failure to adhere to academic and program requirements and/or policies or procedures as specified in the Graduate Program Handbook, the SOE Induction Manual, the South College Student Handbook, and/or the South College Catalog.

- A student or pre-service candidate earns a grade lower than B in any course;
- A candidate has a cumulative GPA of less than 3.00 at the end of any quarter;
- A candidate fails to meet clinical practice course requirements in Placement I or in Placement II;
- A candidate fails to meet professional standards as reflected in the Graduate Program Handbook, the SOE Induction Manual, South College Student Handbook, South College Catalog, state or federal law, or for dispositions unbecoming of a future educator, moral turpitude, unprofessional behavior, criminal activity, or other reasons as defined by South College;
- South College reserves the right to dismiss at any time a candidate who, in its judgment, is undesirable and whose continued enrollment is detrimental to him/herself or his/her fellow candidates or whose presence is disruptive to the learning environment, or the orderly operation of the College.



## Grading

Course instructors determine the final grade in all courses. Grades are based on the requirements of each course, attendance and participation, and a culminating project that serves as the final examination for all courses. Examples of assignments are written assignments, reading assignments, action research, presentations with use of technology, lesson plans, video-taped teaching episodes, discussion forums, dispositions and commitments journals, professional learning community meetings, personal profiles of performance records, and self-assessments. The weight or value of assignments is found on the course syllabus.

Letter Grade	Q.P.	Percentage Score Range
A	4.00	90-100%
B	3.00	80-89%

Candidates must maintain a cumulative grade point average of 3.00, or better, with no course grade lower than a B to remain in the MEd Elementary Education K-5 Initial Licensure program.

## ACADEMIC PARTICIPATION

The MEd in Elementary Education (K-5) Initial Licensure program is a rigorous program of study that requires attendance in all class sessions, clinical field experiences, clinical practice seminars, and clinical practice student teaching. Classroom work is collaborative and interactive and requires active participation by students and pre-service candidates. As such, classroom work cannot be made up if missed. The attendance and participation policy stated on each course syllabus states that absence from class and other coursework can impact course grade.

## CRIMINAL BACKGROUND CHECKS

Applicants must show evidence of a current TBI Finger-printing and Criminal History Records Check prior to first enrollment in quarter one coursework and prior to Admission to Clinical Practice Student Teaching.

## TECHNOLOGY REQUIREMENTS:

Access to Windows PC with Windows XP or higher Operating System or Mac OS X  
Access to Microsoft Office 2007 or higher  
Reliable High Speed Internet Connection  
A Compatible Web Browser (Firefox or Chrome preferred)  
Optional Software: Adobe Reader

## LIVETEXT – Submission of Selected Course Assignments:

Each student must purchase a LiveText key code just like any other textbook available only in the South College Bookstore. Candidates must then use the code to register through South College. Candidates should use their first initial and last name or South College email username as their LiveText user name and assign a meaningful password just like any other online account. This code will be active through the entirety of the student's and pre-service candidate's degree or licensure program. LiveText will be used to submit edTPA documentation to outside scorers. Students and pre-service candidates will be informed of artifacts that need to be submitted to LiveText.

## CANDIDATE GRIEVANCE PROCESS

If a candidate wishes to make a formal complaint to deviate from established Graduate Education Policies as stated in the South College Catalog, the South College Student Handbook, the SOE Induction Manual, and/or the Graduate Program Handbook, the candidate is encouraged to discuss his/her concern with their Advisor. If satisfaction cannot be attained at this level, and the candidate wants to make his/her concern official, he/she must complete a Candidate Grievance Form. Every effort will be made to resolve the concern at the SOE level. If the grievance cannot be resolved at the SOE level, the candidate would assume responsibility for following the College's grievance process outlined in the current South College Student Handbook available in the Dean of Student Services office and on the student portal.

The MEd Elementary Education (K-5) Initial Licensure degree program is currently offered at the Knoxville campus.

## Master of Education Elementary Education (K-5) Initial Licensure

The Master of Education Elementary Education (K-5) Initial Licensure program is a 60 hours program designed for completion in 15 months. Courses include:

	Credit Hours
<b>Quarter 1</b>	
EDU 5010 Leaders of Learning	4
EDU 5020 Understanding Action Research	4
EDU 5030 Engaging in Meaningful Collaboration and Learning in the K-2 Literacy Classroom	4
<b>Quarter 2</b>	
EDU 5040 Creating a Learning Centered K-2 Math Classroom	4
EDU 5050 Integrating Science and Social Studies in the Learning Environment	4
EDU 5060 English Language Arts and Literacy in Grades 3-5	4
<b>Quarter 3</b>	
EDU 5070 Designing a Student Centered Math Environment for Grades 3-5	4
EDU 5080 Designing a Learning Centered Environment Focused on Thinking to Advance Understanding for Grades 3-5	4
EDU 5090 Designing a Student Centered Science & Social Studies Environment for Grades 3-5	4
<b>Quarters 4-5</b>	
<b>Placement I</b>	
EDU 5095A Enhanced Student Teaching (Grades K-3 or 4-5)	9
EDU 5099A Seminar	3
<b>Placement II</b>	
EDU 5095B Enhanced Student Teaching (Grades K-3 or 4-5)	9
EDU 5099B Seminar	3
<b>Total</b>	<b>60</b>

## Master of Education TEACHER AS INSTRUCTIONAL LEADER

### OVERVIEW

This graduate program is designed for those qualified individuals who wish to advance their professional teacher leadership knowledge and skills critical for developing personal instructional practice and impacting the instructional practice of other teachers. The program requires satisfactory completion of 48 total quarter credit hours and is designed to be delivered in four consecutive quarters over a period of 1 year (12 months) for full-time students. Part-time students may enroll in a minimum of one class per quarter. Admission to this program may occur in each quarter of the year.

The Teacher as Instructional Leader (TIL) curriculum focuses on building in-service candidates' professional leadership knowledge, skills, commitments, and dispositions essential to developing personal instructional practice and the instructional practice of other teachers. The TIL program, designed for any K-12 educator, offers a curriculum that permits inquiry into the philosophy, theory, and issues of leadership to extend candidates' knowledge and skills in effective instruction and assessment. In-Service Candidates inquire, problem-solve, and make decisions relative to the success of all students.

In-Service Candidates rely on their expanding knowledge, skills, commitments, and dispositions in leadership as foundational to developing their action research project, their personal professional development plan, and their professional portfolio that are showcased as the capstone experience at the end of the practicum. In-Service Candidates' classrooms serve as the site for conducting action research and collecting work samples for their assignments and practicum. The program of study concludes with a practicum experience designed for presentation of the personal professional development plan, action research project, and professional portfolio with work samples documenting enhancement of personal instructional practice.

### PROGRAM DESIGN

The program will be completed primarily via an asynchronous online format using Canvas as the learning management platform that provides flexibility to accommodate schedules of working professional educators. The curriculum permits

inquiry into philosophy, theory, and issues of teacher leadership to extend in-service candidates' knowledge and skills in effective instruction and assessment. In-Service Candidates inquire, problem-solve, and make decisions in support of all students' success. They culminate their program of study with a final presentation of a personal professional development plan, an action research project and a professional portfolio. A South College online orientation introduces students to instructions for accessing South College email and Student Portal accounts, a review of candidates' roles and responsibilities in an online asynchronous format, and a discussion and review of South College learning resources and student services.

## **PROGRAM PURPOSE AND CANDIDATE LEARNER OUTCOMES**

The purpose of the Master of Education in Teacher as Instructional Leader program is to develop the knowledge, skills, commitments, and professional dispositions of in-service candidates to become exceptional instructional leaders who advocate inquiry for self and all members of the learning community as a tool for continuous learning; who embrace diversity and advocate tolerance; who exhibit ethical behaviors; who exemplify integrity and fairness; who can think systemically; who can work independently and collaboratively; who exercise wise communication; and, who extol the belief that all students can learn.

The Teacher as Instructional Leader curriculum has specific work products, objectives, and assessments that provide evidence to support in-service candidates' achievement of program learner outcomes for their role as an exceptional instructional teacher leader for which they have been prepared.

In-Service Candidates completing the Teacher as Instructional Leader program accomplish the following program learner outcomes:

1. Demonstrate a commitment to inquiry that results in the use and generation of research.
2. Demonstrate content and professional knowledge and skill that supports the success of all students.
3. Demonstrate professional dispositions and commitments.
4. Engage in assessment practices that assure the continuous growth of self and all students.
5. Utilize technology to ensure learning of all students and to advance professional growth of self and the learning community.
6. Work independently and collaboratively to support the success of all students.
7. Demonstrate professional communications skills.

In-Service Candidates participate in multiple assessments while enrolled in coursework over four consecutive quarters and demonstrate achievement of program learner outcomes from various assessments.

## **APPLICATION, ADMISSION, AND PROGRAM COMPLETION REQUIREMENTS**

According to state and national standards, different levels of assessment must occur throughout a program of study to inform candidates of their progress. Applicants interested in the M Ed Teacher as Instructional Leader (TIL) program are required to confer with an admissions representative and complete an application. It is expected that all applicants will present a strong level of interest for leadership and demonstrate high capability for program success by satisfying admission requirements that include the following:

- an online South College application
- two (2) official transcripts from each regionally accredited institution of higher education attended for earned bachelor's and master's degrees;
- be employed and actively engaged in teaching a PreK-12 grade;
- a letter of intent that identifies and explains your interest in the TIL program;
- two completed recommendation forms from employers and/or professors who know your leadership potential;
- a minimum GPA of 2.75 earned in the Bachelor's degree;
- a GRE or MAT score

*Applicants interested in the Master of Education Teacher as Instructional Leader program should be aware that all courses in the curriculum are required and must be completed at South College. The Master of Education program does not grant transfer credits, experiential learning, or advanced placement from another institution's program.*

South College seeks to make available all online programs/courses to residents of Tennessee and other states, and to allow completion of required clinical or practical experiences in those states. We work through the State Authorization Reciprocity Agreement (SARA) process and with states directly to ensure that when authorization or licensure is necessary, required approvals are secured. Tennessee is a member of SARA and South College is an approved SARA institution. As such, we adhere to a set of national standards for interstate offering of post-secondary distance education courses and programs. SARA also covers all interstate placements in clinical or practical situations among SARA member states, no matter the nature of the main program. However, not all states are SARA members. While we do monitor the laws in each state, authorization of distance education is a dynamic environment and prospective students should check this site often for updates. It is the student's responsibility to understand current circumstances or special requirements in their state of residence.

## **PROFESSIONAL LICENSURE**

This program is not normally an academic program that requires additional professional licensure other than the teaching license required for admission to the program. However, not all states have the same requirements. It is highly recommended that you first seek guidance from the appropriate licensing agency in your home state BEFORE beginning the academic program located outside your state. It is the student's responsibility to contact the appropriate licensing board in his/her home state to confirm whether a South College program will meet the requirements for licensure in that state.

*Information Specific to Alabama Residents:* Educator Preparation Programs: State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants who complete an educator preparation program at an institution outside of Alabama must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).

## **ACADEMIC STANDARDS, CANDIDATE PROGRESS, AND GRADING**

Upon entering the graduate program, candidates are encouraged to confer with their Advisor as needed. Candidates' academic progress is monitored each quarter to ensure a cumulative GPA of 3.00, or better, with no grade lower than a B in each course. The SOE Advisor oversees each candidate's academic record for all coursework at the end of each quarter and candidates not eligible for progression to the next quarter will be notified. If a candidate voluntarily withdraws from the program, a formal application for re-entry is required and program requirements in effect at that time must be met.

Candidate deficiencies that may impact a candidate's academic standing, which may include warning, probation, or dismissal from the program, are monitored by the SOE Advisor.

### **Categories of Academic Standing for Candidates are:**

- **Good Standing:** Status of a candidate who has met academic requirements in a satisfactory manner.
- **Warning:** Status of a candidate whose academic performance places him/her in jeopardy of falling below the minimum stated standard grade of B on any course assessment during the quarter.
- **Probation:** This status is not an option for candidates in the TIL program. Should an in-service candidate's academic performance fall below the minimum cumulative GPA of 3.00 and/or course grade(s) are lower than a B at the end of the quarter as established by the SOE dismissal from the TIL program results. Since the TIL program is a program, an in-service candidate experiencing this situation would need to seek readmission to the program. In-Service Candidates are allowed only one readmission to the TIL program.
- **Dismissal:** Action whereby a student will be dismissed from the Master of Education in Teacher as Instructional Leader program due to failure to adhere to academic and program requirements, and/or policies or procedures as specified in the Graduate Program Handbook, South College Student Handbook, and the South College Catalog. The SOE Advisor recommends dismissal and forwards the recommendation to the SOE Dean.

The causes of and consequences for receiving a Warning, Probation, or Dismissal are:

**Warning**

A candidate who receives a grade of less than a grade of B on any course assignment during the quarter receives a warning that work has not met minimum performance and that dismissal from program is possible if the cumulative GPA falls below 3.00 or if a course grade lower than a B occurs at the end of the quarter.

**Dismissal**

Action whereby an in-service candidate will be dismissed from the Master of Education in Teacher as Instructional Leader program due to failure to adhere to academic and program requirements, and/or policies or procedures as specified in the Graduate Program Handbook, South College Student Handbook, and the South College Catalog.

- A student fails (a grade below B) in any course;
- A student has a cumulative GPA of less than 3.00 at the end of any quarter;
- A student fails to meet professional standards as reflected in the Graduate Program Handbook, South College Student Handbook, South College Catalog, state or federal law, or for moral turpitude, unprofessional behavior, criminal activity, or other reasons as defined by South College;
- South College reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continued enrollment is detrimental to him/herself or his/her fellow students or whose presence is disruptive to the learning environment, or the orderly operation of the College.

**GRADING**

Course instructors determine the final grade in all courses. Grades are based on the requirements of each course, attendance and active participation in online activities, and a final examination. Examples of assignments are written assignments, action research, oral presentations with use of technology, reading assignments, reflective journal entries, development of personal portfolio, and professional development activities. The weight or value of assignments is found on the course syllabus.

Letter Grade	Q.P.	Percentage Score Range
A	4.00	90-100%
B	3.00	80-89%

In-Service Candidates must earn a course grade of B, or better, in each graduate course and must maintain a cumulative grade point average (GPA) of 3.00 to remain in the graduate program.

**IN-SERVICE CANDIDATE GRIEVANCE PROCESS**

If a student wishes to make a formal complaint to deviate from established Graduate Education Policies as stated in the South College Catalog, the Graduate Program Handbook or the SOE website, the student is encouraged to discuss his/her concern with their Advisor. If satisfaction cannot be attained at this level, and the student wants to make his/her concern official, he/she must complete a Candidate Grievance Form. Every effort will be made to resolve the concern at the SOE level. If the grievance cannot be resolved at the SOE level, the student would assume responsibility for following the College's grievance process outlined in the current South College Student Handbook available in the Dean of Student Services office and on the student portal.

The MEd Teacher as Instructional Leader degree program is currently offered online.

**Master of Education  
TEACHER AS INSTRUCTIONAL LEADER**

The Master of Education in Teacher as Instructional Leader requires satisfactory completion of the following 48 quarter credit hours.

	Quarter Hours
EDU 5310 Philosophy, Theories and Issues of Education	4
EDU 5320 Methods in Developing Action Research	4
EDU 5330 Teacher as Learner	4
EDU 5341 Building Trust as a Teacher Leader	4
EDU 5351 Poverty and Student Achievement	4

EDU 5360 Student as Learner	4
EDU 5371 Establishing a Positive School Culture	4
EDU 5381 Leadership for Instructional Improvement	4
EDU 5392 Empowering Students to Learn	4
EDU 5399 Practicum	12

**Educational Specialist  
TEACHER LEADERSHIP IN SCHOOLS**

**OVERVIEW**

The South College School of Education offers an Educational Specialist (Ed.S.) in Teacher Leadership in Schools (TLIS) degree program. This graduate program is designed for those qualified individuals who wish to advance their professional teacher leadership knowledge and skills critical for developing understanding of teacher inquiry, data coaching essentials, and professional development designed to meet school needs. The program requires satisfactory completion of 45 total quarter credit hours and is designed to be delivered in three consecutive quarters or nine months for a full-time student. Part-time students may enroll in one class per quarter. Admission to this program may occur in each quarter of the year.

The Ed.S. Program in Teacher Leadership in Schools curriculum extends in-service candidates’ knowledge, skills, dispositions and commitments to the study of effective leadership practices at the school level. Coursework develops in-service candidates’ understanding of practitioner inquiry into actual practice through the development of a research question, a review of literature, and a research proposal as a vehicle for improving student achievement. Coursework further engages in-service candidates in the study of evidenced-based leadership practices that transform low-performing schools into effective schools and in the study of effective professional development practices aimed at raising student achievement and teacher knowledge and skill. Coursework also focuses on data coach training that includes understanding of the learning environment and how to analyze the various sources of data. This training establishes the ability to determine causes and effects from problems evidenced in the data along with the development of a monitoring plan. The third quarter program capstone requires presentations addressing the research proposal, the data coach school monitoring plan, and a professional development plan.

The Educational Specialist in Teacher Leadership in Schools program meets state and professional standards and supports local, regional, and national employment needs.

**PROGRAM PURPOSE AND CANDIDATE LEARNER OUTCOMES**

The purpose of the Educational Specialist Program in Teacher Leadership in Schools is to develop the knowledge, skills, commitments, and professional dispositions of in-service candidates to become exceptional teacher leaders at the school and/or district levels who advocate inquiry for self and all members of the learning community as a tool for continuous learning; who embrace diversity and advocate tolerance; who exhibit ethical behaviors; who exemplify integrity and fairness; who can think systemically; who can work independently and collaboratively; who exercise wise communication; and, extol the belief that all students can learn.

In accordance with CAEP Standards, candidates completing the Teacher Leadership in Schools program will accomplish the following learner outcomes:

1. demonstrate a commitment to inquiry that results in the use and generation of research.
2. demonstrate content and professional knowledge and skill that supports the success of all students.
3. demonstrate professional dispositions and commitments.
4. engage in assessment practices that assure the continuous growth of self and all students.
5. utilize technology to ensure learning of all students and to advance professional growth of self and the learning community.
6. work independently and collaboratively to support the success of all students.
7. demonstrate professional communications skills.

Ed. S. candidates participate in multiple assessments while enrolled in coursework over three consecutive quarters. Ed.S. candidates demonstrate achievement of learner outcomes from various graduate assessments in all courses.

## **APPLICATION, ADMISSION AND PROGRAM COMPLETION REQUIREMENTS**

According to state and national standards, assessments must occur throughout a program of study to inform candidates of their progress. Ed.S. assessments begin with pre-entry admission assessment, continue throughout the program with quarterly course assessments and summative assessments, and end with quarterly monitoring of cumulative grade point averages and individual course grades.

### **Admission Requirements**

Applicants interested in the Ed S Teacher Leadership in Schools program are required to confer with an admissions representative to discuss all program requirements. It is expected that all applicants will present a strong level of interest for teacher leadership in their school and demonstrate high capability for program success by satisfying admission requirements that include the following:

- complete an online South College application;
- provide two (2) official transcripts from each regionally accredited institution of higher education attended for earned bachelor's and master's degrees;
- provide a letter of intent that explains how the program will help achieve personal professional growth;
- provide two letters of recommendation from employers and/or professors who know your professional work ethic;
- GPA of 3.00 for an earned master's degree; and
- a GRE or MAT score.

Applicants interested in the Educational Specialist Teacher Leadership in Schools program should be aware that all courses in the curriculum are required and must be completed at South College. The Ed. S. program does not grant transfer credits, experiential learning, or advanced placement from another institution's program.

South College seeks to make available all online programs/courses to residents of Tennessee and other states, and to allow completion of required clinical or practical experiences in those states. We work through the State Authorization Reciprocity Agreement (SARA) process and with states directly to ensure that when authorization or licensure is necessary, required approvals are secured. Tennessee is a member of SARA and South College is an approved SARA institution. As such, we adhere to a set of national standards for interstate offering of post-secondary distance education courses and programs. SARA also covers all interstate placements in clinical or practical situations among SARA member states, no matter the nature of the main program. However, not all states are SARA members. While we do monitor the laws in each state, authorization of distance education is a dynamic environment and prospective students should check this site often for updates. It is the student's responsibility to understand current circumstances or special requirements in their state of residence.

Upon successful completion of all program requirements, candidates are recommended for graduation and for conferring of the Educational Specialist degree. South College and the School of Education reserve the right to make necessary program changes as impacted by CAEP Standards and other TN DOE mandates.

Upon review of all required documents, the Dean of the School of Education (SOE) may admit the prospective individual to the Ed. S. Teacher Leadership in Schools Program with:

1. Full Admission – the candidate has met all required criteria for admission to the Ed. S. Program.
2. Provisional Admission – the candidate has not met all required criteria for admission to the Ed. S. Program but has been cleared to begin coursework for quarter one. The candidate receives from the designated SOE Advisor written confirmation of deficiencies that must be removed to advance to quarter two.

Acceptance to enroll in the Ed. S. Teacher Leadership in Schools Program is not synonymous with formal admission to the program. To be formally admitted to the Educational Specialist Program, the candidate must complete the first quarter of courses, earn a cumulative GPA of 3.00 or better with no course grade lower than a B. Formal admission typically occurs at the end of the first quarter prior to advancement to the second quarter of coursework.

## Professional Licensure

This program is not normally an academic program that requires additional professional licensure other than the teaching license required for admission to the program. However, not all states have the same requirements. It is highly recommended that you first seek guidance from the appropriate licensing agency in your home state BEFORE beginning the academic program located outside your state. It is the student's responsibility to contact the appropriate licensing board in his/her home state to confirm whether a South College program will meet the requirements for licensure in that state.

Information Specific to Alabama Residents: Educator Preparation Programs: State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants who complete an educator preparation program at an institution outside of Alabama must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at [www.alsde.edu](http://www.alsde.edu).

## ACADEMIC STANDARDS, CANDIDATE PROGRESS, AND GRADING

Upon entering the graduate program, candidates are encouraged to confer with their SOE Advisor as needed. Candidates' academic progress is monitored each quarter to ensure a cumulative GPA of 3.00, or better, with no grade lower than a B in each course. The SOE Advisor oversees each candidate's academic record for all coursework at the end of each quarter and candidates not eligible for progression to the next quarter will be notified. If a candidate voluntarily withdraws from the program, a formal application for re-entry is required and program requirements in effect at that time must be met.

Candidate deficiencies that may impact academic standing, which may include warning, probation, or dismissal from the program, are monitored by the SOE Advisor.

### Categories of Academic Standing for Ed. S. Candidates are:

- **Good Standing:** Status of a candidate who has met academic requirements in a satisfactory manner.
- **Warning:** Status of a candidate whose academic performance places him/her in jeopardy of falling below the minimum stated grade of B on any course assessment during the quarter.
- **Probation:** This status is not an option for candidates in the Ed. S. program. Should a candidate's academic performance fall below the minimum cumulative GPA of 3.00 and/or course grade(s) are lower than a B at the end of the quarter as established by the SOE dismissal from the Ed. S. program results. A candidate experiencing this situation would need to seek readmission to the program. A candidate is allowed only one readmission to the Ed. S. program.
- **Dismissal:** Action whereby a candidate will be dismissed from the Ed. S. program due to failure to adhere to academic and program requirements and/or policies or procedures as specified in the South College Catalog, the South College Student Handbook, and the Graduate Program Handbook. The SOE Advisor recommends dismissal and forwards the recommendation to the SOE Dean who after approval forwards the recommendation to the SC Executive Vice-President and Provost.

The causes of and consequences for receiving a Warning, Probation, or Dismissal are:

### Warning

A candidate who receives a grade of less than B on any course assignment during the quarter receives a warning that work has not met minimum performance and that dismissal from program is possible if the cumulative GPA falls below 3.00 or if a course grade lower than a B occurs at the end of the quarter.

### Dismissal

Action whereby a candidate will be dismissed from the Educational Specialist in Teacher Leadership in Schools program due to failure to adhere to academic and program requirements and/or policies or procedures as specified in the Graduate Program Handbook, the South College Student Handbook, and/or the South College Catalog.

- A candidate fails (a grade below B) in any course;
- A candidate has a cumulative GPA of less than 3.00 at the end of any quarter;
- A candidate fails to meet professional standards as reflected in the Graduate Program Handbook, South College Student Handbook, South College Catalog, state or federal law, or for moral turpitude, unprofessional behavior, criminal activity, or other reasons as defined by South College;



- South College reserves the right to dismiss at any time a candidate who, in its judgment, is undesirable and whose continued enrollment is detrimental to him/herself or his/her fellow candidates or whose presence is disruptive to the learning environment, or the orderly operation of the College.

## GRADING

Course instructors determine the final grade in all courses. Grades are based on the requirements of each course, attendance and participation, and a culminating project that serves as the final examination for all courses. Examples of assignments are written assignments, practitioner inquiry, presentations with use of technology, reading assignments, discussion forums, dispositions and commitments journals, action plan for advocacy growth assignments, professional learning community weekly meetings, personal profiles of performance records, self-assessments, and tasks for each course. The weight or value of assignments is found on the course syllabus.

Letter Grade	Q.P.	Percentage Score Range
A	4.00	90-100%
B	3.00	80-89%

Candidates must maintain a cumulative grade point average of 3.00, or better, with no course grade lower than a B to remain in the Ed. S. graduate program.

## CANDIDATE GRIEVANCE PROCESS

If a candidate wishes to make a formal complaint to deviate from established Graduate Education Policies as stated in the South College Catalog, the South College Student Handbook, and/or the Graduate Program Handbook, the candidate is encouraged to discuss his/her concern with the Graduate Program Chair. If satisfaction cannot be attained at this level, and the candidate wants to make his/her concern official, he/she must complete a Candidate Grievance Form. Every effort will be made to resolve the concern at the SOE level. If the grievance cannot be resolved at the SOE level, the candidate would assume responsibility for following the College's grievance process outlined in the current South College Student Handbook available in the Dean of Student Services office and on the student portal.

The EdS Teacher Leadership in Schools degree program is currently offered online.

### Educational Specialist TEACHER LEADERSHIP IN SCHOOLS

The Educational Specialist program requires successful completion of the following 45 quarter credit hours.

EDU 6311 – The Professional Learning Community (PLC) and School Leadership	5
EDU 6321 – Data Coach Training I	5
EDU 6331 – Research I: What is Research?	5
EDU 6341 – Data Coach Training II	5
EDU 6351 – Understanding Value-Added Assessments (VAMS)	5
EDU 6361 – Research II: What is a Literature Review?	5
EDU 6371 – Data Coach Training III	5
EDU 6381 – Problems in School Leadership	5
EDU 6391 – Research III: What is a Research Proposal?	5

## **DEPARTMENT OF IMAGING SCIENCES**

The faculty of the Department of Imaging Sciences, in conjunction with South College, provides a foundation of general education coursework that emphasizes the attainment of knowledge and skills as they relate to human relations, communication, ethics, critical and analytical thinking, and reasoning skills at the under graduate level. The programs of study correlate didactic and clinical instruction enabling the students to become competent health professionals with a humanistic approach. This approach results in graduates who competently perform tasks as identified in their scope of practice as autonomous health care providers.

### **VISION STATEMENT OF THE DEPARTMENT OF IMAGING SCIENCES**

The Department of Imaging Sciences strives to provide a multi-disciplinary educational experience to prepare students who will qualify as contributing members of the allied health team dedicated to the conservation of life and the maintenance of health.

### **PHILOSOPHY OF THE DEPARTMENT OF IMAGING SCIENCES**

The philosophy of the Department of Imaging Sciences dovetails with the mission of South College by:

1. Educating students to become responsible, enlightened, and productive citizens;
2. Providing skilled clinical practitioners who strive for excellence while promoting student sensitivity of the health care environment;
3. Fostering independent critical thinking, life-long learning, and the necessary skills to adapt to changing environments; and
4. Providing medical specialists that function and communicate effectively and who appreciate the social, mental, intellectual, physical, and spiritual factors that influence the health of diverse populations.

### **ADMITTANCE DECISIONS**

Applicants to any Imaging Sciences program are ranked based on academic and interview scores. Emphasis is placed on math and science coursework related to Imaging Sciences at all degree levels. A minimum interview score of 25 out of a possible 40 is also required. Those programs admitting on a rotational basis do so annually and class sizes admitted are dependent on available clinical sites.

In addition to course work, each student must provide proof of ability to perform the skills needed to practice in the imaging sciences effectively. Health care facilities must meet federal guidelines, and students must also meet these requirements in order to be allowed to gain clinical experience in these facilities. To meet these requirements, each students must supply proof of a negative TB test, hepatitis B vaccine or waiver, physical exam certifying ability to function in the required capacity, proof of immunizations (including MMR immunity/titer), and CPR training. Some clinical sites may also require proof of flu immunization. A criminal background check and drug screen are required for admission. If the background check reveals previous convictions, it is up to each clinical site to determine the eligibility of students to attend clinical at the site. Students who are denied clinical experiences due to past convictions may be unable to progress in the program which will result in failure to complete the required courses for the program. In any case where a drug screen is positive and an authorized prescription is not produced to validate the presence of the drug in the individual's system, a student may be disqualified as a candidate for admission. Upon notification of the drug screen results, the student will have 5 working days to provide prescription validation. Students are responsible for costs associated with any required testing.

### **FUNCTIONAL CAPACITIES**

Applicants to any Imaging Sciences program must be able to meet the following functional capacities. Students who believe they will not be able to meet one or more of these requirements without accommodation must notify the Imaging Sciences Department Chair and a determination will be made on a case by case basis whether reasonable accommodation may be made. In no instance will an accommodation be made which will put the applicant, other students, or patients at risk.

<b>FUNCTION</b>	<b>REQUIREMENT</b>	<b>EXAMPLES OF TASKS</b>
Vision	Adequate to ensure safety of self and others in didactic and clinical settings and to discriminate between black, white, and a scale of grays.	Discriminate diagnostic quality; observation and visual assessment of a patient's condition; preparation of imaging area.
Hearing	Adequate and effective communication with others in close proximity (15 feet) and remote areas (30 feet).	Verbal communication with patients, clinical staff, and others; telephone communication; patient assessment responding to beepers and overhead announcements.
Gross motor strength and coordination	Adequate to allow effective mobility of self, imaging equipment, and patients for at least 50 feet, lift 25 pounds from the ground to waist level and extend that weight out from the body at a minimum of 12 inches, and stand/ walk for a minimum of 8 hours.	Safe transfer of patients; mobility and strength to move patients and equipment; safe and efficient mobility in a sterile environment, coordinated movement in the performance of mobile imaging procedures; safe and efficient movement of medical imaging equipment.
Fine motor strength and coordination	Adequate to allow use of medical and imaging equipment maintaining a safe environment to patients and others and to lift and carry two image receptors in each hand simultaneously.	Technical factor selection on control panels; venous injection of drugs; assisting catheter manipulation during imaging procedures; placement and movement of image receptors; positioning of imaging equipment at standard parameters; manipulation and operation of all associated equipment.
Critical thinking ability	Adequate to allow mastery of course content and demonstrate sound judgment in simulated and clinical situations; adaptability to cope with constant environmental/ patient changes.	Identifying routine and non-routine imaging procedures to produce diagnostic images; identifying cause and effect relationships in patient positioning and related anatomy; identifying relationships of accessory devices utilized in image formation.
Inter-personal skills	Adequate to facilitate effective working relationships with peers, instructors, patients, and families.	Interaction with severely injured or critically ill patients; providing patient education; working in a stressful environment; providing quality patient care.
Communication	Adequate to allow coursework completion and effective communication with patients, their families, peers, and clinical staff in English.	Class and laboratory presentations; homework assignments; providing patient education and instruction; interaction with clinical staff.

### **ACADEMIC PROGRESSION AND RETENTION**

Students admitted into any program are required to earn a minimum grade of “C” in all major courses. Students earning less than a “C” in any major course will not be allowed to continue in the current rotation of courses, must reapply for admission to the program in a later rotation, and must repeat the course earning a grade of “C” or higher. No guarantee of readmission is made.

To progress in the Bachelor of Science in Health Science concentrations, a student must earn a minimum of a “C” in all required 3000 and 4000 courses within the first two attempts.

## GRADING SCALE

The grading scale utilized in all Department of Imaging Sciences administered didactic courses is as follows:

Letter Grade	Q.P.	Percentage Score Range
A	4.00	93-100%
B	3.00	86-92%
C	2.00	75-85%
F	0.00	0-74%

The grading scale used by the Imaging Sciences Department for clinical courses are as follows:

Letter Grade	Q.P.	Percentage Score Range
A	4.00	96-100%
B	3.00	90-95%
C	2.00	85-89%
D	1.00	80-84%
F	0.00	Below 80%

## ASSOCIATED PROGRAM COSTS

Imaging Science students are responsible for all costs associated with required physical exams, immunizations, drug screenings, background checks CPR/ACLS, purchase of required uniforms, and transportation to and from clinical assignments.

## PROGRAM TERMINATION

Students accepted into any program in the Department of Imaging Sciences are expected to demonstrate professional behavior and demeanor. Professional behavior encompasses a broad range of expectations, including the expectation of trustworthiness and at all times keeping the welfare of the individual receiving care a priority. To this end, any instance of student intent to misrepresent facts will be cause for immediate program dismissal.

- Misrepresentation of facts, verbal or written, including but not limited to the following situations, is prohibited.
  - Bribery
  - Deliberate withholding information about a patient, patient care, and/or self
  - Plagiarism
  - Presenting another student's work as one's own
  - Cheating in any form
  - Forgery or falsification in any form
- Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the course instructor. Students are expected to respect and follow the South College Academic Honor Code.

Grounds for immediate termination from the Department of Imaging Science programs include:

1. Receiving a grade of "D" or "F" in any major course listed in the curriculum.
2. Insubordination.
3. The conviction and/or known use of, distribution of, or possession of illegal drugs or controlled substances.
4. Failure to accomplish didactic and/or clinical assignments.
5. Unprofessional, unsafe, and/or unethical conduct.
6. Academic dishonesty in related or professional courses.
7. Participant clinical agencies retain the right to reject any student whose behavior may be hazardous to the agency.

Any student wishing to reapply to any program must contact the Imaging Sciences Department Chair and follow the Program Readmission policy outlined in the Imaging Sciences Department Policy Manual.

## **VOLUNTARY WITHDRAWAL**

Students will be considered for readmission to an Imaging Science Department program only one time on a space available basis.

Students desiring readmission to the first quarter of the Radiography or Diagnostic Medical Sonography program must reapply and will be evaluated with new program applicants. Program readmission consideration to second or any subsequent quarters requires a formal Letter of Intent from the student submitted to the Department Chair one quarter prior to the desired readmission date.

Nuclear Medicine applicants desiring readmission to the first or second quarters must reapply and will be ranked with new applicants. Program readmission consideration to the third or fourth quarters requires a formal Letter of Intent from the student submitted to the Department Chair and Program Director one quarter prior to the desired readmission date.

Students withdrawing from a program due to pregnancy may reapply for program readmission as delineated by the pregnancy policy in the Imaging Sciences Department Policy Manual.

## **CERTIFICATE**

### **Computed Tomography**

#### **MISSION**

The mission of the Certificate in Computed Tomography (CT) program is to provide undergraduate students with academic and clinical foundations to competently perform as entry-level CT technologists. The curriculum represents elements that are essential in educating technologists in the post-primary practice of CT. Clinical practice experience is designed to provide patient care and assessment, competent performance of CT procedures, radiation safety and total quality management.

#### **ROLE OF THE COMPUTED TOMOGRAPHY TECHNOLOGIST**

Imaging technologists who specialize in Computed Tomography (CT) operate computerized equipment to take cross-sectional images of patient anatomy. They prepare and position patients for procedures, operate CT equipment to get correct images, and utilize radiation safety practices to minimize radiation exposure to patients. They work with physicians to evaluate the images for proper diagnosis.

#### **COMPUTED TOMOGRAPHY TECHNOLOGIST CERTIFICATION**

The program is designed to prepare graduates to sit for the American Registry of Radiologic Technologists (ARRT) and/or the Nuclear Medicine Technology Certification Board (NMTCB) post-primary Computed Tomography (CT) certification examination.

#### **OVERVIEW OF THE COMPUTED TOMOGRAPHY PROGRAM**

Qualified candidates for the program are required to have graduated from a JRCERT or regionally accredited radiography or radiation therapy program, or a JRCNMT or regionally accredited nuclear medicine program. The CT program is designed for completion by full-time students in 6 months and requires satisfactory completion of 24 credit hours. The didactic portion of the program will be completed online. The clinical component will be completed at South College affiliated facilities. The curriculum includes CT physics and instrumentation, cross-sectional anatomy, patient care and safety, imaging techniques and procedures specific to CT imaging, and quality control.

Clinical sites utilized by the program are geographically dispersed. Students may have to travel outside the local area for clinical placements. Some evening and weekend rotations may be required. Students must complete a separate application to the program and secure formal admission.

#### **LEARNING OUTCOMES OF THE CERTIFICATE IN COMPUTED TOMOGRAPHY PROGRAM**

Graduates of this program of study will:

- Competently perform CT procedures to obtain diagnostic images.
- Provide appropriate patient care to CT patients.
- Demonstrate ALARA principles to ensure radiation safety.

- Communicate professionally with patients and members of the healthcare team.
- Perform and monitor quality assurance tests.

The program will continually monitor program effectiveness through assessment and evaluation to ensure that the needs of the community are met.

**ADMISSION REQUIREMENTS**

General admission to South College does not guarantee admission to the Certificate in Computed Tomography (CT) program. Applicants interested in this program are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the college. Prospective students declaring CT as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

- Meet all South College admission requirements;
- Be a Registered Radiologic Technologist, Radiation Therapist or Nuclear Medicine Technologist (ARRT, NMTCB) in good standing; OR
- Be a graduate of an accredited Radiography, Radiation Therapy, or Nuclear Medicine program and eligible to sit for the ARRT or NMTCB certification examination; AND
- Successfully complete program admission requirements

The program reserves the right to offer conditional admittance. Students admitted on a conditional basis must obtain appropriate primary certification within 1 quarter of being accepted into the program.

Applicants must provide the following:

- Completed South College application for admission and application to the Certificate of CT program.
- Official transcripts for all undergraduate work completed.
- Proof of certification or license.
- \$50 application fee (online payment or payment via telephone is available).

The Certificate in Computed Tomography program is currently offered at the Knoxville, Asheville, and Nashville campuses. Didactic courses are offered in an online format.

**COMPUTED TOMOGRAPHY  
(Certificate)**

<b>Curriculum.....</b>		<b>24 credits</b>
RCT 3110	CT Instrumentation and Physics	4
RCT 3120	CT Procedures I	4
RCT 3130	CT Clinic I	6
RCT 3210	CT Procedures II	4
RCT 3230	CT Clinic II	6

**Certificate**

**Magnetic Resonance Imaging (MRI)**

**MISSION**

The mission of the Certificate in Magnetic Resonance Imaging (MRI) program is to provide undergraduate students with academic and clinical foundations to competently perform as entry-level MRI technologists.

**ROLE OF THE MRI TECHNOLOGIST**

MRI technologists specialize in magnetic resonance imaging scanners. The scanners use magnetic fields in combination with contrast agents to produce images that a physician can use to diagnose medical conditions.

## MRI CERTIFICATION

Students successfully completing the Certificate in MRI are eligible to apply for admission to write the certification examination administered by the American Registry of Radiologic Technologists (ARRT). Successful completion provides certification to practice as a registered MRI technologist.

## OVERVIEW OF THE MRI CERTIFICATE PROGRAM

The Certificate in MRI program requires satisfactory completion of 24 total quarter credit hours and is designed to be delivered in two consecutive quarters over a period of 6 months. The curriculum will be offered using a blended-model with the didactic courses being offered in an online format and the clinical courses being completed onground at South College affiliated health facilities. The major curriculum represents elements that are essential in educating technologists in the practice of MRI. Clinical practice experience is designed to prepare students to competently apply basic protocols, recognize when and how to appropriately alter the standard protocol, recognize equipment and patient considerations that affect image quality, and maintain a safe MRI environment.

## LEARNING OUTCOMES OF THE CERTIFICATE IN MRI PROGRAM

Graduates completing this program of study will:

- Competently perform MRI procedures to obtain diagnostic images.
- Provide appropriate patient care to MRI patients.
- Demonstrate ALARA principles to ensure radiation safety.
- Communicate professionally with patients and members of the healthcare team.
- Perform and monitor quality assurance tests.

## ADMISSION REQUIREMENTS

Applicants to the South College Certificate in Magnetic Resonance Imaging (MRI) program must:

- Meet all South College admission requirements; AND
- Be a Registered Radiologic Technologist, Radiation Therapist, Nuclear Medicine Technologist, or Ultrasound Technologist (ARRT, ARDMS and/or NMTCB) in good standing; OR \*Be a graduate of an accredited Radiography, Radiation Therapy, Nuclear Medicine or Ultrasound program and eligible to sit for the ARRT or appropriate certification examination; AND
- Hold a minimum of an Associate degree; AND
- Successfully complete program admission requirements.

\*The program reserves the right to offer conditional admittance on a case by case basis. Students admitted on a conditional basis must obtain appropriate primary certification within 1 quarter of being accepted into the program.

The Certificate in Magnetic Resonance Imaging program is currently offered at the Knoxville, Asheville, and Nashville campuses. Didactic courses are offered in an online format.

## CERTIFICATE IN MAGNETIC RESONANCE IMAGING

**Curriculum Certificate MRI.....24 credits**

MRI 3110	MRI Instrumentation and Physics	4
MRI 3120	MRI Procedures I	4
MRI 3130	MRI Clinic I	6
MRI 3210	MRI Procedures II	4
MRI 3230	MRI Clinic II	6

## Certificate

## NUCLEAR MEDICINE

## MISSION

The mission of the Certificate program in Nuclear Medicine is to prepare current radiologic technologists or others with appropriate academic backgrounds with the skills necessary to become entry-level nuclear medicine technologists that provide quality patient care, actively participate in the profession, and pursue life-long learning.

## **ROLE OF THE NUCLEAR MEDICINE TECHNOLOGIST**

The Nuclear Medicine Technologist operates gamma scintillation cameras to detect and map a radioactive drug in the patient's body to create diagnostic images. They must be sensitive to patients' physical and psychological needs, pay attention to detail, follow instructions, work as a team member, and possess mechanical abilities and manual dexterity to operate complicated equipment.

Nuclear Medicine Technologists prepare and administer radiopharmaceutical dosages and perform radioimmunoassay studies to detect the behavior of radioactive materials inside the body. Hormone and/or therapeutic drugs assessment studies in the body and imaging of cardiac function are also performed by Nuclear Medicine Technologists.

## **NUCLEAR MEDICINE TECHNOLOGIST CERTIFICATIONS**

Upon successful completion of the Certificate program, the student is eligible to apply for admission to write for the certification examination of the Nuclear Medicine Technology Certification Board (NMTCB). Students/graduates convicted of a misdemeanor or felony may be excluded from clinical and from sitting for certification exams.

## **OVERVIEW OF THE NUCLEAR MEDICINE CERTIFICATE PROGRAM**

The Nuclear Medicine Certificate program is designed for those qualified individuals who have completed a Radiography, Nursing, Medical Technology, Radiation Therapy, or related medical program and is in good standing with the appropriate licensing agency or individuals that successfully complete program admission requirements. The certificate program requires 60 total quarter credit hours and is designed to be delivered in four consecutive quarters over a period of 1 year (12 months).

Clinical sites utilized by the program are geographically dispersed. Students may have to travel outside the local area for clinical placements. Some evening and weekend rotations may be required. Students must complete a separate application to the program and secure formal admission.

## **LEARNING OUTCOMES OF THE NUCLEAR MEDICINE CERTIFICATE PROGRAM**

Graduates of this program of study will:

1. Be clinically competent;
2. Communicate effectively;
3. Use critical thinking and problem solving skills effectively; and
4. Evaluate the importance of professional growth and development.

The program will continually monitor program effectiveness through assessment and evaluation to ensure that the needs of the community are met.

## **ADMISSION REQUIREMENTS**

General admission to South College does not guarantee admission to the Certificate in Nuclear Medicine program. Applicants interested in this program are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the college. Prospective students declaring Nuclear Medicine as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

1. Complete the South College and Nuclear Medicine program application forms.
2. Submit transcripts from all high schools and colleges attended (minimum radiography program or college GPA of 2.75 required).\*
3. Complete a personal interview with program faculty and area professionals and achieve a minimum score of 25 out of a possible 40.\*
4. Complete (as prerequisites) a minimum of 24 quarter credit hours in natural and biological sciences that must include human anatomy & physiology (minimum 12 quarter credit hours), and a minimum of four quarter credit hours in general chemistry with lab, college-level course in physics or radiation physics (graduation from an accredited radiography program may fulfill the physics requirement), and college algebra (or higher) obtaining a grade of "C" or higher in a maximum of 2 attempts each with a minimum cumulative GPA of at least 2.75\* Withdraw Pass (WP) and Withdraw Fail (WF) grades are considered attempts.
5. Complete (as prerequisites) a minimum of 8 quarter credit hours in patient care and assessment and fundamentals of health care.\*
6. Complete (as pre-requisite and co-requisite) a minimum of four credit hours in approved humanities, oral and written communications, and social science courses.



7. Complete and submit documentation of a minimum of 5 clock hours of observation in a nuclear medicine department.
8. Meet specific health and/or essential functions pertinent to the responsibilities performed by the Nuclear Medicine Technologist. Drug screening is required by clinical affiliates. Failure to pass the screen may disqualify a student as a candidate for admission.
9. Be able to commit to full attendance and participation in a rigorous educational program which requires class attendance, significant out-of-class preparation time, and clinical education assignments off-campus.

\*Each of these areas is used to rank applicants for full program admission. If minimum standards are met by more applying students than clinical seats, these rankings determine program admission.

The Certificate in Nuclear Medicine program is currently offered at the Knoxville campus. Select didactic courses are offered in an online format as determined by the program.

### **Nuclear Medicine (Certificate)**

**Nuclear Medicine Curriculum.....60 credits**

RTN 3110	Nuclear Medicine Technology I	4
RTN 3120	Diagnostic Procedures I	4
RTN 3130	Nuclear Medicine Technology Clinic I	7
RTN 3210	Nuclear Medicine Technology II	4
RTN 3220	Diagnostic Procedures II	4
RTN 3230	Nuclear Medicine Technology Clinic II	7
RTN 3310	Radiopharmacy & Interventional Drugs	4
RTN 3320	Radionuclide Therapy	4
RTN 3330	Nuclear Medicine Technology Clinic III	7
RTN 3410	Nuclear Physics	4
RTN 3420	Seminar	4
RTN 3430	Nuclear Medicine Technology Clinic IV	7

#### **Associate of Science**

#### **DIAGNOSTIC MEDICAL SONOGRAPHY**

##### **MISSION**

The mission of the Associate of Science in Diagnostic Medical Sonography is to provide undergraduate students with academic and clinical foundations to competently perform as entry-level Sonographers that provide quality patient care, actively participate in the profession, and pursue life-long learning. Diagnostic Medical Sonographers are skilled professionals in the medical field that use sound waves for the evaluation of the human anatomy including all major organs of the abdomen, pelvis, and obstetrics. They are a part of an integral health care team requiring highly skilled and competent professionals.

##### **ROLE OF THE DIAGNOSTIC MEDICAL SONOGRAPHER**

Diagnostic medical sonographers use special imaging equipment that directs sound waves into a patient's body (in a procedure commonly known as an ultrasound, sonogram, or echocardiogram) to assess and diagnose various medical conditions.

##### **DIAGNOSTIC MEDICAL SONOGRAPHY CERTIFICATION**

Students successfully completing the Associate of Science degree program in Diagnostic Medical Sonography are eligible to apply for admission to write the certification examination administered by the American Registry of Diagnostic Medical Sonography (ARDMS). Successful completion of the ARDMS examinations provides licensure to practice as a registered sonographer.

#### **OVERVIEW OF THE DIAGNOSTIC MEDICAL SONOGRAPHY ASSOCIATE OF SCIENCE PROGRAM**

The Diagnostic Medical Sonography Associate of Science degree program requires completion of 125 quarter credit hours in 27 months (full-time). The degree curriculum integrates didactic and clinical instruction with increasing

expectations at each level. A combination of courses from the general education/core (46 credits) and the diagnostic medical sonography major (79 credits) are required. Clinical sites utilized by the program are geographically dispersed. Students may have to travel outside of the local area for clinical placements. Students must complete a separate application to the program and secure formal admission.

## **LEARNING OUTCOMES**

Graduates of this program will develop skills to:

1. Be clinically competent to perform appropriate procedures and record anatomic, pathologic, and/or physiologic data;
2. Apply critical thinking and problem solving skills to exercise discretion and judgment in performance of diagnostic sonography;
3. Demonstrate appropriate communication skills; and
4. Demonstrate professionalism and growth in the profession.

The program will continually monitor program effectiveness through assessment and evaluation to ensure that the needs of the community are met.

## **ADMISSION REQUIREMENTS**

General admission to South College does not guarantee admission to the Associate of Science in Diagnostic Medical Sonography degree program. Applicants interested in the program are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the college. Perspective students declaring Diagnostic Medical Sonography as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

1. Complete the Sonography program application form. The application deadline is October 1 annually.
2. Submit transcripts from all colleges/radiography programs attended evidencing a minimum college/radiography program GPA of 2.75.\*
3. Meet minimum score requirements on the college entrance examination, OR present documentation of a score of 19 or higher on the ACT Assessment Examination, OR present documentation of a 900 combined score or higher on the SAT I examination, OR meet the South College requirements for admission as a transfer student.
4. Complete a personal interview with program faculty and area professionals and achieve a minimum score of 25 out of a possible 40.\*
5. Complete Anatomy & Physiology I, Anatomy & Physiology I Lab, Anatomy & Physiology II, Anatomy & Physiology II Lab, College Algebra (or higher) or Statistics, College-Level General or Health Science Physics and Lab, a communications skills course which may be met by a variety of courses including Speech, English, or Composition, Fundamentals of Healthcare, and Patient Care and Assessment. A minimum grade of "C" or better in a maximum of two attempts is required for each.\* Withdraw Pass (WP) and Withdraw Fail (WF) grades are considered attempts.
6. Complete and document a minimum of 5 clock hours of observation in a hospital sonography department. The observation hour deadline is November 1 annually.
7. Meet specific health and/or essential functions pertinent to the responsibilities performed by the Diagnostic Medical Sonographer. Drug and background screenings are required by clinical affiliates. Failure to pass the screenings may disqualify a student as a candidate for admission.
8. Be able to commit to full attendance and participation in a rigorous educational program which requires class attendance, significant out-of-class preparation time, and clinical education assignments off-campus to geographically dispersed areas.

\*Each of these areas is used to rank applicants for full program admission. If minimum standards are met by more applying students than clinical seats, these rankings determine program admission.

## **ADMITTANCE DECISIONS**

Applicants to any Imaging Sciences program are ranked based on academic and interview scores. Emphasis is placed on math and science coursework related to Imaging Sciences at all degree levels. A minimum interview score of 25 out of a possible 40 is also required. Those programs admitting on a rotational basis do so annually and class sizes admitted are dependent on available clinical sites. In addition to course work, each student must provide proof of ability to perform the skills needed to practice in the imaging sciences effectively. Health care facilities must meet federal guidelines, and students must also meet these requirements in order to be allowed to gain clinical experience in these facilities. To

meet these requirements, each student must supply proof of a negative TB test, hepatitis B vaccine or waiver, physical exam certifying ability to function in the required capacity, proof of immunizations (including MMR immunity), and CPR training. A criminal background check and drug screen are required for admission. If the background check reveals previous convictions, it is up to each clinical site to determine the eligibility of students to attend clinical at the site. Students who are denied clinical experiences due to past convictions may be unable to progress in the program which will result in failure to complete the required courses for the program. In any case where a drug screen is positive and an authorized prescription is not produced to validate the presence of the drug in the individual's system, a student may be disqualified as a candidate for admission. Upon notification of the drug screen results, the student will have 5 working days to provide prescription validation. Students are responsible for costs associated with any required testing.

The AS Diagnostic Medical Sonography program curriculum below is currently offered at the Knoxville, Asheville, and Nashville campuses.

**Associate of Science  
DIAGNOSTIC MEDICAL SONOGRAPHY**

**AS Diagnostic Medical Sonography Curriculum.....125 credits**

**Area I – Core Curriculum.....46 credits**

Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities		Approved Humanities Elective	4
Communications	COM 1260	Effective Speaking	4
Social Science	PSY 1810	General Psychology	4
Science	BIO 1110	Anatomy & Physiology I	4
	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	PHY 2010	General Physics	4
	PHY 2020	General Physics Lab	2

**Area II – Major Curriculum.....79 credits**

RAD 1110	Fundamentals of Health Care	4
RAD 1120	Patient Care & Assessment	4
DMS 1310	Ultrasound Procedures I	4
DMS 1320	Physics & Instrumentation I	4
DMS 1330	Scanning Lab I	1
DMS 1350	Clinical Education I	4
DMS 1410	Ultrasound Procedures II	4
DMS 1420	Physics and Instrumentation II	4
DMS 1430	Scanning Lab II	1
DMS 1450	Clinical Education II	4
DMS 2110	Ultrasound Procedures III	4
DMS 2120	Scanning Lab III	1
DMS 2150	Clinical Education III	7
DMS 2210	Ultrasound Procedures IV	4
DMS 2250	Clinical Education IV	7
DMS 2310	Ultrasound Procedures V	4
DMS 2350	Clinical Education V	7
DMS 2410	Seminar	4
DMS 2450	Clinical Education VI	7

## **Associate of Science RADIOGRAPHY**

### **MISSION**

The mission of the Associate of Science in Radiography program is to provide undergraduate students with academic and clinical foundations to competently perform as radiographers that provide quality patient care, actively participate in the profession, possess the ability to specialize in advanced degree programs and/or imaging specialties, and pursue life-long learning.

### **ROLE OF THE RADIOLOGIC TECHNOLOGIST**

The South College AS Radiography program prepares students to become members of the health care team in a variety of settings. Radiologic Technologists must be sensitive to patients' physical and psychological needs, pay attention to detail, follow instructions, work as part of a team, and demonstrate mechanical ability and manual dexterity. Radiologic Technologists operate sophisticated equipment to help physicians, surgeons, and other health practitioners diagnose and treat patients.

### **RADIOLOGIC TECHNOLOGIST CERTIFICATION**

Students successfully completing the Associate of Science degree program are eligible to apply for admission to write the certification examination administered by the American Registry of Radiologic Technologists. Successful completion of the ARRT examination provides licensure to practice as a registered radiographer. Students convicted of a felony or misdemeanor may be excluded from clinical experience and/or taking the certification examination.

### **OVERVIEW OF THE PROGRAMS**

The AS Radiography program is designed for students to complete degree requirements in two years. The degree curriculum integrates didactic and clinical instruction with increasing expectations at each level. A combination of courses from the general education core and the radiography major are required. Clinical sites utilized by the program are geographically dispersed. Students may have to travel outside the local area for clinical placements. Some evening and weekend rotations may be required. Students must complete a separate application to the Radiography program and secure formal admission to the program.

### **STUDENT OUTCOMES OF THE AS RADIOGRAPHY PROGRAM**

Graduates of this program of study will:

Program Goal #1:

The program will graduate clinically competent students.

Student Learning Outcomes:

1. Students will demonstrate proper patient positioning.
2. Students will exercise ALARA principles to minimize radiation exposure.
3. Students will provide appropriate patient care.

Program Goal #2:

The program will graduate students who communicate effectively.

Student Learning Outcomes:

1. Students will effectively communicate with patients.
2. Students will effectively present to a group of imaging professionals.
3. Students will demonstrate written communication skills.

Program Goal #3:

The program will graduate students who will demonstrate effective critical thinking and problem solving skills.

Student Learning Outcomes:

1. Students will perform "non-routine" procedures requiring critical thinking skills.
2. Students will adapt to changes and varying clinical situations.

**Program Goal #4:**

The program will graduate students who will demonstrate professionalism and growth.

**Student Learning Outcomes:**

1. Students will demonstrate professionalism in the clinical setting.
2. Students will abide by federal guidelines regarding patient privacy.

The program will continually monitor program effectiveness through assessment and evaluation to ensure that the needs of the community are met.

**ADMISSION REQUIREMENTS**

General admission to South College does not guarantee admission to the Associate of Science degree program. For the Knoxville and Nashville AS program, the application deadline is October 1 annually. The observation hour deadline is November 1 annually.

Applicants interested in this program are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the college. Prospective students declaring Radiography as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

1. Complete the South College Imaging Science program application by the stated deadline above.
2. Submit documentation of a minimum high school and/or college cumulative GPA of 2.5 or above.\*
3. Meet minimum score requirements on the college entrance examination, OR present documentation of a score of 19 or higher on the ACT Assessment examination, OR present documentation of a 900 combined score or higher on the SAT I examination, OR meet the South College requirements for admission as a transfer student.
4. Obtain a minimum grade of “C” or better in one unit of high school biological or physical science. If one unit of high school science has not been earned, a college-level course in chemistry, physics, or biology is required.
5. Complete Anatomy & Physiology I, Anatomy & Physiology I Lab, Anatomy & Physiology II, Anatomy & Physiology II Lab, College Mathematics I, Fundamentals of Health Care, and Patient Care and Assessment. A minimum grade of “C” or better in a maximum of two attempts is required in each.\* Withdraw Pass (WP) and Withdraw Fail (WF) grades are considered attempts.
6. Complete and submit documentation of a minimum of 5 clock hours of observation in a hospital radiology department. The observation hour deadline is November 1 annually.
7. Participate in an interview conducted by the faculty in the South College Department of Imaging Sciences and achieve a minimum score of 25 out of a possible 40.\*
8. Meet specific health and/or essential functions pertinent to the responsibilities performed by the Radiographer. Drug screening is required by clinical affiliates. Failure to pass the screen may disqualify a student as a candidate for admission.
9. Be able to commit to full attendance and participation in a rigorous educational program which requires class attendance, significant out-of-class preparation time, and clinical education assignments off-campus.

\*Each of these areas is used to rank applicants for full program admission. If minimum standards are met by more applying students than clinical seats, these rankings determine program admission.

The Associate of Science in Radiography degree program is currently offered at the Knoxville and Nashville campuses.

**Associate of Science  
RADIOGRAPHY**

**AS Radiography Curriculum.....120 credits**

**Area I – Core Curriculum.....40 credits**

Computer Literacy	SCC 1030	Computer & Information Literacy	4
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Mathematics	MAT 1500	College Mathematics I	4
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Written Communication	ENG 1200 English Composition	4	
	ENG 1210 English Composition with Research	4	
Humanities	Approved Humanities Elective	4	
Communications	COM 1260 Effective Speaking	4	
Social Science	PSY 1810 General Psychology	4	
Science	BIO 1110 Anatomy & Physiology I	4	
	BIO 1120 Anatomy & Physiology I Lab	2	
	BIO 1130 Anatomy & Physiology II	4	
	BIO 1140 Anatomy & Physiology II Lab	2	
<b>Area II – Major Curriculum</b> .....			<b>.80 credits</b>
	RAD 1110 Fundamentals of Healthcare	4	
	RAD 1120 Patient Care & Assessment	4	
	RAD 1230 Clinical Education I	4	
	RAD 1240 Radiographic Procedures I	4	
	RAD 1250 Radiographic Procedures I Lab	1	
	RAD 1320 Image Production & Evaluation I	4	
	RAD 1330 Clinical Education II	4	
	RAD 1340 Radiographic Procedures II	4	
	RAD 1350 Radiographic Procedures II Lab	1	
	RAD 1430 Clinical Education III	7	
	RAD 1440 Image Production & Evaluation II	4	
	RAD 1450 Radiation Physics	4	
	RAD 2510 Pharmacology & Special Procedures	4	
	RAD 2520 Radiographic Protection & Radiobiology	4	
	RAD 2530 Clinical Education IV	5	
	RAD 2610 Imaging & Quality Assessment	4	
	RAD 2620 Radiographic Pathology	4	
	RAD 2630 Clinical Education V	5	
	RAD 2720 Seminar	4	
	RAD 2730 Clinical Education VI	5	

NOTE: If one unit of high school biological or physical science has not been earned, a college-level chemistry, physics, or biology course is required.

**Associate of Applied Science  
RADIOLOGIC TECHNOLOGY**

**MISSION**

The mission of the Associate of Applied Science in Radiologic Technology programs is to provide undergraduate students with academic and clinical foundations to competently perform as radiographers that provide quality patient care, actively participate in the profession, possess the ability to specialize in advanced degree programs and/or imaging specialties, and pursue life-long learning.

The Radiologic Technology program maintains a comprehensive curriculum, which includes verifying the competence and professionalism of our students. Faculty and staff work together to promote an optimal educational experience for all students, promoting diversity, critical thinking, leadership, and life-long learning.

**ROLE OF THE RADIOLOGIC TECHNOLOGIST**

The Associate of Applied Science in Radiologic Technology programs at South College prepares students to become members of the health care team in a variety of settings. Radiologic Technologists must be sensitive to patients' physical and psychological needs, pay attention to detail, follow instructions, work as part of a team, and demonstrate mechanical

ability and manual dexterity. Radiologic Technologists operate sophisticated equipment to help physicians, surgeons, and other health practitioners diagnose and treat patients.

## **RADIOLOGIC TECHNOLOGIST CERTIFICATIONS**

Students successfully completing the Associate of Applied Science degree program in Radiologic Technology are eligible to apply for admission to take the certification examination administered by the American Registry of Radiologic Technologists. Successful completion of the ARRT examination provides licensure to practice as a registered radiographer. Students convicted of a felony or misdemeanor may be excluded from clinical experience and/or taking the certification examination.

## **OVERVIEW OF THE RADIOLOGIC TECHNOLOGY PROGRAM**

The Associate of Applied Science degree program in Radiologic Technology is designed for students to complete degree requirements in two years. The degree curriculum integrates didactic and clinical instruction with increasing expectations at each level. A combination of courses from the general education core and the major are required. Clinical sites utilized by the program are geographically dispersed. Students may have to travel outside the local area for clinical placements. Some evening and weekend rotations may be required. Students must complete a separate application to the Radiologic Technology program and secure formal admission to the program.

## **LEARNING OUTCOMES OF THE AAS RADIOLOGIC TECHNOLOGY PROGRAM**

Graduates of this program of study will:

1. Be clinically competent;
2. Communicate effectively;
3. Use critical thinking and problem solving skills effectively; and
4. Evaluate the importance of professional growth and development.

The program will continually monitor program effectiveness through assessment and evaluation to ensure that the needs of the community are met.

## **ADMISSION REQUIREMENTS**

General admission to South College does not guarantee admission to the Associate of Applied Science degree program in Radiologic Technology.

Applicants interested in this program are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the college. Prospective students declaring Radiologic Technology as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

1. Complete the South College Imaging Science program application.
2. Submit documentation of a minimum college cumulative GPA of 2.5 or above on transferred credit
3. Meet minimum score requirements on the college entrance examination, OR present documentation of a score of 19 or higher on the ACT Assessment examination, OR present documentation of a 900 combined score or higher on the SAT I examination, OR take the Accuplacer Examination and score minimum scores required by the program.
4. Obtain a minimum grade of "C" or better in one unit of high school biological or physical science. If one unit of high school science has not been earned, a college-level course in chemistry, physics, or biology is required.
5. Complete Anatomy & Physiology I, Anatomy & Physiology I Lab, Anatomy & Physiology II, Anatomy & Physiology II Lab, College Mathematics I, Foundations of Health Care, and Essentials of Patient Care.. A minimum grade of "C" or better in a maximum of two attempts is required in each.\* Withdraw Pass (WP) and Withdraw Fail (WF) grades are considered attempts.
6. Complete documentation of a minimum of 5 hours of clinical observation in a radiology department.
7. Submit (3) three letters of recommendation from appropriate sources to the Department Chair of the Imaging Science Department using the forms provided.
8. Meet specific health and/or essential functions pertinent to the responsibilities performed by the Radiologic Technologist. Drug and background screenings are required by clinical affiliates. Failure to pass the screenings may disqualify a student as a candidate for admission.

9. Be able to commit to full attendance and participation in a rigorous educational program which requires class attendance, significant out-of-class preparation time, and clinical education assignments off-campus.

\*Each of these areas is used to rank applicants for full program admission. If minimum standards are met by more applying students than clinical seats, these rankings determine program admission.

The Associate of Applied Science in Radiologic Technology degree program is currently offered at the Asheville campus.

**Associate of Applied Science  
RADIOLOGIC TECHNOLOGY**

**AAS Radiologic Technology Curriculum.....127 credits**

**Area I – Core Curriculum.....40 credits**

Mathematics	MAT 1500	College Mathematics I	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	Approved Humanities Elective		4
Communications	COM 1260	Effective Speaking	4
Social Science	PSY 1810	General Psychology	4
Science	BIO 1110	Anatomy & Physiology I	4
	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	AHS 1010	Medical Terminology	4

**Area II – Major Curriculum.....87 credits**

RTE 1010	Foundations of Health Care	4
RTE 1110	Essentials of Patient Care	4
RTE 1120	Image Formation & Display I	4
RTE 1200	Clinical Experience I	8
RTE 1210	Radiographic Positioning I	4
RTE 1220	Radiographic Positioning I Lab	1
RTE 1300	Clinical Experience II	8
RTE 1310	Radiographic Positioning II	4
RTE 1320	Radiographic Positioning II Lab	1
RTE 1330	Radiographic Positioning III	4
RTE 1340	Radiographic Positioning III Lab	1
RTE 1400	Clinical Experience III	8
RTE 1410	Image Formation and Display II	4
RTE 1420	Radiation Physics	4
RTE 2100	Interventional Radiology and Advanced Imaging Modalities	4
RTE 2110	Radiation Protection & Biological Responses	4
RTE 2120	Clinical Experience IV	8
RTE 2200	Quality Assurance & Analysis	4
RTE 2210	Imaging Pathology	4
RTE 2300	Imaging Synthesis	4



## **BACHELOR OF SCIENCE HEALTH SCIENCE**

**Concentration Options: Computed Tomography/Diagnostic Medical Sonography/Magnetic Resonance Imaging/Nuclear Medicine/Radiography**

### **OVERVIEW OF BACCALAUREATE PROGRAMS**

The Bachelor of Science in Health Science program with concentration options in Imaging Sciences prepare students to assume leadership roles in the field of Imaging Sciences. The ASRT recognizes the baccalaureate degree as the professional level of radiologic science education. Typically, a bachelor's degree is required for entry-level management positions at the departmental level within health care organizations or faculty positions in associate degree programs. Imaging department managers are often responsible for multi-million dollar facilities and equipment and a significant number of employees. Imaging Science educators are responsible for administering educational programs, developing operational budgets, instruction, and maintaining program integrity and accreditation. To make effective decisions, leaders in imaging need to be open to different opinions, analyze contradictory information, understand finance and information systems, and interpret data. Motivating others to implement their decisions requires strong leadership abilities. Tact, diplomacy, flexibility, and communication skills are also essential. The degree programs facilitate matriculation of diploma or associate degree imaging professionals to the bachelor's level.

### **MISSION**

The mission of the Bachelor of Science in Health Science with Concentrations in the Imaging Sciences is to prepare students to qualify for advanced positions within a health care team dedicated to the conservation of life and the maintenance of health, which includes prevention and treatment of disease by:

1. Providing a quality education, both clinical and didactic, in the health sciences to prepare health professionals for advanced positions or leadership roles in accordance with professional and accreditation guidelines;
2. Broadening a student's knowledge, cognitive skills, and generalize theoretically learning through liberal arts and science studies;
3. Promoting the health professions by addressing the significance of specific roles and associated professional issues;
4. Providing competent health practitioners with educational experience beyond an associate degree level with in-depth concentrated learning experiences;
5. Expanding and enhancing job mobility and promotion for health professionals; and
6. Providing the health care community with a professional competent and appropriate workforce.

### **ADMISSION REQUIREMENTS**

Applicants interested in any concentration area of the Bachelor of Science in Health Science program with concentration in Imaging Sciences areas are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the college. Prospective students declaring one of these program options as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

1. Have an earned college GPA of 2.5 or better on a 4.0 scale (developmental studies grades/quality points excluded);
2. Meet all admission requirements indicated for the rotation associated with chosen track and obtain admission.

### **LEARNING OUTCOMES**

#### ***Program Goal 1***

The program will provide a quality education, both clinical and didactic, in the health sciences to prepare health professionals for advanced positions or leadership roles in accordance with professional and accreditation guidelines.

#### **LEARNING OUTCOMES**

The students will demonstrate clinical competence in their selected modality.

**Program Goal 2**

The program will graduate students who are equipped with communication skills essential for advanced and leadership roles.

**LEARNING OUTCOMES**

- Students will present an oral presentation in an appropriate and professional manner.
- Students will demonstrate proper written communication skills.

**Program Goal 3**

The program will introduce students to research development utilizing research activities and fundamental processes.

**LEARNING OUTCOMES**

- Students will demonstrate various research techniques, resources, sampling, and statistical procedures.
- Students will acquire the skills to prepare a manuscript.

**Program Goal 4**

The program will meet the needs of the community by monitoring program effectiveness.

**OPERATIONAL OUTCOMES**

The program will provide students with opportunities to obtain clinical exam competencies necessary to sit for post-primary certifications and become entry-level technologists in the modality selected by the student.

The Bachelor of Science in Health Science w/Concentration in Computer Tomography is currently offered at the Knoxville and Nashville campuses.

**Bachelor of Science  
HEALTH SCIENCE  
Concentration in Computed Technology**

**Health Science w/Concentration in CT Curriculum.....194 credits**  
**Area I – General Education.....62 credits**

Computer Literacy	SCC 1030	Computer and Information Literacy	4
Mathematics	MAT 1500 MAT 2500	College Mathematics I Statistics	4 4
Written Communication	ENG 1200 ENG 1210	English Composition English Composition with Research	4 4
Humanities	Approved Humanities Electives		8
Communications	COM 1260	Effective Speaking	4
Social Science	PSY 1810 SOC 1860 Approved Social Science Elective	General Psychology Introduction to Sociology	4 4 4
Science	BIO 1110 BIO 1120 BIO 1130 BIO 1140 CHM 1010	Anatomy & Physiology I Anatomy & Physiology I Lab Anatomy & Physiology II Anatomy & Physiology II Lab General Chemistry	4 2 4 2 4

**Area II – Major Curriculum**  
**Core Health Science.....24 credits**

HSC 3110	Introduction to Healthcare Administration	4
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	HSC 3210	Healthcare Law & Ethics	4
	HSC 3310	Cross-Sectional Anatomy	4
	HSC 4110	Health Science Research	4
	HSC 4310	Health Science Leadership	4
	RAD 3110	Computerized Digital Imaging	4
<b>Imaging Science.....</b>			<b>108 credits</b>
	RAD 1110	Fundamentals of Healthcare	4
	RAD 1120	Patient Care & Assessment	4
	RAD 1230	Clinical Education I	4
	RAD 1240	Radiographic Procedures I	4
	RAD 1250	Radiographic Procedures I Lab	1
	RAD 1320	Image Production & Evaluation I	4
	RAD 1330	Clinical Education II	4
	RAD 1340	Radiographic Procedures II	4
	RAD 1350	Radiographic Procedures II Lab	1
	RAD 1430	Clinical Education III	7
	RAD 1440	Image Production & Evaluation II	4
	RAD 1450	Radiation Physics	4
	RAD 2510	Pharmacology & Special Procedures	4
	RAD 2520	Radiographic Protection & Radiobiology	4
	RAD 2530	Clinical Education IV	5
	RAD 2610	Imaging & Quality Assessment	4
	RAD 2620	Radiographic Pathology	4
	RAD 2630	Clinical Education V	5
	RAD 2720	Seminar	4
	RAD 2730	Clinical Education VI	5
	RAD 4210	Advanced Patient Care	4
<i>CONCENTRATION</i>			
	RCT 3110	CT Instrumentation and Physics	4
	RCT 3120	CT Procedures I	4
	RCT 3130	CT Clinic I	6
	RCT 3210	CT Procedures II	4
	RCT 3230	CT Clinic II	6

The Bachelor of Science in Health Science w/Concentration in Diagnostic Medical Sonography is currently offered at the Knoxville, Asheville, and Nashville campuses.

**Bachelor of Science  
HEALTH SCIENCE  
Concentration Diagnostic Medical Sonography**

<b>BS Health Science w/Concentration in DMS Curriculum Curriculum.....</b>			<b>191 credits</b>
<b>Area I – Core Curriculum.....</b>			<b>72 credits</b>
Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
	MAT 2500	Statistics	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	ENG 2350	Introduction to Literature	4
		Approved Humanities Elective	4

Communications	COM 1260 Effective Speaking	4
	SCC 2150 Interpersonal Communications	2
Social Science	PSY 1810 General Psychology	4
	SOC 1860 Introduction to Sociology	4
	Approved Social Science Elective	4
Science	BIO 1110 Anatomy & Physiology I	4
	BIO 1120 Anatomy & Physiology I Lab	2
	BIO 1130 Anatomy & Physiology II	4
	BIO 1140 Anatomy & Physiology II Lab	2
	CHM 1010 General Chemistry I	4
	PHY 2010 General Physics I	4
	PHY 2020 General Physics I Lab	2

**Area II – Major Curriculum**

**Core Health Science.....32 credits**

BBA 3050 Mgt and Organizational Behavior	4
BBA 3120 Human Resource Management	4
HSC 3110 Introduction to Health Admin	4
HSC 3120 Healthcare Law and Ethics	4
HSC 3310 Cross-Sectional Anatomy	4
HSC 4110 Health Science Research	4
HSC 4210 Current Trends and Issues	4
HSC 4310 Health Science Leadership	4

**Imaging Science.....87 credits**

RAD 1110 Fundamentals of Health Care	4
RAD 1120 Patient Care & Assessment	4
DMS 1310 Ultrasound Procedures I	4
DMS 1320 Physics & Instrumentation I	4
DMS 1330 Scanning Lab I	1
DMS 1350 Clinical Education I	4
DMS 1410 Ultrasound Procedures II	4
DMS 1420 Physics and Instrumentation II	4
DMS 1430 Scanning Lab II	1
DMS 1450 Clinical Education II	4
DMS 2110 Ultrasound Procedures III	4
DMS 2120 Scanning Lab III	1
DMS 2150 Clinical Education III	7
DMS 2210 Ultrasound Procedures IV	4
DMS 2250 Clinical Education IV	7
DMS 2310 Ultrasound Procedures V	4
DMS 2350 Clinical Education V	7
DMS 2410 Seminar	4
DMS 2450 Clinical Education VI	7
RAD 3110 Digital Imaging	4
RAD 4210 Advanced Patient Care	4

The Bachelor of Science in Health Science w/Concentration in Magnetic Resonance Imaging is currently offered at the Knoxville and Nashville campuses.

**Bachelor of Science  
HEALTH SCIENCE**

**CONCENTRATION IN MAGNETIC RESONANCE IMAGING**

**Health Science w/Concentration in MRI Curriculum.....194 credits**  
**Area I – General Education Curriculum.....62 credits**

Computer Literacy	SCC 1030	Computer and Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 2500	Statistics	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	Approved Humanities Electives		8
Communications	COM 1260	Effective Speaking	4
Social Science	PSY 1810	General Psychology	4
	SOC 1860	Introduction to Sociology	4
	Approved Social Science Elective		4
Science	BIO 1110	Anatomy & Physiology I	4
	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	PHY 2010	General Physics	4
	PHY 2020	General Physics Lab	2

**Area II – Major Curriculum**

**Core Health Science Curriculum.....24 Credits**

HSC 3110	Introduction to Healthcare Administration	4
HSC 3120	Healthcare Law & Ethics	4
HSC 3310	Cross-Sectional Anatomy	4
HSC 4110	Health Science Research	4
HSC 4310	Health Science Leadership	4
RAD 3110	Computerized Digital Imaging	4

**Imaging Science Curriculum.....108 Credits**

RAD 1110	Fundamentals of Healthcare	4
RAD 1120	Patient Care & Assessment	4
RAD 1230	Clinical Education I	4
RAD 1240	Radiographic Procedures I	4
RAD 1250	Radiographic Procedures I Lab	1
RAD 1320	Image Production & Evaluation I	4
RAD 1330	Clinical Education II	4
RAD 1340	Radiographic Procedures II	4
RAD 1350	Radiographic Procedures II Lab	1
RAD 1430	Clinical Education III	7
RAD 1440	Image Production & Evaluation II	4
RAD 1450	Radiation Physics	4
RAD 2510	Pharmacology & Special Procedures	4
RAD 2520	Radiographic Protection & Radiobiology	4
RAD 2530	Clinical Education IV	5
RAD 2610	Imaging & Quality Assessment	4
RAD 2620	Radiographic Pathology	4

RAD 2630	Clinical Education V	5
RAD 2720	Seminar	4
RAD 2730	Clinical Education VI	5
RAD 4210	Advanced Patient Care	4
MRI 3110	MRI Instrumentation and Physics	4
MRI 3120	MRI Procedures I	4
MRI 3130	MRI Clinic I	6
MRI 3210	MRI Procedures II	4
MRI 3230	MRI Clinic II	6

The Bachelor of Science in Health Science w/Concentration in Nuclear Medicine is currently offered at the Knoxville campus.

**Bachelor of Science  
HEALTH SCIENCE  
Concentration Nuclear Medicine**

**BS Health Science w/Concentration in Nuclear Medicine Curriculum.....198 credits**

**Area I – Core Curriculum.....72 credits**

Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
	MAT 2500	Statistics	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	ENG 2350	Introduction to Literature	4
		Approved Humanities Elective	4
Communications	COM 1260	Effective Speaking	4
	SCC 2150	Interpersonal Communications	2
Social Science	PSY 1810	General Psychology	4
	SOC 1860	Introduction to Sociology	4
		Approved Social Science Elective	4
Science	BIO 1110	Anatomy & Physiology I	4
	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	CHM 1010	General Chemistry I	4
	CHM 1020	General Chemistry I Lab	2
	PHY 2010	General Physics	4

**Area II – Major Curriculum**

**Core Health Science.....20 credits**

HSC 3110	Introduction to Health Admin	4
HSC 3120	Healthcare Law and Ethics	4
HSC 3310	Cross-Sectional Anatomy	4
HSC 4110	Health Science Research	4
HSC 4210	Current Trends and Issues	4

**Imaging Science.....106 credits**

RAD 1110	Fundamentals of Healthcare	4
RAD 1120	Patient Care & Assessment	4
RAD 1240	Radiographic Procedures I	4

RAD 1250	Radiographic Procedures I Lab	1
RAD 1320	Image Production and Evaluation I	4
RAD 1340	Radiographic Procedures II	4
RAD 1350	Radiographic Procedures II Lab	1
RAD 1440	Image Production & Evaluation II	4
RAD 1450	Radiation Physics	4
RAD 2510	Pharmacology & Special Procedures	4
RAD 2520	Radiation Protection & Radiobiology	4
RAD 2610	Imaging & Quality Assessment	4
RAD 2620	Radiographic Pathology	4
RTN 3110	Nuclear Medicine Technology I	4
RTN 3120	Diagnostic Procedures I	4
RTN 3130	Nuclear Medicine Technology Clinic I	7
RTN 3210	Nuclear Medicine Technology II	4
RTN 3220	Diagnostic Procedures II	4
RTN 3230	Nuclear Medicine Technology Clinic II	7
RTN 3310	Radiopharmacy & Interventional Drugs	4
RTN 3320	Radionuclide Therapy	4
RTN 3330	Nuclear Medicine Technology Clinic III	7
RTN 3410	Nuclear Physics	4
RTN 3420	Seminar	4
RTN 3430	Nuclear Medicine Technology Clinic IV	7

The Bachelor of Science in Health Science w/Concentration in Radiography is currently offered at the Knoxville and Nashville campuses.

**Bachelor of Science  
HEALTH SCIENCE  
Concentration Radiography**

**BS Health Science w/Concentration in Radiography Curriculum.....194 credits**  
**Area I – Core Curriculum.....66 credits**

Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
	MAT 2500	Statistics	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	ENG 2350	Introduction to Literature	4
		Approved Humanities Elective	4
Communications	COM 1260	Effective Speaking	4
	SCC 2150	Interpersonal Communications	2
Social Science	PSY 1810	General Psychology	4
	SOC 1860	Introduction to Sociology	4
		Approved Social Science Elective	4
Science	BIO 1110	Anatomy & Physiology I	4
	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	CHM 1010	General Chemistry I	4

**Area II – Major Curriculum**

**Core Health Science.....32 credits**

BBA 3050	Mgt and Organizational Behavior	4
BBA 3120	Human Resource Management	4
HSC 3110	Introduction to Health Admin	4
HSC 3120	Healthcare Law and Ethics	4
HSC 3310	Cross-Sectional Anatomy	4
HSC 4110	Health Science Research	4
HSC 4210	Current Trends and Issues	4
HSC 4310	Health Science Leadership	4

**Imaging Science.....96 credits**

RAD 1110	Fundamentals of Healthcare	4
RAD 1120	Patient Care & Assessment	4
RAD 1230	Clinical Education I	4
RAD 1240	Radiographic Procedures I	4
RAD 1250	Radiographic Procedures I Lab	1
RAD 1320	Image Production & Evaluation I	4
RAD 1330	Clinical Education II	4
RAD 1340	Radiographic Procedures II	4
RAD 1350	Radiographic Procedures II Lab	1
RAD 1430	Clinical Education III	7
RAD 1440	Image Production & Evaluation II	4
RAD 1450	Radiation Physics	4
RAD 2510	Pharmacology & Special Procedures	4
RAD 2520	Radiographic Protection & Radiobiology	4
RAD 2530	Clinical Education IV	5
RAD 2610	Imaging & Quality Assessment	4
RAD 2620	Radiographic Pathology	4
RAD 2630	Clinical Education V	5
RAD 2720	Seminar	4
RAD 2730	Clinical Education VI	5
RAD 3110	Computerized/Digital Imaging	4
RAD 4210	Advanced Patient Care Proc	4
RAD 4220	Special Topics	4
RAD 4330	Radiography Internship	4

**Bachelor of Science**

**RADIOLOGICAL SCIENCE**

**OVERVIEW OF BACCALAUREATE PROGRAM**

The Imaging Science Bachelor of Science program prepares students to assume leadership roles in the field of Imaging Sciences. The ASRT recognizes the baccalaureate degree as the professional level of radiologic science education. Typically, a bachelor’s degree is required for entry-level management positions at the departmental level within health care organizations or faculty positions in associate degree programs. Imaging department managers are often responsible for multi-million dollar facilities and equipment and a significant number of employees. Imaging Science educators are responsible for administering educational programs, developing operational budgets, instruction, and maintaining program integrity and accreditation. To make effective decisions, leaders in imaging need to be open to different opinions, analyze contradictory information, understand finance and information systems, and interpret data. Motivating others to implement their decisions requires strong leadership abilities. Tact, diplomacy, flexibility, and communication skills are also essential. The degree programs facilitate matriculation of diploma or associate degree imaging professionals to the bachelor’s level.

**MISSION**

The mission of the Bachelor of Science program is to prepare students to qualify for advanced positions within a health care team dedicated to the conservation of life and the maintenance of health, which includes prevention and treatment



of disease by:

1. Providing a quality education, both clinical and didactic, in the health sciences to prepare health professionals for advanced positions or leadership roles in accordance with professional and accreditation guidelines;
2. Broadening a student’s knowledge, cognitive skills, and generalize theoretically learning through liberal arts and science studies;
3. Promoting the health professions by addressing the significance of specific roles and associated professional issues;
4. Providing competent health practitioners with educational experience beyond an associate degree level with in-depth concentrated learning experiences;
5. Expanding and enhancing job mobility and promotion for health professionals; and
6. Providing the health care community with a professional competent and appropriate workforce.

**ADMISSION REQUIREMENTS**

Applicants interested in the Bachelor of Science program are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the college. Prospective students must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

1. Have an earned college GPA of 2.5 or better on a 4.0 scale (developmental studies grades/quality points excluded);
2. Meet all admission requirements indicated for the rotation associated with chosen track (radiologic technology) and obtain admission.

**INFORMATION FOR CURRENTLY CERTIFIED RADIOLOGIC TECHNOLOGISTS AND REGISTRY ELIGIBLE**

Applicants, who are currently registered as Radiologic Technologists with the ARRT, can qualify for full transfer of credits earned in their completed two-year program of radiologic technology study towards the Bachelor of Science in Radiological Sciences degree program. Graduates from a JRCERT two-year accredited program, who are not registered, but who can provide proof of registry eligibility, may also receive full credit for their associate degree. To be eligible for transfer of 133 quarter credit hours (equivalent to the Associate of Applied Science in Radiologic Technology program at South College), the applicant must meet the following requirements:

1. Be a currently Certified Radiologic Technologist: Submit application for the Bachelor of Science in Radiological Sciences to the Program Director, Imaging Science Department Learning Site.
2. Submit a copy of the ARRT registry certification card.
3. Provide proof of certificate of completion or Associate degree from a two-year JRCERT accredited radiology program.

The Bachelor of Science in Radiological Science degree program is currently offered at the Asheville campus.

**Bachelor of Science  
RADIOLOGICAL SCIENCE**

<b>BS Radiological Science Curriculum .....</b>		<b>194 credits</b>
<b>Area I – Core Curriculum.....</b>		<b>68 credits</b>
Mathematics	MAT 1500      College Mathematics I	4
	MAT 1510      College Mathematics II	4
	MAT 2500      Statistics	4
Written	ENG 1200      English Composition	4
Communication	ENG 1210      English Composition with Research	4
Humanities	Approved Humanities Electives	8
Communications	COM 1260      Effective Speaking	4
	COM 3050      Strategic Communication & Decision-Making	4

Social Science	PSY 1810	General Psychology	4
		Approved Social Science Elective	8
Science	BIO 1110	Anatomy & Physiology I	4
	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	AHS 1010	Medical Terminology	4
		General Science Elective	4
<b>Area II – Core Health Science Curriculum.....</b>			<b>20 credits</b>
	HSC 3110	Introduction to Health Administration	4
	HSC 3120	Healthcare Law & Ethics	4
	HSC 3310	Cross-Sectional Anatomy	4
	HSC 4110	Health Science Research	4
	HSC 4210	Current Trends & Issues	4
<b>Area III – Major Curriculum.....</b>			<b>106 credits</b>
	RTE 1010	Foundations of Health Care	4
	RTE 1110	Essentials of Patient Care	4
	RTE 1120	Image Formation & Display I	4
	RTE 1200	Clinical Experience I	8
	RTE 1210	Radiographic Positioning I	4
	RTE 1220	Radiographic Positioning I Lab	1
	RTE 1300	Clinical Experience II	8
	RTE 1310	Radiographic Positioning II	4
	RTE 1320	Radiographic Positioning II Lab	1
	RTE 1330	Radiographic Positioning III	4
	RTE 1340	Radiographic Positioning III Lab	1
	RTE 1400	Clinical Experience III	8
	RTE 1410	Image Formation and Display II	4
	RTE 1420	Radiation Physics	4
	RTE 2100	Interventional Radiology and Advanced Imaging Modalities	4
	RTE 2110	Radiation Protection & Biological Responses	4
	RTE 2120	Clinical Experience IV	8
	RTE 2200	Quality Assurance & Analysis	4
	RTE 2210	Imaging Pathology	4
	RTE 2300	Imaging Synthesis	4
	RTE 3150	Introduction to Picture Archiving Communication Systems (PACS)	4
	RTE 3200	Advanced Patient Care Procedures	4
	RTE 3400	Understand Computed Tomography	4
	RTE Elective		7
	RTE 4200	Radiology Internship (CT); OR	
	RTE 4210	Radiology Internship (Mammography); OR	
	RTE 4220	General Modality Radiology Internship	

# SCHOOL OF LEGAL STUDIES

## UNDERGRADUATE PROGRAMS

### Associate of Science CRIMINAL JUSTICE

#### MISSION

The mission of the Associate of Science in Criminal Justice program is to present a professional, academic criminal justice curriculum that develops knowledge and social awareness necessary for an entry level position, or advancement in a current position, in the criminal justice field. Students will gain an understanding of methods and techniques used in the field, as well as, the necessary skills. The academic requirements will prepare the student for further academic study.

The program addresses issues, topics, and trends in three basic components including law enforcement, courts, and corrections. Students will gain an understanding of appropriate theory, but will also gain an inside view of the operations and processes of these components through interaction with criminal justice practitioners, field trips, and the completion of an internship. Students in the Associate of Science in Criminal Justice program have the option to complete the program online, or via a combination of onground and online.

#### GOAL/LEARNING OUTCOMES

The program will provide students with the knowledge and social awareness necessary for an entry level position or advancement in a current position within the criminal justice field.

1. Students will develop an understanding of fundamental theoretical criminal justice concepts necessary for employment in an entry-level position within the criminal justice field.
2. Students will develop effective communication skills.
3. Students will gain knowledge of commonly held professional and ethical principles and practices utilized in the field of criminal justice.

#### ADMISSION

All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee admission to the program. Program admission is not granted until a student has successfully completed 8 hours in the major curriculum at South College, earning the minimum grades required by the program. CMJ 1110 must be successfully completed.

The Associate of Science in Criminal Justice degree program is currently offered at the Knoxville, Asheville, and Nashville campuses and online.

### Associate of Science CRIMINAL JUSTICE

**AS Criminal Justice Curriculum.....100 credits**

**Area I – Core Curriculum.....48 credits**

Business	BUS 2230 Business Communications	4
	OTS 2090 Introduction to Word Processing	4
Computer Literacy	SCC 1030 Computer & Information Literacy	4
Mathematics	MAT 1500 College Mathematics I	4
Written Communication	ENG 1200 English Composition	4
	ENG 1210 English Composition with Research	4
Humanities	Approved Humanities Elective	4
Communications	COM 1260 Effective Speaking	4

Personal Development	SCC 1010 College Management	2
	SCC 1020 Career Management	2
	SCC 2120 Professional Development	2
	SCC 2150 Interpersonal Communications	2
Science	Approved Science Elective	4
Social Science	Approved Social Science Electives	4
<b>Area II – Major Curriculum</b>		<b>52 credits</b>
	CMJ 1110 Introduction to Criminal Justice	4
	CMJ 1120 Law Enforcement Operations	4
	CMJ 1230 Criminology	4
	CMJ 1240 Substance Abuse	4
	CMJ 1350 Court Procedure/Evidence I	4
	CMJ 2110 Court Procedure/Evidence II	4
	CMJ 2120 Juvenile Justice	4
	CMJ 2130 Corrections	4
	CMJ 2241 Investigative Techniques	4
	CMJ 2250 Organization and Administration	4
	CMJ 2361 Criminal Investigations	4
	CMJ 2370 Criminal Justice Internship	4
	LGS 1030 Criminal Law	4

Courses for this program are offered in online and onground formats on a rotational basis. To facilitate graduation, students may be required to participate in both formats.

**Bachelor of Science  
CRIMINAL JUSTICE**

**MISSION**

The mission of the Bachelor of Science in Criminal Justice is to provide educational and training experiences to students interested in careers in the criminal justice field, including policing, private security, private investigations, parole officers, probation officers, and crime analysts. Students in this program have the option to complete the program online or via a combination of onground and online.

**GOALS/LEARNING OUTCOMES**

Students pursuing this program will have several choices in future pursuits and the goals of the program reflect these possibilities:

1. The program seeks to prepare students to be successful candidates for admission into professional training programs in the criminal justice field, such as the federal, state, and local police academies.
2. The program seeks to prepare students not seeking admission into professional training programs to be successful candidates for entry-level positions with private and government employers in the criminal justice field.

Students wishing to pursue employment might seek positions with job titles including Police Officer, FBI Agent, Crime Analyst, Private Investigator, and Probation Officer.

Students completing this program will:

1. Develop an understanding of fundamental theoretical criminal justice concepts necessary for employment in the criminal justice field.
2. Develop analytical and reasoning skills that promote independent thinking.
3. Demonstrate knowledge regarding the significance of historical, cultural, and political diversity as it relates to the field of criminal justice and the administration of justice.
4. Develop effective communication skills.
5. Gain knowledge of commonly held professional and ethical principles and practices utilized in the field of criminal justice.

**ADMISSION**

All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee admission to the program. Program admission is not granted until a student has successfully completed 60 hours of the required curriculum at South College, earning the minimum grades required by the program.

The Bachelor of Science in Criminal Justice degree program is currently offered at the Knoxville, Asheville, and Nashville campuses, as well as online. Major courses may only be available in online format.

**Bachelor of Science  
CRIMINAL JUSTICE**

**BS Criminal Justice Curriculum.....180 credits**

**Area I – Core Curriculum.....68 credits**

Business	BUS 2230	Business Communications	4
	OTS 2090	Introduction to Word Processing	4
Computer Literacy	SCC 1030	Computer & Information Literacy	4
	CST 1040	Spreadsheet Applications	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 2500	Statistics	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	Approved Humanities Electives		8
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science	Approved Science Elective		4
Social Science	Social Science Electives		12

**Area II – Major Curriculum.....112 credits**

CMJ 1110	Introduction to Criminal Justice	4
CMJ 1120	Law Enforcement Operations	4
CMJ 1230	Criminology	4
CMJ 1240	Substance Abuse	4
CMJ 1350	Court Procedure/Evidence I	4
CMJ 2110	Court Procedure/Evidence II	4
CMJ 2120	Juvenile Justice	4
CMJ 2130	Corrections	4
CMJ 2241	Investigative Techniques	4
CMJ 2250	Organization & Administration	4
CMJ 2361	Criminal Investigations	4
CMJ 2370	Criminal Justice Internship	4
CMJ 3020	Research Methods in Criminal Justice	4
CMJ 3030	Diversity Issues in Criminal Justice	4
CMJ 3040	Communications for Criminal Justice Professionals	4
CMJ 3110	Ethics in Crime & Justice	4
CMJ 3200	Community Corrections	4

CMJ 3400	Technical Writing in Criminal Justice	4
CMJ 4050	Media and Crime	4
CMJ 4100	Forensic Science	4
CMJ 4120	Special Topics in Criminal Justice	4
CMJ 4200	Patterns of Criminal Behavior	4
LGS 1030	Criminal Law	4
LGS 3100	Constitutional Law	4
LGS 3250	Criminal Procedures	4
	Criminal Justice Electives	12

Courses for this program are offered in online and onground formats on a rotational basis. To facilitate graduation, students may be required to participate in both formats.

## **Associate of Science INVESTIGATION AND SECURITY**

### **MISSION**

The Associate of Science in Investigation and Security program is designed to allow students to focus their criminal justice studies in the areas of private security and loss prevention. The program is appropriate for students who desire to work in careers in private security, process server, bond enforcement, school security, asset protection, retail loss prevention and investigations. Students will master the skills, techniques and technologies utilized in contemporary private sector organizations to provide physical security, prevent loss or damage to physical assets, prevent or detect cybercrime and conduct lawful investigations. The curricula include coursework on the legal and practical aspects of conducting lawful investigations, the logistics, technologies and real world aspects of conducting surveillance and gathering physical and digital evidence. Students will also learn the theory and practice of providing security for fixed material assets.

Students who earn the Associate of Science in Investigation and Security are able to continue on to earn their Bachelor of Science in Criminal Justice by successfully completing an additional fifteen (15) courses if they desire.

### **PROGRAM DESIGN**

This program is designed to be completed in an online/blended format to provide flexibility and to accommodate the schedules of working professionals. Coursework will be offered using interactive instructional software with an emphasis on collaboration and critical thinking. The curriculum is designed for completion by full-time students in 8 quarters (24 months). A part-time option is available.

### **GOALS/LEARNING OUTCOMES**

Students completing this program will:

1. Demonstrate and articulate an understanding of the various aspects of private security including the prevention, detection and investigation of property and persons crimes, human or physical asset protection, white collar crimes and cybercrime.
2. Demonstrate knowledge of the fundamentals necessary for conducting investigations and gathering evidence in a legal and ethical manner for presentation in the criminal justice system.
3. Develop the skills necessary to design and implement loss prevention strategies and provide physical security to fixed assets using human resources and crime prevention infrastructure.
4. Demonstrate an understanding of contemporary computer architecture and the protective protocols and various technologies used to detect and prevent authorized intrusions to networks and internet systems.

### **ADMISSION**

All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee admission to the program. Program admission is not granted until a student has successfully completed 8 hours in the major curriculum at South College, earning the minimum grades required by the program. CMJ 1210 must be successfully completed.

The Associate of Science in Investigation and Security degree program is currently offered at the Knoxville and Nashville campuses, as well as online.

**Associate of Science  
INVESTIGATION AND SECURITY**

<b>Curriculum .....</b>			<b>92 Credits</b>
<b>Core Curriculum.....</b>			<b>48 Credits</b>
Business	BUS 1360	Introduction to Business	4
	OTS 2090	Introduction to Word Processing	4
Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Oral Communication	COM 1260	Effective Speaking	4
Humanities		Approved Humanities Elective	4
Social Science		Approved Social Science Elective	4
Science		Approved Science Elective	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communication	2
<b>Major Curriculum.....</b>			<b>44 Credits</b>
	CMJ 1210	Introduction to Investigation and Security	4
	CMJ 1350	Court Procedure/Evidence I	4
	CMJ 2110	Court Procedure/Evidence II	4
	CMJ 2241	Investigative Techniques	4
	CMJ 2361	Criminal Investigations	4
	CMJ 2380	Surveillance and Investigative Techniques	4
	CMJ 2410	White Collar Investigation	4
	CMJ 2510	Criminal Causation & Deviant Behavior	4
	CST 2650	Computer Forensics	4
	CST 2670	Computer Security Policies & Procedures	4
	LGS 1030	Criminal Law	4

**Certificate  
INVESTIGATION AND SECURITY**

**MISSION**

The Certificate in Investigation and Security program is designed to allow students to focus their criminal justice studies in the areas of private security and loss prevention. The program is appropriate for students who desire to work in careers in private security, process server, bond enforcement, school security, asset protection, retail loss prevention and investigations. Students will master the skills, techniques and technologies utilized in contemporary private sector organizations to provide physical security, prevent loss or damage to physical assets, prevent or detect cybercrime and conduct lawful investigations. The curricula include coursework on the legal and practical aspects of conducting lawful investigations, the logistics, technologies and real world aspects of conducting surveillance and gathering physical and digital evidence. Students will also learn the theory and practice of providing security for fixed material assets.

## PROGRAM DESIGN

This program is designed to be completed in an online/blended format to provide flexibility and to accommodate the schedules of working professionals. Coursework will be offered using interactive instructional software with an emphasis on collaboration and critical thinking. The curriculum is designed for completion by full-time students in 4 quarters (12 months). A part-time option is available.

## GOALS/LEARNING OUTCOMES

Students completing this program will:

1. Demonstrate and articulate an understanding of the various aspects of private security including the prevention, detection and investigation of property and persons crimes, human or physical asset protection, white collar crimes and cybercrime.
2. Demonstrate knowledge of the fundamentals necessary for conducting investigations and gathering evidence in a legal and ethical manner for presentation in the criminal justice system.
3. Develop the skills necessary to design and implement loss prevention strategies and provide physical security to fixed assets using human resources and crime prevention infrastructure.
4. Demonstrate an understanding of contemporary computer architecture and the protective protocols and various technologies used to detect and prevent authorized intrusions to networks and internet systems.

## ADMISSION

All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee admission to the program. Program admission is not granted until a student has successfully completed 8 hours in the major curriculum at South College, earning the minimum grades required by the program. CMJ 1210 must be successfully completed.

The Certificate in Investigation and Security program is currently offered at the Knoxville and Nashville campuses, as well as online.

### Certificate INVESTIGATION AND SECURITY

<b>Curriculum .....</b>		<b>52 Credits</b>
BUS 1360	Introduction to Business	4
CMJ 1210	Introduction to Investigation and Security	4
CMJ 1350	Court Procedure/Evidence I	4
CMJ 2110	Court Procedure/Evidence II	4
CMJ 2241	Investigative Techniques	4
CMJ 2361	Criminal Investigations	4
CMJ 2380	Surveillance and Investigative Techniques	4
CMJ 2410	White Collar Investigation	4
CMJ 2510	Criminal Causation & Deviant Behavior	4
CST 2650	Computer Forensics	4
CST 2670	Computer Security Policies & Procedures	4
LGS 1030	Criminal Law	4
SCC 1030	Computer & Information Literacy	4

## Certificate PARALEGAL STUDIES

### MISSION

The Certificate in Paralegal Studies Program is designed to give individuals a convenient and cost effective route to begin a new career as a paralegal. The program is appropriate for students who previously earned an associate or baccalaureate degree. Students will develop skills for organizing and managing case files, conducting legal research and drafting legal documents under the supervision of an attorney. The challenging curriculum combines legal theory and application in order to prepare students to perform the many functions of a paralegal in a law office, with the exception that they cannot give legal advice, appear in court, accept cases, or set fees. One of the strengths of the program is that the legal faculty consists of experienced attorneys who bring a practical and relevant perspective into the classroom.



## LEARNING OUTCOMES

Students completing this program will:

1. Demonstrate knowledge of fundamental theoretical legal concepts necessary for an entry-level paralegal under the direction and supervision of a licensed attorney.
2. Develop legal research, writing, and drafting skills necessary for an entry-level paralegal position under the direction and supervision of a licensed attorney.
3. Demonstrate knowledge of appropriate professional and ethical responsibilities as set forth in the Tennessee Rules of Professional Responsibility and other related guidelines, laws, and directives.

## ADMISSION

Applicants to the Certificate of Paralegal Studies program must be general admitted to South College and complete the following in order to be admitted to the program

- Evidence satisfactory completion of a baccalaureate degree or an associate of arts or science degree from an accredited postsecondary institution with a minimum cumulative grade point average of 2.50. If any other degree was received, an evaluation of general education credits earned will be completed to ensure requirements have been met.

The Certificate in Paralegal Studies program is currently offered at the Knoxville campus.

### Certificate PARALEGAL STUDIES

<b>Certificate Paralegal Studies Curriculum.....</b>	<b>56 credits</b>
BUS 1380 Business Law I	4
BUS 2380 Business Law II	4
LGS 1010 Introduction to Paralegalism	4
LGS 1030 Criminal Law	4
LGS 1040 Torts and Remedies	4
LGS 1050 Legal Research and Writing I	4
LGS 2010 Civil Litigation	4
LGS 2020 Domestic Law	4
LGS 2050 Real Estate Law	4
LGS 2060 Legal Research and Writing II	4
LGS 2070 Computers in the Legal Office	4
Approved Electives	12
(ACC 1000, AHS 1020, BUS 2230, LGS 2030, LGS 2100, SPN 1010)	

### Certificate PARALEGAL

The Certificate in Paralegal program is designed to give individuals a convenient and cost-effective route to begin a new career as a paralegal. The program is appropriate for students who previously earned an associate or baccalaureate degree. Students will develop skills for organizing and managing case files, conducting legal research and drafting legal documents under the supervision of an attorney. The challenging curriculum combines legal theory and application in order to prepare student to perform the many functions of a paralegal in a law office, with the exception that they cannot give legal advice, appearing court, accept cases, or set fees. One of the strengths of the program is that the legal faculty consists of experienced attorneys who bring a practical and relevant perspective into the classroom.

The Certificate in Paralegal program is an ABA approved legal assistant education program and a North Carolina Bar Qualified Paralegal program. After successful completion of a state examination, students may pursue North Carolina Bar certification as a paralegal.

Students completing this program will:

1. Demonstrate knowledge of fundamental theoretical legal concepts necessary for an entry-level paralegal under the direction and supervision of a licensed attorney.

2. Develop legal research, writing, and drafting skills necessary for an entry-level paralegal position under the direction and supervision of a licensed attorney.
3. Demonstrate knowledge of appropriate professional and ethical responsibilities as set forth in North Carolina guidelines, laws, and directives.

**Program Admission Requirements**

Applicants to the Certificate in Paralegal program must show evidence of satisfactory completion of a baccalaureate degree or an associate of arts or science degree from an accredited postsecondary institution. If any other degree was received, an evaluation of general education credits earned will be completed to ensure requirements have been met.

The Certificate in Paralegal program is currently offered at the Asheville campus.

**Certificate  
PARALEGAL**

<b>Curriculum.....</b>	<b>32 credits</b>
<b>Legal Specialty Credits Required</b>	<b>24 credits</b>
PLS 1020      Legal Research & Writing I	4
PLS 1060      Torts and Remedies	4
PLS 1140      Ethics for Paralegals	4
PLS 1160      Contract Law	4
PLS 2020      Domestic Law	4
PLS 2080      Criminal Law	4
<b>Elective Courses*</b>	<b>8 credits</b>
PLS 1030      Legal Research & Writing II	4
PLS 2020      Domestic Law	4
PLS 2060      Estate Planning and Probate	4
PLS 2070      Computers in the Legal Office	4
PLS 2090      Real Estate Law	4

\* Students are required to take two (2) electives. These courses are the approved elective courses.

**Associate of Science  
PARALEGAL STUDIES**

**MISSION**

The Paralegal Studies program is an ABA approved legal assistant education program with the purpose of providing each paralegal student at South College with a quality, practical legal education in order to provide attorneys and the legal community with paralegals who are qualified, responsible, and professional. In keeping with the demands of professionalism, the Paralegal Studies program consists of specialized coursework and a 120-hour, supervised internship in selected legal settings - both public and private - such as real estate and title companies, bank and trust agencies, law firms, and judicial offices. Extensive practical training prepares graduates, under the supervision of an attorney, to perform many of the functions in a legal office, with the exception that they cannot give legal advice, appear in court, accept cases, or set fees. The program explores various ethical considerations for the paralegal and other members of the legal team in each course.

**LEARNING OUTCOMES**

Students completing this program will:

1. Demonstrate knowledge of fundamental theoretical legal concepts necessary for an entry-level paralegal under the direction and supervision of a licensed attorney.
2. Develop legal research, writing, and drafting skills necessary for an entry-level paralegal position under the direction and supervision of a licensed attorney.
3. Demonstrate knowledge of appropriate professional and ethical responsibilities as set forth in the Tennessee Rules of Professional Responsibility and other related guidelines, laws, and directives

**ADMISSION**

All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee admission to the program. Program admission is not granted until a student has successfully completed 8 hours in the major curriculum at South College, earning the minimum grades required by the program.

The Associate of Science in Paralegal Studies program is currently offered at the Knoxville campus.

**Associate of Science  
PARALEGAL STUDIES**

<b>AS Paralegal Studies Curriculum.....</b>			<b>112 credits</b>
<b>Area I – Core Curriculum.....</b>			<b>60 credits</b>
Business	BUS 2230	Business Communications	4
	OTS 2090	Introduction to Word Processing	4
		Approved Business Elective	4
Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities		Approved Humanities Elective	4
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science		Approved Science Elective	4
Social Science		Approved Social Science Electives	8
<b>Area II – Major Curriculum.....</b>			<b>52 credits</b>
	BUS 1380	Business Law I	4
	LGS 1010	Introduction to Paralegalism	4
	LGS 1030	Criminal Law	4
	LGS 1040	Torts and Remedies	4
	LGS 1050	Legal Research & Writing I	4
	LGS 2010	Civil Litigation	4
	LGS 2020	Domestic Law	4
	LGS 2030	Estate Planning and Probate	4
	LGS 2050	Real Estate Law	4
	LGS 2060	Legal Research & Writing II	4
	LGS 2070	Computers in the Legal Office	4
	LGS 2100	Paralegal Internship	4
		Paralegal Studies Elective	4

**Note: Several courses in this major are only offered in the evening.**

**Associate of Applied Science  
PARALEGAL STUDIES**

**OVERVIEW**

The Paralegal Studies program is an ABA Approved Paralegal Education Program with the purpose of providing each paralegal student at South College with a quality, practical legal education in order to provide attorneys and the legal community with paralegals who are qualified, responsible, and professional. In keeping with the demands of professionalism, the Paralegal Studies program consists of specialized coursework and a 120-hour, supervised internship in selected legal settings - both public and private - such as real estate and title companies, bank and trust agencies, law firms, and judicial offices. Extensive practical training prepares graduates, under the supervision of an attorney, to perform many of the functions in a legal office, with the exception that they cannot give legal advice, appear in court, accept cases, or set fees. The program explores various ethical considerations for the paralegal and other members of the legal team in each course. This program is a North Carolina Bar Qualified Paralegal Studies program, therefore, after successful completion of a voluntary state examination and application, an eligible student may be designated by the North Carolina State Bar Board of Paralegal Certification as a North Carolina Certified Paralegal (NCCP).

**LEARNING OUTCOMES**

**Learning Outcome #1**

Students will demonstrate knowledge of fundamental theoretical legal concepts necessary for an entry-level paralegal position under the direction and supervision of a licensed attorney.

**Learning Outcome #2**

Students will develop legal research, writing, and drafting skills necessary for an entry-level paralegal position under the direction and supervision of a licensed attorney.

**Learning Outcome #3**

Students will demonstrate knowledge of appropriate professional and ethical responsibilities as set forth in the rules of professional responsibility and other related guidelines, laws, and directives.

**ADMISSION**

All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee admission to the program. Program admission is not granted until a student has successfully completed 8 hours in the major curriculum at South College, earning the minimum grades required by the program. PL1010 must be successfully completed.

The Associate of Applied Science in Paralegal Studies degree program is currently offered at the Asheville campus.

**Associate of Applied Science  
PARALEGAL STUDIES**

**AAS Paralegal Studies Curriculum.....112 credits**

**Area I – Core Curriculum.....60 credits**

Business	BUS 2230	Business Communications	4
	OTS 2090	Introduction to Word Processing	4
	Approved Business Elective		4
Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	Approved Humanities Elective		4
Communications	COM 1260	Effective Speaking	4

Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science	Approved Science Elective		4
Social Science	Approved Social Science Electives		8
<b>Area II – Major Curriculum.....</b>			<b>52 credits</b>
	PLS 1010	Introduction to Paralegal Studies	4
	PLS 1020	Legal Research & Writing I	4
	PLS 1030	Legal Research & Writing II	4
	PLS 1060	Torts and Remedies	4
	PLS 1160	Contract Law	4
	PLS 2000	Civil Litigation	4
	PLS 2020	Domestic Law	4
	PLS 2060	Estate Planning and Probate	4
	PLS 2070	Computers in the Legal Office	4
	PLS 2080	Criminal Law	4
	PLS 2090	Real Estate Law	4
	PLS 2200	Paralegal Internship	4
		Approved Paralegal Elective	4

**Bachelor of Science  
LEGAL STUDIES**

**MISSION**

The mission of the Bachelor of Science in Legal Studies program is to provide students with a broad academic background in general education, fundamental theoretical legal concepts, and practical applications. This rigorous ABA approved legal assistant education program is designed for the student who clearly shows potential for a career in the legal profession and similar fields.

The coursework emphasizes the development of keen analytical skills and fosters sensitivity to cultural and political history and diversity. Graduates can become contributing members of the legal office in private law firms, banks, insurance companies, title and mortgage companies, governmental and law enforcement agencies, and other corporations. The curriculum’s focus on legal theory, application, and critical thinking allow graduates to perform high-level paralegal duties, with the exception that paralegals are not permitted to give legal advice, appear in court, accept cases, or set fees.

The objective of this program is to provide students, through completion of courses consisting of lecture, practical application, and hands-on computer instruction, with the knowledge and skills necessary to become contributing members of a team in the legal environment.

**LEARNING OUTCOMES**

Students completing the program will:

1. Demonstrate knowledge of fundamental theoretical legal concepts necessary to hold a paralegal position under the direction and supervision of a licensed attorney.
2. Develop analytical and reasoning skills that promote independent thinking.
3. Demonstrate knowledge regarding the significance of historical, cultural, and political diversity as it relates to the laws and the administration of justice.
4. Develop legal research, writing, and drafting skills necessary to hold a paralegal position under the direction and supervision of a licensed attorney.
5. Demonstrate knowledge of appropriate professional and ethical responsibilities as set forth in the Tennessee Rules of Professional Responsibility and other related guidelines, laws, and directives.

**ADMISSION**

All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee admission to the program. Program admission is not granted until a student has successfully completed 60 hours of the required curriculum at South College, earning the minimum grades required by the program.

The following curriculum for the BS Legal Studies degree program is currently offered at the Knoxville campus.

**Bachelor of Science  
LEGAL STUDIES**

**BS Legal Studies Curriculum.....180 credits**

**Area I – Core Curriculum.....72 credits**

Business	BUS 2230	Business Communications	4
	OTS 2090	Introduction to Word Processing	4
		Approved Business Elective	4
Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
	MAT 2500	Statistics	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities		Humanities Electives	8
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science		Approved Science Elective	4
Social Science		Social Science Electives	12

**Area II – Major Curriculum.....108 credits**

BUS 1380	Business Law I	4
LGS 1010	Introduction to Paralegalism	4
LGS 1030	Criminal Law	4
LGS 1040	Torts and Remedies	4
LGS 1050	Legal Research & Writing I	4
LGS 2010	Civil Litigation	4
LGS 2020	Domestic Law	4
LGS 2030	Estate Planning and Probate	4
LGS 2050	Real Estate Law	4
LGS 2060	Legal Research & Writing II	4
LGS 2070	Computers in the Legal Office	4
LGS 2100	Paralegal Internship	4
	Paralegal Studies Elective	4
LGS 3080	Legal Ethics	4
LGS 3100	Constitutional Law	4
LGS 3120	Evidence Law	4

LGS 3200	Bankruptcy Law	4
LGS 3250	Criminal Procedures	4
LGS 3500	Employment Law	4
LGS 4050	Business Organizations	4
LGS 4100	Law & Technology	4
LGS 4120	Special Topics in Legal Research	4
LGS 4130	Advanced Civil Litigation	4
LGS 4200	Mediation & Alternative Dispute Resolution	4
	Legal Studies Electives	12

Note: Several 1000 and 2000 courses are only offered in the evening. All 3000 and 4000 courses are normally only offered in the evening.

The following curriculum for the BS Legal Studies degree program is currently offered at the Asheville campus.

**Bachelor of Science  
LEGAL STUDIES**

**BS Legal Studies Curriculum.....180 credits**

**Area I – Core Curriculum.....72 credits**

Business	BUS 2230	Business Communications	4
	OTS 2090	Introduction to Word Processing	4
		Approved Business Elective	4
Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
	MAT 2500	Statistics	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities		Approved Humanities Electives	8
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Science		Approved Science Elective	4
Social Science		Social Science Electives	12

**Area II – Major Curriculum.....108 credits**

	PLS 1010	Introduction to Paralegal Studies	4
	PLS 1020	Legal Research & Writing I	4
	PLS 1030	Legal Research & Writing II	4
	PLS 1060	Torts and Remedies	4
	PLS 1160	Contract Law	4
	PLS 2000	Civil Litigation	4
	PLS 2020	Domestic Law	4
	PLS 2060	Estate Planning and Probate	4
	PLS 2070	Computers in the Legal Office	4

PLS 20800	Criminal Law	4
PLS 2090	Real Estate Law	4
PLS 2200	Paralegal Internship	4
	Approved Paralegal Elective	4
LGS 3080	Legal Ethics	4
LGS 3100	Constitutional Law	4
LGS 3120	Evidence Law	4
LGS 3200	Bankruptcy Law	4
LGS 3250	Criminal Procedures	4
LGS 3500	Employment Law	4
LGS 4050	Business Organizations	4
LGS 4100	Law & Technology	4
LGS 4120	Special Topics in Legal Research	4
LGS 4130	Advanced Civil Litigation	4
LGS 4200	Mediation & Alternative Dispute Resolution	4
	Approved Legal Studies Electives	12

## **GRADUATE PROGRAMS**

### **ADMISSION**

Applicants interested in graduate programs offered in the School of Legal Studies are required to meet individually, either in person or on the 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 a programmatic application. Those selected for admission will meet the following criteria:

- Evidence of successful completion of a bachelor’s degree from an accredited institution of higher education
- Evidence of a cumulative 2.5 undergraduate grade point average

For applicants who are unable to meet the aforementioned requirements of admission, conditional admission is an option. Students who are admitted conditionally may take graduate Criminal Justice courses and, if they attain a GPA of 3.0 or higher in their first three (3) graduate Criminal Justice courses, be admitted to the program. Any courses successfully completed by a conditionally admitted student satisfy the course requirements for graduation, as if the student was initially admitted in good standing. The faculty of the School of Legal Studies reserves the right to evaluate each application for conditional admission on a case-by-case basis. The Admissions Committee takes many factors into consideration, including but not limited to:

- Grade point average in the courses constituting the core of the applicant’s undergraduate major;
- Amount of time that has transpired between the applicant’s undergraduate degree completion and application to South College;
- Applicant’s work experience and accomplishments in their profession;
- Grade point average in graduate work at other accredited academic institutions.

### **ADVANCED PLACEMENT AND TRANSFER OF CREDIT**

Applicants interested in the Master of Science in Criminal Justice program should be aware that all courses in the curriculum are required and must be completed at South College. Transfer credits, experiential learning, or advanced placement from another institution’s program are not allowed.

### **ACADEMIC STANDARDS, STUDENT PROGRESS, AND GRADING**

Upon entering the Master of Science in Criminal Justice program, students are required to confer with the Dean of the School of Legal Studies to map out their course curriculum and requirements for degree completion. Students are also required to meet each quarter with the Graduate Program Coordinator for an academic progress review and registration approval for the next quarter. If a student voluntarily withdraws from the program, a formal application for reentry is required, and program requirements in effect at that time must be met. The student will be required to meet with the Dean of the School of Legal Studies for approval to reenter the program. Students will only be allowed to be readmitted to the Master of Science in Criminal Justice program once.



The Dean of the School of Legal Studies will review each student's scholastic achievement record at the end of each quarter. The academic standards that must be met by each student are outlined in the Academic Participation section. If a student fails to meet academic standards, the Dean will meet with the student in question. Depending on the nature of the academic deficiency, the Dean will determine the status of the student's academic standing, which may include warning, probation, or dismissal from the program. The Categories of Academic Standing are:

**Good Standing:** Status of a student who has met course requirements in a satisfactory manner, and has demonstrated good professional behavior.

**Warning:** Status of a student whose performance in an academic course places him/her in jeopardy of falling below the minimum stated standards, or who has exhibited questionable professional behavior.

**Probation:** Status of a student whose performance in the program has fallen below the minimum stated standards, or who has exhibited unacceptable professional behavior.

**Dismissal:** Action whereby a student will be dismissed from the Master of Science in Criminal Justice program due to failure to adhere to academic standards. Dismissal will occur after review of the student's academic or professional deficiency by the Dean of the School of Legal Studies.

Professional Behavior: For the purposes of this policy, *unacceptable professional behavior* shall be defined as inappropriate interpersonal communications (either written or verbal) directed towards South College faculty, staff, or fellow students, or actions and demeanor deemed inappropriate by the Dean of the School of Legal Studies.

The causes of and consequences for receiving a Warning, Probation, or Dismissal are:

#### *Warning*

A student who receives a grade of less than 70% on any key course assessments will receive a warning from the Criminal Justice Graduate Program Coordinator or the Dean of the School of Legal Studies.

##### *Warning for Key Course Assessments.*

Students placed on an intervention are provided a written plan that details learner outcomes to be remediated and a timeline for completion. The Master of Science Graduate Program Coordinator will prepare the plan and work with the student to ensure its completion. Successful completion of the intervention plan is required before approval is granted for enrollment in coursework the following quarter. Failure to complete the intervention plan may result in the receiving an unsatisfactory final grade.

#### *Probation*

A student will be placed on probation if his/her cumulative GPA falls below a 2.33 on a 4.00 scale.

##### *Students with a cumulative GPA below 2.33.*

A student with a cumulative GPA below 2.33 at the end of any quarter will receive notification from the Dean of the School of Legal Studies that he/she is on Probation. If the student fails to raise his/her cumulative GPA to a 2.33 at the end of the next quarter, he/she will be dismissed from the Master of Science in Criminal Justice Program. If the student raises his/her cumulative GPA to a 2.33 or higher at the end of the next quarter, he/she will be removed from Probation. If a student's cumulative GPA falls below a 2.33 a second time, he/she will be dismissed from the Master of Science in Criminal Justice program.

#### *Dismissal*

Action whereby a student will be dismissed from the Master of Science in Criminal Justice program due to failure to adhere to academic and program requirements.

1. A student fails (a grade below 70%) any course;
2. A student has a cumulative GPA of less than 2.33 at the end of any quarter and then fails to raise his/her cumulative GPA to a 2.33 or higher at the end of the next quarter;
3. A student's cumulative GPA falls below 2.33 for a second time;
4. A student's professional conduct violates the performance standards set forth in the South College Academic Honor Code, the South College Standards of Student Conduct, or for unprofessional behavior or criminal activity;

South College reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continued enrollment is detrimental to him/herself or his/her fellow students or whose presence is disruptive to the learning environment, or the orderly operation of the College.

## **GRADING**

Course instructors determine the final grade in all courses. Grades are based on the requirements of each course and the performance of each student on these requirements that include course participation, completion of assignments, and a final examination or final research project. Examples of assignments include written assignments, research projects or papers, presentations with use of technology, reading assignments, and professional development activities. The weight or value of assignments is found on the course syllabus.

<b>Letter Grade</b>	<b>Q.P.</b>	<b>Percentage Score Range</b>
A	4.00	90-100%
B	3.00	80-89%
C	2.00	70-79%
F	0.00	0-69%

Students must maintain a cumulative grade point average (G.P.A.) of 2.33 to remain in the graduate program.

## **ACADEMIC PARTICIPATION**

Students are expected to log in and participate in weekly online class sessions each quarter. Online participation includes, but is not limited to, logging into Canvas course sites each week, completing online assignments, completing quizzes, and participating in discussion boards or online chats. For each quarter credit hour assigned to a course, students should expect 10 hours of direct faculty contact and 20 hours of out of class work.

## **COURSE SYLLABI AND OBJECTIVES**

For every course, students will be provided with a complete syllabus, which includes specific, measurable, course goals and learning objectives, outlining the intended scope of the course. Course descriptions and course schedules will also be included. Students are expected to learn all information identified in the course goals and learning objectives, and should expect to be tested on such material. Each instructor, in concert with the Dean of the School of Legal Studies, reserves the right to alter the syllabus as time, teaching material, or the necessity of a sequenced, integrated Criminal Justice curriculum dictate. Any altered materials will be made available to the student. If there are questions regarding course goals, course objectives, learning objectives, or expected course outcomes, the student is expected to direct his/her questions first to the Course Instructor, then to the Dean of the School of Legal Studies.

## **ADDITIONAL REQUIREMENTS**

South College provides computer and Internet access to staff, faculty, and students while on-campus. Online students are required to secure their own access in their personal environments. Each student should bring his/her laptop to the on-campus orientation at the beginning of the program and to the end of the program sessions. Developing computer skills is critical to the success of students in the program and in practice. Though not a requirement for admission, students are expected to possess computer skills prior to matriculation. Please see the South College website for information regarding minimum computer requirements. Students are required to purchase a student version of SPSS (computer program used for statistical analysis) at the beginning of the program at a cost of approximately \$100.

## **Certificate (Graduate)**

### **CRIMINAL JUSTICE**

## **MISSION**

The curriculum of the Graduate Certificate in Criminal Justice provides a balance of theoretical and practical coursework that further develops the critical thinking and analytical skills needed in today's competitive and evolving criminal justice workforce. Students will be challenged through coursework and collaborative interaction with faculty and fellow students to identify, develop, and enhance their understanding in traditional and cutting edge criminal justice graduate courses. Students will be able to tailor their learning to their long-term objectives and interests with electives dealing with law

enforcement, victimology, corrections, public administration, and computer forensics. This allows students to enhance their understanding and to strengthen their skills in areas unique to their desired criminal justice focus, which increases the value of their degree and the impact of their learning in their position within the criminal justice arena.

**PROGRAM DESIGN**

The program is designed to be a fast-paced, focused, and affordable option for criminal justice practitioners who may not be ready to commit to a full-length graduate program or may wish to pursue additional work in the area of criminal justice. In order to provide flexibility and to accommodate the schedules of working professionals, the coursework will be completed in a largely asynchronous online format using a learning management system. Course materials and assignments will emphasize collaboration, critical thinking, and student accountability.

The program is designed for online completion for full-time students in two quarters (6 months) depending on course load, though students may pursue courses on a part-time basis. Each of the six (6) courses required for this program are consistent with those already required and offered in the Master of Science in Criminal Justice program. As such, students who decided to continue on to earn their master’s degree would need to complete the remaining six (6) courses in the program only.

**LEARNING OUTCOMES**

Students completing this program will:

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 as necessary for evaluation and consideration of current trends within the field of criminal justice.
4. Interpret and analyze scholarly research related to the criminal justice field and apply it to real world issues and contemporary practice.

The Graduate Certificate in Criminal Justice program is offered online.

**Graduate Certificate  
CRIMINAL JUSTICE**

<b>Curriculum</b> .....		<b>24 credits</b>
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
	Approved Criminal Justice Elective	8
	CMJ 5120 Police and Society	
	CMJ 5220 Criminal Justice Management	
	CMJ 5300 Investigative Intelligence and Crime Analysis	
	CMJ 5310 Policy Analysis for Criminal Justice	
	CMJ 5320 Ethics for Criminal Justice Professionals	
	CMJ 5330 Contemporary Issues in Corrections	
	CMJ 5400 Legal Aspects of Criminal Justice Management	
	CMJ 5510 Terrorism	
	CMJ 5520 Victimology	
	CMJ 5600 Special Topics and Current Issues in Criminal Justice	

## **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.

### **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.

### **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 will 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). 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 will be completed in a synchronous 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**

<b>MS Criminal Justice Curriculum.....</b>	<b>48 credits</b>
CMJ 5100 Foundations in Criminal Justice	4
CMJ 5110 Research Design for Criminal Justice	4
CMJ 5120 Police and Society	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 Elective	4
CMJ Elective	4
CMJ Elective	4
CMJ 5310 Policy Analysis for Criminal Justice	
CMJ 5320 Ethics for Criminal Justice Professionals	
CMJ 5330 Contemporary Issues for Corrections	
CMJ 5400 Legal Aspects of Criminal Justice Management	
CMJ 5510 Terrorism	
CMJ 5520 Victimology	
CMJ 5600 Special Topics & Current Issues in CMJ	4
CMJ 5900 Criminal Justice Capstone	4

**Certificate (Graduate)**

**PUBLIC ADMINISTRATION FOR CMJ PROFESSIONALS**

**MISSION**

The Graduate Certificate in Public Administration for Criminal Justice Professional is designed to provide criminal justice practitioners 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. Students will be able to strengthen their understanding and skills to prepare them for leadership positions with an emphasis on budgeting, grant writing, strategic planning, and assessment.

The program is designed to be a fast-paced, focused and affordable option for criminal justice practitioners who may not be ready to commit to a full-length graduate program or may wish to pursue additional work in the area of public administration. It is in an online format to provide flexibility and to accommodate the schedules of working professionals. Coursework will be offered using interactive instructional software with an emphasis on collaboration and critical thinking.

**PROGRAM DESIGN**

The Graduate Certificate in Public Administration for Criminal Justice Professionals is designed for online completion for full-time students in two (2) quarters depending on course load, though students may pursue courses on a part-time basis. Each of the six (6) courses required for the certificate program are consistent with those already required and offered in the Master of Science in Criminal Justice w/Concentration in Public Administration program. As such, students who decided to continue on to earn their master’s degree would need to complete the remaining six (6) courses in the program only.

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

**LEARNING OUTCOMES**

Students completing this program will:

1. Develop an advanced understanding the nature of public administration and its function with the American political system.
2. Obtain knowledge of 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.

The Graduate Certificate in Public Administration for Criminal Justice Professionals program is offered online.

**Graduate Certificate**

**PUBLIC ADMINISTRATION FOR CRIMINAL JUSTICE PROFESSIONALS**

<b>Curriculum .....</b>		<b>24 credits</b>
CMJ 5220	Criminal Justice Management	4
CMJ 5310	Policy Analysis for Criminal Justice	4
CMJ 5400	Legal Aspects of Criminal Justice Management	4
CMJ 5130	Public Sector Budgeting & Grant Writing	4
CMJ 5140	Strategic Planning and Assessment	4
CMJ 5550	Advanced Network Security Principles	4

**Master of Science**

**CRIMINAL JUSTICE**

**w/Concentration in Public Administration**

**MISSION**

The Master of Science in Criminal Justice with w/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 Public Administration 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.

**PROGRAM DESIGN**

The Master of Science in Criminal Justice w/Concentration in Public Administration is designed for online completion for full-time students in four quarters (12 months) depending on course load, though students may pursue courses on a part-time basis.

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

**LEARNING OUTCOMES**

Students completing this program will:

1. An advanced understanding the nature of public administration and its function with the American political system.
2. Knowledge of 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. projects.
- f. An understanding of the concepts, principles and assessment practices involved in the strategic planning process in public sector organizations.

The Master of Science in Criminal Justice w/Concentration in Public Administration program is offered online.

**Master of Science  
CRIMINAL JUSTICE  
w/CONCENTRATION IN PUBLIC ADMINISTRATION**

<b>Curriculum .....</b>		<b>48 credits</b>
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 5310	Policy Analysis for Criminal Justice	4
CMJ 5400	Legal Aspects of Criminal Justice Management	4
CMJ 5130	Public Sector Budgeting & Grant Writing	4
CMJ 5140	Strategic Planning & Assessment	4
CMJ 5550	Advanced Network Security Principles	4
CMJ 5600	Special Topics and Current Issues in CMJ	4
CMJ 5900	Criminal Justice Capstone	4

# DEPARTMENT OF MEDICAL ASSISTING

**Associate of Science  
MEDICAL ASSISTING  
(Knoxville)**

## MISSION

In keeping with the mission of the college, the mission of the Medical Assisting program at South College is to provide a quality education which prepares competent and compassionate graduates, well-qualified to meet the professional, ethical, and intellectual demands of functioning as members of the health care delivery team in an ambulatory care setting. The program seeks to:

- Establish a firm base of knowledge in general education, medical science, and medical office routines which provides entry-level competencies in the fundamental concepts and theories applicable to medical assisting practices and procedures.
- Engender the development of skills in clerical/administrative, clinical, and laboratory/technical areas pertinent to entry-level competencies of a medical assistant and the needs of the community and employment market.
- Foster the growth of students into competent medical assisting professionals who will demonstrate superior principles of legal, ethical, and moral integrity.
- Expect and provide for the continued professional development of the medical assisting faculty to assure excellence in the program's curriculum.

## ROLE OF THE MEDICAL ASSISTANT IN HEALTH CARE DELIVERY

Medical Assistants are multi-skilled health professionals specifically educated to work in ambulatory settings performing administrative and clinical duties. The practice of medical assisting directly influences the public's health and well-being, and requires mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into the profession. The Medical Assisting program is established based upon the *CAAHEP Standards and Guidelines for Medical Assisting Educational Programs (2015 Revision)* which emphasizes competency-based skills, as well as general knowledge. Student competencies are validated through performance on written and practical exams, skills performance assessments, and a clinical practicum. Graduates of the program are prepared to assist practitioners in examining and treating patients, performing laboratory testing, and managing the administrative and clinical responsibilities associated with efficient medical office operations. The curriculum does not train for employment in medical laboratories either in the state of Tennessee or any other state.

## PROGRAM REQUIREMENTS

All students admitted in the Medical Assisting program at South College must recognize that various occupational hazards exist in the medical laboratory and the clinical setting. All Medical Assisting students are responsible for understanding health requirements and general safety procedures and precautions.

Throughout the training, strict adherence to OSHA guidelines and standard precautions is mandated and observed. In compliance with these guidelines and precautions, all Medical Assisting students are required to wear appropriate personal protective equipment as indicated.

Students will be required, during the course of the program, to demonstrate their physical and/or emotional fitness to meet the essential requirements of the program. These requirements include maintaining a state of good health, achieving a comprehensive knowledge base (cognitive ability), achieving procedural proficiency (psychomotor skills), and demonstrating suitable behavioral and emotional fitness (affective domain). Any appraisal measures used to determine such physical and/or emotional fitness will be in compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. A student should notify the Department Chairperson if he or she has a communicable disease. This disclosure will be handled in strict confidence and used to assure safe lab conditions. Hepatitis B vaccination and/or immunization verification is required.

Students applying to the Medical Assisting program must accept the following:

1. Eligibility for the Certification Examination may be denied by the AAMA Certifying Board if the applicant for the CMA credential has been found guilty of a felony or pleaded guilty to a felony (Contact the MA



- Department Chair).
2. Failure to produce proof of the following may severely limit practicum placement (possibly increasing the overall length of the program) and future employment options:
    - a. Negative TB test
    - b. Hepatitis B vaccination
    - c. Health release to participate in clinical practicum/physician's certification that student is in good health
    - d. Other immunizations, such as MMR
    - e. CPR and first aid training (provided at South College).

All medical assisting students are required to complete a 200-hour unpaid, supervised practicum at a local medical practice weekdays during the last quarter of their program. Students will be required to meet all health guidelines and policies of the affiliating agencies. Background checks and/or drug screening may be required. Failure to pass the screening will result in the student being denied placement at a clinical location. Denial may result in dismissal from the program.

Prior to the beginning of AHS 2982 Medical Assisting Practicum, students are required to undergo a physical exam/health verification and to be certified in cardiopulmonary resuscitation and first aid. Students are responsible for costs incurred from injury or illness while in the Medical Assisting program. Fees charged to cover physical exams, immunizations, drug screens, background checks and/or CPR/First Aid Certification are the responsibility of the student.

### **ACCREDITATION**

The South College Certificate program in Medical Assisting offered at the Knoxville campus is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the *Medical Assisting Education Review Board (MAERB)*.

Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
25400 U.S. Highway 19 North, Suite 158  
Clearwater, FL 33763  
727-210-2530  
[www.caahep.org](http://www.caahep.org)

Students completing the certificate program may choose to continue and complete the Associate of Science in Medical Assisting program.

### **CERTIFICATION CREDENTIAL**

Although there is no state licensure for medical assistants, as a graduate of a CAAHEP accredited program, students graduating from the Knoxville program are qualified to take the AAMA (American Association of Medical Assistants) Certification Exam and required to do so. The CMA (AAMA) credential is awarded to individuals who pass the AAMA Certification Exam. Graduates may also choose to take the RMA exam – students graduating from Nashville are eligible to pursue this credential.

### **ADMISSION REQUIREMENTS**

All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee admission to the medical assisting program. Program admission is granted when a student has met all requirements and is successfully enrolled in his/her first clinical course, the first course in the MA curriculum in which a student is assessed on psychomotor (skill) and affective (behavior) competencies. A maximum of three attempts will be allowed for completing courses in the Allied Health Sciences (AHS) portion of the program.

### **Medical Assisting Program Core Performance Standards for Admission and Progression**

The South College Medical Assisting program has adopted the following performance standards. Admission to and progression in the program are not based on these standards; rather they will be used to assist each student in determining whether accommodations or modifications are necessary.

If a student believes that he or she cannot meet one or more of the standards without accommodations or modifications, the Medical Assisting program will determine, on an individual basis, whether or not the necessary accommodations or modifications can be reasonably made. In no instance will an accommodation be made that will put other students or

patients at increased risk.

ISSUE	STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgement	Identify cause-effect relationships in clinical situations; recognize emergency situations
Interpersonal	Interpersonal communication skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and educational backgrounds	Establish rapport with patients, clients, and colleagues
Communication	Knowledge of the English language sufficient to comprehend and successfully communicate orally and in writing	Explain treatment procedures, initiate health teaching, interpret and document completion of medical orders, and respond to patient/client concerns
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces	Move around in patients' rooms, work spaces, and treatment areas; administer cardiopulmonary resuscitation
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective care	Calibrate and use equipment; position patients/ clients, perform venipunctures and injections; enter data electronically
Hearing	Auditory ability sufficient to monitor and assess health needs	Hear monitor alarms, emergency signals, auscultatory sounds, and cries for help
Tactile	Tactile ability sufficient for performing physical assessment and procedures	Perform palpation, functions of physical examination, and/or therapeutic intervention
Visual	Visual ability sufficient for observation and assessment necessary for patient care	Observe patient/client responses; identify differences in shades of color to evaluate lab test results

The Associate of Science in Medical Assistant degree program is offered at the Knoxville and Nashville campuses.

**Associate of Science  
MEDICAL ASSISTING**

<b>AS Medical Assisting Curriculum.....</b>	<b>102 credits</b>
<b>Area I – Core Curriculum.....</b>	<b>54 credits</b>
Business                   OTS 2090   Introduction to Word Processing	4
Computer                    SCC 1030   Computer & Information Literacy	4
Literacy	
Mathematics                MAT 1000   Mathematical Concepts & Applications	2
	4
	4
Written                     ENG 1200   English Composition	4
Communication           ENG 1210   English Composition with Research	4
Humanities                 Approved Humanities Elective	4
Communications           COM 1260   Effective Speaking	4

Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Social Science	PSY 1810	General Psychology	4
	SOC 1860	Introduction to Sociology	4
Elective	Approved Elective		4
<b>Area II – Major Curriculum.....</b>			<b>48 credits</b>
	AHS 1010	Medical Terminology	4
	AHS 1020	Basic Formation of the Human Body	4
	AHS 1030	Organ Systems of the Human Body	4
	AHS 1110	MA Foundations	4
	AHS 1900	Diagnostic and Procedural Coding	2
	AHS 2010	Clinical Assisting Lab I	2
	AHS 2020	Clinical Assisting Lab II	2
	AHS 2050	Medical Lab I	2
	AHS 2060	Medical Lab II	2
	AHS 2110	General Pharmacology I	4
	AHS 2120	General Pharmacology II	4
	AHS 2130	Diseases of the Human Body	4
	AHS 2610	Medical Office Administration	4
	AHS 2982	Medical Assisting Practicum	6

**Certificate  
MEDICAL ASSISTING**

Students at the Knoxville and Nashville campuses wishing to complete only the Certificate in Medical Assisting must satisfactorily complete the following courses.

**Certificate  
MEDICAL ASSISTING**

<b>Certificate Medical Assisting Curriculum.....</b>			<b>62 credits</b>
	AHS 1010	Medical Terminology	4
	AHS 1020	Basic Formation of the Human Body	4
	AHS 1030	Organ Systems of the Human Body	4
	AHS 1110	MA Foundations	4
	AHS 1900	Diagnostic and Procedural Coding	2
	AHS 2010	Clinical Assisting Lab I	2
	AHS 2020	Clinical Assisting Lab II	2
	AHS 2050	Medical Lab I	2
	AHS 2060	Medical Lab II	2
	AHS 2110	General Pharmacology I	4
	AHS 2120	General Pharmacology II	4
	AHS 2130	Diseases of the Human Body	4
	AHS 2610	Medical Office Administration	4
	AHS 2982	Medical Assisting Practicum	6
	MAT 1000	Mathematical Concepts & Applications	2
	ENG 1200	English Composition	4
	OTS 2090	Introduction to Word Processing	4
	SCC 1010	College Management	2
	SCC 2120	Professional Development	2

**Associate of Applied Science**  
**MEDICAL ASSISTING**  
(Asheville)

**MEDICAL ASSISTING 1+1 PROGRAM**  
**CERTIFICATE TO ASSOCIATE OF APPLIED SCIENCE**

The Medical Assistant is a multi-skilled allied health professional who works primarily in ambulatory settings such as medical offices and clinics. Medical Assistants function as a member of the interdisciplinary health care team and perform administrative and clinical procedures. The Medical Assistant certificate option is established on the Standards and Guidelines of an Accredited Educational Program for the Medical Assistant as identified by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

This competency-based curriculum covers administrative, clinical, and inter-disciplinary skills. These skills are evaluated through performance exams that test competency on written, practical, and skill acquisition. Experiences for the development of cognitive, affective, and psychomotor skills are driven through class room activities, clinical and community experiences, including a 30-hr onsite clinical observation experience, and 180-hour practicum, totaling a 210-hour unpaid onsite clinical/practicum experience prior to the conclusion of the program.

The Medical Assisting 1 + 1 program is designed for certificate completion in four (4) quarters or one full calendar year. Upon completion of the certificate (part one of the program), students may add an additional 2-3 quarters to complete the general education requirement (part two) and earn the AAS degree in Medical Assisting.

**MEDICAL ASSISTING CERTIFICATE**

The certificate curriculum seeks to prepare graduates as medical assistants who are multi-skilled health care professionals that perform administrative and clinical tasks, manage emergency situations, communicate effectively, and provide instruction to patients, thus performing as an integral member of the health care team. The certificate graduate has the opportunity to continue into the Medical Assisting Associated of Applied Science program.

This program is designed to qualify students to sit for the national certification examination through the American Association of Medical Assistants (AAMA) after completion of four (4) quarters of full-time study. Students entering the Medical Assisting program, enter through the certificate option. Upon completion, students may opt to continue working toward the AAS in Medical Assisting. Students must provide the department with a statement of good health, immunization verification, hepatitis B vaccination record or declination, and submit to a background check and drug screening. If a student does not pass the drug screen, he/she will be removed from the program and not allowed to reapply for ninety days.

The Medical Assisting 1 + 1 program provides an in-depth study of the medical sciences of the human body, including anatomy, physiology, and pathology of the body systems and clinical including room procedures, medical lab procedures, medical terminology, pharmacology, and administrative procedures, including but not limited to medical insurance and coding and front office procedures. The certificate program prepares the graduate for entry-level positions in the healthcare field as a medical assistant working in clinical or administrative settings. Graduates may pursue jobs in medical practices, physician's offices, hospitals, and clinic settings. Upon successful completion of the curriculum (55 quarter credit hours) and satisfaction of all graduation requirements, the student is awarded the Certificate in Medical Assisting and is eligible to sit for the National Certification Examination administered through the American Association of Medical Assistants (AAMA).

The Medical Assisting Certificate program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org), 25400 US Highway N, Suite 158, Clearwater, FL 33763 Phone: 727-210-2350) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Once students complete the Medical Assisting Certificate, they may continue their education in the Associate degree program in Medical Assisting. At the completion of the requirements for both the certificate and degree programs in Medical Assisting, graduates will have earned a fully accredited Certificate (qualifying graduates to sit for the National Exam) and an Associate of Applied Science degree in Medical Assisting.

## **PROGRAM LEARNING OUTCOMES**

- Prepare competent entry-level Medical Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains;
- Prepare Medical Assistants who meet the academic standards as set forth by South College and the requirements of the American Association of Medical Assistants (AAMA) as established in the Standards and Guidelines for an Accredited Educational Program for Medical Assistants 2015;
- Produce graduates that have the competence to perform in entry-level positions as a Certified Medical Assistant within the community;
- Prepare graduates that can successfully become employed within the community health care market.

## **PROGRAM ADMISSION REQUIREMENTS**

The following are Admission Requirements for the Medical Assisting 1 + 1 Program:

1. Complete all general admission paperwork as outlined in the most recent published edition of the South College catalog, including the completion of an appointment with an admissions representative.
2. Meet all general admission requirements of the college.

## **PROGRAMMATIC ACCREDITATION**

The South College Certificate in Medical Assisting program offered at the Asheville Learning Site is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org), 25400 US Highway N, Suite 158, Clearwater, FL 33763, Phone: 727-210-2350) upon the recommendation of the Medical Assisting Education Review Board (MAERB).

## **PROGRAM REQUIREMENTS**

All students enrolled in the Medical Assistant 1 + 1 program at South College must recognize that various occupational hazards exist in the medical laboratory and the clinical setting. All Medical Assisting students are responsible for understanding the health requirements and the general safety procedures and precautions outlined in the Medical Assistant Handbook and during initial orientation to the program. Throughout the training, strict adherence to Occupational Safety and Health Administration (OSHA) guidelines and standard precautions is mandated and observed. In compliance with these guidelines and precautions, all Medical Assisting students are required to wear personal protective equipment (PPE) that may be appropriate for the clinical situation and as indicated. Even when admission to the Medical Assisting program has been granted, a student is required to undergo physical exam/health verification and provide proof of immunizations. Tuberculin skin testing is required along with a drug screen and criminal background check, as mandated by clinical affiliates. In accordance with the blood borne pathogen policy, the college expects that all Medical Assisting students either have an active immunization to Hepatitis B or decline this series.

Should a student decline vaccination for HBV, a declination waiver must be signed and on file with the college. Further, it is expected that all Medical Assisting students will take the flu shot as may be required and indicated by clinical affiliates. Failure to comply with clinical affiliate policy and health requirements could restrict the Medical Assisting student's ability to complete the program. All health requirements, drug screening, and background checks **MUST** be completed and on record with the Medical Assisting Program Chairperson prior to the start of MA 2010 Medical Assisting I (in the second quarter of the certificate program). Students are responsible for the cost incurred from an illness or injury while in the Medical Assisting program. Students are also responsible for covering any additional costs associated with physical examinations, Hepatitis B immunizations, and CPR certification.

Students are required, during the course of the program, to demonstrate their physical and/or emotional fitness to meet the essential requirements of the program. These requirements are reviewed with all prospective students prior to admission and are also included in the Medical Assisting Handbook. Such essential requirements include a statement of good health, the ability to perform certain tasks, and suitable emotional fitness. Any appraisal measures used to determine such physical and emotional fitness will be in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. A student should notify the Department Chairperson if he/she has any communicable diseases. This disclosure will be handled in strict confidence and used to ensure safe lab conditions.

Students applying for the Medical Assisting 1 + 1 Program understand the following:

1. Eligibility for the National Certification Examination administered through the American Association of Medical Assistants (AAMA) may be denied the Certified Medical Assistant (CMA) credential offered by the AAMA if the

- applicant is found guilty of a felony or adjudicated with a felony.
2. Failure to produce proof of the following may severely limit practicum placement (possibly increasing the overall length of the program) and future employment options (what the program needs):
    - Negative TB Test
    - Hepatitis B vaccination or declination
    - Certificate of good health
    - Immunization record to include MMR
    - CPR certification (Health Care Rescuer)
    - Background Check
    - Negative Drug Screen
  3. Clinical affiliates require drug screens. The Medical Assisting program reserves the right to conduct random drug screens throughout the program and with cause. If a student fails to comply with a drug screen, he/she will be removed from the program and will not be eligible to reapply for ninety days.

All Medical Assisting students are required to complete an unpaid 30-hr clinical observation, and an unpaid 180-hr clinical practicum, totaling 210-hr onsite clinical experience at a local medical facility during the program. Students will be required to meet all health guidelines and dress code policies of the clinical affiliate (please see the Medical Assisting Handbook for dress code requirements of the program).

<b>ISSUE</b>	<b>STANDARD</b>	<b>EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive)</b>
Critical Thinking	Critical thinking ability sufficient for clinical judgement	Identify cause-effect relationships in clinical situations; recognize emergency situations
Interpersonal	Interpersonal communication skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and educational backgrounds	Establish rapport with patients, clients, and colleagues
Communication	Knowledge of the English language sufficient to comprehend and successfully communicate orally and in writing	Explain treatment procedures, initiate health teaching, interpret and document completion of medical orders, and respond to patient/client concerns
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces	Move around in patients' rooms, work spaces, and treatment areas; administer cardiopulmonary resuscitation
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective care	Calibrate and use equipment; position patients/ clients, perform venipunctures and injections; enter data electronically
Hearing	Auditory ability sufficient to monitor and assess health needs	Hear monitor alarms, emergency signals, auscultated sounds, and cries for help
Tactile	Tactile ability sufficient for performing physical assessment and procedures	Perform palpation, functions of physical examination, and/or therapeutic intervention
Visual	Visual ability sufficient for observation and assessment necessary for patient care	Observe patient/client responses; identify differences in shades of color to evaluate lab test results

The Associate of Applied Science in Medical Assisting degree program is offered at the Asheville campus.

**Associate of Applied Science  
MEDICAL ASSISTING**

**AAS Medical Assisting Curriculum.....101 credits**

**Area I – Core Curriculum.....56 credits**

Computer	SCC 1030	Computer & Information Literacy	4
	OTS 2090	Introduction to Word Processing	4
Business	BUS 2370	Principles of Management	4
Written	ENG 1200	English Composition	4
Communication	ENG 1210	English Composition with Research	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 1510	College Mathematics II	4
Humanities	Approved Humanities Electives		4
	ENG 2350	Introduction to Literature	4
Communications	COM 1260	Effective Speaking	4
Personal	SCC 1010	College Management	2
Development	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communications	2
Social Science	PSY 1810	General Psychology	4
	Approved Social Science Elective		4

**Area II – Major Curriculum.....45 credits**

AHS 1010	Medical Terminology	4
MAS 1780	A&P for Medical Assistants	4
MAS 1860	Medical Law & Ethics	4
MAS 1870	Pharmacology	4
MAS 1880	Medical Office Procedures	3
MAS 1930	Medical Insurance & Coding	4
MAS 2010	Medical Assisting I (30 hrs unpaid-observation/clinical)	6
MAS 2020	Medical Assisting II (60 hrs unpaid-practicum/clinical)	6
MAS 2050	Medical Assisting Practicum (120 hrs unpaid practicum/clinical)	6
MAS 2130	Diseases of the Human Body	4

Students at the Asheville campus wishing to complete only the Certificate in Medical Assisting must satisfactorily complete the following courses.

**Certificate  
MEDICAL ASSISTING**

**CERT Medical Assisting Curriculum.....55 credits**

AHS 1010	Medical Terminology	4
ENG 1200	English Composition	4
MAS 1780	A&P for Medical Assistants	4

MAS 1860	Medical Law & Ethics	4
MAS 1870	Pharmacology	4
MAS 1880	Medical Office Procedures	3
MAS 1930	Medical Insurance & Coding	4
MAS 2010	Medical Assisting I (30 hrs unpaid-observation/clinical)	6
MAS 2020	Medical Assisting II (60 hrs unpaid-practicum/clinical)	6
MAS 2050	Medical Assisting Practicum (120 hrs unpaid practicum/clinical)	6
MAS 2130	Diseases of the Human Body	4
MAT 1500	College Mathematics I	4
SCC 2120	Professional Development	2



# SCHOOL OF NURSING

## PURPOSE AND MISSION OF THE SCHOOL OF NURSING

The purpose of the South College School of Nursing is to provide practical and professional nurses with academic and clinical practice opportunities to gain the knowledge and skills that are essentials to meet the demands of today's healthcare environment. The School of Nursing at South College offers graduate, professional, and career-focused curricula designed to cultivate students' successful learning and the ability to apply knowledge, think critically, and communicate effectively.

In support of the South College mission statement, the mission of the School of Nursing is to provide a high-quality undergraduate and graduate nursing education that challenges students through curricular and collaborative interaction. Because academic programs at South College are professional and career-focused, the School of Nursing responds to local, regional, and national employment needs and supports current workforce trends.

## VISION OF THE SCHOOL OF NURSING

The South College School of Nursing aspires to become a nursing school of distinction through an integrated and student-focused curriculum. The School is committed to providing an education that values excellence in ethical patient care and professional growth and integrity.

## PHILOSOPHY OF THE SCHOOL OF NURSING

The wellness-illness continuum of care provides the overall organizing framework that serves as the philosophical structure for the nursing curriculum at the South College School of Nursing, with students introduced to a variety of nursing theoretical frameworks. Related concepts emphasized in the nursing curriculum include ethical decision-making, critical thinking, effective communication, leadership, and management.

1. Person: A person is a unique, holistic, adaptive, open system. Persons, either alone or in groups, families, or communities, have inherent basic rights and choices. Each person is multi-dimensional with variables such as age, gender, culture, race, religion, socioeconomic status, and lifestyle choices.
2. Environment: Environment is a complex, open system functioning in a dynamic state of change. The environment is both internal and external, uniquely perceived by each person, either alone or in groups, families, or communities.
3. Health: Health is a dynamic phenomenon encompassing physical, emotional and spiritual parameters. Health is individually perceived and influenced by internal and external factors.
4. Nursing: Professional nursing is an art and a science with caring as the core concept. The role of the nurse is to facilitate optimal independent functioning of persons, alone or in groups, through the promotion, maintenance, and restoration of health. The professional nurse will utilize critical thinking and the nursing process to plan and implement care.
5. Professional Nursing Education: Nursing education is an interactive process. The faculty of the South College School of Nursing embraces the concepts of professional nursing education as described in the Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008) and the Essentials of Master's Education in Nursing (AACN, 2011).

## PROGRAMS OFFERED BY THE SCHOOL OF NURSING

The school of nursing offers many opportunities for students to pursue nursing including certificate program, undergraduate programs and graduate programs that span the profession and scope of nursing practice.

### Entry into the Nursing Profession

- |                                    |                      |                    |
|------------------------------------|----------------------|--------------------|
| • Licensed Practical Nursing (LPN) | Certificate Program  | Knoxville          |
| • BSN (Traditional)                | Undergraduate Degree | Multiple Locations |
| • BSN (Accelerated)                | Undergraduate Degree | Multiple Locations |

### Advancing in the Profession

- |                                |                      |                    |
|--------------------------------|----------------------|--------------------|
| • LPN to BSN                   | Undergraduate Degree | Multiple Locations |
| • RN to BSN                    | Undergraduate Degree | Online             |
| • Master of Science in Nursing | Graduate Program     | Online/Hybrid      |
| ○ Nurse Executive              |                      |                    |
| ○ Family Nurse Practitioner    |                      |                    |

**SCHOOL OF NURSING**  
**Computer Requirements**

Students admitted to the South College School of Nursing are required to possess a laptop computer that meets the minimum requirements listed below. New students must meet this requirement to continue in their program of study. The South College bookstore offers a laptop bundle for purchase which includes the laptop computer, a laptop bookbag, and a mouse. South College has a partnership with Dell ([www.dell.com/southcollege](http://www.dell.com/southcollege)) where students may purchase laptops at a special discounted rate.

Students are required to have a laptop computer that meets the following specifications.

**Laptop Computer**

Laptop computer, with Windows or Apple/Macintosh operating systems are acceptable. The following is a list of *minimum* requirements:

	<b>Windows</b>	<b>Mac</b>
<b>Processor</b>	<ul style="list-style-type: none"> <li>• i5 or faster</li> </ul>	<ul style="list-style-type: none"> <li>• i5 or faster</li> </ul>
<b>Display</b>	<ul style="list-style-type: none"> <li>• 13 inch display (<i>or larger recommended</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• 13 inch display (<i>or larger recommended</i>)</li> </ul>
<b>Operating System</b>	<ul style="list-style-type: none"> <li>• Windows 10 or higher</li> </ul>	<ul style="list-style-type: none"> <li>• Apple OS 10.10 or higher</li> </ul>
<b>RAM</b>	<ul style="list-style-type: none"> <li>• 8GB (or larger)</li> </ul>	<ul style="list-style-type: none"> <li>• 8GB (or larger)</li> </ul>
<b>Hard Drive</b>	<ul style="list-style-type: none"> <li>• 256GB (or larger)</li> </ul>	<ul style="list-style-type: none"> <li>• 256GB (or larger)</li> </ul>
<b>Networking</b>	<ul style="list-style-type: none"> <li>• Wireless: 802.11g (or higher)</li> </ul>	<ul style="list-style-type: none"> <li>• Wireless: 802.11g (or higher)</li> </ul>
<b>Carrying Case</b>	<ul style="list-style-type: none"> <li>• Quality case suggested for your protection</li> </ul>	<ul style="list-style-type: none"> <li>• Quality case suggested for your protection</li> </ul>
<b>Warranty</b>	<ul style="list-style-type: none"> <li>• 3 Yr. Limited Warranty with Next Business Day On-Site Service is suggested</li> </ul>	<ul style="list-style-type: none"> <li>• AppleCare Protection Plan for up to 3 years is suggested</li> </ul>
<b>Flash Drive</b>	<ul style="list-style-type: none"> <li>• 32GB (or larger) USB Flash Drive</li> </ul>	<ul style="list-style-type: none"> <li>• 32GB (or larger) USB Flash Drive</li> </ul>
<b>Software</b>	<ul style="list-style-type: none"> <li>• Microsoft Office 365 (Available for free download from South College student email account.)</li> <li>• Anti-Virus &amp; Malware Software</li> <li>• Acrobat Reader</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Office 365 (Available for free download from South College student email account.)</li> <li>• Anti-Virus &amp; Malware Software</li> <li>• Acrobat Reader</li> </ul>

Students are required to have the laptop computer in their possession at the time of the School of Nursing Orientation.

Software is required that enables viewing and editing frequently used file types including Microsoft files (Word, PowerPoint, and Excel) and portable document files (PDFs). Even while using the most compatible applications, some software and applications may not be fully compatible with all hardware and across all platforms. For example, Adobe Flash files may not run on some Apple and Android operating systems. In these situations where incompatibility results, it is the student's responsibility to view any required files utilizing compatible hardware or utilizing the South College computer laboratory. Most of the assessments will be administered via computer software that ensures secure-testing. At the beginning of the student's first quarter of the program, they may be required to download and register the secure testing software to their laptops. Tablets and mobile devices cannot be used for computer-based testing.

**Bachelor of Science  
NURSING  
(Knoxville and Nashville)**

**MISSION**

The South College Bachelor of Science in Nursing program builds on a foundation of liberal arts education, establishing the knowledge base and clinical expertise for the generalist in nursing practice. The faculty supports the commitment to lifelong learning in a dynamic and culturally and ethnically diverse health care environment, promoting client advocacy, achieving and maintaining clinical competency, and providing service for the community and the profession. The Bachelor of Science in Nursing program provides the foundation for graduate education.

**VISION**

The South College Bachelor of Science in Nursing Program aspires to become a baccalaureate program of distinction through an integrated and student-focused curriculum. The Program is committed to providing an education that values excellence in ethical patient care and professional growth and integrity.

**PHILOSOPHY**

The South College Bachelor of Science in Nursing program derives its purpose, mission, vision, philosophy, and objectives from South College. The wellness-illness continuum of care provides the overall organizing framework that serves as the structure for the nursing curriculum, with students introduced to a variety of nursing theoretical frameworks. Related concepts emphasized in the nursing curriculum include ethical decision-making, critical thinking, effective communication, leadership, and management.

*PERSON*

A person is a unique, holistic, adaptive, open system. Persons, either alone or in groups, families, or communities, have inherent basic rights and choices. Each person is multi-dimensional with variables such as age, gender, culture, race, religion, socioeconomic status, and lifestyle choices.

*ENVIRONMENT*

Environment is a complex, open system functioning in a dynamic state of change. The environment is both internal and external, uniquely perceived by each person, either alone or in groups, families, or communities.

*HEALTH*

Health is a dynamic phenomenon encompassing physical, emotional and spiritual parameters. Health is individually perceived and influenced by internal and external factors.

*NURSING*

Professional nursing is an art and a science with caring as the core concept. The role of the nurse is to facilitate optimal independent functioning of persons, alone or in groups, through the promotion, maintenance, and restoration of health. The professional nurse will utilize critical thinking and the nursing process to plan and implement care.

*PROFESSIONAL NURSING EDUCATION*

Nursing education is an interactive process. The faculty of the South College School of Nursing embraces the concepts of professional nursing education as described in the *Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008).

**PROGRAM OVERVIEW**

Consistent with South College's mission and goals, the Bachelor of Science in Nursing (BSN) program builds on a foundation of liberal arts education, establishing the knowledge base and clinical expertise for the generalist in nursing practice. The faculty supports the commitment to lifelong learning in a dynamic, culturally and ethnically diverse health care environment, promoting client advocacy, achieving and maintaining clinical competency, and providing service for the community and profession. The major curriculum is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008).

The BSN program serves both traditional and nontraditional students and offers opportunities to enhance the

community's health care through participatory learning experiences. The South College School of Nursing offers four options to pursue a BSN Degree – the traditional option, the accelerated option (for those who have already earned a baccalaureate degree), an RN/BSN option, and an LPN/BSN option.

The South College Bachelor of Science in Nursing program offered at the Parkside Learning Site (Knoxville) received initial approval from the Tennessee Board of Nursing in December 2003, with full approval granted in September 2008. Approval for the addition of the Nashville Learning Site was granted in November 2016. The South College Bachelor of Science in Nursing program offered at the Asheville Learning Site received initial approval from the North Carolina Board of Nursing in February 2016. The Master of Science in Nursing program received initial approval in November 2016.

The Bachelor of Science program offered at the Knoxville and Nashville Learning Sites are accredited by the Accreditation Commission for Education in Nursing Inc. (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000, [www.acenursing.org](http://www.acenursing.org)). ACEN approved the Substantive Changes report regarding the addition of the BSN program at the Nashville Learning Site in January 2017; Continued Accreditation granted in January 2018 following an on-site review.

The application for initial accreditation of the BSN program at the Parkside (Knoxville) Learning Site, the Nashville Learning Site, and the Asheville (NC) Learning Site was approved by the Commission on Collegiate Nursing Education (CCNE) in January 2017 (One Dupont Circle NW, Suite 530, Washington, DC 20036, tel: 202-887-6791, <http://www.aacn.nche.edu/ccne-accreditation>). A site visit will be conducted in 2018.

### **ROLE OF THE BSN IN HEALTH CARE DELIVERY**

The role of the professional nurse is built on nursing knowledge, theory, and research. The bachelor's level nurse functions as a provider of care; a designer, manager and coordinator of care; and a member of the profession. The bachelor's prepared nurse serves as a patient advocate and educator, using technical, critical thinking, and ethical decision-making skills to promote individual and family well-being. As a designer, manager, and coordinator of care, the professional nurse has the knowledge and authority to delegate tasks, supervise patient care, and evaluate personnel in the context of a team setting. The nurse functions as a member of a profession by demonstrating a strong foundation of ethical values, becoming an active proponent of political action in the regulatory aspects of the changing health care arena, and assuming a commitment to life-long learning (American Association of Colleges of Nursing, 2008).

### **PROGRAM OUTCOMES AND STUDENT LEARNING OUTCOMES**

The program outcomes of the BSN program are to provide undergraduate students with the:

1. Critical thinking, interpersonal, and technical skills of a nurse generalist;
2. Academic foundation necessary to pursue graduate education.

Upon completion of the BSN program, the graduate will meet the following student learning outcomes:

1. Utilizes critical thinking skills to provide holistic nursing care to patients.
2. Validates theoretical knowledge of health practices.
3. Adapts and utilizes therapeutic communication.
4. Supports other health care disciplines in coordinating holistic health care.
5. Integrates information technologies when assessing, planning, intervening, and evaluating care.
6. Summarizes and applies the current trends, issues, ethical dilemmas, personal, and cultural values and practices which affect the health care of patients.
7. Anticipates and adapts the principles of teaching/learning in providing care to facilitate patient autonomy.
8. Uses and applies the nursing process: assessing, planning, intervening, and evaluating care of patients, families, communities, and populations.
9. Integrates nursing research into evidence-based practice.
10. Demonstrates professionalism in nursing practice, encompassing accountability, integrity, and respect for the uniqueness of persons.

## **ASSOCIATED PROGRAM COSTS**

Nursing students are responsible for all costs associated with required physical exams, immunizations, drug screenings, background checks, health insurance, Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) certificates, purchase of required uniforms, and transportation to and from clinical assignments.

## **MINIMUM ACADEMIC REQUIREMENTS FOR ADMISSION**

Two major course cohorts will begin each year depending on enrollment. All 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. The procedures for application can be found on Nursing Page of the South College website or via the Nursing Information Packet available in the Admissions Department. Application deadlines are available in the School of Nursing and the Admissions Department. Prospective students applying for admission to the nursing program must meet the following requirements:

1. Application to the nursing program should be made no later than week two of the quarter prior to the admission quarter. The procedures for application can be found on Nursing Page of the South College website or via the Nursing Information Packet available in the Admissions Department.
2. Completion of all required general education courses.
3. The applicant will submit two letters of recommendation, and a written statement indicating reasons the applicant desires to become a nurse.
4. A minimum of 2.50 cumulative grade point average of general education courses.
5. A minimum 2.50 cumulative grade point average of required science courses.
6. To be eligible for the nursing program, a grade of C or better must be earned for all prerequisite courses. Students may repeat a required prerequisite course a maximum of two times at South College. The grade for the final attempt for any repeated course will be used in calculating the cumulative GPA.

Admission is dependent upon class size. Applicants will be ranked based on cumulative GPA of general education courses and cumulative GPA of required science courses. The Admissions, Progression and Retention (APR) Committee will make admission recommendations to the Dean of the School of Nursing or Designee (Associate Dean of Nursing for each learning site) for approval. The Dean or Designee may accept or reject the recommendation of the Committee. A denial of admission may be appealed to the South College Academic and Conduct Appeals Committee within five business days of the notification. Appeals outside of this timeframe will not be considered.

Students transferring to the South College Nursing program from another nursing program must successfully complete NSG 2030 Introduction to Professional Nursing before being accepted into the South College Nursing program. For a nursing class (or classes) to be considered for transfer into the South College Nursing program, the class must have been completed within the last five years, and it must be at the baccalaureate level. Only nursing courses with a grade of A or B will be considered for transfer. For final transfer approval, a course description or syllabus may be required.

Students who have been unsuccessful in the South College nursing program, or other nursing programs, will be reviewed on an individual basis. Students who present transcripts indicating failure from two nursing programs will not be considered for admission or readmission to the South College Nursing program.

## **REQUIREMENTS FOR ADMISSION (Other Than Academic)**

In addition to course work, each student must provide proof of ability to perform the skills needed to practice nursing effectively. Health care facilities must meet federal guidelines, and students must also meet these requirements in order to be allowed to gain clinical experience. All nursing students must comply with communicable diseases/blood-borne pathogen requirements that the clinical agencies require. Therefore proof of the following are requirements for the nursing applicant:

1. Health history and physical exam certifying ability to function in the required capacity prior to admission to upper level courses.
2. Common communicable disease immunization or immunity, including MMR (2 in series if born after 1957), tetanus (booster required every 10 years) and varicella vaccine (2 in series). Some clinical facilities may require titers for MMR, HBV, and Varicella even though you have proof of previous immunization

3. Hepatitis B immunization (3 in series) or completed Declination Form for Hepatitis B Vaccination depending on the requirements of the clinical affiliate. The Declination Form must only be used for medical reasons and must be documented by student's primary care provider. A vaccine titer test showing immunity is also acceptable.
4. Annual Flu immunization or completed Declination Form for Influenza Vaccination depending on the requirements of the clinical affiliate. The Declination Form must only be used for medical reasons and must be documented by student's primary care provider.
5. Annual screening for tuberculosis or x-ray follow-up.
6. Annual acceptable drug screen. Students may be required to obtain more than one acceptance drug screen per year depending on the requirements of the clinical affiliate. In any case where a drug screen is positive and no authorized prescription is produced to validate the presence of the drug in the individual's system, continuation in the program will be denied. Upon notification of the drug screen results, the student will have 5 working days to provide prescription validation. Students are responsible for costs associated with any required testing.
7. Annual acceptable criminal background check for a minimum of past 15 years. Students may be required to obtain more than one acceptance criminal background check per year depending on the requirements of the clinical affiliate. If the background check reveals previous criminal convictions, admittance into the program will be made on a case by case basis. Students who are denied clinical experiences due to past convictions may be unable to progress in the program which will result in failure to complete the required courses for the program.
8. Proof of health insurance coverage throughout the entire nursing program.
9. Annual training on blood-borne pathogens.
10. Valid American Heart Association Basic Life Support (BLS) for Healthcare Providers Course Completion Card or Certificate.

Students admitted to the nursing program must demonstrate the following functional capacities. Students who believe they will not be able to meet one or more of these requirements without accommodation or modification must notify the Dean of the School of Nursing, and a determination will be made on a case by case basis whether reasonable accommodation may be made. In no instance will an accommodation be made which will compromise nursing care, or that will put patients or other students at risk. Accommodation granted when a student is generally admitted to South College does no guarantee that this modification will apply to admission to the nursing program.

<b>FUNCTION</b>	<b>REQUIREMENT</b>	<b>EXAMPLES OF TASKS FOR</b>
Vision	Adequate to ensure safety of self and others in classroom and clinical settings.	Patient assessment; response to treatment; medication preparation and administration; reading of patient charts and physician orders.
Hearing	Adequate to allow effective communication with patients and others in person and by electronic means, and to ensure safety of self and patients.	Face-to-face communication with patients, families and the health care team; telephone consultations; heart tones; breath sounds; bowel sounds and other assessments.
Tactile Sensory	Adequate to allow effective evaluation and therapeutic intervention related to nursing care, and to ensure safety of self and others in providing care.	Palpation used in assessment; vital signs; medication administration, IV starts.
Gross motor strength and coordination	Adequate to ensure safety of self and others in class and lab sessions and clinical activities.	Patient positioning and transfer; walking, standing, bending, and/or stooping for extended periods involving patient care; moving of equipment/beds.
Fine motor strength and coordination	Adequate to allow mastery of activities requiring detailed movements.	Multiple skills in patient care; treatments; medication preparation and administration.
Critical thinking ability	Adequate to allow mastery of basic course content and to demonstrate sound judgment in simulated and real life nursing situations.	Effective use of nursing process; planning and implementation of the nursing care plan; identification of cause and effect relationship in order to modify nursing care plan; determination of unsafe situations; planning course of actions to meet needs of patient, family, community and nursing profession.

FUNCTION	REQUIREMENT	EXAMPLES OF TASKS FOR
Interpersonal Skills	Adequate to allow establishment of effective working and/or therapeutic relationship with patients, families and professionals.	Establishing therapeutic relationship with patients and families; working with health care team; collaboration with other disciplines.
Communication	Adequate to allow completion of course work and effective verbal and written communication with patients, families, communities, peers, and others.	Class activities; therapeutic communication; writing/research at the bachelor's level; documentation of patient care; education of patient/family/community.

### MINIMUM REQUIREMENTS FOR PROGRESSION

1. A numeric test average of 80% or better is required in all upper division nursing courses in order to continue in the nursing program. This grade is calculated based on written/online tests and the final exam, equally weighted. Students are required to pass both the clinical and laboratory components associated with the didactic content. Failure in any component of a nursing course requires the repeating of all components of that course. No credit will be given unless all components of a course are successfully completed. Grades are not rounded.
2. An overall course average of 80% or better is required in all upper division nursing courses in order to continue in the nursing program. This grade is calculated based on the grading criteria in each course syllabus. Students who achieve less than an 80% overall course average in any course are ineligible to enroll in subsequent courses.
3. Students requesting or receiving a grade of incomplete ("I") in any nursing course(s) may not enroll in subsequent courses. Continued progression in the nursing major is contingent upon successful removal of the grade of "I" as described in the *South College Catalog*.

### GRADING SCALE

The grading scale used by the School of Nursing for all administered courses is as follows:

Letter Grade	Q.P.	Percentage Score Range
A	4.00	94-100%
B	3.00	87-93%
C	2.00	80-86%
D	1.00	73-79%
F	0.00	Below 73%

### CLINICAL CONDUCT AND EVALUATION

Clinical performance is an integral component of the educational process in nursing. Satisfactory clinical performance is an overriding concern in professional practice. Clinical objectives and student behaviors for evaluating these objectives are defined for each clinical nursing course and are located in the course syllabus. A student's clinical performance is evaluated by the clinical faculty in each course.

Professional behaviors expected of the student are confidentiality, respect, accountability, valuing of people's differences, preparation to ensure safe clinical practice, and adherence to South College and agency policies and procedures. All nursing students are accountable and responsible to report unsafe and/or unprofessional behavior of other students to their clinical faculty.

### LICENSURE

Upon completion of degree requirements, each student enrolled in the traditional BSN option must make application to sit for the National Council Licensure Examination (NCLEX). Professional nurses are prohibited in all states from practicing nursing until the examination is successfully completed and licensure has been granted. Specific information regarding licensure will be provided to the student during the last quarter of the nursing program. State Boards of Nursing have the responsibility and right to deny licensure to persons who have been convicted of a crime other than a minor traffic violation. Persons having a criminal record should consult the *Rules and Regulations of the Tennessee*

Board of Nursing available on line at <http://www.tn.gov/health/topic/nursing-board> or other applicable state nursing board.

The “SAVE Act” requires Tennessee Department of Health (including all Boards, Commissions, and contractors), along with every local health department in the State, to verify that every adult applicant for a professional license is either a U.S. citizen, a “qualified alien,” or a nonimmigrant who meets the requirements set out at 8 U.S.C. 1621. For more information please visit <http://www.tn.gov/health/article/nursing-applications>.

### **TERMINATION FROM THE NURSING PROGRAM**

Grounds for termination from the nursing program are as follows:

1. Insufficient academic progress or clinical performance defined as failing any nursing course;
2. Nonpayment of fees;
3. Failure to comply with rules and/or policies as written in the Nursing Student Handbook, the South College Student Handbook, and/or the South College Catalog.
4. Falsification of application to South College or the School of Nursing;
5. Unprofessional, unsafe, or unethical behavior;
6. Failure to meet attendance requirements.

### **VOLUNTARY WITHDRAWAL**

If a student finds it necessary to withdraw from the nursing program, readmission into the program cannot be guaranteed. Any student wishing to apply for readmission after voluntary withdrawal must follow the current readmission policy of the South College School of Nursing.

### **READMISSION POLICY**

Students who have withdrawn from the nursing program voluntarily or are unsuccessful in the South College nursing program may apply for readmission. Eligibility requirements that allow application for readmission are as follows:

1. Students who have withdrawn from the nursing program voluntarily are eligible to apply for readmission.
2. Students who are academically unsuccessful in one or two nursing courses are eligible to apply for readmission.
3. Students who are unsuccessful in three nursing courses cumulatively are ineligible for readmission.
4. Students who are academically unsuccessful in any repeated nursing course are ineligible for readmission (students may only repeat a nursing course one time).
5. Students who have been unsuccessful due to clinical failure or cumulative occurrences as a result of behaving in a manner showing lack of professional or clinical judgment may not be eligible for readmission. Occurrences are cumulative from quarter to quarter throughout all course work and clinical experiences at South College.

The School of Nursing reserves the right to consider mitigating circumstances affecting any of the above situations.

Students interested in requesting readmission should write a Letter of Intent to the School of Nursing Admission, Progression and Retention (APR) Committee. The letter should detail the reasons that are believed to have led to the lack of success, as well as changes that have been put in place to ensure success if readmission is granted.

Factors such as grade point average, faculty evaluation, and space availability are considered in readmission decisions by the APR Committee. Requests for readmission will be reviewed on an individual basis. Students must apply for readmission at such time that granting of readmission will occur to allow for classes to be resumed within one calendar year. The faculty reserves the right to require any student offered readmission to repeat courses or portions of courses in cases where a significant time has elapsed and skills/knowledge must be refreshed. The APR Committee will make readmission recommendations to the Associate Dean of the School of Nursing at the associated learning site for final approval. The Associate Dean may accept or reject the recommendation of the Committee. A denial of readmission may be appealed to the Dean of the School of Nursing for review within five business days of the notification. A continued denial of readmission may be appealed to the South College Academic and Conduct Appeals Committee within five business days of the notification. Appeals outside of this timeframe will not be considered.



## CURRICULUM OF THE TRADITIONAL BSN OPTION

The first two years of this program consist of general education courses which provide a liberal arts framework for completion of the nursing component of the program and pre-professional courses.

Upon admission to the upper division nursing courses, the student will complete six quarters of nursing education. This is a rigorous program with in-class time averaging approximately 20 hours/week. Students should be committed to considerable out-of-classroom preparation and study. It is expected that success will depend upon two hours of study per hour of classroom time. Class schedules may change at the discretion of the institution.

Preparation of the professional nurse requires classroom, laboratory, and clinical experience. The clinical component of the nursing program will take place in various settings in the Knoxville area and beyond. Students are responsible for costs associated with these clinical rotations, and for any costs associated with any emergency services needed while participating in off-site activities.

### Bachelor of Science NURSING Traditional Option

<b>Nursing Curriculum.....</b>			<b>180 credits</b>
<b>Area I – Core Curriculum.....</b>			<b>92 credits</b>
Computer Literacy	SCC 1030	Computer and Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 2500	Statistics	4
Written Communications	ENG 1200	English Composition	4
	ENG 1210	English Composition w/Research	4
Humanities	Approved Humanities Elective		8
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
Social Science	PSY 1810	General Psychology	4
	PSY 1820	Human Growth and Development	4
	PSY 2800	Abnormal Psychology	4
	SOC 1860	Introduction to Sociology	4
Science	BIO 1110	Anatomy & Physiology I	4
	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	BIO 1150	Pathophysiology	4
	BIO 1160	Microbiology	4
	BIO 1170	Microbiology Lab	2
	CHM 1010	General Chemistry I	4
	CHM 1020	General Chemistry I Lab	2
	HSC 2050	Nutrition for Health and Disease	4
Elective	Approved Elective		4
Pre-Professional	NGS 2030	Introduction to Professional Nursing	4

<b>Area II Major Curriculum.....</b>			<b>88 credits</b>
<b>Quarter 1</b>	NSG 3112	Fundamentals of Nursing I	6
	NSG 3132	Physical Assessment	4
	NSG 3152	Pharmacotherapeutics for Nursing Practice I	4
<b>Quarter 2</b>	NSG 3212	Fundamentals of Nursing II	6
	NSG 3232	Community Nursing	6
	NSG 3252	Pharmacotherapeutics for Nursing Practice II	4
<b>Quarter 3</b>	NSG 3312	Adult Health Nursing I	6
	NSG 3332	Maternal Infant Nursing Care	6
	NSG 3352	Nursing Research	4
<b>Quarter 4</b>	NSG 4412	Adult Health Nursing II	6
	NSG 4432	Pediatric Nursing Care	6
	NSG 4452	Policy and Politics	3
<b>Quarter 5</b>	NSG 4512	Adult Health Nursing III	6
	NSG 4532	Mental Health Nursing	6
	NSG 4552	Nursing Management & Leadership	3
<b>Quarter 6</b>	NSG 4612	Critical Care Nursing	8
	NSG 4632	Transition to Professional Practice	4

### **CURRICULUM OF THE ACCELERATED BSN OPTION**

The Accelerated BSN degree program at South College prepares students with non-nursing baccalaureate or graduate degrees to earn a BSN degree and qualify for NCLEX-RN examination. The nursing courses may be completed in six quarters. Additional core courses may be required depending on the academic history of each student.

Upon admission to the upper division nursing courses, the student will complete six quarters of nursing education. This is a rigorous program with in-class time averaging approximately 20 hours/week. Students should be committed to considerable out-of-classroom preparation and study. It is expected that success will depend upon two hours of study per hour of classroom time. Class schedules may change at the discretion of the institution.

Preparation of the professional nurse requires classroom, laboratory, and clinical experience. The clinical component of the nursing program will take place in various settings in the Knoxville area and beyond. Students are responsible for costs associated with these clinical rotations, and for any costs associated with any emergency services needed while participating in off-site activities.

### **Bachelor of Science NURSING Accelerated BSN Option\***

<b>Accelerated BSN Nursing Curriculum.....</b>			<b>180 credits</b>
<b>Area I – Core Curriculum.....</b>			<b>92 credits</b>
	Computer Literacy		4
	Mathematics		8
	Written Communications		8
	Communications		4
	Humanities		8
	Social Science		16
	Science/Anatomy & Physiology (with lab)		12
	Science/Pathophysiology		4
	Science/Microbiology (with lab)		6
	Science/Chemistry (with lab)		6
	Science/Nutrition		4
	Electives		8
	NGS2030 Introduction to Professional Nursing		4
<b>Area II Major Curriculum.....</b>			<b>88 credits**</b>
<b>Quarter 1</b>	NSG 3112	Fundamentals of Nursing I	6
	NSG 3132	Physical Assessment	4
	NSG 3152	Pharmacotherapeutics for Nursing Practice I	4

<b>Quarter 2</b>	NSG 3212	Fundamentals of Nursing II	6
	NSG 3232	Community Nursing	6
	NSG 3252	Pharmacotherapeutics for Nursing Practice II	4
<b>Quarter 3</b>	NSG 3312	Adult Health Nursing I	6
	NSG 3332	Maternal Infant Nursing Care	6
	NSG 3352	Nursing Research	4
<b>Quarter 4</b>	NSG 4412	Adult Health Nursing II	6
	NSG 4432	Pediatric Nursing Care	6
	NSG 4452	Policy and Politics in Nursing	3
<b>Quarter 5</b>	NSG 4512	Adult Health Nursing III	6
	NSG 4532	Mental Health Nursing	6
	NSG 4552	Nursing Management & Leadership	3
<b>Quarter 6</b>	NSG 4612	Critical Care Nursing	8
	NSG 4632	Transition to Professional Practice	4

\*For students with baccalaureate degrees in non-nursing fields and who have met BSN admission requirements, including general education requirement for Accelerated BSN Option.

### **CURRICULUM OF THE LPN/BSN PROGRAM OPTION**

The LPN/BSN program option prepares Licensed Practical Nurses to earn a BSN degree and qualify for NCLEX-RN examination. The nursing courses may be completed in six quarters. Additional core courses may be required depending on the academic history of each student.

Upon admission to the upper division nursing courses, the student will complete six quarters of nursing education. This is a rigorous program with in-class time averaging approximately 20 hours/week. Students should be committed to considerable out-of-classroom preparation and study. It is expected that success will depend upon two hours of study per hour of classroom time. Class schedules may change at the discretion of the institution.

Preparation of the professional nurse requires classroom, laboratory, and clinical experience. The clinical component of the nursing program will take place in various settings in the Knoxville area and beyond. Students are responsible for costs associated with these clinical rotations, and for any costs associated with any emergency services needed while participating in off-site activities.

### **ADMISSION REQUIREMENTS**

Admission is open to nurses with LPN licensure who meet the following criteria:

- Proof of a current unencumbered Licensed Practical Nurse (LPN) license or in progress of becoming licensed as an LPN; and
- Proof of completion of a diploma or other certification program for LPN licensure.

### **Bachelor of Science NURSING LPN/BSN Option\***

<b>Nursing Curriculum</b> .....	<b>180 credits</b>
<b>Area I – Core Curriculum</b> .....	<b>92 credits</b>
Computer Literacy	4
Mathematics	8
Written Communications	8
Communications	4
Humanities	8
Social Science	16

	Science/Anatomy & Physiology (with lab)		12
	Science/Pathophysiology		4
	Science/Microbiology (with lab)		6
	Science/Chemistry (with lab)		6
	Science/Nutrition		4
	Electives		8
	NSG 2030 Introduction to Professional Nursing*		4
<b>Area II Major Curriculum</b>	-----		<b>88 credits</b>
Quarter 1	NSG 3112	Fundamentals of Nursing I*	6
	NSG 3132	Physical Assessment	4
	NSG 3152	Pharmacotherapeutics for Nursing Practice I	4
Quarter 2	NSG 3700	Fundamentals of Nursing*	6
	NSG 3232	Community Nursing	6
	NSG 3252	Pharmacotherapeutics for Nursing Practice II	4
Quarter 3	NSG 3312	Adult Health Nursing I	6
	NSG 3332	Maternal Infant Nursing Care	6
	NSG 3352	Nursing Research	4
Quarter 4	NSG 4412	Adult Health Nursing II	6
	NSG 4432	Pediatric Nursing Care	6
	NSG 4452	Policy and Politics in Nursing	3
Quarter 5	NSG 4512	Adult Health Nursing III	6
	NSG 4532	Mental Health Nursing	6
	NSG 4552	Nursing Management & Leadership	3
Quarter 6	NSG 4612	Critical Care Nursing	8
	NSG 4632	Transition to Professional Practice	4

\*NSG 3700 is designed for students with a diploma or other certification program for Licensed Practical Nurse (LPN) licensure. Upon successful completion of NSG 3700 Fundamentals of Nursing (6 Credits), students will receive credits for NSG 2030 Introduction to Professional Nursing (4 Core/General Studies Credit) and NSG 3112 Fundamentals of Nursing I (6 Major/Nursing Credits).

### **RN to BSN OPTION**

#### **ADMISSION REQUIREMENTS**

One or more major course cohorts will begin each year depending on enrollment. All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee admission to the nursing program. The procedures for application can be found on Nursing Page of the South College website or via the Nursing Information Packet available in the Admissions Department. Application deadlines are available in the School of Nursing and the Admissions Department. Admission is open to registered nurses who meet the following criteria:

1. Proof of a current unencumbered Registered Nurse license or in progress of becoming licensed as a Registered Nurse; and
2. Hold an Associate degree or Diploma in Nursing.

Registered nurses who are interested in pursuing the Bachelor of Science in Nursing (BSN) degree will be advised by the Associate Dean of Nursing at the Knoxville Learning Site or designee. After meeting with an admissions representative, an advising appointment will be scheduled with the Associate Dean of Nursing or Designee. This can be completed in person or via telephone/virtual conferencing. The Associate Dean or Designee will assist individual students in determining eligibility for admission to the nursing program, which previously completed college courses are approved for meeting program requirements, and which courses must be satisfactorily completed in order to complete the program. The Associate Dean or Designee will work with each student to develop a plan of study which will indicate which

previously completed college courses are approved for transfer credit and which courses must be satisfactorily completed in order to complete the program.

Admission is dependent upon class size as determined by the institution. Applications will be reviewed by the Admissions Progression Retention (APR) Committee upon completion of all admission requirements. The Admissions, Progression, and Retention (APR) Committee will make admission recommendations to the Dean of the School of Nursing or Designee (Associate Dena of Nursing for each learning site) for final approval. The Dean or Designee may accept or reject the recommendation of the Committee. A denial of admission may be appealed to the South College Academic and Conduct Appeals Committee within five business days of the notification. Appeals outside of this timeframe will not be considered.

### **NON-TN RESIDENTS**

Certain admission restrictions may apply to non-Tennessee residents. Please contact the School of Nursing (865-288-8411 or nursing@southcollegetn.edu) prior to submitting your application to determine any restrictions that may apply for residents of your state.

### **MINIMUM REQUIREMENTS FOR PROGRESSION**

1. A numeric test average of 80% or better is required in all upper division nursing courses in order to continue in the nursing program. This grade is calculated based on written/online tests and the final exam, equally weighted.
2. An overall course average of 80% or better is required in all upper division nursing courses in order to continue in the nursing program. This grade is calculated based on the grading criteria in each course syllabus. Students who achieve less than an 80% overall course average in any course are ineligible to enroll in subsequent courses.
3. Students are required to pass both the clinical and laboratory components associated with the didactic content. Failure in any component of a nursing course requires the repeating of all components of that course. No credit will be given unless all components of a course are successfully completed.
4. Students requesting or receiving a grade of incomplete (“I”) in any nursing course(s) may not enroll in subsequent courses. Continued progression in the nursing major is contingent upon successful removal of the grade of “I” as described in the *South College Catalog*.

### **REQUIREMENTS FOR CLINICAL EXPERIENCE**

The curriculum for the online RN to BSN program includes planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes and are supervised and evaluated by faculty. With online delivery mode, competency-based and project-based curriculum design is used for clinical component of NSG 4010 Nursing Management and Leadership and NSG 4100 Health Promotion in the Community courses. The design, implementation, and evaluation of clinical practice experiences are aligned to student and program outcomes. Please refer to course descriptions of these two courses for details. Students are responsible for costs associated with these Laboratory and Clinical Experience.

### **TERMINATION FROM THE NURSING PROGRAM**

Grounds for termination from the Nursing Program are as follows:

1. Insufficient academic progress or clinical performance defined as failing any nursing course;
2. Nonpayment of fees;
3. Failure to comply with rules and/or policies as written in the Nursing Student Handbook, the South College Student Handbook, and/or the South College Catalog.
4. Falsification of application to South College or the School of Nursing;
5. Unprofessional, unsafe, or unethical behavior;
6. Failure to meet attendance requirements.

### **VOLUNTARY WITHDRAWAL**

If a student finds it necessary to withdraw from the nursing program, readmission into the program cannot be guaranteed. Any student wishing to apply for readmission after voluntary withdrawal must follow the current readmission policy of the South College School of Nursing.

## READMISSION POLICY

Students who have withdrawn from the nursing program voluntarily or are unsuccessful in the South College nursing program may apply for readmission. Eligibility requirements that allow application for readmission are as follows:

1. Students who have withdrawn from the nursing program voluntarily are eligible to apply for readmission.
2. Students who are academically unsuccessful in one or two nursing courses are eligible to apply for readmission.
3. Students who are unsuccessful in three nursing courses cumulatively are ineligible for readmission.
4. Students who are academically unsuccessful in any repeated nursing course are ineligible for readmission.
5. Students who have been unsuccessful due to clinical failure or cumulative occurrences as a result of behaving in a manner showing lack of professional or clinical judgment are not eligible for readmission. Occurrences are cumulative from quarter to quarter throughout all course work and clinical experiences at South College.

The School of Nursing reserves the right to consider mitigating circumstances affecting any of the above situations.

Students interested in requesting readmission should write a Letter of Intent to the School of Nursing Admissions, Progression and Retention (APR) Committee. The letter should detail the reasons that are believed to have led to the lack of success, as well as changes that have been put in place to ensure success if readmission is granted.

Factors such as grade point average, faculty evaluation, and space availability are considered in readmission decisions by the APR Committee. Requests for readmission will be reviewed on an individual basis. Students must apply for readmission at such time that granting of readmission will occur to allow for classes to be resumed within one calendar year. The faculty reserves the right to require any student offered readmission to repeat courses or portions of courses in cases where a significant time has elapsed and skills/knowledge must be refreshed.

The APR Committee will make readmission recommendations to the Associate Dean of the School of Nursing at each learning site for final approval. The Associate Dean may accept or reject the recommendation of the Committee. A denial of readmission may be appealed to the Dean, School of Nursing for review within 5 business days of the notification. A continued denial of readmission may be appealed to the South College Academic and Conduct Appeals Committee within five business days of the notification. Appeals outside of this timeframe will not be considered.

## CURRICULUM FOR RN TO BSN OPTION

The online RN to BSN program at South College prepares the diploma or associate degree registered nurse for practice at the baccalaureate level. Additional core courses required depend on the academic history of each student. The nursing portion of the curriculum focuses on critical thinking, evidence-based care, research, and leadership. A student may enroll in core curriculum courses along with nursing courses at any time. The nursing courses may be completed in four quarters in an online learning environment. All RN to BSN students are required to meet with their faculty advisor to plan an individualized program quarterly.

The RN/BSN option is offered online and organized from the Knoxville campus.

### Bachelor of Science NURSING RN to BSN Option

Nursing Curriculum-----	180 credits*
Area I – Core Curriculum-----	95 credits
Computer Literacy	4
Mathematics	8
Anatomy & Physiology	12
English Composition	8
Humanities	8
Communications	4
Social Science	16
Elective	35

Area II—Major Curriculum -----				.85 credits
Proficiency Credits validated by RN Licensure-----				.45 credits**
Nursing Courses -----				.40 credits
Quarter 1	NSG 3500	Bridge to Professional Practice		4
	NSG 3510	Physical Assessment		4
Quarter 2	NSG 3520	Pharmacology for Professional Nursing Practice		4
	NSG 3620	Healthcare Informatics		4
Quarter 3	NSG 3352	Nursing Research		4
	NSG 4000	Interprofessional Collaborative Nursing Practice		4
	NSG 4010	Nursing Management and Leadership		4
Quarter 4	NSG 4452	Policy and Politics in Nursing		3
	NSG 4100	Health Promotion in the Community		6
	NSG 4110	Transition to Professional Practice		3

\*A minimum of 40% of all requirements for the program must be completed at South College, including proficiency credit hours.

\*\*The 45 proficiency credit hours for knowledge validated by RN licensure will be held in escrow until the quarter prior to graduation.

**Bachelor of Science  
NURSING  
(Asheville)**

**MISSION**

The South College Bachelor of Science in Nursing program builds on a foundation of liberal arts education, establishing the knowledge base and clinical expertise for the generalist in nursing practice. The faculty supports the commitment to lifelong learning in a dynamic and culturally and ethnically diverse health care environment, promoting client advocacy, achieving and maintaining clinical competency, and providing service for the community and the profession. The Bachelor of Science in Nursing program provides the foundation for graduate education.

**VISION**

The South College Bachelor of Science in Nursing Program aspires to become a baccalaureate program of distinction through an integrated and student-focused curriculum. The Program is committed to providing an education that values excellence in ethical patient care and professional growth and integrity.

**PHILOSOPHY**

The South College Bachelor of Science in Nursing program derives its purpose, mission, vision, philosophy, and objectives from South College. The wellness-illness continuum of care provides the overall organizing framework that serves as the structure for the nursing curriculum, with students introduced to a variety of nursing theoretical frameworks. Related concepts emphasized in the nursing curriculum include ethical decision-making, critical thinking, effective communication, leadership, and management.

*PERSON*

A person is a unique, holistic, adaptive, open system. Persons, either alone or in groups, families, or communities, have inherent basic rights and choices. Each person is multi-dimensional with variables such as age, gender, culture, race, religion, socioeconomic status, and lifestyle choices.

*ENVIRONMENT*

Environment is a complex, open system functioning in a dynamic state of change. The environment is both internal and external, uniquely perceived by each person, either alone or in groups, families, or communities.

## *HEALTH*

Health is a dynamic phenomenon encompassing physical, emotional and spiritual parameters. Health is individually perceived and influenced by internal and external factors.

## *NURSING*

Professional nursing is an art and a science with caring as the core concept. The role of the nurse is to facilitate optimal independent functioning of persons, alone or in groups, through the promotion, maintenance, and restoration of health. The professional nurse will utilize critical thinking and the nursing process to plan and implement care.

## *PROFESSIONAL NURSING EDUCATION*

Nursing education is an interactive process. The faculty of the South College School of Nursing embraces the concepts of professional nursing education as described in the *Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008).

## **PROGRAM OVERVIEW**

Consistent with South College's mission and goals, the Bachelor of Science in Nursing (BSN) program builds on a foundation of liberal arts education, establishing the knowledge base and clinical expertise for the generalist in nursing practice. The faculty supports the commitment to lifelong learning in a dynamic, culturally and ethnically diverse health care environment, promoting client advocacy, achieving and maintaining clinical competency, and providing service for the community and profession. The major curriculum is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008).

The BSN program serves both traditional and nontraditional students and offers opportunities to enhance the community's health care through participatory learning experiences. The South College Bachelor of Science in Nursing program offered at the Asheville Learning Site received approval from the North Carolina Board of Nursing in February 2016.

## **ROLE OF THE BSN IN HEALTH CARE DELIVERY**

The role of the professional nurse is built on nursing knowledge, theory, and research. The bachelor's level nurse functions as a provider of care; a designer, manager and coordinator of care; and a member of the profession. The bachelor's prepared nurse serves as a patient advocate and educator, using technical, critical thinking, and ethical decision-making skills to promote individual and family well-being. As a designer, manager, and coordinator of care, the professional nurse has the knowledge and authority to delegate tasks, supervise patient care, and evaluate personnel in the context of a team setting. The nurse functions as a member of a profession by demonstrating a strong foundation of ethical values, becoming an active proponent of political action in the regulatory aspects of the changing health care arena, and assuming a commitment to life-long learning (American Association of Colleges of Nursing, 2008).

## **PROGRAM OUTCOMES AND STUDENT LEARNING OUTCOMES**

The program outcomes of the BSN program are to provide undergraduate students with the:

1. Critical thinking, interpersonal, and technical skills of a nurse generalist; and
2. Academic foundation necessary to pursue graduate education.

Upon completion of the BSN program, the graduate will meet the following student learning outcomes:

1. Utilizes critical thinking skills to provide holistic nursing care to patients.
2. Validates theoretical knowledge and technical competence of health practices.
3. Adapts and utilizes therapeutic communication.
4. Supports other health care disciplines in coordinating holistic health care.
5. Integrates information technologies when assessing, planning, intervening, and evaluating care.
6. Summarizes and applies the current trends, issues, ethical dilemmas, personal, and cultural values and practices which affect the health care of patients.
7. Anticipates and adapts the principles of teaching/learning in providing care to facilitate patient autonomy.



8. Uses and applies the nursing process: assessing, planning, intervening, and evaluating care of patients, families, communities, and populations.
9. Integrates nursing research into nursing practice.
10. Demonstrates professionalism, accountability, integrity, and respect for the uniqueness of persons.

### **ASSOCIATED PROGRAM COSTS**

Nursing students are responsible for all costs associated with required physical exams, immunizations, drug screenings, background checks, health insurance, Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) certificates, purchase of required uniforms, and transportation to and from clinical assignments.

### **TRADITIONAL BSN OPTION**

#### **MINIMUM ACADEMIC REQUIREMENTS FOR ADMISSION**

Two major course cohorts will begin each year depending on enrollment. All 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. The procedures for application can be found on Nursing Page of the South College website or via the Nursing Information Packet available in the Admissions Department. Application deadlines are available in the School of Nursing and the Admissions Department. Prospective students applying for admission to the nursing program must meet the following requirements:

1. Application to the nursing program should be made no later than enrollment in NSG 2030 Introduction to Professional Nursing. The procedures for application can be found on Nursing Page of the South College website or via the Nursing Information Packet available in the Admissions Department.
2. Completion of all required general education courses.
3. Participation in an interview is a requirement for admission. The interview will be scheduled when the student is enrolled in NSG 2030. The applicant must score a minimum of 30 on a 40 point scale considering the following criteria: professional appearance, professional behavior/demeanor, two letters of recommendation, and a written statement indicating reasons the applicant desires to become a nurse. Students who score less than a 30 may apply for admission to the next cohort.
4. A minimum of 2.50 cumulative grade point average of general education courses.
5. A minimum 2.50 cumulative grade point average of required science courses.
6. To be eligible for the nursing program, a grade of C or better must be earned for all prerequisite courses. Students may repeat a required course a maximum of two times at South College. If courses are repeated, all attempts will be averaged and calculated into the final graduate point average for prerequisites and/or science courses when ranking applicants for admission.
7. Students in the following categories may be considered for admission on a space available basis. Space available basis means that admission will be considered only if the class size as determined by the faculty is not met. This applies to students who have:
  - a. Been unsuccessful in one or two courses in the nursing program at South College;
  - b. Been unsuccessful or dismissed from another health professions program at South College for any reason.

Admission is dependent upon class size. Applicants will be ranked based on cumulative GPA of general education courses, cumulative GPA of required science courses, and interview score. The Admissions, Progression and Retention (APR) Committee will make admission recommendations to the Dean of the School of Nursing or Designee (Associate Dean of Nursing for each learning site) for approval. The Dean or Designee may accept or reject the recommendation of the Committee. A denial of admission may be appealed to the South College Academic and Conduct Appeals Committee within five business days of the notification. Appeals outside of this timeframe will not be considered.

Students transferring to the South College Nursing program from another nursing program must successfully complete NSG 2030 Introduction to Professional Nursing before being accepted into the South College Nursing program. For a nursing class (or classes) to be considered for transfer into the South College Nursing program, the class must have been completed within the last five years, and it must be at the baccalaureate level. Only nursing courses with a grade of A or B will be considered for transfer. For final transfer approval, a course description or syllabus may be required.

Students who have been unsuccessful in the South College nursing program, or other nursing programs, will be reviewed on an individual basis. Students who present transcripts indicating failure from two nursing programs will not be considered for admission or readmission to the South College Nursing program.

**REQUIREMENTS FOR ADMISSION (Other Than Academic)**

In addition to course work, each student must provide proof of ability to perform the skills needed to practice nursing effectively. Health care facilities must meet federal guidelines, and students must also meet these requirements in order to be allowed to gain clinical experience. All nursing students must comply with communicable diseases/blood-borne pathogen requirements that the clinical agencies require. Therefore proof of the following are requirements for the nursing applicant:

1. Health history and physical exam certifying ability to function in the required capacity prior to admission to upper level courses.
2. Common communicable disease immunization or immunity, including MMR (2 in series if born after 1957), tetanus (booster required every 10 years) and varicella vaccine (2 in series). A vaccine titer test showing immunity is also acceptable.
3. Hepatitis B immunization (3 in series) or completed Declination Form for Hepatitis B Vaccination depending on the requirements of the clinical affiliate. The Declination Form must only be used for medical reasons and must be documented by student’s primary care provider. A vaccine titer test showing immunity is also acceptable.
4. Annual Flu immunization or completed Declination Form for Influenza Vaccination depending on the requirements of the clinical affiliate. The Declination Form must only be used for medical reasons and must be documented by student’s primary care provider.
5. Annual screening for tuberculosis or x-ray follow-up.
6. Annual acceptable drug screen. Students may be required to obtain more than one acceptance drug screen per year depending on the requirements of the clinical affiliate. In any case where a drug screen is positive and no authorized prescription is produced to validate the presence of the drug in the individual’s system, continuation in the program will be denied. Upon notification of the drug screen results, the student will have 5 working days to provide prescription validation. Students are responsible for costs associated with any required testing.
7. Annual acceptable criminal background check for a minimum of past 15 years. Students may be required to obtain more than one acceptance criminal background check per year depending on the requirements of the clinical affiliate. If the background check reveals previous criminal convictions, admittance into the program will be made on a case by case basis. Students who are denied clinical experiences due to past convictions may be unable to progress in the program which will result in failure to complete the required courses for the program.
8. Proof of health insurance coverage throughout the entire nursing program.
9. Annual training on blood-borne pathogens.
10. Valid American Heart Association Basic Life Support (BLS) for Healthcare Providers Course Completion Card or Certificate.

Students admitted to the nursing program must demonstrate the following functional capacities. Students who believe they will not be able to meet one or more of these requirements without accommodation or modification must notify the Associate Dean of Nursing, and a determination will be made on a case by case basis whether reasonable accommodation may be made. In no instance will an accommodation be made which will compromise nursing care, or that will put patients or other students at risk. Accommodation granted when a student is generally admitted to South College does no guarantee that this modification will apply to admission to the nursing program.

<b>FUNCTION</b>	<b>REQUIREMENT</b>	<b>EXAMPLES OF TASKS FOR</b>
Vision	Adequate to ensure safety of self and others in classroom and clinical settings.	Patient assessment; response to treatment; medication preparation and administration; reading of patient charts and physician orders.
Hearing	Adequate to allow effective communication with patients and others in person and by electronic means, and to ensure safety of self and patients.	Face-to-face communication with patients, families and the health care team; telephone consultations; heart tones; breath sounds; bowel sounds and other assessments.

<b>FUNCTION</b>	<b>REQUIREMENT</b>	<b>EXAMPLES OF TASKS FOR</b>
Tactile Sensory	Adequate to allow effective evaluation and therapeutic intervention related to nursing care, and to ensure safety of self and others in providing care.	Palpation used in assessment; vital signs; medication administration, IV starts.
Gross motor strength and coordination	Adequate to ensure safety of self and others in class and lab sessions and clinical activities.	Patient positioning and transfer; walking, standing, bending, and/or stooping for extended periods involving patient care; moving of equipment/beds.
Fine motor strength and coordination	Adequate to allow mastery of activities requiring detailed movements.	Multiple skills in patient care; treatments; medication preparation and administration.
Critical thinking ability	Adequate to allow mastery of basic course content and to demonstrate sound judgment in simulated and real life nursing situations.	Effective use of nursing process; planning and implementation of the nursing care plan; identification of cause and effect relationship in order to modify nursing care plan; determination of unsafe situations; planning course of actions to meet needs of patient, family, community and nursing profession.
Interpersonal Skills	Adequate to allow establishment of effective working and/or therapeutic relationship with patients, families and professionals.	Establishing therapeutic relationship with patients and families; working with health care team; collaboration with other disciplines.
Communication	Adequate to allow completion of course work and effective verbal and written communication with patients, families, communities, peers, and others.	Class activities; therapeutic communication; writing/research at the bachelor's level; documentation of patient care; education of patient/family/community.

### MINIMUM REQUIREMENTS FOR PROGRESSION

1. A numeric test average of 80% or better is required in all upper division nursing courses in order to continue in the nursing program. This grade is calculated based on written/online tests and the final exam, equally weighted. Students are required to pass both the clinical and laboratory components associated with the didactic content. Failure in any component of a nursing course requires the repeating of all components of that course. No credit will be given unless all components of a course are successfully completed. Grades are not rounded.
2. An overall course average of 80% or better is required in all upper division nursing courses in order to continue in the nursing program. This grade is calculated based on the grading criteria in each course syllabus. Students who achieve less than an 80% overall course average in any course are ineligible to enroll in subsequent courses.
3. Students requesting or receiving a grade of incomplete ("I") in any nursing course(s) may not enroll in subsequent courses. Continued progression in the nursing major is contingent upon successful removal of the grade of "I" as described in the *South College Catalog*.

### GRADING SCALE

The grading scale used by the School of Nursing for all administered courses is as follows:

<b>Letter Grade</b>	<b>Q.P.</b>	<b>Percentage Score Range</b>
A	4.00	94-100%
B	3.00	87-93%
C	2.00	80-86%
D	1.00	73-79%
F	0.00	Below 73%

## **CLINICAL CONDUCT AND EVALUATION**

Clinical performance is an integral component of the educational process in nursing. Satisfactory clinical performance is an overriding concern in professional practice. Clinical objectives and student behaviors for evaluating these objectives are defined for each clinical nursing course and are located in the course syllabus. A student's clinical performance is evaluated by the clinical faculty in each course.

Professional behaviors expected of the student are confidentiality, respect, accountability, valuing of people's differences, preparation to ensure safe clinical practice, and adherence to South College and agency policies and procedures. All nursing students are accountable and responsible to report unsafe and/or unprofessional behavior of other students to their clinical faculty.

## **LICENSURE**

Upon completion of degree requirements, each student enrolled in the traditional BSN option must make application to sit for the National Council Licensure Examination (NCLEX). Professional nurses are prohibited in all states from practicing nursing until the examination is successfully completed and licensure has been granted. Specific information regarding licensure will be provided to the student during the last quarter of the nursing program. State Boards of Nursing have the responsibility and right to deny licensure to persons who have been convicted of a crime other than a minor traffic violation. Persons with a criminal history seeking admission or licensure in North Carolina should consult the North Carolina Nursing Practice Act, 90-171.48 ([www.ncleg.net/enactedlegislation/statutes/html/byarticle/chapter\\_90/article\\_9a.html](http://www.ncleg.net/enactedlegislation/statutes/html/byarticle/chapter_90/article_9a.html)).

## **TERMINATION FROM THE NURSING PROGRAM**

Grounds for termination from the nursing program are as follows:

1. Insufficient academic progress or clinical performance defined as failing any nursing course;
2. Nonpayment of fees;
3. Failure to comply with rules and/or policies as written in the Nursing Student Handbook, the South College Student Handbook, and/or the South College Catalog;
4. Falsification of application to South College or the School of Nursing;
5. Unprofessional, unsafe, or unethical behavior;
6. Failure to meet attendance requirements.

## **VOLUNTARY WITHDRAWAL**

If a student finds it necessary to withdraw from the nursing program, readmission into the program cannot be guaranteed. Any student wishing to apply for readmission after voluntary withdrawal must follow the current readmission policy of the South College School of Nursing.

## **READMISSION POLICY**

Students who have withdrawn from the nursing program voluntarily or are unsuccessful in the South College nursing program may apply for readmission. Eligibility requirements that allow application for readmission are as follows:

1. Students who have withdrawn from the nursing program voluntarily are eligible to apply for readmission.
2. Students who are academically unsuccessful in one or two nursing courses are eligible to apply for readmission.
3. Students who are unsuccessful in three nursing courses cumulatively are ineligible for readmission.
4. Students who are academically unsuccessful in any repeated nursing course are ineligible for readmission.
5. Students who have been unsuccessful due to clinical failure or cumulative occurrences as a result of behaving in a manner showing lack of professional or clinical judgment may not be eligible for readmission. Occurrences are cumulative from quarter to quarter throughout all course work and clinical experiences at South College.

The School of Nursing reserves the right to consider mitigating circumstances affecting any of the above situations.

Students interested in requesting readmission should write a Letter of Intent to the School of Nursing Admission, Progression and Retention (APR) Committee. The letter should detail the reasons that are believed to have led to the lack of success, as well as changes that have been put in place to ensure success if readmission is granted.

Factors such as grade point average, faculty evaluation, and space availability are considered in readmission decisions by the APR Committee. Requests for readmission will be reviewed on an individual basis. Students must apply for readmission at such time that granting of readmission will occur to allow for classes to be resumed within one calendar year. The faculty reserves the right to require any student offered readmission to repeat courses or portions of courses in cases where a significant time has elapsed and skills/knowledge must be refreshed.

The APR Committee will make readmission recommendations to the Associate Dean of the School of Nursing at the associated learning site for final approval. The Associate Dean may accept or reject the recommendation of the Committee. A denial of readmission may be appealed to the Dean of the School of Nursing for review within five business days of the notification. A continued denial of readmission may be appealed to the South College Academic and Conduct Appeals Committee within five business days of the notification. Appeals outside of this timeframe will not be considered.

### **CURRICULUM OF THE TRADITIONAL BSN OPTION**

The first two years of this program consist of general education courses which provide a liberal arts framework for completion of the nursing component of the program and pre-professional courses.

Upon admission to the upper division nursing courses, the student will complete six quarters of nursing education. This is a rigorous program with in-class time averaging approximately 20 hours/week. Students should be committed to considerable out-of-classroom preparation and study. It is expected that success will depend upon two hours of study per hour of classroom time. Class schedules may change at the discretion of the institution.

Preparation of the professional nurse requires classroom, laboratory, and clinical experience. The clinical component of the nursing program will take place in various settings in the Asheville area and beyond. Students are responsible for costs associated with these clinical rotations, and for any costs associated with any emergency services needed while participating in off-site activities.

### **Bachelor of Science NURSING Traditional Option**

<b>Nursing Curriculum.....</b>			<b>180 credits</b>
<b>Area I – Core Curriculum.....</b>			<b>92 credits</b>
Computer Literacy	SCC 1030	Computer and Information Literacy	4
Mathematics	MAT 1500 MAT 2500	College Mathematics I Statistics	4 4
Written Communications	ENG 1200 ENG 1210	English Composition English Composition w/Research	4 4
Humanities	Approved Humanities Elective Approved Philosophy Elective		4 4
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010 SCC 1020	College Management Career Management	2 2
Social Science	PSY 1810	General Psychology	4

	PSY 1820	Human Growth and Development	4
	PSY 2800	Abnormal Psychology	4
	SOC 1860	Introduction to Sociology	4
Science	BIO 1110	Anatomy & Physiology I	4
	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	BIO 1150	Pathophysiology	4
	BIO 1160	Microbiology	4
	BIO 1170	Microbiology Lab	2
	CHM 1010	General Chemistry I	4
	CHM 1020	General Chemistry I Lab	2
	HSC 2050	Nutrition for Health and Disease	4
Elective	Approved Elective		4
Pre-Professional	NGS2030	Introduction to Professional Nursing	4
<b>Area II Major Curriculum.....</b>			<b>88 credits</b>
<b>Quarter 1</b>	NSG 3112	Fundamentals of Nursing I	6
	NSG 3132	Physical Assessment	4
	NSG 3152	Pharmacotherapeutics for Nursing Practice I	4
<b>Quarter 2</b>	NSG 3212	Fundamentals of Nursing II	6
	NSG 3232	Community Nursing	6
	NSG3252	Pharmacotherapeutics for Nursing Practice II	4
<b>Quarter 3</b>	NSG 3312	Adult Health Nursing I	6
	NSG 3332	Maternal Infant Nursing Care	6
	NSG 3352	Nursing Research	4
<b>Quarter 4</b>	NSG 4412	Adult Health Nursing II	6
	NSG 4432	Pediatric Nursing Care	6
	NSG 4452	Policy and Politics	3
<b>Quarter 5</b>	NSG 4512	Adult Health Nursing III	6
	NSG 4532	Mental Health Nursing	6
	NSG 4552	Nursing Management & Leadership	3
<b>Quarter 6</b>	NSG 4612	Critical Care Nursing	8
	NSG 4632	Transition to Professional Practice	4

**Equivalency in General Education/Core – Due to the merger with South College resulting in South College-Asheville becoming a Learning Site of South College, the following courses are equivalent in content.**

GS 150 College Mathematics I	MAT 1500 College Mathematics I
GS 251 Statistics	MAT 2500 Statistics
GS 120 English Composition	ENG 1200 English Composition
GS 121 English Composition w/Research	ENG 1210 English Composition w/Research
GS 126 Effective Speaking	COM 1260 Effective Speaking
PD 111 College Management	SCC 1010 College Management
PD 112 Career Management	SCC 1020 Career Management
GS 181 General Psychology	PSY 1810 General Psychology
GS 182 Abnormal Psychology	PSY 2800 Abnormal Psychology
GS 183 Developmental Psychology	PSY 1820 Human Growth and Development
GS 186 Introduction to Sociology	SOC 1860 Introduction to Sociology

MD 170 Anatomy & Physiology I	BIO 1110 Anatomy & Physiology I
MD 170L Anatomy & Physiology I Lab	BIO 1120 Anatomy & Physiology I Lab
MD171 Anatomy & Physiology II	BIO 1130 Anatomy & Physiology II
MD 171L Anatomy & Physiology II Lab	BIO 1140 Anatomy & Physiology II Lab
GS 105 General Chemistry	CHM 1010 General Chemistry I
GS 105L General Chemistry Lab	CHM 1020 General Chemistry I Lab
Humanities Approved Philosophy Elective	HUM 2000 Critical Thinking

## Certificate

### LICENSED PRACTICAL NURSING (LPN)

#### (Knoxville)

In order to serve the mission and vision of South College and the School of Nursing and to preserve the integrity of the practical nursing program, information related to the process of nursing education for the School of Nursing will be provided to all nursing students. The South College School of Nursing Practical Nursing Student Handbook (PN Student Handbook) will provide students with specific information about the PN program. The PN students at South College are required to be familiar with the information in the PN Student Handbook, South College Catalog, and South College Student Handbook. Students are expected to be aware of and satisfy all regulations governing their work and study at the college. Selected information from the PN Student Handbook are reported below, including Admissions Requirements, Transfer of Credit, Grading System, Academic Participation, Academic Advising, Progression Policy and Academic Standing, and Graduation.

### ADMISSION REQUIREMENTS

Two major course 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:

1. Have a high school diploma or equivalent.
2. Completed South College application for admission.
3. General admission to South College.
4. Completed admission application for the Certificate in Practical Nursing (PN) program.
5. Submission of \$50 application fee.
6. Submit two letters of recommendation and a written statement indicating reasons the applicant desires to become a practical nurse.
7. Be at least 18 years of age.
8. Submission of proof of citizenship documentation according to state requirements.
9. In addition to coursework, each student must provide proof of ability to perform the skills needed to practice nursing effectively. Healthcare facilities must meet federal guidelines, and students must also meet these requirements in order to be allowed to gain clinical experience. All nursing students must comply with communicable diseases/blood-borne pathogen requirements that the clinical agencies require. Therefore, proof of the following are requirements for the applicant:
  - Health history and physical exam certifying ability to function in the required capacity prior to admission to upper-level courses.
  - Common communicable disease immunization or immunity, including MMR (2 in series if born after 1957), tetanus (booster required every 10 years) and varicella vaccine (2 in series). A vaccine titer test showing immunity is also acceptable.
  - Hepatitis B immunization (3 in series) or completed Declination Form for Hepatitis B Vaccination depending on the requirements of the clinical affiliate. The Declination Form must only be used for medical reasons and must be documented by student's primary care provider. A vaccine titer test showing immunity is also acceptable.
  - Annual Flu immunization or completed Declination Form for Influenza Vaccination depending on the requirements of the clinical affiliate. The Declination Form must only be used for medical reasons and must be documented by student's primary care provider.
  - Annual screening for tuberculosis or x-ray follow-up.

- Annual acceptable drug screen. Students may be required to obtain more than one acceptance drug screen per year depending on the requirements of the clinical affiliate. In any case, where a drug screen is positive, and no authorized prescription is produced to validate the presence of the drug in the individual's system, continuation in the program will be denied. Upon notification of the drug screen results, the student will have 5 working days to provide prescription validation. Students are responsible for costs associated with any required testing.
  - Annual acceptable criminal background check for a minimum of past 15 years. Students may be required to obtain more than one acceptance criminal background check per year depending on the requirements of the clinical affiliate. If the background check reveals previous criminal convictions, admittance into the program will be made on a case by case basis. Students who are denied clinical experiences due to past convictions may be unable to progress in the program which will result in failure to complete the required courses for the program.
  - Students also sign a form acknowledging that although they may successfully complete the program and be awarded a certificate that a background check will be completed by the State Board of Nursing and may affect their ability to sit for the NCLEX-PN.
  - Proof of health insurance coverage throughout the entire nursing program.
  - Annual training on blood-borne pathogens.
  - Valid American Heart Association Basic Life Support (BLS) for Healthcare Providers Course Completion Card or Certificate.
10. Students admitted to the nursing program must demonstrate the following functional capacities. Students who believe they will not be able to meet one or more of these requirements without accommodation or modification must notify the PN Program Director, and a determination will be made on a case by case basis whether reasonable accommodation may be made. In no instance will an accommodation be made which will compromise nursing care, or that will put patients or other students at risk. Accommodation granted when a student is generally admitted to South College does not guarantee that this modification will apply to admission to the nursing program.

FUNCTION	REQUIREMENT	EXAMPLES OF TASKS FOR
Vision	Adequate to ensure safety of self and others in classroom and clinical settings.	Patient assessment; response to treatment; medication preparation and administration; reading of patient charts and physician orders.
Hearing	Adequate to allow effective communication with patients and others in person and by electronic means, and to ensure safety of self and patients.	Face-to-face communication with patients, families and the healthcare team; telephone consultations; heart tones; breath sounds; bowel sounds and other assessments.
Tactile Sensory	Adequate to allow effective evaluation and therapeutic intervention related to nursing care, and to ensure safety of self and others in providing care.	Palpation used in assessment; vital signs; medication administration, IV starts.
Gross motor strength and coordination	Adequate to ensure safety of self and others in class and lab sessions and clinical activities.	Patient positioning and transfer; walking, standing, bending, and/or stopping for extended periods involving patient care; moving of equipment/beds.
Fine motor strength and coordination	Adequate to allow mastery of activities requiring detailed movements.	Multiple skills in patient care; treatments; medication preparation and administration.
Critical thinking ability	Adequate to allow mastery of basic course content and to demonstrate sound judgment in simulated and real-life nursing situations.	Effective use of nursing process; planning and implementation of the nursing care plan; identification of cause and effect relationship in order to modify nursing care plan; determination of unsafe situations; planning course of actions to meet needs of patient, family, community and nursing profession.



FUNCTION	REQUIREMENT	EXAMPLES OF TASKS FOR
Interpersonal Skills	Adequate to allow establishment of effective working and/or therapeutic relationship with patients, families and professionals.	Establishing therapeutic relationship with patients and families; working with health care team; collaboration with other disciplines.
Communication	Adequate to allow completion of coursework and effective verbal and written communication with patients, families, communities, peers, and others.	Class activities; therapeutic communication; writing/research at the bachelor's level; documentation of patient care; education of patient/family/community.

11. Students in the following categories may be considered for admission on a space-available basis. Space available basis means that admission will be considered only if the class size as determined by the faculty is not met. This applies to students who have:
- Been unsuccessful in one or two courses in the PN program at South College;
  - Been unsuccessful or dismissed from another health professions program at South College for any reason.
  - Been unsuccessful or dismissed from another nursing program for any reason.

Admission is dependent upon class size. Applicants will be ranked based on admission requirements as stated above. The Admissions, Progression and Retention (APR) Committee will make admission recommendations to the PN Program Director for approval; the Program Director may accept or reject the recommendation of the Committee. The Program Director's recommendation will be submitted to the Dean of the School of Nursing and/or the Associate Dean for Nursing at the learning site for final approval.

### PROGRESSION REQUIREMENTS

For a PN student to progress academically, the student must meet the minimum requirements for progression as follows:

- A numeric test average of 80% or better is required in each nursing course in order to continue in the nursing program. This grade is calculated based on written/online tests and the final exam, equally weighted.
- An overall course average of 80% or better is required in nursing courses in order to continue in the nursing program. This grade is calculated based on the grading criteria in each course syllabus. Students who achieve less than an 80% overall course average in any course are ineligible to enroll in subsequent courses.
- Students are required to pass both the clinical and laboratory components associated with a didactic course. Failure in any component of a nursing course requires the repeating of all components of that course. No credit will be given unless all components of a course are successfully completed.
- Students requesting or receiving a grade of incomplete ("I") in any nursing course(s) may not enroll in subsequent courses. Continued progression in the nursing major is contingent upon successful removal of the grade of "I" as described in the *South College Catalog*.

### GRADING SCALE

The grading scale used by the School of Nursing for all administered courses is as follows:

Letter Grade	Q.P.	Percentage Score Range
A	4.00	94-100%
B	3.00	87-93%
C	2.00	80-86%
D	1.00	73-79%
F	0.00	Below 73%

### CLINICAL CONDUCT AND EVALUATION

Clinical performance is an integral component of the educational process in nursing. Satisfactory clinical performance is an overriding concern in professional practice. Clinical objectives and student behaviors for evaluating these objectives are defined for each clinical nursing course and are located in the course syllabus. A student's clinical performance is evaluated

by the clinical faculty in each course.

Professional behaviors expected of the student are confidentiality, respect, accountability, valuing of people's differences, preparation to ensure safe clinical practice, and adherence to South College and agency policies and procedures. All nursing students are accountable and responsible to report unsafe and/or unprofessional behavior of other students to their clinical faculty.

## **LICENSURE**

Upon completion of certificate requirements, each student enrolled in the PN program must make application to sit for the National Council Licensure Examination-Practical Nurse (NCLEX-PN). Practical/Vocational nurses are prohibited in all states from practicing nursing until the examination is successfully completed and licensure has been granted. Specific information regarding licensure will be provided to the student during the last quarter of the nursing program.

*Background Check: Students are required to sign an acknowledgment form that they understand that our school background check may not reveal potential barriers to licensure in each state. Each Board of Nursing conducts extensive background checks upon application for licensure with that state. Graduation from this program, does not specifically guarantee licensure in each state.*

## **TRANSFER OF CREDIT**

Students transferring to South College from another school must submit all official transcripts with course grades. For a nursing class (or classes) to be considered for transfer into the PN program, the class must have been completed within the last five years. Only nursing courses with a grade of A or B will be considered for transfer. For final transfer approval, a course description or syllabus may be required.

## **ACADEMIC ADVISING**

All students at the PN program are assigned an academic advisor at the beginning of their program of study. The faculty advisor provides direction and offers encouragement throughout their studies via meetings, phone calls, e-mail messages, and/or virtual conferencing. Upon entering the PN program, students are required to confer with the faculty advisor to map out their course curriculum and requirements for degree completion. Students are also required to meet each quarter with the faculty advisor for an academic progress review and registration approval for the next quarter. If a student voluntarily withdraws from the program, a formal application for reentry is required, and program requirements in effect at that time must be met.

## **VOLUNTARY WITHDRAWAL**

If a student finds it necessary to withdraw from the nursing program, readmission into the program cannot be guaranteed. Any student wishing to apply for readmission after voluntary withdrawal must follow the current readmission policy of the Certificate in Practical Nursing program.

## **READMISSION POLICY**

1. Students who have withdrawn from the PN program voluntarily or are unsuccessful in the South College nursing program may apply for readmission. Eligibility requirements that allow application for readmission are as follows:
2. Students who have withdrawn from the nursing program voluntarily are eligible to apply for readmission.
3. Students who are academically unsuccessful in one or two nursing courses required by the PN program are eligible to apply for readmission.
4. Students who are unsuccessful in three nursing courses cumulatively are ineligible for readmission.
5. Students who are academically unsuccessful in any repeated nursing course are ineligible for readmission.
6. Students who have been unsuccessful due to clinical failure or cumulative occurrences as a result of behaving in a manner showing lack of professional or clinical judgment may not be eligible for readmission. Occurrences are cumulative from quarter to quarter throughout all coursework and clinical experiences at South College.

The School of Nursing reserves the right to consider mitigating circumstances affecting any of the above situations.

Students interested in requesting readmission should write a Letter of Intent to the School of Nursing Admission, Progression and Retention (APR) Committee. The letter should detail the reasons that are believed to have led to the lack

of success, as well as changes that have been put in place to ensure success if readmission is granted.

The APR Committee considers factors such as grade point average, faculty evaluation, and space availability in readmission decisions. Requests for readmission will be reviewed on an individual basis. Students must apply for readmission at such time that granting of readmission will occur to allow for classes to be resumed within one calendar year. The faculty reserves the right to require any student offered readmission to repeat courses or portions of courses in cases where a significant time has elapsed and skills/knowledge must be refreshed.

The APR Committee will make readmission recommendations to the PN Program Director and the Associate Dean of the School of Nursing at the associated learning site for final approval. The Associate Dean may accept or reject the recommendation of the Committee. A denial of readmission may be appealed to the Dean of the School of Nursing for review within five business days of the notification. A continued denial of readmission may be appealed to the South College Academic and Conduct Appeals Committee within five business days of the notification. Appeals outside of this timeframe will not be considered.

**TERMINATION FROM THE PN PROGRAM**

1. Grounds for termination from the nursing program are as follows:
2. Insufficient academic progress or clinical performance defined as failing any nursing course;
3. Nonpayment of fees;
4. Failure to comply with rules and/or policies as written in the Nursing Student Handbook, the South College Student Handbook, and/or the South College Catalog.
5. Falsification of application to South College or the School of Nursing;
6. Unprofessional, unsafe, or unethical behavior;
7. Failure to meet attendance requirements.

**GRADUATION**

Upon successful completion of all program requirements, candidates are recommended for graduation and for the conferring of the Certificate in Practical Nursing. South College and the School of Nursing reserve the right to make necessary program changes as impacted by accreditation standards and other state or federal mandates.

**CURRICULUM FOR THE PN PRORGAM**

The overall curriculum for the PN program at South College is provided below.

The Certificate in Licensed Practical Nursing program is currently offered at the Knoxville campus.

**Certificate  
LICENSED PRACTICAL NURSING**

Total Curriculum.....	60 credits
Core Curriculum/General Studies.....	8 credits
Major Curriculum/Nursing Courses.....	52 credits

**Quarter 1**

MAT 1500	College Mathematics I	4
AHS 1020	Basic Formations of Human Body	4
NSG 1110	Vocational Relations I	2
NSG 1120	Fundamental Concepts & Skills for Practical Nurses I	5

**Quarter 2**

NSG 1210	Pharmacology I	2
NSG 1220	Fundamental Concepts & Skills for Practical Nurses II	6
NSG 1230	Geriatric Nursing & Issues at End of Life	2
NSG 1240	Medical Surgical Nursing I	5

**Quarter 3**

NSG 2310	Pharmacology II	2
NSG 2320	Mental Health Nursing	3
NSG 2330	Pediatric Nursing	3

NSG 2340	Medical-Surgical Nursing II	6
NSG 2350	Mental Health & Pediatric Simulation	1
<b>Quarter 4</b>		
NSG 2410	Pharmacology III (Online)	2
NSG 2420	Maternal Infant Nursing	4
NSG 2430	Vocational Relations II (Online)	2
NSG 2440	Medical Surgical Nursing III	6
NSG 2450	Maternal Infant & Medical-Surgical Simulation	1

## Master of Science NURSING

### INTRODUCTION

The Master of Science in Nursing program at South College is designed to prepare nurse leaders for the unique challenges of the 21<sup>st</sup> century. Based on the *Essentials of Master's Education in Nursing* (AACN, 2011) and the *Graduate-Level QSEN Competencies Knowledge, Skills and Attitudes* (AACN, 2012), the MSN program is designed to provide healthcare organizations with master-prepared nurse leaders who are able to critically analyze and identify nursing or healthcare problems and provide evidence-based solutions. This includes being able to communicate information to influence an organization, integrate decision making across all nursing functions, and develop effective strategies while understanding the importance of ethical decision making.

### PURPOSE

The purpose of the South College School of Nursing Master of Science in Nursing (MSN) program is to provide professional nurses with academic and clinical practice opportunities to gain the knowledge and skills at master's level that are essentials to meet the demands of today's healthcare environment. The School of Nursing at South College offers professional and career-focused curricula designed to cultivate students' successful learning and the ability to apply knowledge, think critically, and communicate effectively.

### PHILOSOPHY

The wellness-illness continuum of care provides the overall organizing framework that serves as the philosophical structure for the nursing curriculum at the South College School of Nursing, with students introduced to a variety of nursing theoretical frameworks. Related concepts emphasized in the nursing curriculum include ethical decision-making, critical thinking, effective communication, leadership, and management.

1. Person: A person is a unique, holistic, adaptive, open system. Persons, either alone or in groups, families, or communities, have inherent basic rights and choices. Each person is multi-dimensional with variables such as age, gender, culture, race, religion, socioeconomic status, and lifestyle choices.
2. Environment: Environment is a complex, open system functioning in a dynamic state of change. The environment is both internal and external, uniquely perceived by each person, either alone or in groups, families, or communities.
3. Health: Health is a dynamic phenomenon encompassing physical, emotional and spiritual parameters. Health is individually perceived and influenced by internal and external factors.
4. Nursing: Professional nursing is an art and a science with caring as the core concept. The role of the nurse is to facilitate optimal independent functioning of persons, alone or in groups, through the promotion, maintenance, and restoration of health. The professional nurse will utilize critical thinking and the nursing process to plan and implement care.
5. Professional Nursing Education: Nursing education is an interactive process. The MSN faculty of the South College School of Nursing embraces the concepts of professional nursing education as described in *the Essentials of Master's Education in Nursing* (AACN, 2011) and *the Graduate-Level QSEN Competencies Knowledge, Skills and Attitudes* (AACN, 2012).

### PROGRAM OUTCOMES AND STUDENT LEARNING OUTCOMES

The program outcomes of the MSN program are to provide graduate nursing students with the:

1. Critical thinking, interpersonal, and technical skills of a nurse leader with advance degree;
2. Academic foundation necessary to pursue doctoral education.

Based on the *Essentials of Master's Education in Nursing* (AACN, 2011) and the *Graduate-Level QSEN Competencies Knowledge, Skills and Attitudes* (AACN, 2012), the student learning outcomes for the Master of Science in Nursing Program are as follows:

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Explain the impacts of organizational and systems leadership on quality and safety of patient care.
3. Develop leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.
4. Articulate methods, tools, performance measures, and standards related to quality, as well as apply quality principles within an organization.
5. Apply research outcomes within the practice setting, resolve practice problems, work as a change agent, and disseminate results.
6. Use patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.
7. Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care.
8. Function as a member and leader of interprofessional teams and communicate, collaborate, and consult with other health professionals to manage and coordinate care.
9. Apply and integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
10. Understand nursing and relevant sciences, as well as integrate this knowledge into practice, including both direct and indirect care components.
11. Develop professional goals that reflect a lifelong learning commitment and continued scholarship to the nursing profession.

## **STUDENT ADVISING**

Registered nurses with baccalaureate degree who are interested in pursuing the Master of Science in Nursing degree program are advised by the Program Director for the specialty area or a faculty advisor. After meeting with an admissions representative, an advising appointment is scheduled with the Director or a faculty advisor. This can be completed in person or via telephone/virtual conferencing. The Director/faculty advisor assists individual students in determining eligibility for admission to the nursing program. The Director/faculty advisor works with each student in developing a plan of study and serves as his/her advisor throughout the program. The Director/faculty advisor also provides additional direction and offers encouragement throughout the program of study via phone calls, e-mail messages, and/or virtual conferencing.

## **MINIMUM REQUIREMENTS FOR ADMISSION**

All applicants to the South College Master of Science in Nursing program, regardless of concentration or track, must meet the following requirements:

1. Completed South College application for admission;
2. Completed admission application to the Master of Science in Nursing program;
3. Official transcripts for all undergraduate and graduate work completed; and
4. \$50 application fee (online payment or payment via telephone is available).
5. Proof of a current unencumbered Registered Nurse license or in progress of becoming licensed as a Registered Nurse as verified by Nursys (<https://www.nursys.com>) or licensure verification system provided by individual State Board of Nursing;
6. Evidence of a cumulative 3.0 grade point average for undergraduate nursing courses;
7. Successful completion of an Admissions Interview.
8. Evidence of completion of a nursing degree:
  - BSN-MSN Track – Bachelor of Science in Nursing degree from an accredited institution of higher education.
  - Accelerated RN-MSN Track – Associate degree in Nursing from an accredited institution of higher education.
  - RN-BSN-MSN – Associate degree in Nursing from an accredited institution of higher education.

### **Additional Requirements for Concentration in Family Nurse Practitioner (FNP)**

1. Minimum of three recommendations from healthcare professionals who can rate the applicant's academic and professional potential.
2. A two-page typed personal statement of professional goals and objectives.
3. A statement of understanding of the FNP practicum requirements.
4. Identification of potential clinical sites and preceptors for the FNP practicum requirements
5. Minimum of 2000 hours of nursing work experience employed as a registered nurse

Any applicant that does not meet the stated admissions requirements may request a review by the Admissions, Progression, and Retention (APR) Committee for conditional admission. These reviews are completed on a case-by-case basis. The APR Committee takes many factors into consideration when reviewing these requests, including but not limited to:

1. Applicant's work experience and accomplishments in the profession;
2. Amount of time that has transpired between the applicant's undergraduate degree completion and application to South College; and/or
3. Grade point average in graduate work at other accredited academic institutions.

### **NON-TENNESSEE RESIDENTS**

Certain admission restrictions may apply to non-Tennessee residents. Please contact the School of Nursing (865-288-8411 or nursing@southcollegetn.edu) prior to submitting your application to determine any restrictions that may apply for residents of your state.

### **TRANSFER OF CREDIT**

Applicants interested in the MSN program are advised that all courses in the curriculum are required for degree completion and that all courses must be completed at South College. South College does not accept transfer credits for graduate programs.

### **MINIMUM REQUIREMENTS FOR PROGRESSION**

Students must maintain a cumulative grade point average (G.P.A.) of 3.00 to remain in the graduate program.

The Director/faculty advisor reviews each student's scholastic achievement record at the end of each quarter. The academic standards that must be met by each student are outlined in the Academic Participation section. If a student fails to meet academic standards, the Director/faculty advisor meets with the student in question. Depending on the nature of the academic deficiency, the Associate Dean or the Dean of the School of Nursing will determine the status of the student's academic standing, which may include warning, probation, or dismissal from the program. The Categories of Academic Standing are:

- Good Standing: Status of a student who has met course requirements in a satisfactory manner, and has demonstrated good professional behavior.
- Warning: Status of a student whose performance in an academic course places him/her in jeopardy of falling below the minimum stated standards, or who has exhibited questionable professional behavior.
- Probation: Status of a student whose performance in an academic course has fallen below the minimum stated standards, or who has exhibited unacceptable professional behavior.
- Dismissal: Action whereby a student will be dismissed from the MSN Program due to failure to adhere to academic standards. Dismissal will occur after review of the student's academic deficiency by the Dean of the School of Nursing and following approval by the South College Vice Chancellor of Institutional Advancement and Effectiveness.

The causes of and consequences for receiving a Warning, Probation, or Dismissal are:

- Warning: A student who receives a grade of less than 80% on any key course assessments will receive a warning and must meet with the Director of Nursing Distance Education Programs or the Dean of the School of Nursing. Warning for Key Course Assessments. Students placed on an intervention are provided a written plan that details learner outcomes to be remediated and a timeline for completion. The Director of Nursing Distance Education Programs or the Dean of the School of Nursing will prepare the plan and work with the candidate to ensure its completion. Successful completion of the

intervention plan is required before approval is granted for enrollment in coursework the following quarter. Failure to complete the intervention plan may result in the candidate receiving an unsatisfactory final grade.

**Probation:** A student will be placed on probation if his/her cumulative GPA falls below a 3.00 on a 4.00 scale. A student with a cumulative GPA below 3.00 at the end of any quarter will receive notification from the Director of Nursing Distance Education Programs or the Dean of the School of Nursing that he/she is on Probation. If the student fails to raise his/her cumulative GPA to a 3.00 or higher at the end of the next quarter, he/she will be dismissed from the MSN Program. If the student raises his/her cumulative GPA to a 3.00 or higher at the end of the next quarter, he/she will be removed from Probation. If a candidate's cumulative GPA falls below a 3.00 a second time, he/she will be dismissed from the MSN program.

**Dismissal:** Action whereby a student will be dismissed from the MSN program due to failure to adhere to academic and program requirements.

1. A student fails (a final grade below 80%) any course;
2. A student has a cumulative GPA of less than 3.00 at the end of any quarter and then fails to raise his/her cumulative GPA to a 3.00 or higher at the end of the next quarter;
3. A student's cumulative GPA falls below 3.00 for the second time;
4. A student's professional conduct violates the performance standards set forth in the South College Academic Honor Code, the South College Standards of Student Conduct, or for unprofessional behavior or criminal activity.

South College reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continued enrollment is detrimental to him/herself or his/her fellow candidates or whose presence is disruptive to the learning environment, or the orderly operation of the College.

### **READMISSION POLICY**

Students who have withdrawn from the nursing program voluntarily or are unsuccessful in the South College nursing program may apply for readmission. Eligibility requirements that allow application for readmission are as follows:

- Students who have withdrawn from the nursing program voluntarily are eligible to apply for readmission.
- Students who are academically unsuccessful in one or two nursing courses are eligible to apply for readmission.
- Students who are unsuccessful in three nursing courses cumulatively are ineligible for readmission.
- Students who are academically unsuccessful in any repeated nursing course are ineligible for readmission.
- Students who have been unsuccessful due to clinical failure or cumulative occurrences as a result of behaving in a manner showing lack of professional or clinical judgment are not eligible for readmission. Occurrences are cumulative from quarter to quarter throughout all course work and clinical experiences at South College.

The School of Nursing reserves the right to consider mitigating circumstances affecting any of the above situations.

Students interested in requesting readmission should write a Letter of Intent to the School of Nursing Admissions, Progression and Retention (APR) Committee. The letter should detail the reasons that are believed to have led to the lack of success, as well as changes that have been put in place to ensure success if readmission is granted. The APR Committee meets regularly to review any requests for readmission, and students requesting readmission will be invited to a scheduled interview. Readmission will not be considered in the absence of an interview with the student.

Factors such as grade point average, faculty evaluation, and space availability are considered in readmission decisions by the APR Committee. Requests for readmission will be reviewed on an individual basis. Students must apply for readmission at such time that granting of readmission will occur to allow for classes to be resumed within one calendar year. The faculty reserves the right to require any student offered readmission to repeat courses or portions of courses in cases where a significant time has elapsed and skills/knowledge must be refreshed.

The APR Committee will make readmission recommendations to the Associate Dean of the School of Nursing at each learning site for final approval. The Associate Dean may accept or reject the recommendation of the Committee. A denial of readmission may be appealed to the Dean, School of Nursing for review within 5 business days of the notification. A continued denial of readmission may be appealed to the South College Academic and Conduct Appeals Committee within five business days of the notification. Appeals outside of this timeframe will not be considered.

### **ASSOCIATED PROGRAM COSTS**

Nursing students are responsible for all costs associated with required clinical practice experiences.

### **GRADING SYSTEM**

The following grades are used in the determination of a student's grade point average unless otherwise indicated. Students must maintain a cumulative grade point average (G.P.A.) of 3.00 to remain in the graduate program.

Grade	Quality Points	Range	Interpretation
A	4	90-100	Excellent
B	3	80-89	Above Average
C	2	70-79	Average
D	1	60-69	Minimum Passing
F	0	Below 60	Failure
WF	0	Punitive	Withdrawal/Failing

### **GRADUATION**

Upon successful completion of all program requirements, candidates are recommended for graduation and for the conferring of the Master of Science in Nursing degree. South College and the School of Nursing reserve the right to make necessary program changes as impacted by accreditation standards, other state or federal mandates, or need due to faculty evaluation.

### **VOLUNTARY WITHDRAWAL**

If a student finds it necessary to withdraw from the nursing program, readmission into the program cannot be guaranteed. Any student wishing to apply for readmission after voluntary withdrawal must follow the current readmission policy of the School of Nursing MSN Program.

### **TERMINATION FROM THE NURSING PROGRAM**

Grounds for termination from the MSN Program are as follows:

1. Insufficient academic progress or clinical performance defined as failing any nursing course;
2. Nonpayment of fees;
3. Failure to comply with rules and/or policies as written in the School of Nursing Graduate Student Handbook, the South College Student Handbook, and/or the South College Catalog.
4. Falsification of application to South College or the School of Nursing;
5. Unprofessional, unsafe, or unethical behavior;
6. Failure to meet participation requirements.

### **Master of Science**

### **NURSING**

### **Concentration in Nurse Executive (Offered Online)**

### **PROGRAM OVERVIEW**

Based on *the Essentials of Master's Education in Nursing* (AACN, 2011), the MSN Program with Concentration in Nurse Executive is designed to prepare future nurse executives with competencies that include expertise in building accountable organizations through transformational leadership, interprofessional collaboration and relationship management, healthcare systems management, quality management, financial management, evidence-based practice and measurement, healthcare informatics, and health policy. The program will be offered through blended delivery mode. Didactic course



content will be delivered primarily via an asynchronous online format using the Moodle Learning Management System (Moodle LMS) to provide flexibility and to accommodate the schedules of working professionals. Course materials and assignments emphasize collaboration, critical thinking, research, and student accountability. To prepare students for a nurse executive role, the proposed program affords students the opportunity to develop professional competencies in practice settings aligned to the educational preparation. The curriculum includes planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes and are supervised and evaluated by faculty. With blended delivery mode, clinical practice experiences involve activities that are designed to ensure students are competent to enter nursing practice at the master’s level with concentration in nurse executive. The design, implementation, and evaluation of clinical practice experiences will be aligned to student and program outcomes. The program cumulates with a capstone course which is designed to broaden students’ perspectives and provide an opportunity for the integration of knowledge gained throughout the curriculum.

**CURRICULUM**

Students may attempt the Master of Science in Nursing program with Concentration in Nurse Executive following one of 3 tracks.

<b>MSN with Concentration in Nurse Executive (NE)</b>	<b>BSN-MSN</b>	<b>Accelerated RN-MSN</b>	<b>RN-BSN-MSN</b>
Degree Earned	MSN	MSN	BSN and MSN
Full-Time Program Length in Quarter	4	6	8
Part-Time Program Length in Quarter	8	12	14
Total Credits for the Track	54	128	234
General Education Credits	0	56	95
Proficiency Credits by Licensure	0	0	45
Undergraduate Nursing Credits	0	18	40
Core Credits	24	24	24
NE Specialty Credits	30	30	30

At the graduate level, online or distance-based education includes 42 didactic credits and 6 clinical credits. Direct human interface or human learning experience during clinical practicum comprises 11% of the overall curriculum for the MSN with Concentration in Nurse Executive program, including 6 clinical practicum credits. Students may choose to have their clinical practicum hours completed at one of their existing clinical affiliates; additional clinical sites for practicums may be obtained, as the student need requires. Students enrolled in the Master of Science in Nursing program with Concentration in Nurse Executive will be able to tailor learning to their long-term objectives and interests through selection of topics in course papers and projects while taking their core and specialty courses. The practicum course provides a unique opportunity to apply leadership and management theories and principles in implementation of the nurse executive role. The role will be implemented, applied, and analyzed in a clinical, community, or academic practice setting, in collaboration with a nurse executive mentor. Transformational leadership and evidence-based practice will be applied during the practicum experience. The capstone course will provide graduating students an intensive experience in critical analysis, designed to broaden students’ perspectives and provide an opportunity for the integration of knowledge gained throughout the curriculum.

The curriculum provides a balance of theoretical and practical coursework that further develops the critical thinking and analytical skills needed in today’s competitive and evolving healthcare environments. Students will be challenged through coursework and collaborative interaction with faculty and fellow students to identify, develop, and enhance their understanding in traditional and cutting-edge nursing graduate courses relating to the challenges of managing in healthcare environments.

**Master of Science  
NURSING  
Nurse Executive Concentration  
BSN-MSN Track**

<b>BSN-MSN Curriculum.....</b>	<b>54 credits</b>
<b>MSN Core Curriculum.....</b>	<b>24 credits</b>
NSG 5110 Foundational Concepts & Applications	4

NSG 5120 Theoretical Basis for Advanced Nursing Practice	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
<b>NE Concentration Curriculum</b> -----	<b>30 credits</b>
NSG 5130 Healthcare Systems Management	6
NSG 5230 Operational Planning and Management	6
NSG 5330 Financial Management in Healthcare Organizations	6
NSG 5430 Nurse Executive Practicum	6
NSG 5431 Nurse Executive Capstone Project	6

**Master of Science  
NURSING  
MSN NE Concentration  
Accelerated RN-MSN Track**

<b>Accelerated RN to MSN Curriculum</b> .....	<b>128 credits</b>
Foundations Courses-----	74 credits
Anatomy & Physiology	12
English Composition	8
Communications	4
Humanities	8
Social Science	12
Computer Literacy	4
Mathematics	4
Statistics	4
NSG 3352 Nursing Research	4
NSG 3510 Physical Assessment	4
NSG 4000 Interprofessional Collaborative Nursing Practice	4
NSG 4100 Health Promotion in the Community	6
MSN Core Courses -----	24 credits
NSG 5110 Foundational Concepts & Applications	4
NSG 5120 Theoretical Basis for Advanced Nursing Practice	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
Specialization Courses -----	30 credits
NSG 5130 Healthcare Systems Management	6
NSG 5230 Operational Planning and Management	6
NSG 5330 Financial Management in Healthcare Organizations	6
NSG 5430 Nurse Executive Practicum	6
NSG 5431 Nurse Executive Capstone Project	6

**Master of Science  
NURSING  
MSN NE Concentration  
RN-BSN-MSN Track**

<b>RN-BSN-MSN Curriculum</b> .....	<b>180 credits</b>
BSN Core Curriculum-----	95 credits
Computer Literacy	4
Mathematics	8
Anatomy & Physiology	12
English Composition	8
Humanities	8

Communications	4
Social Science	16
Elective	35
<b>BSN Major Curriculum -----</b>	<b>85 credits</b>
Proficiency Credits validated by RN Licensure	45 credits
Undergraduate Nursing Courses	40 credits
NSG 3500 Bridge to Professional Practice	4
NSG 3510 Physical Assessment	4
NSG 3520 Pharmacology for Professional Nursing Practice	4
NSG 3620 Healthcare Informatics	4
NSG 3352 Nursing Research	4
NSG 4000 Interprofessional Collaborative Nursing Practice	4
NSG 4010 Nursing Management and Leadership	4
NSG 4452 Policy and Politics in Nursing	3
NSG 4100 Health Promotion in the Community	6
NSG 4110 Transition to Professional Practice	3
<b>BSN-MSN Curriculum -----</b>	<b>54 credits</b>
<b>MSN Core Curriculum -----</b>	<b>24 credits</b>
NSG 5110 Foundational Concepts & Applications	4
NSG 5120 Theoretical Basis for Advanced Nursing Practice	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
<b>Specialization Courses -----</b>	<b>30 credits</b>
NSG 5130 Healthcare Systems Management	6
NSG 5230 Operational Planning and Management	6
NSG 5330 Financial Management in Healthcare Organizations	6
NSG 5430 Nurse Executive Practicum	6
NSG 5431 Nurse Executive Capstone Project	6

## **Master of Science**

### **NURSING**

#### **w/Concentration in Family Nurse Practitioner**

**(Offered in Hybrid Format – Didactic Courses Online with On Campus Fulfilled at Nashville campus)**

#### **MISSION**

The South College Master of Science in Nursing with Concentration in Family Nurse Practitioner program is designed to assist in preparing our future advanced practice registered nurses with competencies that include expertise in building accountable organizations through transformational leadership, interprofessional collaboration and relationship management, healthcare systems management, quality management, financial management, evidence-based practice and measurement, healthcare informatics, and health policy. We expect graduates of the program to become advanced practice registered nurses with primary care specialty which includes assessing patients, ordering and interpreting diagnostic tests, making diagnoses, and initiating and managing treatment plans.

#### **PHILOSOPHY/CONCEPTUAL FRAMERWORK**

The nursing faculty at South College will develop the FNP students to assume their future role as an FNP, which includes preventative healthcare as well as the assessment, diagnosis, and treatment of acute and chronic illness and preventative health care for individuals and families. We aim to prepare our FNP students to demonstrate a commitment to family-centered care and understand the relevance of the family's identified community in the delivery of care.

The American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP) have developed nationally recognized competencies for the educational preparation of nurse executives. The ANCC Family Nurse Practitioner board certification examination is a competency based examination that provides a valid and reliable assessment of the entry-level clinical knowledge and skills of nurse practitioners. This certification aligns with the

Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education. Once exam takers complete eligibility requirements to take the certification examination and successfully pass the exam, they will be awarded the credential: Family Nurse Practitioner-Board Certified (FNP-BC). This credential is valid for five years. FNP-BCs can continue to use this credential by maintaining their license to practice and meeting the renewal requirements in place at the time of your certification renewal. The National Commission for Certifying Agencies and the Accreditation Board for Specialty Nursing Certification accredits this FNP-BC certification. The American Academy of Nurse Practitioners National Certification Board (AANPCB) also provides a valid and reliable program for entry-level nurse practitioners to recognize their education, knowledge and professional expertise, as well as a process for validation of an advanced practice nurse's qualifications and knowledge for practice as a nurse practitioner. The AANPCB offers the FNP certification examination, which is an entry-level competency-based examination that tests clinical knowledge in family/individual across the life span (prenatal, pediatric, adolescent, adult, elderly, and frail elderly primary care).

*To allow graduates of our MSN FNP program to sit for the certification exam, South College has initiated the accreditation review process by requesting new applicant status through the Commission on Collegiate Nursing Education (CCNE). On January 26, 2017, the CCNE has approved our application for initial accreditation of the baccalaureate degree and master's degree programs in nursing at South College. Although CCNE New applicant status is not a status of accreditation, it signifies an affiliation with CCNE. To seek initial accreditation status, we plan to host a CCNE site visit for our MSN degree program on September 5-7, 2018. CCNE accreditation actions are retroactive to the first day of the program's most recent CCNE on-site evaluation.*

## **PROGRAM OVERVIEW**

The FNP curriculum provides a balance of theoretical and practical coursework that further develops the critical thinking and analytical skills needed in today's competitive and evolving healthcare environments. Students will be challenged through didactic coursework and collaborative interaction with faculty and fellow students to identify, develop, and enhance their understanding in traditional and cutting-edge nursing graduate courses relating to the challenges of managing in healthcare environments. FNP students will be able to tailor learning to their long-term professional objectives and interests through selection of topics in course papers and projects while taking their core and specialty courses. The clinical practicum course provides a unique opportunity to apply population-focused primary care. The capstone course specifically designed for the FNP students provides graduating students an intensive experience in critical analysis, designed to broaden students' perspectives and provide an opportunity for the integration of knowledge gained throughout the curriculum.

The curriculum for all tracks to the FNP program, including BSN-MSN, Accelerated RN-MSN, and RN-BSN-MSN is included below. Regardless of track, all FNP students must complete the same MSN core courses and the FNP specialty courses.

Students will be challenged through coursework and collaborative interaction with faculty and fellow students to identify, develop, and enhance their understanding in traditional and cutting-edge nursing graduate courses relating to the challenges of managing in healthcare environments. The program's didactic courses will be completed primarily via an asynchronous online format using the learning management system Canvas to provide a quality, rigorous, and flexible learning experience for a diverse student body that comprises both traditional and nontraditional students. Didactic course content delivered primarily via an asynchronous online format will provide flexibility and accommodate the schedules of working nursing professionals. Course materials and assignments emphasize collaboration, critical thinking, research, and student accountability. Faculty will incorporate interactive online learning activities including, but not limited to, required readings, asynchronous forum based discussions, synchronous online patient case discussions, online quizzes and exams, and evidence-based reviews to develop critical thinking/reasoning and professional communication with peers and faculty. To prepare students for their future role, the proposed program affords students the opportunity to develop professional competencies in practice settings aligned to the educational preparation.

The clinical contact hours include clinical practice experiences and four planned and faculty supervised/evaluated, on-campus experiential learning sessions that enable students to integrate new knowledge and demonstrate attainment of program outcomes. Each campus visit requires a two-day block.

Before being admitted to the FNP program, student applicants are required to identify potential clinical sites and preceptors in order to meet their practicum requirements. If a student wishes to complete clinical hours in a state other

than where he/she resides and has a license, then the student must either get an RN license in the state for clinical rotations or provide an exemption provided from the State Board of Nursing.

Whenever necessary, the FNP Program Director or the Clinical Coordinator at the Nashville Learning Site will initiate and facilitate a new clinical affiliation agreement with organizations of student's choice that meet all requirements limited to those in the U.S. and in states in which the institution may do so. Tennessee is a member of the NC-SARA and South College is a member institution. There are also other states that are not NC-SARA members in which South College may allow completion of the clinical practicum hours due to rules of these states.

Regardless of who identifies the clinical practice experience (student or faculty), the clinical practice experience must provide students the opportunity to integrate new knowledge into practice and be supervised and evaluated by faculty (CCNE, 2015). Additionally, the FNP faculty are responsible for assessing the appropriateness of the clinical practice experience, including preceptor qualifications, types, and number of patients, setting/resources, etc. In some instances, the FNP student may engage in a clinical experience at the student's employing agency. However, if the students obtain clinical practice experiences at their workplace, such experiences cannot be "business as usual." Rather, the experiences must provide the opportunity for students to integrate new knowledge into practice and the experiences must be appropriate to the expected student learning outcomes and program outcomes. As indicated previously, all clinical practice experience will be supervised and evaluated by faculty.

The program culminates with an FNP practicum and a scholarly capstone project which are designed to broaden students' perspectives and provide an opportunity for the integration of knowledge gained throughout the curriculum.

#### **STUDENT HEALTH REQUIREMENTS FOR CLINICAL PRACTICUM**

- **Current RN License:** All graduate students are required to have documentation of a current RN license, in good standing, to practice as a registered nurse. This requirement must be met before starting the program.
- **Proof of Health Insurance:** It is the responsibility of each student to provide his/her own health insurance. Students, for their own protection, are required by the clinical agencies to carry health insurance throughout the program. Students will not be allowed into the practicum unless they show evidence of health insurance.
- **CPR—American Heart BLS HCP:** Students must maintain a current American Heart Association CPR card (level C).
- **Physical Exam/Health Screening:** Prior to entering their first practicum, a health history and physical exam are required (current within six months) and documentation of current immunization is required. This data is used to confirm that a student is in good physical and mental health for participation in the program.
- **Tuberculin Skin Test:** Required annually. If positive, proof of follow-up medical care is required. (If diagnosis of active tuberculosis is made, clearance from the Public Health Department is required before admission or for continuation in the nursing program.) In cases where a positive tuberculin test result is present due to previous exposure or vaccination, a chest x-ray or quantiferon gold and sign/symptom checklist will be required.  
<http://www.cdc.gov/tb/topic/testing/default.htm>
- **Hepatitis B Vaccine:** The Hepatitis B titers are required for all students.
- **Tetanus/Tdap: Tetanus, diphtheria, and acellular pertussis (Td/Tdap)** vaccination require one-time dose of Tdap to adults younger than age 65 years who have not received Tdap previously or for whom vaccine status is unknown to replace one of the 10-year Td boosters.
- **Varicella:** Evidence of immunity to varicella in adults includes any of the following:
  - Laboratory confirmation of immunity through IgG antibody detection. (Reference: MMWR (2007). Prevention of Varicella: Recommendations of the Advisory Committee on Immunization Practices (ACIP); 56(RR04); 1-40.)

- **Current Immunizations Records:** Documentation is required. Some agencies will also require documentation of PPD, MMR, Varicella, and Hepatitis B immunizations or titers.
- **Background & Drug Screening through Castle Branch** Students will assume the costs and responsibility of getting these completed as necessary prior to the clinical experience. Instructions for ordering these screenings can be found below.
- **Professional liability insurance** is provided by South College. However, FNP Student Professional Liability Insurance is strongly recommended.
- **Photo ID** (e.g., South College ID, driver's license, passport)

All required health documentation must be on file in the nursing department prior to the beginning of clinical practicum courses. Failure to comply may result in the student being withdrawn from the course. Students not in compliance will be refused entry to the clinical site and absences during this time will be considered unexcused. These requirements are subject to change based on Centers for Disease Control (CDC) and regulatory agency requirements for healthcare provider immunizations.

### CURRICULAR TRACKS

<b>MSN with Concentration in Family Nurse Practitioner</b>	<b>BSN-MSN</b>	<b>Accelerated RN-MSN</b>	<b>RN-BSN-MSN</b>
Degree Earned	MSN	MSN	BSN and MSN
Full-Time Program Length in Quarters	6	8	10
Part-Time Program Length in Quarters	11	13	17
Total Credits for the Track	74	148	254
General Education Credits	0	56	95
Proficiency Credits by Licensure	0	0	45
Undergraduate Nursing Credits	0	18	40
FNP Core Credits	24	24	24
FNP Specialty Credits	50	50	50

**Master of Science  
NURSING  
with Concentration in Family Nurse Practitioner  
BSN-MSN Track**

<b>BSN-MSN Curriculum.....</b>	<b>74 credits</b>
MSN Core Curriculum.....	24 credits
NSG 5110 Foundational Concepts & Applications	4
NSG 5120 Theoretical Basis for Advanced Nursing Practice	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
<b>FNP Concentration Curriculum.....</b>	<b>50 credits</b>
NSG 5140 Advanced Pathophysiology	4
NSG 5240 Advanced Pharmacology	4
NSG 5340 Health Assessment Didactic	4
NSG 5341 Health Assessment Practicum	2
NSG 5342 Human Diversity, Health Promotion, and Disease Prevention	3
NSG 5440 Primary Care of Infants, Children, and Adolescents Didactic	6
NSG 5441 Primary Care of Infants, Children, and Adolescents Practicum	6
NSG 5540 Primary Care of Adults in Families Didactic	6
NSG 5541 Primary Care for Adults in Families Practicum	6

NSG 5640 Family Nurse Practitioner Capstone Project	3
NSG 5641 Family Nurse Practitioner Practicum	6

**Master of Science  
NURSING  
with Concentration in Family Nurse Practitioner  
Accelerated RN- MSN Track**

<b>RN to MSN Curriculum.....</b>	<b>148 credits</b>
Foundations Courses.....	74 credits
Anatomy & Physiology	12
English Composition	8
Communications	4
Humanities	8
Social Science	12
Computer Literacy	4
Mathematics	4
Statistics	4
NSG 3352 Nursing Research	4
NSG 3510 Physical Assessment	4
NSG 4000 Interprofessional Collaborative Nursing Practice	4
NSG 4100 Health Promotion in the Community	6
MSN Core Courses.....	24 credits
NSG 5110 Foundational Concepts & Applications	4
NSG 5120 Theoretical Basis for Advanced Nursing Practice	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
Specialization Courses.....	50 credits
NSG 5140 Advanced Pathophysiology	4
NSG 5240 Advanced Pharmacology	4
NSG 5340 Health Assessment Didactic	4
NSG 5341 Health Assessment Practicum	2
NSG 5342 Human Diversity, Health Promotion, and Disease Prevention	3
NSG 5440 Primary Care of Infants, Children, and Adolescents Didactic	6
NSG 5441 Primary Care of Infants, Children, and Adolescents Practicum	6
NSG 5540 Primary Care of Adults in Families Didactic	6
NSG 5541 Primary Care for Adults in Families Practicum	6
NSG 5640 Family Nurse Practitioner Capstone Project	3
NSG 5641 Family Nurse Practitioner Practicum	6

**Master of Science  
NURSING  
with Concentration in Family Nurse Practitioner  
RN-BSN-MSN Track**

<b>RN-BSN-MSN Curriculum.....</b>	<b>254 credits</b>
BSN Core Curriculum.....	95 credits
Computer Literacy	4
Mathematics	8
Anatomy & Physiology	12
English Composition	8
Humanities	8
Communications	4
Social Science	16
Electives	35

BSN Major Curriculum.....	85 credits
Proficiency Credits validated by RN Licensure	45 credits
Undergraduate Nursing Courses	40 credits
NSG 3500 Bridge to Professional Practice	4
NSG 3510 Physical Assessment	4
NSG 3520 Pharmacology for Professional Nursing Practice	4
NSG 3620 Healthcare Informatics	4
NSG 3352 Nursing Research	4
NSG 4000 Interprofessional Collaborative Nursing Practice	4
NSG 4010 Nursing Management and Leadership	4
NSG 4452 Policy and Politics in Nursing	3
NSG 4100 Health Promotion in the Community	6
NSG 4110 Transition to Professional Practice	3
BSN-MSN Curriculum.....	74 credits
<i>MSN Core Curriculum.....</i>	<i>24 credits</i>
NSG 5110 Foundational Concepts & Applications	4
NSG 5120 Theoretical Basis for Advanced Nursing Practice	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
<i>FNP Concentration Curriculum.....</i>	<i>50 credits</i>
NSG 5140 Advanced Pathophysiology	4
NSG 5240 Advanced Pharmacology	4
NSG 5340 Health Assessment Didactic	4
NSG 5341 Health Assessment Practicum	2
NSG 5342 Human Diversity, Health Promotion, and Disease Prevention	3
NSG 5440 Primary Care of Infants, Children, and Adolescents Didactic	6
NSG 5441 Primary Care of Infants, Children, and Adolescents Practicum	6
NSG 5540 Primary Care of Adults in Families Didactic	6
NSG 5541 Primary Care for Adults in Families Practicum	6
NSG 5640 Family Nurse Practitioner Capstone Project	3
NSG 5641 Family Nurse Practitioner Practicum	6



# DEPARTMENT OF OCCUPATIONAL THERAPY ASSISTANT

## Associate of Science

### OCCUPATIONAL THERAPY ASSISTANT

#### (Knoxville)

Study in the Associate of Science Occupational Therapy Assistant program includes topics in biological science, social science, communications, and mathematics. These courses are prerequisites to core occupational therapy coursework. Students will have access and hands-on opportunities to utilize equipment and supplies reflective of current practice in the geographic location. Integrated into didactic learning, Level I Fieldwork experiences will provide exposure and guided practice in clinical environments, schools, and community settings. Following successful completion of academic course work, Level II Fieldwork will provide a full-time learning experience under the supervision of an OT practitioner to develop necessary skills for entry level practice.

#### MISSION

The mission of the OTA program is to prepare students with the technical knowledge and professional skills required by current and emerging local, state, and national occupational therapy markets. The program subscribes to high educational standards to facilitate the development of creative problem solving, critical thinking, leadership, and the pursuit of lifelong learning to prepare students with skills to respond to ever changing environments and demands in healthcare. The faculty seeks to foster the growth of compassionate, ethical, and collaborative practitioners who identify the need and value to contribute to the profession and community.

#### PROGRAM EMPHASIS

The major curriculum threads of the OTA program are interconnected throughout the different levels of coursework and are presented with increasing complexity. The threads reflect the essential skills and qualities necessary to be successful as an occupational therapy assistant. The threads for the OTA program at the Knoxville campus include the following:

- Professionalism- the act of demonstrating appropriate behaviors of conduct representing the occupational therapy profession effectively while promoting the growth and development of the profession.
- Clinical Reasoning- knowing how to learn, reason, think creatively, generate, and evaluate ideas by making decisions and solving problems through reasonable, reflective thinking.
- Interpersonal Skills- the ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
- Lifelong Learning- the ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills related to the profession.

#### PROGRAM GOALS

The following goals will represent the hallmark of graduates and will be reflective of the mission of the program and the college as a whole:

1. Provide a comprehensive and challenging curriculum that prepares students with the knowledge, skills, and attitudes necessary to function as an entry level occupational therapy assistant in current and emerging practice;
2. Graduate OTAs who reflect a commitment to the profession's core values and ethics, lifelong learning, and evidence based practice;
3. Create a learning atmosphere that is safe and fosters personal and professional growth;
4. Provide opportunities to develop clinical reasoning through experiential learning and exposure to a variety of professional experiences through partnerships within the occupational therapy community; and
5. Foster development of the students' interpersonal and collaborative skills to meet the complex challenges in providing quality client-centered care.

#### LEARNING OUTCOMES

The goal of the OTA program at South College - Knoxville is to develop occupational therapy assistants who possess the knowledge, skills, and attitudes required for competent entry-level practice. Upon completion of the program, the graduate should be able to:

1. Effectively communicate orally and in writing to meet demands and requirements of the profession.
2. Utilize effective interpersonal skills with clients, families, and interdisciplinary team members.

3. Review and incorporate evidence-based material to deliver best practice.
4. Exhibit conduct that reflects practice standards that are legal and ethical and integrate Principles of Occupational Therapy Ethics, as defined by the AOTA.
5. Consistently demonstrate principles and techniques to ensure safety of the patient, oneself, and others.
6. Employ the occupational therapy process for service delivery and differentiate the roles of occupational therapy practitioners.
7. Respect client diversity, values, and individual preferences during service delivery.
8. Analyze activity demands, performance skills, performance patterns, and client factors, within the context of occupational performance.
9. Demonstrate competence in administration of selected assessments relevant to the role of an occupational therapy assistant.
10. Select, prioritize, and sequence occupations, purposeful activity, and treatment techniques relevant to the goals and interests of individuals served in occupational therapy settings.
11. Demonstrate competence in instruction, adapting, and grading of activities and techniques, and modifying environments to meet the needs of clients in their sociocultural context.
12. Demonstrate clinical reasoning by prioritizing holistic needs of clients and engaging in creative problem solving.
13. Utilize and teach compensatory strategies when desired life tasks cannot be performed.
14. Assume roles of leadership and management of occupational therapy services relevant to the role of an entry level occupational therapy assistant.
15. Understand federal and state regulations and their effect on delivery of occupational therapy and other health services.
16. Demonstrate an awareness of professional and social responsibility, and advocacy including participation in national and state professional organizations, and community service organizations.
17. Explore and utilize community resources to promote occupational function of clients in least restrictive environments.

## **ROLE OF THE OCCUPATIONAL THERAPY ASSISTANT**

Occupational Therapy (OT) improves independence and quality of life for people of all ages. OT practitioners provide intervention in diverse areas including health care, education, and community-based programming. Occupational therapy assistants (OTA) work in collaboration and under the supervision of occupational therapists to serve individuals or groups who experience impairment or loss of ability to participate fully in meaningful occupations due to genetic or chronic conditions, illness, trauma, and psychosocial impairment. OTAs restore the individual's ability to accomplish tasks they need, want, or expect to do through participation in goal-directed activities.

## **KNOXVILLE OTA PROGRAM ACCREDITATION STATUS:**

The Occupational Therapy Assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org). The program must have a preaccreditation review, 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: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.** ([www.acoteonline.org](http://www.acoteonline.org)).

## **OTA PROGRAM ADMISSION REQUIREMENTS – Knoxville campus:**

1. **Apply to South College** following the general admission procedures outlined in the South College Catalog.
  - *Applicants interested in this program are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the College.*  
*Admissions Contact Information: (865) 251-1800 (OR) <https://www.southcollegeetn.edu/admissions/>*
2. Complete the **Occupational Therapy Assistant Program Application** and submit form to the OTA program chair immediately after completing the general admission requirements to South College.

3. Meet **at least one** of the following admission requirements to the OTA Program:
  - Present documentation of a score of 19 or higher on the ACT Assessment examination OR
  - Meet minimum score requirements required by the OTA program on all sections of the on the college entrance examination (Math=50 or above, Reading = 70 or above, Sentence=78 or above)
  - Present documentation of a 900 combined score or higher on the SAT I examination
  - Have earned a transfer credit of 27 quarter/18 semester hours of college level courses with a cumulative grade point average with at least a 3.0 GPA or better
  - Achieve a GPA of at least 3.0 for the program’s pre-requisite general education courses (MAT 1500, ENG 1200, BIO 1110, BIO 1120, ENG 1210, BIO 1130, BIO 1140, and AHS 1010).
4. Complete all required general education core courses and earn the minimum grade required below\*
 

**Pre-requisites courses required for program admission:**

  - MAT 1500, ENG 1200, ENG 1210, and AHS 1010 - A **minimum grade of “C”** or better is required for each of these courses.
  - BIO 1110, BIO 1120, BIO 1130, and BIO 1140 – A minimum GPA of 2.5 is required for these Anatomy and Physiology courses/labs) and must be achieved on the first or second attempt unless otherwise approved by the OTA department chair.

**General academic courses required for program completion:**

  - PSY 1810, COM 1260, and an approved Humanities Elective (see College Catalog for course options) – a **minimum grade of “C”** or better is required for each of these courses.
5. Attend a **required information/advising session provided by the OTA Faculty**. Faculty members from the OTA program will provide quarterly information/advising sessions for students each quarter. OTA faculty members will be available during these sessions to provide an overview of the program, review student applications, answer questions, make recommendations, and guide the students through the application phase as needed. Students applying to the program are **required** to attend at least one of these information sessions; however, anyone interested in learning more about the OTA program may attend.
6. Submit the **Applicant Checklist Form** with Signature of Understanding.
7. Submit proof of at least eight (8) **observation hours** in a minimum of two (2) different settings offering occupational therapy using the form provided by the OTA program. \*
8. Submit three (3) **reference forms** provided by the OTA program. These reference forms will be scored and must average seventy-five percent (75%) or better. \*
9. Complete and submit a written essay addressing the required information outlined in the directions found in the OTA program applicant information handbook. \*
10. Be able to commit to full attendance and participation in a rigorous educational program which requires class attendance, significant out-of-class preparation time, and clinical education assignments off-campus.

**Application Deadlines:** The occupational therapy assistant faculty members will begin reviewing all admission requirements and materials listed above on **February 20<sup>th</sup> for Spring Quarter** admission and on **August 15<sup>th</sup> for Fall Quarter** admission to the OTA program. Applications to the program after the deadline dates will be reviewed if seats are available for the cohort.

**Note:** Only one cohort will be admitted for the Spring quarter during the 2018 academic year. The second cohort for OTA major curriculum courses will begin Spring of 2019. The OTA program will then begin admitting to the major curriculum twice per year for Spring quarter and Fall quarter starts.

**OTA Final Selection Process and Confirming Admission:**

11. Applicants that successfully complete steps 1-10 are considered “candidates” for the program and are eligible to enroll in the Quarter 3 OTA courses; (OTA 1315 Introduction to Occupational Therapy, OTA 1325 Analysis of Human Occupations, and OTA 1335 Applied Kinesiology) to be considered for full acceptance into the program. Students may take these OTA classes a **maximum** of two times. Students must pass each OTA courses with a “C” or better on the first attempt. Students must pass each of these OTA courses with a “B” or better on the second attempt.
  - \* Students are required to attend a comprehensive orientation prior to the start of OTA courses. A detailed OTA student handbook outlining policies/procedures will be provided and reviewed during orientation.

- **(An OTA faculty member will assume responsibilities of advising students who are enrolled in OTA core curriculum courses)**

*(\*) Each of these areas is used to rank applicants for full program admission. If minimum standards outlined above are met by more applying students than available seats for the cohort, these rankings determine program admission. Additional course work pertaining to the occupational therapy assistant program is considered. Students with the top 30 scores on the ranking system will be fully accepted into the program and advance to the Occupational Therapy Assistant courses in Quarter 4.*

Students must assume the ultimate responsibility for successfully meeting all criteria necessary for enrollment into OTA program courses. All prospective students seeking admission to the OTA program must follow the same College and programmatic process outline in the OTA application handbook. All required forms for admission are provided in the OTA application handbook.

## **PROGRAM POLICIES AND PROCEDURES**

South College is an equal opportunity college open to any qualified individual without regard to race, religion, sex, age, color, national or ethnic origin, or disability. Pursuant to all applicable federal anti-discrimination laws and regulations, South College does not discriminate against any of the protected categories of individuals in the administration of policies, programs, or activities. This non-discriminatory policy includes admission policies, loan programs, employment practices, and all other college-administered programs.

South College does not discriminate on the bases of disability and is committed to full compliance with the American with Disabilities Act (ADA) of 1990.

Applicants of the OTA program **MUST** be aware of the following:

1. A felony conviction may affect:
  - placement in a clinical facility for education
  - a graduate's ability to sit for the NBCOT Certification Examination
  - a graduate's ability to attain state licensure
  - a graduate's ability to attain future employment within the profession
2. Failure to produce proof of the following and the results in a timely manner may prevent completion of fieldwork courses and result in termination from the program:
  - Negative TB test
  - Hepatitis B vaccination or waiver
  - Health release to participate in clinical internships. A physician's certification that a student is in good general health.
  - Other immunizations, such as MMR (measles, mumps, and rubella)
  - Annual flu vaccine – if required by the clinical site
  - A current CPR certification
  - Criminal background check
  - Negative Drug Screen
  - Health Insurance or signed waiver
3. **Criminal Background Check and Drug Screening results** may negatively affect an applicant's acceptance into the OTA program and clinical facilities can deny participation in a clinical rotation. This may result in failure of a course and dismissal from the program. When participating in clinical experiences, South College OTA students will be held to the policies and procedures of the facility - including those related to drug testing.
  - Students in the Occupational Therapy Assistant Program at South College must complete clinical fieldwork experiences during the curriculum to successfully graduate and obtain the required licensure/certification credentials to work as occupational therapy assistants. To ensure patient safety and security, students must complete a criminal background check preceding full acceptance into the OTA program. An additional background check and/or drug test may be required prior to beginning clinical experiences in the program.

## **VOLUNTARY WITHDRAWAL**

If a student voluntarily withdraws, there will be no guarantee that he/she will be readmitted. Re-admission will be based on results of the formal review process, student ranking, scheduling, space availability if the withdrawal occurred before or during the first quarter of OTA classes and on results of the reinstatement process if withdrawal occurred during or after full acceptance into the program. Before voluntary withdrawal from any class, the OTA student should see the OTA Department Chair to determine the best course of action, since withdrawing may interrupt or stop continued education in the OTA program.

## **TERMINATION FROM THE OTA PROGRAM**

Grounds for termination from the OTA Program include the following:

- Insufficient academic progress
- Nonpayment of costs
- The conviction and/or known use of, distribution of, or possession of illegal drugs or controlled substances
- Failure to comply with rules and/or Standards of Ethical Conduct
- Non-adherence to Attendance Policy.
- Falsification of application to the college or the program.
- Unsafe or unethical clinical behavior.

Failure to meet the minimum grade required for any course will cause disruption in the program rotation, thus causing dismissal from the program. Any student that is terminated for any reason and wishes to reapply to the program must contact the Department Chair. The Department Chair will then initiate a formal review process. Following the review, students will either remain terminated or be allowed to re-enter during the next rotation on a space available basis. Only under severe mitigating circumstances will a student be reinstated into the program more than one time.

## **REAPPLICATION PROCESS**

If a student does not complete or pass one or more of the first quarter of OTA classes, he/she does not qualify for “Full” acceptance into the program. A reapplication process must then occur. **If their application is over one year old**, the student will have to start the entire application process over from the beginning. **If it is less than one year old**, the student must send written confirmation of their desire to return by the deadline prior to the start of the quarter they intend to retake the classes as well as doing 8 more hours of observation. There will be no guarantee that he/she will be re-admitted. Re-admission will be based on student ranking and space availability. Unless there are mitigating circumstances, only one re-application will be allowed.

## **OTA REINSTATEMENT POLICY**

Once “fully” accepted, a student may be dismissed from the South College Lonas Campus in Knoxville OTA program due to insufficient academic progress (making below a “C” in a major curriculum course), nonpayment of costs, the conviction and/or known use of, distribution of, or possession of illegal drugs or controlled substances, failure to comply with rules and/or Standards of Ethical Conduct, non-adherence to attendance policies, falsification of application to the college or the program, unsafe or unethical clinical behavior. The student must then be reinstated into the program if he/she wishes to continue.

The following restrictions apply to reinstatement:

1. The student may not be reinstated into the OTA program more than once, unless extreme mitigating circumstances exist and are documented.
2. If a student is dismissed from the South College OTA program for failing to score a “C” or better in a major specialty class, the student must score a “B” or better in the class or classes if reinstatement is granted.
3. The student must pass a practical exam that covers all content from courses he/she passed previously in order to verify maintenance of skills. A score of “C” or better is required to pass.
4. If the student wishes to delay reinstatement, he/she may do so for up to one year maximum.

## **FUNCTIONAL STANDARDS FOR THE OCCUPATIONAL THERAPY ASSISTANT**

A candidate for the Occupational Therapy Assistant program must have abilities and skills in five categories: sensory, motor, cognitive, communication, and behavioral/social. Students must be able to perform the following essential functions in an independent manner, with or without reasonable accommodation. Considerations for students with documented disability will be given on an individual basis.

**The following standards for cognitive, communication, and behavioral/social essential functions cannot be compromised:**

- **Cognitive:** Candidates must demonstrate skills for measurement, calculations, reading charts and graphs, and scoring. Clinical reasoning, which is the critical skill required of an OT practitioner, is needed in order to make safe clinical judgments; evaluate relevancy of data and prioritize for clinical decision making; identify need for changes in clinical applications; problem solve creative solutions for specific manifestations of behavior, treatment applications, and environmental modifications; generalize theoretical principles to treatment applications; and integrate and apply theory to practice (i.e., identify needs, establish goals, select appropriate interventions, and evaluate outcomes).
- **Communication:** Candidates must be able to communicate effectively in both academic and fieldwork settings. They must show evidence of effective written and verbal communication skills – such as are needed to interact with instructors, supervisors and superiors, and patients – individually as well as within a group setting.
- **Behavioral/Social:** Candidates must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all academic and fieldwork responsibilities. The development of mature, sensitive, and effective relationships with patients and other members of the health care team are essential. The role of the Occupational Therapy Assistant requires flexibility, compassion, integrity, motivation, interpersonal skills, concern for others, and the ability to function in the face of uncertainties and stress inherent in clinical practice.

**NOTE:** The physical requirements described below are required to participate in the *full scope* of Occupational Therapy Assistant education and practice. Limitations may require adaptations or modification in school and/or the workplace. Although these modifications/hardships may be made without major hardship or voids in the academic process, there may be more stringent requirements in selected fieldwork sites, or in the job market. These factors will enter into the student advisement process on an individual basis.

- **Sensory:** Candidates must have functional visual acuity and perception to handle occupational therapy media, lectures, and laboratory activities. Auditory reception is required to participate in lectures and laboratory activities and interpersonal exchanges with instructors, fieldwork supervisors, and clients. Tactile sensation must be functional for activities requiring direct manipulation, such as range of motion or transfer training.
- **Gross Motor and Fine Motor:** Candidates must have environmental accessibility to participate in fieldwork experiences at clinical sites. Degrees of gross motor skills for running, jumping, balancing, reaching, lifting (up to 50 pounds), and bending for games and sensory integration equipment, manual muscle testing, range of motion, and transfers are required for laboratory and fieldwork experiences. Long periods of sitting, standing, or moving are qualities of work components that are expected during participation in full-time academic and fieldwork experiences. Manual dexterity and strength adequate to handle a variety of media and evaluative tools common in the profession is required.

**Associate of Science  
OCCUPATIONAL THERAPY ASSISTANT  
(Knoxville)**

**AS Occupational Therapy Assistant Curriculum.....116 credits**

**Area I – Core Curriculum.....40 credits**

Science	<b>BIO 1110 *</b>	<b>Anatomy &amp; Physiology I</b>	<b>4</b>
	<b>BIO 1120 *</b>	<b>Anatomy &amp; Physiology I Lab</b>	<b>2</b>
	<b>BIO 1130 *</b>	<b>Anatomy &amp; Physiology II</b>	<b>4</b>
	<b>BIO 1140 *</b>	<b>Anatomy &amp; Physiology II Lab</b>	<b>2</b>
	<b>AHS 1010 *</b>	<b>Medical Terminology</b>	<b>4</b>
Written	<b>ENG 1200 *</b>	<b>English Composition</b>	<b>4</b>
Communication	<b>ENG 1210 *</b>	<b>English Composition with Research</b>	<b>4</b>
Mathematics	<b>MAT 1500 *</b>	<b>College Mathematics I</b>	<b>4</b>

Humanities	Approved Humanities Electives		4
Communications	COM 1260	Effective Speaking	4
Social Science	PSY 1810	General Psychology	4
<b>Area II – Major Curriculum.....</b>			<b>76 credits</b>
	OTA 1315	Introduction to Occupational Therapy	4
	OTA 1325	Analysis of Human Occupations	4
	OTA 1335	Applied Kinesiology	4
	OTA 1415	Development/Pediatric Theory	4
	OTA 1425	Therapeutic Methods I	4
	OTA 1435	Clinical Conditions I	3
	OTA 1445	Documentation for OTA	2
	OTA 2115	Psychosocial Theory	4
	OTA 2125	Therapeutic Methods II	4
	OTA 2135	FW I - Peds/Psych	2
	OTA 2145	Clinical Conditions II	3
	OTA 2215	Physical Dysfunction Theory	4
	OTA 2225	Therapeutic Methods III	4
	OTA 2235	FW I - Physical Dysfunction	2
	OTA 2245	Geriatric Issues	2
	OTA 2255	Management for the OTA	2
	OTA 2315	Fieldwork II A	12
	OTA 2415	Fieldwork II B	12

Courses in “**BOLD**” print and marked with an asterisk (\*) are pre-requisite general academic core courses and must be successfully completed before a student can be enroll into any OTA courses.

**Fieldwork II MUST be completed within 18 months following completion of the didactic portion of the curriculum.**

Prospective students transferring credit into the OTA program should consult with the OTA Department Chair/Registrar regarding transferability of course credits. There is no guarantee that transfer credit will be given for general academic/major curriculum courses.

## Associate of Science

### OCCUPATIONAL THERAPY ASSISTANT

(Asheville)

Study in the Associate of Science in Occupational Therapy Assistant includes topics in biological science, social science, communications, and mathematics. These courses are prerequisites to core occupational therapy coursework. Students will have access and hands-on opportunities to utilize equipment and supplies reflective of current practice in the geographic location. Integrated into a didactic learning, Level I Fieldwork experiences will provide exposure and guided practice in clinical environments, schools, and community settings. Following successful completion of academic course work, Level II Fieldwork will provide a full-time learning experience under the supervision of an OT practitioner to develop necessary skills for entry level practice.

### OTA PROGRAM MISSION

The mission of the OTA program is to prepare students with the technical knowledge and professional skills required by current and emerging local, state, and national occupational therapy work settings. The program subscribes to high educational standards to facilitate the development of creative problem solving, critical thinking, leadership, and the pursuit of lifelong learning to prepare students with skills to respond to ever changing environments and demands in healthcare. The faculty seeks to foster the growth of compassionate, ethical, and collaborative practitioners who identify the need and value to contribute to the profession and community.

### OTA PROGRAM GOALS

The following goals will represent the hallmark of graduates and will be reflective of the mission of the program and the

college as a whole:

1. Provide a comprehensive and challenging curriculum that prepares students with the knowledge, skills, and attitudes necessary to function as an entry level occupational therapy assistant in current and emerging practice;
2. Graduate OTAs who reflect a commitment to the profession's core values and ethics, lifelong learning, and evidence based practice;
3. Create a learning atmosphere that is safe and fosters personal and professional growth;
4. Provide opportunities to develop clinical reasoning through experiential learning and exposure to a variety of professional experiences through partnerships within the occupational therapy community; and
5. Foster development of the students' interpersonal and collaborative skills to meet the complex challenges in providing quality client-centered care.

## **LEARNING OUTCOMES**

The goal of the OTA program at South College is to develop occupational therapy assistants who possess the knowledge, skills, and attitudes required for competent entry-level practice. Upon completion of the program, the graduate should be able to:

1. Effectively communicate orally and in writing to meet demands and requirements of the profession.
2. Utilize effective interpersonal skills with clients, families, and interdisciplinary team members.
3. Review and incorporate evidence based material to deliver best practice.
4. Exhibit conduct that reflects practice standards that are legal and ethical and integrate Principles of Occupational Therapy Ethics, as defined by the AOTA.
5. Consistently demonstrate principles and techniques to ensure safety of the patient, oneself, and others.
6. Employ the occupational therapy process for service delivery and differentiate the roles of occupational therapy practitioners.
7. Respect client diversity, values, and individual preferences during service delivery.
8. Analyze activity demands, performance skills, performance patterns, and client factors, within the context of occupational performance.
9. Demonstrate competence in administration of selected assessments relevant to the role of an occupational therapy assistant.
10. Select, prioritize, and sequence occupations, purposeful activity, and treatment techniques relevant to the goals and interests of individuals served in occupational therapy settings.
11. Demonstrate competence in instruction, adapting, and grading of activities and techniques, and modifying environments to meet the needs of clients in their sociocultural context.
12. Demonstrate clinical reasoning by prioritizing holistic needs of clients and engaging in creative problem solving.
13. Utilize and teach compensatory strategies when desired life tasks cannot be performed.
14. Assume roles of leadership and management of occupational therapy services relevant to the role of an entry level occupational therapy assistant.
15. Understand federal and state regulations and their effect on delivery of occupational therapy and other health services.
16. Demonstrate an awareness of professional and social responsibility, and advocacy including participation in national and state professional organizations, and community service organizations.
17. Explore and utilize community resources to promote occupational function of clients in least restrictive environments.

## **ROLE OF THE OCCUPATIONAL THERAPY ASSISTANT**

Occupational Therapy (OT) improves independence and quality of life for people of all ages. OT practitioners provide intervention in diverse areas including health care, education, and community based programming. Occupational therapy assistants (OTA) work in collaboration and under the supervision of occupational therapists to serve individuals or groups who experience impairment or loss of ability to participate fully in meaningful occupations due to genetic or chronic conditions, illness, trauma, and psychosocial impairment. OTAs restore the individual's ability to accomplish tasks they need, want or expect to do through participation in goal-directed activities.

## **OTA PROGRAM ACCREDITATION STATUS**

The South College AAS Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720



Montgomery Lane, Suite 200 Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA ([www.acoteonline.org](http://www.acoteonline.org)).

## **OTA CERTIFICATION AND LICENSURE**

Graduates of the program are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT) ([www.nbcot.org](http://www.nbcot.org)). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most 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 licensure ([www.acoteonline.org](http://www.acoteonline.org)).

## **OTA PROGRAM ADMISSION REQUIREMENTS**

The OTA program admits to the major curriculum twice per year for Spring quarter and Fall quarter starts. In order to be considered for starts, all admission materials are due to the OTA Department Chairperson. Review of application materials will begin February 1st for Spring quarter and August 1<sup>st</sup> for Fall quarter. Cohort admission is based on clinical rotation availability. Prospective students applying for admission to the Occupational Therapy Assistant program must meet the following requirements:

1. Completion of the general admission procedures as outlined in the South College catalog including completion of the application to the college, all required forms, payment of application fees, and the completion of a personal interview with an admission representative.
2. Meet the minimum score requirements on the college entrance examination or present documentation of a score of 17 or higher on the ACT assessment examination, or present documentation of a 900 combined score or higher on the SAT examination or have earned transfer hours (as determined by the Dean of Academic and Student Services) of either 18 semester hours or 27 equivalent quarter hours with at least a 3.0 GPA or higher.
3. Complete and submit to the South College AS OTA Program Application to the OTA Department Chairperson.
4. Submit proof of eight hours of observation and/or work hours in a minimum of two different settings offering occupational therapy. Hours must be documented on the form provided by the OTA Department.
5. Complete all required general education core courses and earn a minimum grade of C or better.
6. Complete and submit a written essay addressing the required information outlined in the directions found in the OTA program applicant information handbook.
7. Attend an OTA program informational session.

Students applying to the AAS OTA program MUST be aware of the following:

1. A felony conviction may affect ability to be placed in a clinical facility for education or to attain state licensure.
2. Failure to produce proof of the following and the results in a timely manner will prevent completion of fieldwork courses and will result in termination from the program:
  - Negative TB test
  - Hepatitis B vaccination or waiver
  - Health release to participate in clinical internships. A physician's certification that a student is in good general health.
  - Other immunizations, such as MMR (measles, mumps, and rubella)
  - Annual flu vaccine
  - Current CPR certification
  - Criminal background check
  - Negative drug screen

Prospective students transferring credit into the OTA program should refer to the policy for transfer of credits and consult with the Dean of Academic and Student Services regarding transferability of credit. There is no guarantee that transfer credit will be given for any courses

## **FUNCTIONAL STANDARDS FOR OTA**

A candidate for the Occupational Therapy Assistant program must have abilities and skills in five categories: sensory, motor, cognitive, communication, and behavioral/social. Students must be able to perform the following essential functions in an independent manner, with or without reasonable accommodation. Considerations for students with

documented disability will be given on an individual basis.

**Sensory:** Candidates must have functional visual acuity and perception to handle occupational therapy media, lectures, and laboratory activities. Auditory reception is required to participate in lectures and laboratory activities and interpersonal exchanges with instructors, fieldwork supervisors, and clients. Tactile sensation must be functional for activities requiring direct manipulation, such as range of motion or transfer training.

**Gross Motor and Fine Motor:** Candidates must have environmental accessibility to participate in tours and/or fieldwork experiences at clinical sites. Degrees of gross motor skills for running, jumping, balancing, reaching, lifting, lifting (up to 50 pounds), and bending for games and sensory integration equipment, manual muscle testing, range of motion, and transfers are required for laboratory and fieldwork experiences. Long periods of sitting, standing, or moving are qualities of work components that are expected during participation in full-time academic and fieldwork experiences. Manual dexterity and strength adequate to handle a variety of media and evaluative tools common in the profession is required.

NOTE: The above physical requirements are required to participate in the full scope of Occupational Therapy Assistant education and practice. Limitations may require adaptations or modification in school and/or the workplace. Although these modifications/hardships may be made without major hardship or voids in the academic process, there may be more stringent requirements in selected fieldwork sites, or in the job market. These factors will enter into the student advisement process on an individual basis

The following standards for cognitive, communication, and behavioral/social essential functions **cannot be compromised:**

**Cognitive:** Candidates must demonstrate skills for measurement, calculations, reading charts and graphs, and scoring. Clinical reasoning, which is the critical skill required of an OT practitioner, is needed in order to make safe clinical judgments; evaluate relevancy of data and prioritize for clinical decision making; identify need for changes in clinical applications; problem solve creative solutions for specific manifestations of behavior, treatment applications, and environmental modifications; generalize theoretical principles to treatment applications; and integrate and apply theory to practice (i.e., identify needs, establish goals, select appropriate interventions, and evaluate outcomes).

**Communication:** Candidates must be able to communicate effectively in both academic and fieldwork settings. They must show evidence of effective written and verbal communication skills – such as are needed to interact with instructors, supervisors, and superiors, and patients – individually as well as within a group setting.

**Behavioral/Social:** Candidates must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all academic and fieldwork responsibilities. The development of mature, sensitive, and effective relationships with patients and other members of the health care team are essential. The role of the Occupational Therapy Assistant requires flexibility, compassion, integrity, motivation, interpersonal skills, concern for others, and the ability to function in the face of uncertainties and stress inherent in clinical practice.

## **TERMINATION FROM PROGRAM**

Grounds for termination from the AAS OTA Program include:

- Insufficient academic progress.
- Nonpayment of costs.
- The conviction and/or known use of, distribution of, or possession of illegal drugs or controlled substances.
- Failure to comply with rules and/or Code of Conduct.
- Non-adherence to Attendance Policy.
- Falsification of application to the college.
- Unsafe or unethical classroom and clinical behavior.

Failure to meet the minimum grade required for any course will cause disruption in the program rotation, thus causing dismissal from the program. Any student wishing to reapply to the program must contact the Department Chair. The Department Chair will then initiate a formal review process. Following the review, students will either remain terminated or be allowed to re-enter during the next rotation on a space available basis. Only under severe mitigating circumstances will a student be reinstated into the program more than one time.

**VOLUNTARY WITHDRAWAL**

If a student voluntarily withdraws, there will be no guarantee that he/she will be readmitted. Re-admission will be based on results of the formal review process, scheduling, and space availability. Before voluntary withdrawal from any class, the OTA student should see the OTA Department Chair to determine the best course of action, since withdrawing may interrupt or stop continued education in the OTA program.

**Associate of Science  
OCCUPATIONAL THERAPY ASSISTANT  
(Asheville)**

<b>AS Occupational Therapy Assistant Curriculum.....</b>			<b>116 credits</b>
<b>Area I – Core Curriculum.....</b>			<b>40 credits</b>
Science	<b>BIO 1110</b>	<b>Anatomy &amp; Physiology I</b>	<b>4</b>
	<b>BIO 1120</b>	<b>Anatomy &amp; Physiology I Lab</b>	<b>2</b>
	<b>BIO 1130</b>	<b>Anatomy &amp; Physiology II</b>	<b>4</b>
	<b>BIO 1140</b>	<b>Anatomy &amp; Physiology II Lab</b>	<b>2</b>
	<b>MA 1810</b>	<b>Medical Terminology</b>	<b>4</b>
Written Communication	<b>ENG 1200</b>	<b>English Composition</b>	<b>4</b>
	<b>ENG 1210</b>	<b>English Composition with Research</b>	<b>4</b>
Mathematics	<b>MAT 1500</b>	<b>College Mathematics I</b>	<b>4</b>
Humanities		Approved Humanities Elective*	4
Communications	COM 1260	Effective Speaking*	4
Social Science	PSY 1810	General Psychology*	4
<b>Area II – Major Curriculum.....</b>			<b>76 credits</b>
	OTA 1315	Introduction to Occupational Therapy	4
	OTA 1325	Analysis of Human Occupations	4
	OTA 1335	Applied Kinesiology	4
	OTA 1415	Development/Pediatric Theory	4
	OTA 1425	Therapeutic Methods I	4
	OTA 1435	Clinical Conditions I	3
	OTA 1445	Documentation for OTA	2
	OTA 2115	Psychosocial Theory	4
	OTA 2125	Therapeutic Methods II	4
	OTA 2135	FW I Peds/Psych	2
	OTA 2145	Clinical Conditions II	3
	OTA 2215	Physical Dysfunction Theory	4
	OTA 2225	Therapeutic Methods III	4
	OTA 2235	FW I Physical Dysfunction	2
	OTA 2245	Geriatric Issues	2
	OTA 2255	Management for the OTA	2
	OTA 2315	Fieldwork II A	12
	OTA 2415	Fieldwork II B	12

Courses in **BOLD** must be completed prior to admission to OTA major courses. \*One of the following can be completed after admittance to the major curriculum - COM 1260 Effective Speaking or PSY 1810 General Psychology or an Approved Humanities.

Fieldwork II must be completed within 18 months following completion of the didactic portion of the curriculum.

# SCHOOL OF PHARMACY

(Knoxville)

## SCHOOL OF PHARMACY MISSION

The mission of South College School of Pharmacy is to prepare pharmacy students to be proficient practitioners who deliver team oriented, patient care with advocacy and compassion to diverse populations. The School of Pharmacy achieves its mission through commitment to excellence in education, scholarly activity including research, service, and patient care.

## SCHOOL OF PHARMACY VISION

The South College School of Pharmacy will become a regionally recognized provider of pharmacy education, patient care, and research.

## SCHOOL OF PHARMACY VALUES

Excellence among pharmacy students and faculty will be achieved through an environment that respects the individual, values diversity, instills integrity and ethical behavior, encourages academic attainment, inspires professionalism, motivates service, creates a commitment to life-long learning, fosters innovation, sustains a culture of cooperation and collaboration, promotes leadership, and recognizes academic inquiry and freedom.

## STRATEGIC PRIORITIES AND GOALS

### *Strategic Priority 1: Educational Outcomes (Curriculum)*

- Goal 1: Deliver a curriculum that provides student pharmacists with the knowledge, competencies, skills, and abilities needed to practice pharmacy.
- Goal 2: Develop pharmacists who are committed to life-long learning and delivery of team-oriented patient care with advocacy and compassion.

### *Strategic Priority 2: Infrastructure & Governance*

- Goal 3: Recruit, develop, and retain faculty, preceptors, and staff dedicated to the Mission, Vision, and Goals of the School of Pharmacy.
- Goal 4: Maintain effective operations in the School of Pharmacy.

### *Strategic Priority 3: Practice of Pharmacy*

- Goal 5: Advance pharmacy practice through education, research, innovative and collaborative practice models, and public health initiatives.
- Goal 6: Collaborate with community and professional organizations.

### *Strategic Priority 4: Students & Academic Environment*

- Goal 7: Recruit, enroll, and retain qualified student pharmacists with diverse backgrounds.
- Goal 8: Provide an environment conducive for personal and professional development.

### *Strategic Priority 5: Scholarly Activity*

- Goal 9: Promote scholarly activities that contribute to the advancement of scientific knowledge, pharmacy practice, and healthcare.

## DOCTOR OF PHARMACY OVERVIEW

The Doctor of Pharmacy (Pharm.D.) curriculum offered by the South College School of Pharmacy is designed as an accelerated, three calendar year curriculum. The curriculum offered includes all content and delivers all practice competencies required by the Accreditation Council for Pharmacy Education (ACPE). Upon successful completion of the Pharm.D. curriculum and fulfillment of all graduation requirements, students will be conferred a Pharm.D. degree and will be able to apply for licensure as a pharmacist. The South College program design, requiring 178 quarter credit hours in 36 months, meets institutional requirements, state requirements, accreditation requirements, and fits within the typical length required by other accelerated Pharm.D. programs.

## STUDENT LEARNING OUTCOMES (aka PROGRAMMATIC OUTCOMES)

The South College School of Pharmacy faculty have developed curricular abilities that are individualized, focused, and consistent with the Center for the Advancement of Pharmaceutical Education (CAPE) educational outcomes, the American Council for Pharmacy Education (ACPE) 2016 Standards, and the North American Pharmacist Licensure

Examination (NAPLEX and MPJE) competency statements.

- I. Demonstrate Fundamental Knowledge and Skills
- II. Apply Critical Thinking, Problem Solving, and Decision Making Abilities
- III. Exhibit Professional Behavior and Ethical Conduct
- IV. Engage in Continuing Professional Development
- V. Communicate and Collaborate Effectively
- VI. Provide Patient-Centered Care
- VII. Manage Healthcare Systems
- VIII. Promote Public Health and Wellness

## DOCTOR OF PHARMACY ADMISSION REQUIREMENTS

The School of Pharmacy has established the following admission requirements for the Doctor of Pharmacy program.

- The applicant should have a preferred cumulative grade point average of 2.5 on a 4.0 scale in all coursework from all colleges or universities attended. A grade of “C” or higher in each course is required for the following pre-pharmacy courses taken at a college or university that is accredited by a regional accreditation agency that is recognized by the United States Department of Education. International coursework must be evaluated by a credential evaluation service that is accepted by PharmCAS.

General Biology with Lab	8 semester or 12 quarter hours
Anatomy and Physiology with Lab	8 semester or 12 quarter hours
General Chemistry with Lab	8 semester or 12 quarter hours
Organic Chemistry with Lab	8 semester or 12 quarter hours
Microbiology with Lab	4 semester or 6 quarter hours
Calculus	3 semester or 4 quarter hours
Statistics	3 semester or 4 quarter hours
English Composition	6 semester or 8 quarter hours
Speech Communication	3 semester or 4 quarter hours
Economics	3 semester or 4 quarter hours
Electives in Humanities <sup>1</sup>	9 semester or 12 quarter hours
Electives in Social/Behavior Sciences <sup>2</sup>	6 semester or 8 quarter hours
Total	69 semester or 98 quarter hours

<sup>1</sup>Electives in Humanities include fine arts, literature, philosophy, religious studies, and foreign language.

<sup>2</sup>Electives in Social/Behavior Sciences include psychology, history, sociology, anthropology, and political science.

### Additional Studies:

Although not required for admission, students may benefit from additional courses in the sciences. The recommended areas of study are Immunology, Cell Biology, Biochemistry, Analytical Chemistry, Medical Terminology, and Pathophysiology.

- It is preferred the applicant complete the *Pharmacy College Admission Test (PCAT)*. PCAT tests are preferred, but the South College School of Pharmacy will consider other graduate admission tests such as the MCAT, DAT, OAT, or GRE. Tests should be within 5 years of date of application to the School of Pharmacy unless approved by the Executive Vice Dean.
- Applicants whose first language is not English may be required to demonstrate proficiency in the English Language by scoring a minimum composite of 80, but 100 or higher is preferred, on the computer-based **Test of English as a Foreign Language (TOEFL iBT)**.
- The applicant must submit three letters of recommendation. One letter must be submitted by the applicant’s pre-professional adviser at the college or university where the applicant completed the pre-pharmacy curriculum or by a faculty member who taught the applicant in the pre-pharmacy curriculum. It is preferred that one letter be submitted by a pharmacist who supervised the applicant in an employee or volunteer capacity. One letter may be submitted by any person chosen by the applicant, except that the letter may not be from a member of the applicant’s family, whether related by blood or marriage.
- The applicant must submit an application for admission through the *Pharmacy College Application Service*

(PharmCAS) conducted by the American Association of Colleges of Pharmacy. The applicant must also submit the South College School of Pharmacy Supplemental Application containing a series of questions designed to provide the Admissions Committee with a more comprehensive view of the applicant by gathering information that may not be contained in the PharmCAS application. The applicant must also complete, sign and submit releases and waivers that accompany the Supplemental Application. The applicant must pay the fees associated with submitting the PharmCAS application and the Supplemental Application. The PharmCAS application is available at [www.pharmacas.org](http://www.pharmacas.org).

- The applicant must meet the following technical requirements for admission. The technical requirements set forth the non-academic abilities that are considered imperative for students to progress at the level of competence required by the faculty and by ACPE. It is the responsibility of the applicant to notify the School of Pharmacy in writing if the applicant cannot meet one or more of these technical requirements. Medical documentation describing the inability to meet one or more of the requirements should be provided. The School of Pharmacy, together with the South College Student Services Department, will review the information provided by the applicant to determine what, if any, reasonable accommodations might be possible to facilitate successful completion of the degree requirements if the applicant is admitted. The results of the review will be provided in writing to the applicant.
  - Observation. The candidate must possess the ability to accurately make observations at a distance and close at hand. Observation requires a functioning level of use of the sense of vision and somatic sensation which is enhanced and supported by a functioning level of use of touch, hearing, taste, and smell. Candidates must possess the ability to directly observe demonstrations and experiments in the classroom, as well as patients' physical conditions for the provision of their care. Candidates must be capable of remaining alert and attentive while in educational and clinical settings. Inherent in this observation process is the use of the senses and sufficient motor capability to carry out the necessary assessment activities.
  - Communication. Candidates must possess the ability to effectively communicate with instructors, healthcare practitioners, patients, family members, caretakers and other members of the community. The candidate must possess the ability to use English to effectively communicate in both oral and written form and the ability to interpret forms of nonverbal communication.
  - Motor skill. The candidate must possess the ability to effectively coordinate both gross and fine muscular movement, sustain equilibrium, and have intact functioning of all of the senses. The candidate must possess the ability to maintain postural control and neuromuscular control and possess a level of eye-to-hand coordination that is essential to competently performing pharmacy-based practice skills and tasks. These tasks include, but are not limited to, using computer-based information systems, preparing and dispensing medications, accurately compounding sterile and non-sterile dosage forms, providing emergency care (first aid treatments, Basic Life Saving skills, etc.) performing basic health monitoring tests and the administration of immunizations.
  - Intellectual, Conceptual, and Quantitative. The candidate must be able to think critically and analytically, solve problems, demonstrate reasoning and analysis, and synthesize information in an appropriate manner. Candidates must be able to interpret information through a variety of methods including the use of electronic information systems, classroom education, group activities, independent learning, and individual instructions in a clinical setting. In addition, the candidate should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. All candidates should possess effective learning techniques which allow for the successful completion of an accelerated pharmacy curriculum.
  - Behavioral and Social Attributes. The candidate must possess the emotional health necessary to demonstrate academic abilities, exercise judgment, and complete activities. The candidate must recognize how behavior affects performance and relationships. The candidate must possess the ability to endure the time commitment and stresses associated with the pharmacy curriculum and adapt to change. Personal attributes and characteristics, including but not limited to compassion, empathy, and motivation, are essential. Integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, and interest and motivation to learn are all personal qualities required during the educational process.
  - Professionalism. The candidate must demonstrate the ability to act with professionalism and integrity in all aspects of the admissions process, and if admitted to the School of Pharmacy, throughout

matriculation in the curriculum leading to the Doctor of Pharmacy degree. Candidates must continually exhibit professionalism in their appearance, attitude, behavior, and interactions with their peers, colleagues, patients, and instructors.

- **Special Students.** Individuals with disabilities are encouraged to apply to the program. However, it is the responsibility of the candidate to notify South College in writing with medical documentation from their provider, (South College School of Pharmacy, 400 Goody's Lane, Knoxville, TN 37922) and verbally if there is any reason why the abilities and/or expectations described cannot be met. Candidates will be presented with these technical standards during the interview process. At that time, they will review these standards with the program faculty and sign a form. Candidates who indicate verbally and in writing (with medical documentation) that they cannot meet one or more of these requirements will have their situation reviewed by the School of Pharmacy to determine what, if any reasonable accommodations might be possible to facilitate successful completion of the degree requirements if they are admitted into the program.
- The applicant must participate (at the applicant's expense) in an on-campus interview. Only those applicants who meet the minimum requirements for admission will be granted an invitation to interview, and the interview is not an indication that the applicant will be admitted. Invitations to interview will be determined by the Executive Vice Dean and the Admissions Committee. The procession for extending invitations to interview will be from those applicants judged most qualified (based on cumulative grade point average, PCAT score and other measures) to those judged less qualified until the class is admitted. A result of this procession is that some applicants who meet the minimum requirements for admission may not be extended an invitation to interview. Whether a particular applicant will be invited to interview will be affected by how a particular applicant compares to the other applicants in the pool in each annual admissions cycle. The interview will include an evaluation of verbal communication skills, understanding of the pharmacy profession, and commitment to patient care, among other areas of importance to the School of Pharmacy.
- If the applicant is granted admission to the South College School of Pharmacy, the admission is contingent on the applicant completing the following.
  - Provide certification that the applicant has complied with all requirements for admission. Any applicant uncertain as to compliance with all requirements must contact the Executive Vice Dean to verify that compliance has been achieved, or in the alternative, what steps must be taken to achieve compliance.
  - Provide all documents that may be required to complete the process for admission to the South College School of Pharmacy.
- Complete a criminal background check and urine drug screen.
- Submit deposits by the dates designated. The entire amount deposited is applied toward the tuition for the first quarter but is forfeited if the student decides to not attend.
- Because PharmCAS does not provide transcripts to the South College School of Pharmacy, the applicant shall comply, if needed, with a request from the Executive Vice Dean that the applicant request official final transcripts from some or all colleges attended following high school graduation to be submitted to the School of Pharmacy by established deadlines.
- Complete immunization and medical requirements, which include documentation of compliance with health and medical history, required immunizations, and proof of comprehensive health and medical insurance coverage.
- Sign the authorization form to allow the South College School of Pharmacy to use academic information for assessment and quality improvement.
- Sign the authorization form to allow the South College School of Pharmacy to access national licensing examination scores for assessment and quality improvement.

Failure to comply with any of the above requirements by the established deadline will result in the applicant forfeiting the applicant's place in the class.

#### **ADMISSION RELATED AND COURSE CREDIT POLICY**

1. All courses required for the Doctor of Pharmacy degree program, both didactic and clinical, must be completed at the South College School of Pharmacy.
2. The South College School of Pharmacy does not grant advanced placement, credit for experiential learning, or

transfer credits from another program or institution.

## **PROGRAMMATIC ACCREDITATION**

The South College Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603-4810, 312-664-3575, FAX 312-664-4652, web site [www.acpe-accredit.org](http://www.acpe-accredit.org).

## **LICENSURE**

To be licensed as a pharmacist, the graduate must pass the North American Pharmacist Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE). The National Association of Boards of Pharmacy (NABP) administers these examinations and publishes data regarding pass rates.

NAPLEX is designed to measure the graduate's knowledge of the practice of pharmacy and assess the graduate's competence to practice as a pharmacist. As stated on the NABP website ([www.nabp.net](http://www.nabp.net)), the examination specifically assesses whether the graduate can:

- identify practice standards for safe and effective pharmacotherapy and optimize therapeutic outcomes in patients;
- identify and determine safe and accurate methods to prepare and dispense medications; and
- provide and apply health care information to promote optimal health care.

The MPJE combines federal- and state-specific questions to test the graduate's knowledge of pharmacy jurisprudence and serves as the pharmacy law examination in participating jurisdictions. As stated on the NABP website, the examination specifically assesses the graduate on:

- legal aspects of pharmacy practice, including responsibilities with regard to the distribution and dispensing of pharmaceuticals and for the care of patients;
- licensure, registration, certification, and operational requirements; and
- regulatory structure and terms of the laws and rules that regulate or affect pharmacists, pharmacies, manufacturers, and distributors.

## **MINIMUM REQUIREMENTS FOR PROGRESSION**

At minimum, a letter grade of "C" in any course attempted and a cumulative grade point average (GPA) of 2.50 are required for advancement from one academic quarter to the next academic quarter. This requirement applies to all courses, whether didactic, laboratory, or experiential education rotations, provided by the School of Pharmacy.

Any student who fails to achieve a minimum letter grade of "C" in a course will be allowed one opportunity to successfully complete a comprehensive re-examination (not applicable for PSC laboratory courses) for the course before the first day of classes in the next academic quarter.<sup>1</sup> To successfully complete a re-examination, a score of 70 percent (70%) or higher must be achieved. Students are allowed a maximum of three (3) re-examinations during the entire PharmD program. Even though students are permitted a maximum of three (3) re-examinations, no more than two (2) re-examinations are permitted in each didactic year. Included in this re-examination policy are Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs), and no more than one (1) re-examination is allowed for an IPPE or APPE. The policy for re-examination for an IPPE or APPE is set forth in the School of Pharmacy Experiential Education Handbook, and by this reference, is incorporated into this policy on minimum requirements for academic progression. Notwithstanding the score earned on a comprehensive re-examination, the grade of "C" will be recorded for any course in which a student passes the course by means of a comprehensive re-examination. At the conclusion of each academic quarter, each course director will notify the director's academic department Chairperson of any student(s) who failed to achieve a grade of "C." The academic Chairperson will determine if

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<sup>1</sup> A student may contest the score received on an individual assessment or the final course grade by submitting a request for review of a course issue (using the online form and procedure in adherence to the time frame stated in the instructions with the form) before administration of the re-examination. If not successful with the request for review the re-examination will be promptly administered to the student on a date and time agreed to between the student and the relevant academic department Chairperson. Nothing herein is to be interpreted as a requirement for a student to submit a request for review of a course issue.



the student(s) are eligible for a comprehensive re-examination. Students deemed eligible will be administered a re-examination as arranged by the academic department Chairperson. Students who are not successful on the re-examination will be dismissed from the program by way of correspondence from the Associate Dean for Academic Affairs and Assessment. The student may then petition the Academic Progression and Professional Conduct Committee (APPCC) for readmission with delayed graduation to the School of Pharmacy. The student will have a right to be heard before the APPCC, and the hearing will be conducted in accordance with the hearing procedure established by the APPCC. The decision of the APPCC may be appealed to the Dean of the School of Pharmacy within five business days of the notification. In the event the Dean is the Course Director of a course in which a student seeks appeal, the Executive Vice Dean will hear the appeal. A denial of readmission may then be appealed to the Vice Chancellor of Institutional Advancement and Effectiveness of South College within five business days of the notification. The Vice Chancellor has the discretion to refer any appeal to the South College Academic and Conduct Appeals Committee.

A comprehensive re-examination is not permitted for a course where failure of the course is the result of a finding that the student violated an applicable academic honor or conduct code. For the purpose of this policy, a finding means any incident as defined by the applicable academic honor or conduct code. If at the conclusion of all appeals a student is found to have not violated an applicable academic honor or conduct code, the re-examination will be promptly administered to the student on a date and time agreed to between the student and the relevant academic department Chairperson.

Students who fail to comply with any policies and procedures of South College, the School of Pharmacy or an experiential education rotation site, will be subject to disciplinary action by the APPCC. The APPCC may impose disciplinary action and/or penalties on the student, including but not limited to, the following.

- Implementation of a Behavioral Corrective Action Plan
- Limited Participation in Non-Academic Activities
- Withhold Approval and Funding Support for Student Travel
- Removal from Student Office
- Limit Eligibility for Awards, Honors, and Scholarship
- Issue a Formal Warning
- Impose a Suspension and/or Probation
- Order Dismissal from the School of Pharmacy
- Deny a Petition for Readmission
- Deny Out-of-Area APPE rotations
- Mandate Class Attendance
- Disclose Disciplinary Action and Violations to Faculty and Assigned Preceptors and Rotation Sites
- Mandate Counseling and/or Psychiatric Evaluation
- Mandate a Substance Abuse Evaluation and/or Treatment
- Disclose Disciplinary Action and Violations to a State Board of Pharmacy
- Notify Campus Security and/or Filing a Police Report
- Notify Healthcare Licensing Authorities

### **SCHOOL OF PHARMACY GRADING SYSTEM**

Course directors will determine the means by which the final course grade will be computed, which may include exam scores, oral presentations, written assignments, laboratory exercises, practical examinations, class participation, clinical participation, clinical performance, and other means of assessment. Except in the case of a clerical error on the part of faculty, preceptors, or administration, and in the case of a successful re-examination, no grade changes will be honored after the end of a course. If a student formally submits a request for a review of a course issue, the result of the review may require a grade change. All didactic courses, Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs) will be graded with a letter grade of A, B, C, or F (does not pertain to Pass/Fail courses). The School of Pharmacy grading scale is provided below.

Letter Grade	Q.P.	Percentage Score Range
A	4.00	90-100%
B	3.00	80-89%
C	2.00	70-79%
F	0.00	<70%

### **ACADEMIC PROBATION**

At the beginning of each academic quarter, the Academic Affairs and Assessment Office will review the Doctor of Pharmacy program cumulative GPA of each current student in the School of Pharmacy to identify any student with a cumulative GPA of less than 2.50. Any identified students will be placed on academic probation. They and their faculty mentor will be notified, and they will be required to enter into an individualized academic improvement plan (IAEP) intended to improve the student's academic performance and meet minimum standards for progression in good standing. In most cases, the IAEP for academic probation limits a student's participation in professional organization and volunteer opportunities so as to focus on academic performance, plus required meetings with Academic Affairs, peer tutors, course directors regarding exams with poor performance, and/or faculty mentors. Failure of a student to follow through with the corrective action plan may result in referral to the APPCC and/or be considered by APPCC in any future reviews of the student's progression.

Two consecutive academic quarters on academic probation (as defined above), or three non-consecutive academic quarters on academic probation, will result in academic dismissal. The dismissed student may then petition the APPCC for readmission to the School of Pharmacy. The student will have a right to be heard before the APPCC, and the hearing will be conducted in accordance with the hearing procedure established by the APPCC. The decision of the APPCC may be appealed to the Dean of the School of Pharmacy. The decision of the Dean of the School of Pharmacy may be appealed to the Vice Chancellor for Institutional Advancement and Effectiveness of South College. The Vice Chancellor has the discretion to refer any appeal to the South College Academic and Conduct Affairs Committee.

The Academic Affairs and Assessment Office will also identify any student who in the previous quarter was on academic probation due to a cumulative GPA of less than 2.50 but who at the end of the current quarter has a cumulative GPA of 2.50 or higher and notify the student and their faculty mentor that academic probation has been lifted and the student is back in good academic standing.

### **ACADEMIC DISMISSAL**

The Associate Dean for Academic Affairs and Assessment may order the dismissal of a student where the student fails to achieve the expectations for progression as stated in the Minimum Requirements for Progression section. Academic dismissal may occur upon the occurrence of any one of the following grounds:

- Violation of the South College Student Conduct Standards and Regulations, the South College Honor Code, or the South College School of Pharmacy Clinical Education Handbook.
- Two consecutive academic quarters on academic probation as defined above, or three non-consecutive academic quarters on academic probation.
- A grade of "F" in any course.

The student will be notified of this academic dismissal in writing by the Associate Dean for Academic Affairs and Assessment and will be informed of the appeal procedure. Also included in the notice will be information regarding loss of all privileges and services from the School of Pharmacy and South College.

Appeal of academic dismissal will be heard and decided by the APPCC. The decision of the APPCC may be appealed to the Dean of the School of Pharmacy within five business days of notification. The decision of the Dean of the School of Pharmacy may be appealed to the Vice Chancellor for Institutional Advancement and Effectiveness of South College within five business days of notification. The Vice Chancellor reserves the right to refer any appeal to the South College Academic and Conduct Appeals Committee. The decision of the Vice Chancellor or South College Appeals Committee is final and not subject to further appeal. Students with a final dismissal from the School of Pharmacy may reapply for admission through the regular admissions process.

## DOCTOR OF PHARMACY GRADUATION REQUIREMENTS

In order for a student to graduate from the Doctor of Pharmacy degree program, the student must be in a good academic and professional standing, have had satisfactory progress in all quarters of the academic program, and satisfactorily complete the following:

- A total of 178 required credit hours including experiential pharmacy practice experiences (IPPEs/APPEs).
- All required and elective courses with a minimum letter grade of a “C” or with a “Pass” whenever indicated.
- All required and elective courses with a cumulative grade point average of 2.50 or above.
- All required documents in preparation for graduation.
- All professional and financial obligations to South College as published in the South College and School of Pharmacy Handbooks, and as specified in any written communications from the School’s administrators.

South College reserves the right, and the student, by the act of matriculation, concedes to South College the right to require withdrawal at any time the college deems it necessary to safeguard the standards of scholarship, conduct, and compliance with regulations, or for such other reasons deemed appropriate by South College as set forth in the South College Student Handbook, School of Pharmacy Student Handbook and/or the South College Catalog.

## TUITION AND FEES EFFECTIVE JUNE 2017: ESTIMATED PROGRAM COSTS

Tuition (\$11,750 per quarter X 12 quarters)	=	\$141,000
Technology Fee (12 quarters)	=	\$1,500
Books & Supplies <sup>1</sup>	=	\$2,000
Out of Pocket Costs <sup>2,3</sup>	=	\$1,000
Graduation Fee	=	\$300

<sup>1</sup>Some textbooks do not require purchase. They are available via technology platforms in place at South College through APhA and Access Pharmacy through the South College Library Resources site.

<sup>2</sup>Not eligible for student loan valuation.

<sup>3</sup>This does not include the cost of a computer, tablet, smartphone, or any other devices deemed necessary by the School of Pharmacy.

These are estimated costs for the entire program. Tuition, fees, and all other costs are subject to change. Tuition for in-state and out-of-state residents is the same.

Students are required to have their own health insurance prior to entering the program; many plans offer this service. Costs will vary according to the plan.

Students are required to have their own transportation both to and from clinical locations.

Students are required to have a laptop and mobile device that meets South College School of Pharmacy specifications.

## SCHOOL OF PHARMACY STUDENT HANDBOOK

In addition to the South College Catalog and South College Student Handbook which contain policies and procedures pertaining to all South College students, the School of Pharmacy has a Student Handbook. This Handbook communicates additional policies and procedures relating to pharmacy students.

### DOCTOR OF PHARMACY FIRST PROFESSIONAL YEAR

Quarter One		Quarter Hours
	PSC 6110 Biochemistry	5
	PSC 6121 Pathophysiology I	2
	PSC 6130 Immunology	3
	PPR 6151 Pharmacy Practice I – Introduction to Pharmacy Practice in the Health Care System	3
	PPR 6261 Basic Communication Skills for Pharmacy Practice	2
	PPR 6271 Forum and Professionalism I	1
Quarter Two		
	PSC 6140 Pharmacy Calculations	2
	PSC 6211 Pathophysiology II	2
	PSC 6220 Integrated Medicinal Chemistry & Pharmacology I	5

	PPR 6230	Pharmacy Practice II – Introduction to Patient Care	3
	PPR 6240	Career Paths and Introduction to Practice	1
	PPR 6250	Pharmacy Practice III – Public Health and Wellness	3
Quarter Three			
	PSC 6311	Integrated Medicinal Chemistry & Pharmacology II	5
	PSC 6321	Pharmaceutics I	3
	PSC 6350	Pathophysiology III	2
	PSC 6430	Sterile Products	2
	PPR 6340	Clinical Laboratory Medicine	2
	PPR 6361	Introductory Pharmacy Practice Experience I	3
Quarter Four			
	PSC 6330	Pharmacy Dispensing and Compounding Lab	3
	PSC 6410	Integrated Med Chemistry & Pharmacology III	5
	PSC 6420	Pharmaceutics II	4
	PSC 6440	Basic Biopharmaceutics & Pharmacokinetics	3
	PPR 6451	Introductory Pharmacy Practice Experience II	3
<i>SECOND PROFESSIONAL YEAR</i>			
Quarter One			
	PPR 6510	Pharmacy Practice IV-Research Methods and Biostatistics	3
	PPR 6520	Pharmacotherapy I-Nephrology and Pulmonary	3
	PPR 6550	Drug Information Retrieval and Evaluation	3
	PPR 6561	Introductory Pharmacy Practice Experience III	3
	PPR 6610	Pharmacotherapy III-Cardiology	3
	PPR 6650	Clinical Pharmacokinetics and Pharmacogenomics	3
Quarter Two			
	PPR 6531	Pharmacotherapy II-Nutrition, Fluid, and Electrolytes	3
	PPR 6620	Pharmacotherapy IV-Endocrine and GI Diseases	3
	PPR 6631	Self-Care I	2
	PPR 6640	Pharmacy Practice VI-Pharmacoeconomics and Outcomes Assessment	3
	PPR 6661	Forum and Professionalism II	1
	PPR 6810	Pharmacotherapy VIII-Infectious Disease	3
	PPR/PSC	Elective*	2
Quarter Three			
	PPR 6710	Pharmacotherapy V-Neurology and Pain Management	3
	PPR 6720	Pharmacotherapy VI-Psychiatry	3
	PPR 6730	Pharmacotherapy VII-Oncology	3
	PPR 6751	Self-Care II	3
	PPR 6760	Clinical Seminar I	1
	PPR/PSC	Elective*	3
Quarter Four			
	PPR 6540	Pharmacy Practice V-Pharmacy Management	3
	PPR 6820	Pharmacotherapy IX-Special Populations I	3
	PPR 6830	Pharmacotherapy X-Special Populations II	3
	PPR 6840	Pharmacy Practice VIII-Pharmacy Ethics and Law	3
	PPR 6851	Introductory Pharmacy Practice Experience IV-Longitudinal Service Learning and Simulation	1
	PPR 6860	Clinical Seminar II	1
	PPR/PSC	Elective*	2

\*List of didactic course electives

PSC 6001	Introduction to Pharmaceutical Analysis	3
PSC 6002	Independent Research	2
PSC 6003	Basic Principles of Toxicology	3
PSC 6004	Drug Discovery, Development, and Regulation	2

PSC 6005	Introduction to Responsible Conduct of Research	2
PSC 6007	Introduction to Neurology	3
PSC 6008	Basics in Pharmaceutical Research	3
PSC 6009	Medical Virology	3
PSC 6010	Critical Evaluation of Molecular Therapeutics	3
PSC 6011	Advanced Compounding of Human and Veterinary Pharmaceutical Products	2
PSC 6012	Independent Study in Pharmaceutical Sciences	2
PSC 6013	Independent Study in Pharmaceutical Sciences	2
PSC 6201	Introduction to Pharmaceutical Sciences Research	1
PSC 6X06	Special Projects in Pharmaceutical Sciences Research	1
PPR 6001	Evaluation and Selection of Cardiovascular Drugs	2
PPR 6002	Substance Abuse, Diversion, and Addiction	3
PPR 6003	Case Studies in Public Health Practice	3
PPR 6004	Introduction to Hospice and Palliative Care	2
PPR 6005	Medical Informatics	2
PPR 6006	Geriatrics Pharmacotherapy	2
PPR 6007	Advanced Pain Management and Introduction to Hospice and Palliative Care	3
PPR 6008	Introduction to Psychosocial Pharmacy	2
PPR 6009	Introduction to Psychosocial Pharmacy	3
PPR 6010	Applied Nutrition for Chronic Diseases	2
PPR 6011	Complementary and Alternative Medicine	2
PPR 6012	Introduction to Principles in Patient Safety	2
PPR 6013	Literature Review and Writing Skills	3
PPR 6014	Pediatric Pharmacotherapy	2
PPR 6015	Advanced Cardiovascular Life Support	3
PPR 6016	Introduction to Postgraduate Residency Training	2
PPR 6017	Pediatric Pharmacotherapy	3
PPR 6018	Organizational Leadership	2
PPR 6019	Introduction to Principles in Patient Safety	3
PPR 6020	Disaster Management I-The Pharmaceutical Response to Disasters	2
PPR 6021	Disaster Management II-Social and Administrative Aspects of Disaster Management	2
PPR 6022	Independent Study in Pharmacy Practice Research	2
PPR 6023	Independent Study in Pharmacy Practice Research	2
PPR 6024	Applied Therapeutics	2
PPR 6X08	Independent Research in Pharmacy Practice	3
PPR 6X09	Special Projects in Pharmacy Practice Research	1

### *THIRD PROFESSIONAL YEAR\**

#### *Quarters One through Four*

PPR 69XX	APPE Ambulatory Care (Required)**	4
PPR 69XX	APPE Acute Care (Required)**	4
PPR 69XX	APPE Community (Required)**	4
PPR 69XX	APPE Institutional (Required)**	4
PPR 69XX	APPE Electives (6 Electives are Required)**	24
PPR 6992	Pharmacy Practice X – Curriculum Summative Evaluation (Required) (Quarter Four)	4
	Third Professional Year Required Hours	44

Each student is required to complete an Ambulatory Care, Acute Care, Community, and Institutional APPE to be selected from the list below. In addition, each student is required to complete six (6) elective APPEs to be selected from the list below.

\*All courses for the third professional year are 4 credit hours each.

\*\*A list of APPEs is provided below.

PPR 6901 APPE Ambulatory Care  
PPR 6902 APPE Acute Care  
PPR 6903 APPE Community  
PPR 6904 APPE Institutional  
PPR 6905 APPE Advanced Community Pharmacy – Compounding  
PPR 6906 APPE Behavioral Health  
PPR 6907 APPE Pediatric Medicine  
PPR 6908 APPE Trauma/Critical Care Medicine  
PPR 6909 APPE Oncology Medicine  
PPR 6910 APPE Infectious Disease Medicine  
PPR 6911 APPE Long Term Care Pharmacy  
PPR 6912 APPE Government/Legislative/Board of Pharmacy  
PPR 6913 APPE Academic Pharmacy Practice  
PPR 6914 APPE Nuclear Medicine  
PPR 6915 APPE Nutrition Support  
PPR 6916 APPE Veterinary Pharmacy  
PPR 6917 APPE Medication Safety  
PPR 6918 APPE Drug Information  
PPR 6919 APPE Pharmaceutical Industry  
PPR 6920 APPE Pharmacy Management  
PPR 6922 APPE HIV  
PPR 6923 APPE Medical Anthropology  
PPR 6924 APPE Public Health  
PPR 6925 APPE Drug Diversion  
PPR 6926 APPE Ambulatory Care Special Topics  
PPR 6927 APPE Acute Care Special Topics  
PPR 6928 APPE Community Special Topics  
PPR 6929 APPE Institutional Special Topics  
PPR 6930 APPE Geriatric Medicine  
PPR 6931 APPE Longitudinal Special Topics  
PPR 6932 APPE Pharmaceutical Science Research  
PPR 6933 APPE Alternative and Complementary Medicine  
PPR 6934 APPE Pharmacokinetics  
PPR 6935 APPE Transplant  
PPR 6936 APPE Indian Health Service  
PPR 6937 APPE Cardiology Medicine  
PPR 6938 APPE Pulmonary Medicine  
PPR 6939 APPE Transitional Care  
PPR 6940 APPE Emergency Medicine  
PPR 6941 APPE Informatics  
PPR 6942 APPE Community II  
PPR 6943 APPE Community III  
PPR 6944 APPE Institutional II  
PPR 6945 APPE Hospice/Palliative Care  
PPR 6946 APPE Infusion/Specialty Pharmacy  
PPR 6947 APPE Community IV  
PPR 6948 APPE Ambulatory Care II  
PPR 6949 APPE Antimicrobial Stewardship

# DEPARTMENT OF PHYSICAL THERAPIST ASSISTANT

## Associate of Science

### PHYSICAL THERAPIST ASSISTANT (Knoxville and Nashville)

#### MISSION/PURPOSE

The mission of the South College PTA program is to develop knowledgeable, motivated, competent professionals who have the skills necessary to meet the career demands of an entry-level physical therapist assistant and, thereby, serve the diverse needs of their communities. A comprehensive curriculum is maintained, which includes verifying the competence and professionalism of students. To promote an optimal educational experience for all students, diversity in teaching methodology is also practiced. As role models, those involved with the program strive to exhibit the professional attributes expected in the physical therapy profession.

#### PROGRAM GOALS AND EXPECTED OUTCOMES

1. Graduates will be competent physical therapist assistants who work under the supervision of physical therapists.
  - a. Students/graduates will demonstrate effective written and oral communication skills.
  - b. Student/graduates will implement appropriate physical therapy treatments based on the plan of care established by a licensed physical therapist.
  - c. Students/graduates will understand the role of the physical therapist assistant and work in a manner consistent with their state practice act and APTA's Standards of Ethical Conduct for the Physical Therapist Assistant.
  - d. Graduates will pass the national physical therapist assistant licensure exam.
2. The program will maintain a comprehensive curriculum developed and taught by qualified faculty in accordance with accreditation standards.
  - a. Faculty will continually develop and improve a comprehensive didactic curriculum.
  - b. Faculty will continually develop and improve a comprehensive clinical education plan.
  - c. The program will maintain adequate physical and monetary resources to facilitate a learning environment.
  - d. The program's mission, philosophy, goals, and objectives will be consistent with those of the college.
3. The program, through its faculty and students, will show a commitment to the private and professional communities through activities of continuing education, service, and advocacy for the physical therapy profession.
  - a. The program will provide faculty with professional development opportunities relevant to their topics of instruction, licensure requirements, areas of weakness noted on assessment tools, and desired areas of professional growth.
  - b. Faculty and students will participate in community service activities.
  - c. Faculty will be advocates for the physical therapy profession.

#### ROLE OF THE PHYSICAL THERAPIST ASSISTANT IN HEALTH CARE DELIVERY

The Physical Therapist Assistant (PTA) is a technically educated health provider who assists the Physical Therapist in the provision of physical therapy. The Physical Therapist Assistant works under the direction and supervision of the Physical Therapist, helping manage conditions such as back and neck injuries, sprains/strains, and fractures, arthritis, burns, amputations, stroke, multiple sclerosis, birth defects, injuries related to work and sports, and others.

#### PHYSICAL THERAPIST ASSISTANT LICENSURE

Passing the Physical Therapist Assistant National Physical Therapy Examination (PTANPTE) administered by the Federation of State Boards of Physical Therapy is a requirement for professional practice in the state of Tennessee. Specific information regarding application for licensure will be available to students during their last term of enrollment. Licensure or registration is required in every state for the physical therapist assistant to practice. Complete information on practice acts and regulations can be obtained from individual state licensing boards.

## **OVERVIEW OF THE AS PHYSICAL THERAPIST ASSISTANT PROGRAM**

The South College Physical Therapist Assistant program offered in Knoxville is a 24-month program leading to an Associate of Science degree. PTA major courses must be completed in the designated order. Classes are taught in the morning and afternoons, Mondays through Fridays. Class schedules may change at the discretion of the institution. Students should be committed to considerable out of classroom preparation and study. Certain methods classes require off-campus site attendance.

Clinical education internships are required and administered by South College and take place in a variety of health care delivery facilities in the Knoxville metropolitan area and beyond. Students are responsible for their own transportation to and from these off campus educational sites. Students are responsible for costs associated with any emergency services needed while participating in off-site educational activities.

Mandatory programmatic fees will be applied to each student's cost of attending during the 4<sup>th</sup> and 7<sup>th</sup> quarters of the program. The fee for the 4<sup>th</sup> quarter covers the cost for CPR training, which is required for clinical participation. The fee for the 7<sup>th</sup> quarter covers the cost for the PTA licensure exam study guide provided to the student at the start of the quarter and the subsequent one-day preparatory course required by the program during the quarter.

Students applying to the AS Physical Therapist Assistant program must accept the following:

1. A felony conviction may affect ability to attain state licensure
2. Failure to produce proof of the following may severely limit clinical placement (possibly increasing the overall length of the program) and future employment options:
  - a. Negative TB test
  - b. Hepatitis B vaccination or waiver
  - c. Drug screening
  - d. Health Insurance (increasingly required by internship sites)
3. Commit to full attendance and participation in a rigorous educational program, significant out of class preparation time, and clinical assignments off campus.

Prospective students transferring credit into the AS PTA program should consult with the Registrar and PTA Department Chair regarding transferability of credit. This decision is final. There is no guarantee that transfer credit will be given for major curriculum courses. Students may not take major curriculum classes until official transcripts have been received to verify pre-requisites have been completed.

## **ACCREDITATION**

The AS Physical Therapist Assistant program at South College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) through 2023.

*The Commission on Accreditation in Physical Therapy Education  
1111 North Fairfax Street Alexandria, VA 22314  
Telephone: 703-706-3245  
E-mail: [accreditation@apta.org](mailto:accreditation@apta.org) Website: [www.capteonline.org](http://www.capteonline.org)*

## **ADMITTANCE DECISIONS**

Applicants are ranked based on academic criteria. Admission is based on determined class size. Emphasis is placed on general education and science coursework related to physical therapy at all degree levels.

## **ADMISSION REQUIREMENTS (AS PTA)**

General admission to South College does not guarantee admission to the Associate of Science degree program in Physical Therapist Assistant. Applicants interested in this program are required to visit the college and meet individually with an admissions representative and a program advisor to ascertain if their goals can be met by the college. Prospective students declaring PTA as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

1. Meet minimum score requirements required by the program on the college entrance examination, OR present documentation of a score of 19 or higher on the ACT Assessment examination, OR have earned transfer credit of 18 semester (27 quarter) hours with at least a 3.0 grade point average (GPA), OR achieve a GPA of at least 3.0 for the program's pre-requisite general education courses (ENG 1200,



- ENG 1210, BIO 1110/1120, BIO 1130/1140, AHS 1010, COM 1260, and MAT 1510).
- Complete and submit the South College AS PTA Program Application and Checklist.
  - Submit three (3) letters of reference utilizing the program's reference form. These reference forms will be scored and must average seventy-five percent (75%) or better.
  - Complete all required general education core courses and earn the minimum grade of "C" or higher.
  - Complete BIO 1110 Anatomy & Physiology I, BIO 1120 Anatomy & Physiology I Lab, BIO 1130 Anatomy & Physiology II, and BIO 1140 Anatomy & Physiology II Lab with at least a 2.50 grade point average. The necessary grades must be achieved on the first or second attempt (all postsecondary attempts counted) unless approved by department chair.
  - Complete PTA 1010 Introduction to PTA, PTA 1030 Pathophysiology, and PTA 1040 Kinesiology for the PTA with a grade of "C" or better earned on the first or second attempt only. A grade of "C" is equivalent to 75%.
  - Submit proof of at least twenty-four (24) hours of observation and/or work hours in a physical therapy setting using the form provided by the PTA program.

Transfer credit for Kinesiology or Pathophysiology classes to the South College PTA program from another institution will be considered on an individual basis. For a PTA class to be considered for transfer into the South College PTA program, the class must have been comparable in hours and content, must have been taken within the last five years, and a grade of "B" or higher must have been received for the class. For final transfer approval, a course description or syllabus may be required.

Applicants must also demonstrate the following functional capacities:

<b>FUNCTION</b>	<b>REQUIREMENT</b>	<b>EXAMPLES OF TASKS FOR PTA</b>
Vision	Adequate to ensure safety of self and others in classroom and clinic settings.	Observing patient behavior and appearance; directing patient's and own movement inside and outside classroom and clinic; overseeing set-up and implementation of treatment activities.
Hearing	Adequate to allow effective communication with patients and others in person and by remote means, and to ensure safety of self and patients.	Face-to-face communication with patients and families who may have language, hearing, vision or cognitive problems, or be illiterate; telephone consultations with other professionals or families; attending to pages, overhead announcements, etc.
Tactile Sensitivity	Adequate to allow effective evaluation and therapeutic intervention related to movement disabilities, and to ensure safety of self and others in the use of thermal, vibratory, and other sensory stimulation techniques.	Palpation of muscle activity in muscle testing; recognition of "hot" areas related to inflammation; determining safe water temperature.
Gross Motor Strength and Coordination	Adequate to ensure safety of self and others in class and lab sessions and clinic activities.	Safe transfers of students and patients; safe and efficient mobility within the school and clinic setting; safe and efficient mobility within the community; safe and efficient transportation of treatment materials.
Fine Motor Strength and Coordination	Adequate to allow use of measurement and evaluation devices common in physical therapy, and to ensure safe manipulation of patient's bodies and of treatment materials.	Measuring joint range of motion using a goniometer; setting controls on treatment equipment; performing manual facilitation and mobilization techniques.
Critical Thinking Ability	Adequate to allow mastery of basic course content and to demonstrate sound judgment in simulated and real life therapy situations.	Identifying cause and effect relationships in patient behavior in order to modify treatment approach; determining which behaviors could lead to unsafe situations; determining when to request additional support.
Interpersonal Skills	Adequate to allow establishment of an effective working relationship with patients, families and other professionals.	Interacting with difficult family members; defining physical therapy to physicians or other referral

<b>FUNCTION</b>	<b>REQUIREMENT</b>	<b>EXAMPLES OF TASKS FOR PTA</b>
		sources; working with a difficult co-worker; motivating a depressed patient.
Communication Skills	Adequate to allow completion of course work and effective verbal and written communication with patients' families, other professionals, and others.	Class discussions and presentations; research papers; weekly progress note on a patient; discussing patient behavior and needs with patient and family; home programs and education materials for patients.

Students who believe they will not be able to meet one or more of these requirements without accommodation or modification must notify the AS PTA Department Chair and a determination will be made on a case by case basis whether reasonable accommodation can be made. In no instance will an accommodation be made which will put other students or patients at increased risk.

### **ACADEMIC PROGRESSION AND RETENTION IN THE PTA MAJOR**

Students are required to earn a minimum test average in all PTA courses in order to progress in the program. This average is calculated based on written exams including the final exam, weighted equally, as well as quizzes or discussions in some courses. Students are also required to earn a minimum overall course average of 75%. This grade is calculated based on all grading criteria listed in each course syllabus. Students earning less than the required test average and/or a 75% overall course average will not be allowed to continue in the current rotation of courses.

A criminal background check and drug screening must be completed and proof of immunizations must be provided during PTA 1010. Proof of CPR training and a physician's certification that student is in good general health and able to participate in clinical internships is required prior to PTA 2420. Failure to provide these documents may prevent clinical placement with subsequent lack of progression in the program.

### **GRADING SCALE**

The grading scale used by the AS PTA program for all administered courses is as follows:

<b>Letter Grade</b>	<b>Q.P.</b>	<b>Percentage Score Range</b>
A	4.00	92-100%
B	3.00	83-91.99%
C	2.00	75-82.99%
D	1.00	68-74.99%
F	0.00	Below 68%

### **PROGRAM TERMINATION**

Grounds for termination from the AS PTA Program:

1. Insufficient academic progress
2. Nonpayment of costs
3. Failure to comply with rules and/or Code of Conduct
4. Falsification of application to the college
5. Unsafe or unethical clinical behavior

### **VOLUNTARY WITHDRAWAL**

If a student voluntarily withdraws, there will be no guarantee that he/she will be re-admitted. Before withdrawing from any class, the PTA student should see the PTA Department Chair to determine the best course of action, since withdrawing may interrupt or stop continued education in the AS PTA program.

### **REAPPLICATION/READMISSION TO THE PROGRAM**

A student who is terminated from the program or voluntarily withdraws for any reason must undergo a reapplication/reinstatement process if he/she wishes to apply for readmission to the program. This process is delineated in the PTA Student Handbook given to each student during PTA 1010 and is available from a program

advisor.

The Associate of Science in Physical Therapist Assistant degree program is offered at the Knoxville and Nashville campuses.

**Associate of Science  
PHYSICAL THERAPIST ASSISTANT**

<b>AS Physical Therapist Assistant Curriculum.....</b>			<b>121 credits</b>
<b>Area I – Core Requirements.....</b>			<b>44 credits</b>
Mathematics	MAT 1500 College Mathematics I	4	
	MAT 1510 College Mathematics II	4	
Written Communication	ENG 1200 English Composition	4	
	ENG 1210 English Composition with Research	4	
Humanities	Approved Humanities Elective	4	
Communications	COM 1260 Effective Speaking	4	
Social Science	Approved Psychology Elective	4	
Science	BIO 1110 Anatomy & Physiology I	4	
	BIO 1120 Anatomy & Physiology I Lab	2	
	BIO 1130 Anatomy & Physiology II	4	
	BIO 1140 Anatomy & Physiology II Lab	2	
Allied Health	AHS 1010 Medical Terminology	4	
<b>Area II – Major Curriculum.....</b>			<b>77 credits</b>
	PTA 1010 Introduction to PTA	5	
	PTA 1030 Pathophysiology	4	
	PTA 1040 Kinesiology for the PTA	5	
	PTA 1080 Modalities	6	
	PTA 2000 Habilitation/Rehabilitation	8	
	PTA 2200 Exercise Therapy and Muscle Testing	8	
	PTA 2420 Clinical Education I	4	
	PTA 2460 Advanced Habilitation/Rehabilitation	8	
	PTA 2510 Special Topics in PT	5	
	PTA 2525 Clinical Education II	12	
	PTA 2535 Clinical Education III	12	

**Associate of Applied Science  
PHYSICAL THERAPIST ASSISTANT  
(Asheville)**

The Associate of Applied Science in Physical Therapist Assistant program is designed as an eight quarter program for full-time students. Classes may be taught throughout the day and evening, Monday through Friday and Saturday. Class schedules may change at the discretion of the institution. Students must be committed to considerable out-of-classroom preparation and study. Certain classes require off-campus site attendance. The student is required to successfully complete all clinical internships for successful completion of the program.

**MISSION**

The mission of the Physical Therapist Assistant Program is to develop knowledgeable, motivated, and competent professionals who have entry-level skills necessary to meet the demands for a career in the profession of physical therapy as a Physical Therapist Assistant. The program strives to instill in each student the necessity and value of life-long learning. Towards this endeavor, the program promotes activities that foster the development of critical thinking by emphasizing student reflection, self-assessment, and service across the curriculum.

## **PHILOSOPHY**

South College is committed to creating a supportive educational environment as evidenced by the academic and technical experience of the faculty, by the resources made available to students, and by the breadth of the clinical opportunities. The college strives to recruit and retain a student body that is representative of the diversity found in the Asheville community. The primary objective of the PTA Program is to graduate skilled and dedicated professionals who will assist the health care community in meeting the physical therapy needs of the citizens of Western North Carolina and surrounding regions.

## **PROGRAM GOALS**

1. Provide an effective comprehensive instructional curriculum that is well rounded in all fundamental concepts and theories as they apply to physical therapy modalities and rehabilitation procedures.
2. Graduate Physical Therapist Assistants who will reflect the highest standards of legal, ethical, and moral conduct.
3. Provide Physical Therapist Assistants whose skills and knowledge are commensurate with the expanding need for physical therapy services in the state of North Carolina, United States, and international community.
4. Work closely with the local physical therapy community in improving the quality of physical therapy services delivery.
5. Maintain excellence in didactic and clinical areas that are pertinent to the faculty's area of instruction.
6. Provide students with opportunities for exposure to a variety of professional experiences, including acute care, rehabilitation, extended care and assisted living, outpatient orthopedic, sports medicine, home health and pediatric.

## **OUTCOMES OF THE AAS PTA PROGRAM**

The comprehensive curriculum plan of the PTA program includes a series of organized, sequential, and integrated learning experiences. The general education component is designed to prepare the student to think independently, to clarify values, to understand fundamental theory, and to develop critical thinking and communication skills. The technical education component includes learning experiences to prepare the entry-level Physical Therapist Assistant to work under the direction and supervision of the Physical Therapist. The program graduates will be able to:

1. Communicate verbally and non-verbally with the patient, the Physical Therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
2. Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services.
3. Exhibit conduct that reflects practice standards that are legal, ethical, and safe and which reflect a commitment to meet the expectations of members of society receiving health care services, as well as members of the profession of physical therapy.
4. Communicate an understanding of the plan of care developed by the Physical Therapist to achieve short and long-term goals and intended outcomes.
5. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the Physical Therapist. These interventions include:
  - a. functional training
  - b. infection control procedures
  - c. manual therapy techniques
  - d. physical agents and mechanical agents
  - e. therapeutic exercise
  - f. wound management
6. Demonstrate competency in performing components of data collection skills essential for carrying out the plan of care. These include:
  - a. aerobic capacity and endurance
  - b. anthropometrical characteristics
  - c. arousal, mentation, and cognition
  - d. Assistive, adaptive, orthotic, protective, supportive, and prosthetic devices
  - e. gait, locomotion, and balance
  - f. integumentary integrity
  - g. joint integrity and mobility
  - h. muscle performance
  - i. neuromotor development

- j. pain
  - k. posture
  - l. range of motion
  - m. self-care and home management and community or work reintegration
  - n. ventilation, respiration, and circulation examination
7. Adjust interventions within the plan of care in response to changes in the patient clinical indications and report this to the supervising Physical Therapist.
  8. Recognize when intervention should not be provided due to changes in the patient's status and report this to the supervising Physical Therapist.
  9. Report any changes in the patient's status to the supervising Physical Therapist.
  10. Recognize when the direction to perform an intervention is beyond the scope of a Physical Therapist Assistant and initiate clarification with the Physical Therapist.
  11. Participate in educating patients and caregivers as directed by the supervising Physical Therapist.
  12. Provide patient-related instruction to patients, family members, and caregiver to achieve patient outcomes based on the plan of care established by the Physical Therapist.
  13. Take appropriate action in an emergency situation.
  14. Complete thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
  15. Participate in discharge planning and follow-up as directed by the supervising Physical Therapist.
  16. Read and understand the health care literature.
  17. Under the direction and supervision of the Physical Therapist, instruct other members of the health care team using established techniques, program, and instructional materials commensurate with the learning characteristics of the audience.
  18. Educate others about the role of the Physical Therapist Assistant.
  19. Interact with other members of the health care team in patient-care and non-patient care activities.
  20. Provide accurate and timely information for billing and reimbursement purposes.
  21. Describe aspects of organization planning and operation of the physical therapy service.
  22. Participate in performance improvement activities.
  23. Demonstrate a commitment to meeting the needs of the patients and consumers.
  24. Demonstrate an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
  25. Identify career development and lifelong learning opportunities.
  26. Recognize the role of the Physical Therapist Assistant in the clinical education of Physical Therapist Assistant students.

## **ROLE OF THE PTA IN HEALTH CARE DELIVERY**

Physical therapy is the promotion of optimal human health and function through the application of scientific principles to prevent, identify, correct, or alleviate acute or chronic movement dysfunction of anatomical or physiologic origin. A Physical Therapist Assistant is an educated health care provider who works under the supervision of a physical therapist. His/her duties include assisting the physical therapist in exercises and activities of daily living, conducting treatments using special equipment, administering modalities and other treatment procedures, and reporting to the physical therapist on the patient's responses.

## **AAS PTA PROGRAM ACCREDITATION STATUS**

The South College AAS Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone (703) 706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <https://www.capteonline.org>.

## **PTA LICENSURE**

Passing a state licensing examination administered by the Federation of State Boards of Physical Therapy is a requirement for the professional practice in the state of North Carolina. Specific information regarding application for licensure will be available to students during their last term of enrollment. Complete information on practice acts and regulations can be obtained from individual state licensing boards.

Clinical education internships are required and are administrated by South College and take place in a variety of health care delivery facilities in the Asheville metropolitan area and beyond. Students are responsible for their own transportation to and from these off campus educational sites.

The Physical Therapist Assistant program provides a comprehensive curriculum that includes verifying the competence and professionalism of its students. To promote an optimal educational experience for all students, diversity in teaching methodology is also practiced. As role models, those involved with the program strive to exhibit the professional attributes expected of the physical therapy profession.

## **ADMISSIONS REQUIREMENTS**

General admission to South College does not guarantee admission to the Associate of Applied degree program in Physical Therapist Assistant. Applicants interested in this program are required to visit the college and meet individually with an admissions representative and a program advisor to ascertain if their goals can be met by the college. Prospective students declaring PTA as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

1. Meet minimum score requirements on the college entrance examination, OR present documentation of a score of 19 or higher on the ACT Assessment examination, OR present documentation of a 900 combined score or higher on the SAT I examination, OR meet the South College requirements for admission as a transfer student.
2. Complete and submit the South College AAS PTA Program Application.
3. Submit three (3) letters of reference utilizing the program's reference form. These reference forms will be scored and must average seventy-five percent (75%) or better.
4. Complete all required general education core courses and earn the minimum grade of "C" or higher.
5. Complete BIO 1110 Anatomy & Physiology I, BIO 1120 Anatomy & Physiology I Lab, BIO 1130 Anatomy & Physiology II, and BIO 1140 Anatomy & Physiology II Lab with at least a 2.50 grade point average. The necessary grades must be achieved on the first or second attempt unless approved by department chair. The final attempt is the grade used in the calculation.\*
6. Submit proof of at least twenty-four (24) hours of observation and/or work hours in a physical therapy setting using the form provided by the PTA program.
7. A criminal background check must be completed and proof of immunizations must be provided during PT 2200. Proof of CPR training and a physician's certification that student is in good general health and able to participate in clinical internships is required during PT 2200.
8. Commit to full-time attendance and participation in a rigorous educational program, significant out of class preparation time, and internship assignments off campus.

*\*Each of these areas is used to rank applicants for full program admission. If minimum standards are met by more applying students than clinical seats, these rankings determine program admission.*

Students applying to the Physical Therapist Assistant program MUST accept the following:

1. A felony conviction may affect ability to be placed in a clinical facility for education or to attain state licensure.
2. Failure to produce proof of the following and the results may severely limit fieldwork placement (possibly increasing the overall length of the program) and future employment options:
  - a. Negative TB test
  - b. Hepatitis B vaccination or waiver
  - c. Health release to participate in clinical internships. A physician's certification that a student is in good general health.
  - d. Other immunizations, such as MMR (measles, mumps, and rubella)
  - e. A current CPR certification
  - f. Criminal background check
  - g. A negative drug screen

Prospective students transferring credit into the AAS PTA program should consult with the Dean of Academic and Student Services regarding transferability of credit. There is no guarantee that transfer credit will be given for major curriculum courses.

The applicant must demonstrate the functional capacities described in the following chart. Any students who believe that

they are unable to meet these requirements without special accommodation should contact the PTA Department Chair immediately. A determination regarding whether or not to grant a special accommodation will be made based on the particular circumstances of the case in question. Under no circumstances will the college make accommodations that will endanger patients or other students.

<b>FUNCTION</b>	<b>REQUIREMENT</b>	<b>EXAMPLES OF TASKS FOR PTA</b>
Vision	Adequate to ensure safety of self and others in classroom and clinic settings.	Observing patient behavior and appearance; directing patient's and own movement inside and outside classroom and clinic; overseeing set-up and implementation of treatment activities
Hearing	Adequate to allow effective communication with patients and others in person and by remote means, and to ensure safety of self and patients.	Face-to-face communication with patients and families who may have language, hearing, vision or cognitive problems, or be illiterate; telephone consultations with other professionals or families; attending to pages, overhead announcements, etc.
Tactile Sensitivity	Adequate to allow effective evaluation and therapeutic intervention related to movement disabilities, and to ensure safety of self and others in the use of thermal, vibratory, and other sensory stimulation techniques	Palpation of muscle activity in muscle testing; recognition of "hot" areas related to inflammation; determining safe water temperature
Gross motor strength and coordination	Adequate to ensure safety of self and others in class and lab sessions and clinic activities	Safe transfers of students and patients; safe and efficient mobility within the school and clinic setting; safe and efficient mobility within the community; safe and efficient transportation of treatment materials
Fine motor strength and coordination	Adequate to allow use of measurement and evaluation devices common in physical therapy, and to ensure safe manipulation of patient's bodies and of treatment materials	Measuring joint range of motion using a goniometer; setting controls on treatment equipment; performing manual facilitation and mobilization techniques
Critical thinking ability	Adequate to allow mastery of basic course content and to demonstrate sound judgment in simulated and real life therapy situations	Identifying cause and effect relationships in patient behavior in order to modify treatment approach; determining which behaviors could lead to unsafe situations; determining when to request additional support
Interpersonal Skills	Adequate to allow establishment of an effective working relationship with patients, families and other professionals	Interacting with difficult family members; defining physical therapy to physicians or other referral sources; working with a difficult co-worker; motivating a depressed patient
Communication Skills	Adequate to allow completion of course work and effective verbal and written communication with patients families, other professional, and others	Class discussions and presentations; research papers; weekly progress note on a patient; discussing patient behavior and needs with patient and family; home programs and education materials for patients

### **TERMINATION FROM THE AAS PTA PROGRAM**

Grounds for termination from the AAS PTA Program:

1. Insufficient academic progress.
2. Nonpayment of costs.

3. Failure to comply with rules and/or Code of Conduct.
4. Non-adherence to Attendance Policy.
5. Falsification of application to the college.
6. Unsafe or unethical clinical behavior.

Failure to meet the minimum grade required for any course will cause disruption in the program rotation, thus causing dismissal from the program. Any student wishing to reapply to the program must contact the Department Chair. The Department Chair will then initiate a reinstatement hearing. Following the hearing, a determination will be made as to whether the student will remain terminated from the program or be allowed to re-enter during the next rotation. Only under severe mitigating circumstances will a student be reinstated into the program more than one time.

### **VOLUNTARY WITHDRAWAL**

If a student voluntarily withdraws, there will be no guarantee that he or she will be readmitted. Readmission will be based on results of the reinstatement hearing, scheduling, and space availability. Before voluntary withdrawal from any class, the PTA student should see the PTA Department Chair to determine the best course of action, since withdrawing may interrupt or stop continued education in the PTA program.

The Associate of Applied Science in Physical Therapist Assistant degree program is offered at the Asheville campus.

### **Associate of Applied Science PHYSICAL THERAPIST ASSISTANT**

<b>AAS Physical Therapist Assistant Curriculum.....</b>			<b>121 credits</b>
<b>Area I – Core Curriculum.....</b>			<b>44 credits</b>
Science	<b>BIO 1110</b>	<b>Anatomy &amp; Physiology I</b>	<b>4</b>
	<b>BIO 1120</b>	<b>Anatomy &amp; Physiology I Lab</b>	<b>2</b>
	<b>BIO 1130</b>	<b>Anatomy &amp; Physiology II</b>	<b>4</b>
	<b>BIO 1140</b>	<b>Anatomy &amp; Physiology II Lab</b>	<b>2</b>
	<b>AHS 1010</b>	<b>Medical Terminology</b>	<b>4</b>
Written	<b>ENG 1200</b>	<b>English Composition</b>	<b>4</b>
Communication	<b>ENG 1210</b>	<b>English Composition with Research</b>	<b>4</b>
Mathematics	<b>MAT 1500</b>	<b>College Mathematics I</b>	<b>4</b>
	<b>MAT 1510</b>	<b>College Mathematics II</b>	<b>4</b>
Humanities	Approved Humanities Elective*		4
Communications	COM 1260	Effective Speaking*	4
Social Science	PSY 1810	General Psychology*	4
<b>Area II – Major Curriculum.....</b>			<b>77 credits</b>
	PT 1100	Introduction to Physical Therapist Assistant	5
	PT 1300	Pathology for the PTA	4
	PT 1500	Functional Anatomy & Kinesiology	6
	PT 1800	Therapeutic Modalities	6
	PT 2000	Principles of Rehabilitation	8
	PT 2100	Therapeutic Exercise & Muscle Testing	8
	PT 2200	Clinical Experience & Documentation	4
	PT 2300	Advanced Rehabilitation Principles	8
	PT 2500	Professional Seminar	4
	PT 2600	Clinical Internship I	12
	PT 2800	Clinical Internship II	12

Courses in **BOLD** must be completed prior to admission to the PTA major courses.

\*COM 1260 Effective Speaking **OR** PSY 1810 General Psychology **OR** Humanities Elective may be completed after beginning PTA major coursework but prior to taking PT 2200.



**Bachelor of Science  
HEALTH SCIENCE  
(Post Physical Therapist Assistant)  
(Knoxville, Asheville, Nashville)**

**OVERVIEW**

The Bachelor of Science in Health Science (Post PTA Degree) program at South College is committed to advancing educational opportunities for those students who have completed an associate level PTA degree. Currently, there are limited opportunities nation-wide for students who have earned the PTA degree to have their major curriculum credits earned in a PTA program count toward a bachelor’s degree. Students may desire to earn a bachelor’s degree in order to enhance their marketability for administrative positions in physical therapy or health care environments or to continue after earning the bachelor’s to a Doctorate of Physical Therapy program. The bachelor’s degree is a requirement for admission to these programs.

**MISSION**

The mission of the BS Health Science (Post-PTA) program is to provide a curriculum that balances theoretical and practical coursework that further develops the critical thinking and analytical skills needed in today’s competitive and evolving work environments. Students will be challenged through coursework in various disciplines including science, mathematics, business, health science, and sociology.

**PROGRAM GOALS AND EXPECTED OUTCOMES**

1. The program seeks to provide a theoretical and practical coursework that further develops the critical thinking and analytical skills needed in a competitive and evolving work environment.
  - a. Students will be able to synthesize, integrate and analyze research in health science literature in selected science courses.
  - b. Students will demonstrate an understanding of health law and ethics principles applied to various issues facing the healthcare system, individuals, and society.
2. The program seeks to provide students with the academic knowledge and skills to enable them to enhance their marketability for administrative positions in physical therapy or health care environment.
  - a. Students will demonstrate an understanding of administrative theories, methods, tasks, decision making and management, and leadership functions.
3. The program seeks to provide students with academic knowledge, skills, and tools to enable them to be successful in graduate program studies such as a Doctorate of Physical Therapy program.
  - a. The curriculum will meet the needs of students who plan to apply for research and other graduate programs.

**Bachelor of Science  
HEALTH SCIENCE  
(Post Physical Therapist Assistant)**

**If any of the following core courses (or their equivalent) were not completed as part of a PTA Program they are required.**

English Composition	8 quarter hours (6 semester hours)
College Algebra	4 quarter hours (3 semester hours)
Anatomy & Physiology	12 quarter hours (8 semester hours)
Humanities	4 quarter hours (3 semester hours)
Psychology/Sociology	4 quarter hours (3 semester hours)
Speech	4 quarter hours (3 semester hours)

**PTA Course Hour Credit (must have AS/AAS degree to receive credit) .....46 credits**

**Core Curriculum .....52 credits**

Mathematics	MAT 2500 Statistics	4
Humanities	Approved Humanities Elective	4

Science	BIO 1020	Principles of Biology I	4	
	BIO 1021	Principles of Biology I Lab	2	
	BIO 1022	Principles of Biology II	4	
	BIO 1023	Principles of Biology II Lab	2	
	CHM 1010	General Chemistry I	4	
	CHM 1020	General Chemistry I Lab	2	
	CHM 1030	General Chemistry II	4	
	CHM 1040	General Chemistry II Lab	2	
	PHY 2010	General Physics I	4	
	PHY 2020	General Physics I Lab	2	
	PHY 2030	General Physics II	4	
	PHY 2040	General Physics II Lab	2	
Social Sciences	Approved Social Science Electives		8	
<b>Major Curriculum</b>	.....			<b>46 credits</b>
	BBA 3120	Human Resource Management	4	
	ECO 3500	Health Economics	4	
	HSC 3110	Intro to Health Administration	4	
	HSC 3120	Healthcare Law & Ethics	4	
	HSC 4110	Health Science Research	4	
	HSC 4210	Current Trends/Issues	4	
	HSC 4310	Health Science Leadership	4	
	<b>Approved Upper Division Elective</b>		<b>18</b>	
	BBA 3050	Management & Org. Behavior		
	BBA 3080	Managing Business Ethics		
	COM 4010	Public Relations		
	HSC 3140	Immunology		
	HSC 3240	Human Genetics & Genomics		
	HSC 3310	Cross-Sectional Anatomy		
	HSC 4320	Public Health		
	RAD 4220	Special Topics		

# SCHOOL OF PHYSICAL THERAPY

## DOCTOR OF PHYSICAL THERAPY

(Knoxville)

### MISSION

The mission of the South College Doctor of Physical Therapy program is to provide an innovative, career-focused education that develops Doctors of Physical Therapy who are highly skilled, mindful, and empathetic care providers, who are passionate lifelong learners, who are servant leaders in their local community, and who are highly engaged in their professional and broader health care communities. Graduates will be equipped to deliver exemplary care in a multidisciplinary, team-oriented, and value-based healthcare environment.

### PHILOSOPHY

The School of Physical Therapy is committed to the development of future Doctors of Physical Therapy, ready to meet the demands of clinical practice in the 21<sup>st</sup> century with exemplary entry-level skills, marked professionalism, and compassion.

The DPT program is designed for the delivery of a contemporary and evidence-based curriculum using faculty and contributors that are dedicated educators, clinicians, researchers, and leaders in the physical therapy profession. Faculty and contributors facilitate student learning and professional growth with student-centered active learning experiences, modeled clinical and scholarly excellence and steadfast professionalism. Using a blended learning model, our curriculum combines the best aspects of online learning activities and interactions, hands-on laboratory intensive sessions, and collaborative clinical education experiences into an innovative and dynamic learning experience. In so doing, we will transform physical therapy education, improve scalability and access to DPT education, increase flexibility for traditional and nontraditional learners, increase the level of active learning in courses, and seek to achieve quality student experiences and outcomes. Our graduates will be prepared for skillful, mindful and compassionate clinical practice, lifelong learning and professional development, and selfless service to their community and profession.

### PROGRAM GOALS/OUTCOMES

The South College School of Physical Therapy will deliver an accredited DPT program that embraces the core values of the profession. The program has the following goals:

#### Program Goals

**Goal 1:** Demonstrate a commitment to service and leadership in the institution, the community, and the profession.

**Goal 2:** Enroll a student body that results in graduates who support the demand for physical therapists and rehabilitation services at the local, regional, and national levels.

**Goal 3:** Efficiently develop competent career-focused physical therapists through innovative academic and clinical learning experiences.

#### Faculty Goals

**Goal 1:** Role model servant leadership and professional responsibility to the institution, the community, and professional organizations.

**Goal 2:** Integrate innovative teaching strategies and technologies that support the program's mission, enhance student learning, and optimize outcomes.

**Goal 3:** The Collective faculty demonstrate commitment to excellence in teaching, scholarship and clinical practice.

#### Student/Graduate Goals

**Goal 1:** Demonstrate a commitment to evidence-based practice and professional growth through lifelong learning, critical inquiry, and mindful practice.

**Goal 2:** Function in a professional, caring, ethical, and culturally competent manner, with a demonstrated advocacy towards the patient, community, and profession.

## **PROGRAM OVERVIEW**

The Doctor of Physical Therapy program is designed for students desiring to complete advanced studies in physical therapy. Students must possess strong analytical reasoning, cognitive, and affective skills demonstrating competency, flexibility, responsibility, and critical thinking skills to facilitate problem solving. The program requires successful completion of 135 total quarter credit hours. The structured curriculum requires courses in foundational sciences, clinical sciences, and physical therapy patient and practice management. The accelerated curriculum is delivered in eight consecutive quarters over a period of 24 months.

The DPT curriculum is delivered via a hybrid, or blended, learning model that incorporates best practices for online, onsite, and clinical education principles into an innovative, accelerated, and challenging curriculum. Current evidence regarding the use of technology and distance learning philosophies serves as a foundation for the curriculum. Our emphasis on adult learning principles and an active learning environment are reflective of contemporary educational theory and practice. Faculty for the School of Physical Therapy use traditional and systems-based approaches to organize a sequential, lock-step curriculum for all enrolled students. Didactic education delivered in a blended learning format is conducted during quarters 1-4, the first 3 weeks of quarter 5, and quarter 6. Each academic quarter consists of 9-10 weeks of distance education and 2-3 weeks of onsite lab immersion instruction. From a traditional perspective, most of the biological and physical sciences are taught during the early academic quarters and provide the foundation for clinical science and physical therapy science courses that are taught concurrently or subsequently. From a system-based perspective, clinical and physical therapy sciences are addressed as regional and age-specific courses for the musculoskeletal, neuromuscular, cardiovascular, pulmonary, integumentary, endocrine, and genitourinary systems.

Clinical education is conducted during an 8-week clinical experience in quarter 5, a 12-week internship in quarter 7, and an 11-week internship in quarter 8. These final two experiences are combined into a single, 23-week, clinical internship. Each student is exposed to a variety of clinical settings during these experiences, which may include: outpatient, acute care, subacute care, neuro rehabilitation, skilled nursing, home care, industrial, and pediatric facilities. While the emphasis remains on development of strong entry-level skills as a generalist PT, this variety of exposures provides each student with an appreciation for the breadth of specialties within the PT profession, the multitude of clinical presentations and disorders within each specialty, and role of PT in the management of these patients/clients. Additionally, this variety provides the students with clinical experiences that best prepare the student for national licensure.

## **PROGRAM ACCREDITATION STATUS**

The Doctor of Physical Therapy program at South College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

## **PHYSICAL THERAPIST LICENSURE**

Licensure as a Physical Therapist is regulated by individual states and typically overseen by a State Board of Physical Therapy. Many states have unique licensure requirements that each graduate will need to investigate.

To be licensed as a physical therapist, the graduate must pass the National Physical Therapist Examination (NPTE). The Federation of State Boards of Physical Therapy (FSBPT) administers this examination and publishes data regarding pass rates. The purpose of the NPTE is to assess basic entry-level competence after graduation from an accredited DPT program. The FSBPT develops, maintains, and administers the NPTE to help ensure that only those individuals who have the requisite knowledge of physical therapy are licensed in the physical therapy field. Passing scores established for the NPTE reflect the level of performance required to provide minimally safe and competent physical therapy services by physical therapists and physical therapist assistants. Individuals scoring at or above the passing score have met the performance standard and are eligible for licensure.

A jurisprudence exam is required in many states to test the graduate's knowledge of state laws, rules, and the practice act that governs physical therapy practice.

Graduates of the DPT Program are encouraged to take state and nationally recognized licensing examinations as soon after graduation as possible. Further information regarding the NPTE, jurisprudence exams, and state licensure can be obtained at <http://www.fsbpt.com/>.

## PROGRAM ADMISSION AND PREREQUISITES

Students applying to the DPT Program should have the requisite skills and demonstrated potential to navigate the academic rigors of an accelerated and hybrid model of DPT education. Students should be mature adult learners with the ability, initiative, and flexibility to learn and work independently and collectively in online, onsite, and clinical environments. Additionally, students should have a reasonable level of technology literacy prior to the start of classes. These demonstrable attributes prepare students for the demands of a challenging blended-learning curriculum and a dynamic profession.

1. **ADMISSION REQUIREMENTS:** In order to be considered for admission to the Doctor of Physical Therapy Program at South College, the following criteria must be met:
  - Complete a baccalaureate degree from a regionally accredited institution prior to classes beginning. Admission may be granted pending completion of the degree.
  - Complete all required prerequisite courses with a minimum cumulative grade point average (GPA) and prerequisite course GPA of 3.00 or greater on a 4.00 scale.
    - Grades below “C-” in prerequisite courses will not be accepted.
    - If a prerequisite course is repeated, the credit hours assigned to the course may be counted only once in fulfilling the required number of hours. The prerequisite GPA will be determined using the highest course grade achieved; however, both grades will be calculated into the cumulative GPA.
    - If cumulative GPA is less than 3.00 on a 4.00 scale, an applicant may still be eligible for admission if a cumulative GPA of greater than 3.50 has been achieved over the last 60 semester or 90 quarter hour credits of coursework.
  - Completion of the Graduate Record Examination (GRE) within the last 5 years. **Exception:** Applicants with a documented graduate degree from a regionally accredited institution may report earlier GRE scores. Transcripts of graduate education must also be provided.
  - Submission of two (2) references; one from a licensed physical therapist and one from someone of the applicant's choice. References cannot consist of family, friends, clergy, or politicians.
  - Completion of a minimum of fifty (50) hours of volunteer or work experience with a licensed physical therapist is recommended, but not required.
  - For all applicants for whom English is not their first language or those who have completed a degree and prerequisite courses in a foreign country, demonstration of English language proficiency is required through completion of the Test of English as a Foreign Language (TOEFL).
  - Successful completion of an admission interview. Applicants are selected for interviews based on a holistic evaluation of their application and supporting documents.
  - Ability to fulfill the [Technical Standards](#) for admission outlined on the DPT website.
  - Complete an approved Criminal Background Check (CBC) prior to matriculation.
2. **ADMISSION PREREQUISITES:\***
  - Biology with laboratory recommended (8 quarter hours/6 semester hours);
  - General Chemistry with laboratory (12 quarter hours/8 semester hours);
  - General Physics with laboratory (12 quarter hours/8 semester hours);
  - Human Anatomy and Physiology with laboratory (12 quarter hours/8 semester hours)\*\*;
  - Statistics (4 quarter hours/3 semester hours);
  - General Psychology (4 quarter hours/3 semester hours)
  - Abnormal or Developmental Psychology; 4 quarter hours/3 semester hours)
  - English Composition or Writing (4 quarter hours/3 semester hours).

\*See Accepted Courses for Program Prerequisites included on the DPT website.

\*\*Applicants must complete Anatomy and Physiology courses within the last 5 years prior to application or demonstrate ongoing work experiences that have kept this knowledge current (e.g. physical therapist assistant, athletic trainer, etc.). All remaining letter-graded prerequisite coursework is acceptable no matter when the coursework was completed. However, we strongly recommend that applicants take refresher courses as needed to fully prepare themselves for our accelerated DPT program.

## **STATE AUTHORIZATION/PROFESSIONAL LICENSURE**

South College seeks to make available all online programs/courses to residents of Tennessee and other states, and to allow completion of required clinical or practical experiences in those states. We work through the State Authorization Reciprocity Agreement (SARA) process and with states directly to ensure that when authorization or licensure is necessary, required approvals are secured. Tennessee is a member of SARA and South College is an approved SARA institution. As such, we adhere to a set of national standards for interstate offering of post-secondary distance education courses and programs. SARA also covers all interstate placements in clinical or practical situations among SARA member states, no matter the nature of the main program. However, not all states are SARA members. While we do monitor the laws in each state, authorization of distance education is a dynamic environment and prospective students should check this site often for updates. It is the student's responsibility to understand current circumstances or special requirements in their state of residence. Please see the South College Doctor of Physical Therapy webpage and click on Admission for more information.

As the DPT program is an academic program that leads to a professional license required in many states, it is highly recommended that applicants first seek guidance from the appropriate licensing agency in their home state BEFORE beginning the academic program located outside of the state. It is the student's responsibility to contact the appropriate licensing board in his/her home state to confirm whether a South College program will meet the requirements for licensure in that state. The following link provides contact information for state licensing authorities:  
<https://www.fsbpt.org/FreeResources/LicensingAuthoritiesContactInformation.aspx>.

## **ADVANCED PLACEMENT AND TRANSFER CREDIT**

All courses required for the Doctor of Physical Therapy degree program, both didactic and clinical, must be completed at South College. The Doctor of Physical Therapy program at South College does not grant advanced placement, credit for experiential learning, or transfer credits from another program or institution.

## **BACKGROUND CHECKS AND DRUG TESTING**

Criminal background checks and drug testing are becoming mandatory at medical institutions as a requirement of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). Individuals working in health care facilities often must consent to and be cleared to work through criminal background investigations and/or drug screenings. This is also a common policy/requirement in many physical therapy corporate entities and individual clinics.

In order to ensure patient safety and security, South College requires a criminal background check prior to any applicant being admitted. An additional background check and/or drug testing may be required prior to beginning clinical experiences in year two of the program. Applicants should be aware that a prior criminal background could restrict the ability to obtain professional state licensure. Acceptance into a South College program does not imply or guarantee that a student will be able to obtain such licensure.

## **HEALTH INSURANCE**

All Doctor of Physical Therapy students are required to carry health insurance (including hospitalization) throughout the entire program. It is the responsibility of the student to purchase health insurance and provide proof of insurance. Health concerns should be addressed with your primary care provider. South College does not have student health facilities, but we do have an agreement with Cherokee Health Systems to provide services to our students living in Knoxville or attending onsite lab intensives. Students are financially responsible for any services rendered by Cherokee. Once matriculated into the Doctor of Physical Therapy Program, students must show compliance with the health policy including personal health insurance coverage within one month of the start of classes. Failure to do so may result in being liable for dismissal from the program. Students must re-certify their health status (including proof of health insurance) prior to beginning the clinical year (year 2) of the program. Students may not engage in clinical activities until compliance has been met.

## **IMMUNIZATIONS**

Prior to entering the South College Doctor of Physical Therapy Program, students must submit health provider proof of a health examination and updated information of immunization health certificate indicating TB testing results and HBV immunization series.

**Specific related requirements include:**

1. Provide proof of personal health insurance throughout the entire program;
2. Provide proof of current BLS certification;
3. Provide proof of a satisfactory and current physical examination;
4. Provide proof of TB Tine Test (positive results will require the student to receive a chest x-ray and further evaluation);
5. Provide proof of Hepatitis B vaccine and positive Hep B Ab;
6. Provide proof of MMR vaccine or immunity;
7. Provide Varicella history or vaccination;
8. Influenza vaccine (required annually to be given during influenza season: October through May);
9. Provide proof of Tetanus, Diphtheria, & Pertussis (Tdap) vaccine within the last 10 years; and,
10. Provide proof of Polio vaccine series (3 doses OR date of last booster OR immunization as an adult).

Prior to entering the clinical phase (year 2) of the program, students must again update their immunization and health certificate and provide proof of the following:

1. Provide proof of current BLS certification;
2. Provide proof of updated annual TB PPD or tine test;
3. Provide proof of blood-borne pathogen orientation course; and
4. Provide proof of current personal health insurance, throughout the clinical year.

**COMPUTER REQUIREMENT**

Students are required to have a personal laptop computer and a mobile device (i.e., tablet, iPad). Minimum requirements and specifications are listed on the South College DPT website.

**ESTIMATED PROGRAM COSTS (Effective June 2017) a**

Tuition (\$9,450 per quarter X 8 quarters)	= \$75,600
Technology Fee (\$125 per quarter X 8 quarters)	= \$ 1,000
Textbooks, Clinical Apps, Licensure Prep Materials	= \$ 2,500 b
Physical Therapy Professional Equipment	= \$ 180 c
APTA Student Membership (\$80 per year) X 2 years	= \$ 160
State Chapter Student Membership (\$0-\$10 per year) X 2 years	= \$ 20 d
Application Fee	= \$ 60
Graduation Fee	= \$ 300
Subtotal Estimated Costs	= \$79,820
Housing Costs for Onsite Lab Intensives (\$50 X 90 training days)	= \$ 4,500 e,f
<i>Total Estimated Costs for DPT Program</i>	<i>= \$84,320</i>

Notes:

<sup>a</sup> These are estimated costs for the entire program. Tuition, fees, and costs are subject to change. Tuition for in-state and out-of state residents is the same.

<sup>b</sup> Estimated costs for textbooks and tablet clinical applications are based on current course requirements. Costs include University licensure prep course and Advanced Cardiac Life Support (ACLS) course fees.

<sup>c</sup> Physical therapy equipment costs include a student kit consisting of common clinical exam instruments, gait belt, and exercise mat. A portable treatment table is highly recommended for personal practice.

<sup>d</sup> Rates vary depending on state of residence (generally range from \$0 – \$10 per year).

<sup>e</sup> Estimated lodging costs apply to students commuting to Knoxville for onsite Lab Intensives. This estimate includes Orientation, 6 Lab Intensives, and Graduation Week activities for a total of 86 required training days. An additional 4 days are included should the student be required to remain after a Lab Intensive session for remedial training and retesting.

<sup>f</sup> Students are required to make their own lodging arrangements for Lab Intensive sessions. Block room pricing is available at one area hotel starting at \$79/night single or double occupancy. Several extended stay hotels are available for as low as \$55/night single or double occupancy. Additionally, many students rent vacation homes with 6-7 other classmates for as low as \$20/night per student. The majority of students pay less than \$50/night for lodging.

*NOTE: Lodging costs do not include clinical education experiences.*

## **PAYMENT OF TUITION AND FEES**

All charges are due and payable on or before the registration date for each quarter. Circumstances that prevent a student from adhering to these dates should be discussed with the Business Office. Students attending South College under a grant or loan should confer with the Financial Aid Department concerning the payment of fees. Students attending the college under the G.I. Bill should discuss payment of school fees with the Director of Financial Aid. Tuition and fees are subject to change at the end of any quarter. Failure to make proper payments, unless otherwise cleared with the Business Office, will result in dismissal from the college.

Grades will not be issued, degrees granted, or transcripts furnished until all financial obligations have been satisfied and all college property returned.

## **ACADEMIC CALENDAR**

The Doctor of Pharmacy academic calendar may vary from the institutional calendar. Information will be provided to Physical Therapy students both in-person and via the institutional website.

## **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 6120	Physical Agents	2
DPT 6130	Professional Competencies	1
DPT 6140	Evidence-based Practice I	2
DPT 6150	Human Physiology	3
DPT 6160	Human Anatomy I	4
<i>Quarter Two</i>		
DPT 6210	Musculoskeletal Practice I – Lumbo-Pelvic-Hip	5
DPT 6220	Musculoskeletal Practice II – Knee-Foot-Ankle	4
DPT 6230	Evidence-based Practice II	2
DPT 6240	Human Anatomy II	4
DPT 6251	Therapeutic Interventions	4
<i>Quarter Three</i>		
DPT 6310	Musculoskeletal Practice III – Cervical-Thoracic	5
DPT 6320	Musculoskeletal Practice IV – Shoulder-Elbow-Wrist-Hand	4
DPT 6331	Health Promotion & Fitness Management	3
DPT 6340	Clinical Neuroscience	4
<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 6450	Advanced Movement Analysis	3
<i>Quarter Five</i>		
DPT 6512	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 6630	Professional Competencies II	2
DPT 6640	Advanced Therapeutic Interventions	3
DPT 6651	Advanced Diagnostics	2
<i>Quarter Seven</i>		
DPT 6711	Primary Care Physical Therapy	2
DPT 6721	Physical Therapy Practice II	15
<i>Quarter Eight</i>		
DPT 6811	Business Management & Entrepreneurship	3
DPT 6820	Physical Therapy Practice III	14
DPT 6831	Capstone Presentation & Examination	2

## SCHOOL OF PHYSICAL THERAPY GRADING SYSTEM

Academic Course Grading: Course directors/faculty determine the grades for each course with specific requirements defined within the course syllabus. Evaluation methods assess student achievement of specific educational learning objectives, and in a broader sense, their communication skills and professional behaviors. The means by which a final grade is computed may include, but are not limited to, written examinations, practical examinations, skill checks, oral presentations, written assignments, laboratory exercises, online class participation, clinical participation, and clinical performance. All didactic courses are graded with a letter grade of A, B, C, or F. Where objective testing is used, scores and grades are correlated as follows:

Grade	Quality Points	Range
A	4.00	90.00 – 100
B	3.00	80.00 – 89.99
C	2.00	70.00 – 79.99
F	0.00	69.99 and below
I	***	Incomplete

Clinical Education Course Grading: Clinical faculty use the Physical Therapist Clinical Performance Instrument (PT CPI) to formally assess student performance during clinical education experiences. At a minimum, clinical faculty will provide students with a mid-term and final assessment of their performance. All clinical education courses (DPT 6530, DPT 6720, and DPT 6820) are graded as PASS or FAIL. Students must “Pass” all clinical education courses to progress within the program. Student grades will be determined by the Director of Clinical Education based on 1) mid-term and final PT CPI assessments, 2) verbal or written input from the clinical faculty, 3) a review of student assignments, and 4) collaboration with core faculty as needed.

## MINIMUM REQUIREMENTS FOR PROGRESSION

Successful progression in the DPT program requires each student to earn a minimum acceptable grade for all academic and clinical education courses, maintain minimum standards for quarter and cumulative grade point averages (GPA), and exhibit appropriate professional behaviors throughout the program. Specific requirements for progression are detailed below:

1. Students must achieve a final grade of “C” or higher (i.e.,  $\geq 70\%$ ) for all academic courses and “Pass” for all clinical courses in order to progress to the next academic quarter.
2. Students must maintain a minimum Cumulative GPA of 3.00 throughout the program. A student with a cumulative GPA below 3.0 at the end of any quarter will be placed on probation. The probationary period will extend until the student has completed one quarter of full time academic coursework as designed in his/her course of study. If the student is successful in raising his/her cumulative GPA to 3.0 or higher, he/she will be removed from probation. If the student fails to raise his/her cumulative GPA to 3.0 or higher, he/she will be dismissed from the program. If a student’s cumulative GPA falls below 3.0 a second time, he/she will be dismissed from the program.
3. Students must display appropriate professional behaviors during all academic and clinical education courses. These are requisite behaviors for any student or licensed physical therapist and necessary for successful clinical practice. Any incident of violation of the South College Student Conduct Standards and Regulations, the South College Honor Code, or the School of Physical Therapy Code of Professional Conduct will be reviewed by

program faculty members for recommendations for subsequent actions up to and including dismissal from the program.

4. Core faculty are responsible for ensuring that each student is prepared to enter clinical education experiences. Ensuring that students have the requisite knowledge, professional behaviors, and safety awareness that protects patients and upholds public trust in our educational program. The criteria used to determine student preparedness are as follows:
  - a. Successfully pass all courses, in sequence, prior to each clinical education experience.
  - b. Demonstrate competence in examination and intervention skills on all practical examinations and skills checks with a minimum grade of 70% and **no** safety deficits. Specific skills are identified in Practical Examination/Skills Check rubrics for all course syllabi that require these assessments.
  - c. Demonstrate professional behaviors in all program activities to include, but not limited to, student self-assessments, active participation and interactions with faculty in didactic courses, and appropriate patient-therapist interactions during practical examinations and competency skills checks.
  - d. Receive satisfactory feedback from the faculty advisor, DCE, and faculty as a whole that the student is properly prepared for participation in clinical education experiences.

Student performance is evaluated at the completion of each academic term to determine if academic and clinical standards are met. Students that achieve or surpass these minimum standards will be allowed to progress in the program and ultimately graduate. The Program Director and faculty reserve the right to examine extenuating circumstances in each case of non-acceptable academic and/or clinical performance.

### **ACADEMIC AND PROFESSIONAL PROBATION**

Any student with a cumulative grade point average of less than 3.00 at the end of any quarter will be placed on academic probation. A student may also be placed on professional probation for violation of the South College Student Conduct Standards and Regulations, the South College Honor Code, or the School of Physical Therapy Code of Professional Conduct to a degree that does not warrant academic dismissal.

The student is notified of this action in writing by the Dean and informed that there is no recourse available to the student with respect to being placed on probation. The written communication to the student requires the student to meet with his/her faculty advisor to develop a remediation plan that supports the student in the area(s) of the academic difficulty and defines requirements to remove probation status. Included within this remediation plan may be regular meetings with the advisor.

To remove probation status, the student must achieve a cumulative GPA of at least 3.00 by the end of the term and/or demonstrate corrective action and a consistent pattern of professional behaviors consistent with the South College Student Conduct Standards and Regulations, the South College Honor Code, and the School of Physical Therapy Code of Professional Conduct. The student is not allowed to be on probation for more than one quarter in relation to cumulative grade point average requirements and one quarter relating to professionalism. A second issue relating to either area will result in dismissal from the program. The Dean will notify the student and Registrar of this academic dismissal action in writing.

### **ACADEMIC DISMISSAL**

The Dean may order the dismissal of a student where the student fails to achieve the expectations for progression. Academic dismissal may occur upon the occurrence of any one of the following grounds.

1. A student receives a grade less than "C" in any academic course or a "Fail" in any clinical course.
2. A student has a cumulative GPA of less than 3.0 at the end of any quarter and fails to raise the cumulative GPA to 3.0 or higher at the end of the next quarter.
3. A student's cumulative GPA falls below 3.0 for a second time at the end of a quarter.
4. Violation of the South College Student Conduct Standards and Regulations, the South College Honor Code, or the School of Physical Therapy Code of Professional Conduct.
5. Inability to be removed from probation status in the time frames established in the DPT Student Handbook.
6. Any determination by the Dean, School of Physical Therapy or DPT Faculty that the student is unfit for clinical practice as a physical therapist or is otherwise not meeting the requirements of the School of Physical Therapy and South College.

The student is notified of this academic dismissal in writing by the Dean and is informed of the appeal procedure. Also included in the notice is information regarding loss of all privileges and services from the School of Physical Therapy and South College.

Appeal of academic dismissal is heard and decided by the Academic Standing and Progression Committee, and a recommendation submitted to the Dean of the School of Physical Therapy. The Dean may accept or reject the recommendation of the Committee, and the Dean provides the decision in writing to the student. If unsuccessful in the appeal of the dismissal, the student may submit an appeal to the Vice Chancellor of Institutional Advancement and Effectiveness within five business days of the notification. The Vice Chancellor reserves the right to refer any appeal to the South College Academic and Conduct Committee. The decision of the Vice Chancellor or the South College Appeals Committee is final and not subject to further appeal. Students with a final dismissal from the School of Physical Therapy may reapply for admission through the regular admissions process.

## **GRADUATION REQUIREMENTS**

In order for a student to graduate from the Doctor of Physical Therapy program, the student must be in a good academic and professional standing, have had satisfactory progress in all quarters of the academic program, and satisfactorily complete the following:

1. Successfully complete the required 135 quarter credit hours of academic and clinical education course work.
2. Maintain a minimum cumulative grade point average of 3.00 or above.
3. Achieve a letter grade of “C” (70%) or better in all academic courses.
4. Successfully complete and “Pass” all clinical education courses.
5. Achieve entry-level competence as a physical therapist, as demonstrated on the Physical Therapist Clinical Performance Instrument (PT CPI).
6. Exhibit professional behaviors consistent with clinical practice as described in the Ten Professional Abilities, APTA Core Values, and the Code of Ethics for the Physical Therapist within the DPT Student Handbook.
7. Complete all required South College and DPT Program documents in preparation for graduation.
8. Honor all professional and financial obligations to South College as published in the South College and DPT Program Handbooks, and as specified in any written communications from the School’s administrators.

South College reserves the right, and the student, by the act of matriculation, concedes to give South College the right to require withdrawal at any time the college deems it necessary to safeguard the standards of scholarship, conduct, and compliance with regulations, or for such other reasons deemed appropriate by South College as set forth in the South College Student Handbook, DPT Student Handbook, and/or the South College Catalog.

# SCHOOL OF PHYSICIAN ASSISTANT STUDIES

(Knoxville)

**The Masters of Health Science Physician Assistant Program** provides a competency-based graduate educational program with an ongoing commitment to academic excellence and patient-focused care. This comprehensive program is designed to be the starting pathway in the professional career for future health care providers. The program includes a 15-month didactic phase and a 12-month generalist clinical learning phase.

The program offers a comprehensive curriculum that begins with a didactic phase designed to provide a solid foundation in **patient assessment, clinical medicine, and medical, behavioral, and social sciences**. The didactic phase includes instruction in human gross anatomy, neuroanatomy, physiology, health assessment and physical examination, medical pathology and genetics, pharmacotherapeutics, clinical laboratory medicine, epidemiology and public health, clinical assessment and management, psychiatry and behavioral medicine, women's health, evidence-based medicine, radiology, clinical pediatrics, medical nutrition, physician assistant history, emergency medicine, professional issues and health policy, clinical geriatrics, surgery, research design and methodology, and a didactic summative evaluation. This didactic phase includes a variety of learning strategies combining formal lectures, problem-based learning, practical hands-on clinical laboratory classes, clinical simulation assessment, and objective structured clinical examinations with a continuous focus on competency-based clinical skills. Students also develop strong patient communication skills and advanced critical-thinking problem-solving clinical skills.

The clinical learning phase of the Masters of Health Science Program in Physician Assistant Studies follows the didactic phase. Clinical learning rotations are divided into eight six-week blocks ending with a clinical summative review course prior to graduation. Seven core clinical learning rotations are required, which include: Internal Medicine, General Surgery, Family Medicine/Geriatrics, Emergency Medicine, Women's Health, Pediatrics, and Clinical Psychiatry and Behavioral Medicine. The eighth clinical learning rotation is an elective. The clinical learning phase involves clinical practice experience in a variety of in-patient and out-patient settings and specialties. A Capstone Project is required.

## MISSION/PHILOSOPHY

The mission of the South College Masters of Health Science in Physician Assistant Studies program is to educate highly qualified physician assistants, preparing them to become competent, compassionate, and comprehensive health care providers for clinical practice in rural and urban areas, focusing on underserved communities.

Endeavoring to provide students with a comprehensive evidence-based medical education that focuses on the future delivery of excellent health care, the program promotes the importance of health maintenance, health education, the prevention of disease, and the need for a lifelong path dedicated to continuous learning and self-assessment. The faculty strive for educational excellence as they prepare physician assistant students to think critically, communicate compassionately, and understand the importance of collaborating in interdisciplinary health care teams to meet patient and family needs within an ever changing health care delivery system.

## VISION

South College School of Physician Assistant Studies graduates will be leaders in the health care community, continuously striving for excellence in their professional endeavors.

## GOALS

The program has determined six primary goals essential to the achievement of the mission and vision.

1. Evaluate and select highly qualified applicants for admission to the program.
2. Provide students with a rigorous didactic curriculum that promotes lifelong learning skills and prepares them for clinical rotations.
3. Provide students with a comprehensive clinical curriculum that prepares them to pass the Physician Assistant National Certifying Exam and to become competent, compassionate, and comprehensive healthcare providers.
4. Prepare students to make significant contributions in the communities that they serve, foster their ability to improve patient care practices, and promote the PA profession.
5. Recruit and select highly qualified faculty to provide innovative education and training of students, and ongoing assessment and improvement of the program.

6. Maintain programmatic accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) through a process of continuous program self-assessment.

## **ROLES, COMPETENCIES, AND PERFORMANCE CRITERIA EXPECTED OF GRADUATES FROM THE SOUTH COLLEGE PHYSICIAN ASSISTANT PROGRAM**

Using appropriate competencies and psychomotor skill sets, the graduate will be able to elicit a detailed and accurate history; perform a comprehensive physical examination under the direction of a licensed physician regardless of the patient's age, sex or presenting health care problem; and provide professional patient care in the following ways:

### *Interpersonal & Communications Skills*

- A. Communicate effectively as a health care professional.
- B. Elicit a problem-oriented and/or comprehensive history from patients appropriate for age or gender with an attitude of respect and adherence to the concepts of privileges and confidentiality.
- C. Perform a comprehensive and/or focused physical examination appropriate for the patient's age, gender, and health problem(s), based on historical information.
- D. Assess, monitor, and analyze the information database of the patient.
- E. Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- F. Utilize the patient database to establish a complete problem list.

### *Patient Care*

- A. Develop primary and differential diagnoses based on the data obtained from an appropriate history and physical exam.
- B. Identify, order, perform, and interpret appropriate diagnostic procedures or studies.
- C. Formulate and document an individual treatment/management plan for a patient appropriate for age, gender, and health problem(s) in consultation with a physician.
- D. Provide health education services to the patient, his/her family members or significant others, the public, or other health care providers.
- E. Provide education and counseling to patient and his/her family or significant others appropriate for their health care problem(s).
- F. Implement, monitor and modify the treatment/management plan for the patient appropriate for age, gender, and health problem(s).
- G. Recognize and manage life-threatening emergencies.

### *Professionalism*

- A. Maintain the ethical code of the PA profession with respect for the diversity of patient values and beliefs as well as the complexities of team-based care.
- B. Manage ethical dilemmas specific to patient/population centered care situations.
- C. Place the interests of patients and populations at the center of interprofessional health care delivery.
- D. Be aware of limitations; seek help and advice when needed.
- E. Demonstrate professional relationships with physician supervisors and other health care providers.
- F. Recognize accountability to patients, society, and the profession.

### *Practice-based Learning & Improvement*

- A. Possess skills for lifelong learning with appropriate use of medical resources.
- B. Possess knowledge and skills essential to incorporating into practice proven evaluation/treatment modalities, preventions and interventions, and compliance techniques.
- C. Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.

### *Systems-based Practice*

- A. Effectively interact with different types of medical practice and delivery systems.
- B. Advocate for quality patient care and assist patients in dealing with system complexities.
- C. Apply leadership practices that support collaborative practice and team effectiveness.

### *Clinical Competencies*

Prior to progressing to the clinical learning year of the program, students will develop and demonstrate proficiency in several psychomotor skill sets involved in procedural medicine, such as suturing, casting and splinting, nasogastric and endotracheal intubation, and sterile technique. The clinical phase of the program is designed to reinforce knowledge and skills developed during the didactic phase. Eight clinical learning rotations, each six weeks in length, are conducted

at a variety of outpatient and inpatient clinical sites. Students are expected to develop competency in those areas listed above. During this period, students will be exposed to a wide variety of live patient encounters to assist them in the building of understanding in the diagnoses, pathophysiology, risk factors, laboratory interpretation, and therapeutic strategies involved in patient evaluation and treatment.

## **PROGRAMMATIC ACCREDITATION**

The goals and objectives of the South College Masters of Health Science Physician Assistant Program are guided by the criteria set forth in the **Standards for an Accredited Educational Program for the Physician Assistant** as established by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

These guidelines state that the Physician Assistant is academically and clinically prepared to provide health care services with the direction and supervision of a licensed physician. The role of the Physician Assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential attributes.

In September 2017, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) (12000 Findley Road, Suite 275, Johns Creek, Georgia, 30097; phone: 770-476-1224; http://www.arc-pa.org) granted Accreditation – Continued to the Masters of Health Science Physician Assistant Program sponsored by South College. Continued accreditation is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Continued Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be September 2027.

All students completing study in an accredited program are eligible to sit for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA) and for obtaining a state license. Certification is required in order to practice as a Physician Assistant. The need for licensure is dependent upon each state's requirements.

## **PROGRAM ADMISSION REQUIREMENTS**

Personal interviews with the core Physician Assistant faculty are required for final admission and will be offered only to the most qualified individuals. In order to be considered for admission to the Masters of Health Science Physician Assistant Program at South College, the following admission procedures and prerequisite courses must be met:

1. Completion of a baccalaureate degree (Science, Nursing, Health Science recommended) from a regionally accredited College or University in the United States, **prior to matriculation**.
2. Documentation of the following – Overall college cumulative GPA of a minimum of 2.75 on a 4.0 scale, completion of all prerequisite coursework with a cumulative GPA of a minimum of 2.75, and completion of all science prerequisite coursework with a cumulative GPA of a minimum of 2.75.
3. Applicants are encouraged to obtain patient care experience, sufficient to recognize the physical and psychological demands of dealing with patients and to appreciate the challenges and rewards of being a health care professional. Health care experiences should provide the applicant with a knowledge and/or orientation to the signs and symptoms of a variety of ill or injured patients. Health care experiences will be evaluated on an individual basis, with an emphasis on direct patient care.
4. In order for your application to be processed, we must receive the following items:
  - Verified CASPA application that includes:
  - Official GRE Scores (see #5 for more details),
  - 3 letters of recommendation, one from a health care professional such as a Physician (MD or DO), Physician Assistant, or Nurse Practitioner,
  - Completion of the PA Supplemental Application and fee (see admission application for details and a link).
5. Completion of the Graduate Record Exam (GRE). The South College school code for the School of Physician Assistant Studies is 1635. Please note that until your GRE score is marked as *official* in CASPA, the score is not

- acknowledged. MCAT scores are not accepted as a substitution.
6. Current Basic Life Support (BLS) from the **American Heart Association** is required upon enrollment in the program. BLS classes will be offered during orientation. Most clinical sites do not recognize other institutions. No substitutions are allowed.

### **Prerequisite Courses**

- Anatomy and Physiology I and II with labs (minimum of 8 semester hours or 12 quarter hours)
- General Chemistry I and II with labs (minimum of 8 semester hours or 12 quarter hours)
- Biology I and II (Mammalian, Cell, or Human Biology; minimum of 8 semester hours or 12 quarter hours)
- English (minimum of 6 semester hours or 8 quarter hours)
- Statistics, Algebra, Calculus, Finite Math, or other equivalent Advanced Mathematics (minimum of 6 semester hours or 8 quarter hours)
- Humanities and/or Social Science (minimum of 6 semester hours or 8 quarter hours)

*Strongly suggested courses include: Genetics, microbiology, immunology, organic chemistry, biochemistry, and other advanced biology or chemistry courses.*

Selection for the Physician Assistant Program is very competitive. It is anticipated that the successful applicant will generally exceed the minimum criteria for consideration for admission.

Applications are reviewed relative to undergraduate cumulative and pre-requisite course GPAs, health care experience (*military or civilian*), letters of reference, and GRE scores. Additional consideration is given to applicants with military medical experience. Personal interviews with the principal Physician Assistant faculty, practicing Physicians, and Physician Assistants from the community is required for final admission and offered only to the most qualified individuals.

### **ADVANCED PLACEMENT AND TRANSFER OF CREDIT**

Applicants to the program should be aware that all courses within the professional didactic and clinical curriculum are required. The Masters of Health Science Physician Assistant program at South College does not recognize advanced placement, credit for experiential learning, international medical experience, or transfer credits from another Physician Assistant Program or Medical School.

### **VET-UP PROGRAM**

The South College VET-UP program is specifically designed to offer veterans who were medics and corpsmen in the United States Armed Forces the opportunity to continue their professional education with the goal of becoming a Physician Assistant. The program focuses on adding to the extensive military training and real-world experience these veterans have by bridging the gap between military health care experience and the civilian graduate medical education of a Physician Assistant program. The program offers mentorship, advice, and partnering with a veteran faculty member. Contact the School of Physician Assistant Studies for more information.

### **TECHNICAL STANDARDS**

The granting of a Masters of Health Science (MHS) degree and completion of the professional phase signifies that the student is prepared for employment as a Physician Assistant. In such a professional role, the Physician Assistant can provide medical services with the supervision of a doctor of medicine or osteopathic medicine in accordance with applicable laws of medical practice. The services must, for the safety and welfare of the patient, be of the same professional quality that would be rendered by the supervising physician.

The Physician Assistant must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates for the Physician Assistant profession must have somatic sensation and the functional use of the senses of vision and hearing. A candidate's diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain, and temperature), and sufficient motor function to permit them to carry out the activities described in the sections that follow.

Candidates must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data. A candidate for the Physician Assistant profession must have abilities and skills of six varieties including observation, communication, motor, conceptual, integrative and quantitative, and behavioral and social. Technological compensation can be made for some handicaps in certain of these areas, but such a candidate should be able to perform in a reasonably independent manner.

### **General Abilities**

The candidate is expected to possess functional use of the senses of vision, touch, hearing, taste, and smell. All data received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. In addition, the individual is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement. Furthermore, he or she must have the physical and emotional stamina and capacity to function in a competent manner, and consistent with these standards, in the classroom as well clinical and laboratory settings including settings that may involve heavy full-time workloads, long hours, and stressful situations.

### **Observational Ability**

The candidate is expected to participate in and observe demonstrations and experiments in the basic sciences including but not limited to physiologic and pharmacological demonstrations in animals, microbiological cultures, and microscopic study of organisms and tissues in normal and pathologic states. The candidate is expected to observe the patient accurately at a distance and close at hand and accurately assess health/illness alteration. Inherent in this observation process is the use of the senses and sufficient motor capability to carry out the necessary assessment activities.

### **Communication Ability**

The candidate is expected to be able to effectively communicate verbally and non-verbally and to observe patients in order to elicit information, describe changes in mood, activity, and postures and to perceive nonverbal communications. This requires the ability to read, write, and effectively utilize the English language. The candidate must be able to communicate effectively with patients and other professionals both orally and in written form.

### **Motor Ability**

The candidate is expected to be able to perform gross and fine motor movements required to perform a complete physical examination (including genital examination). The candidate is expected to have the psychomotor skills necessary to perform or assist with procedures, treatments, administration of medication, managing of equipment, and emergency intervention. The candidate is expected to be able to maintain consciousness and equilibrium, and stamina to perform satisfactorily in clinical experiences.

The candidate should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. The candidate must be able to perform laboratory tests, work with scientific and other instruments and machinery, and perform essential skills and emergent treatment to patients. This includes, but is not limited to, cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch, vision, and hearing.

### **Critical Thinking Ability**

The candidate is expected to have the ability to develop and refine problem-solving skills. This includes the ability to measure, calculate, analyze and synthesize objective as well as subjective data and make decisions that reflect consistent and thoughtful deliberation and clinical judgment. In addition, the candidate should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

### **Interpersonal Abilities**

The candidate is expected to have the emotional stability required to exercise sound judgment and complete assessment and intervention activities. The candidate is expected to establish rapport and maintain sensitive, interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. The candidate is expected to have the flexibility to function effectively under stress. Concern for others, integrity, accountability, interest and motivation are necessary personal qualities.



### **Behavioral and Social Attributes**

A candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. The candidate must be able to tolerate physically taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility and to learn to function in the face of the uncertainties inherent in the clinical problems of many patients. Compassion, integrity, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission and education process.

In addition to the abilities and skills set forth above, the candidate must possess the general physical health necessary for performing the duties of a physician assistant student without endangering the lives of patients and/or colleagues with whom the student might have contact. Candidates whose performance is impaired by abuse of alcohol or other substances are not suitable for admission, continuation, promotion, or graduation.

### **STUDENTS WITH DISABILITIES**

Individuals with disabilities are encouraged to apply to the program. However, it is the responsibility of the candidate to notify South College in writing with medical documentation from their provider, (Dean of Students, South College, 3904 Lonas Dr., Knoxville, TN 37909) and verbally if there is any reason why the abilities and/or expectations described cannot be met. Individuals with disabilities are encouraged to apply to the program. However, it is the responsibility of the candidate to notify South College if there is any reason why the abilities and/or expectations described cannot be met. Candidates will be presented with these technical standards during the final stage of admission to the program. At that time, the candidate will review these standards with the program faculty and sign a form indicating his/her ability to meet the standards. Candidates who indicate that they cannot meet one or more of these requirements, will be referred to the Dean of Student Services to determine what, if any reasonable accommodations might be possible to facilitate successful completion of the degree requirements, if admitted to the program. Candidates with further questions or concerns regarding these technical standards should contact the Physician Assistant Program at 865-251-1800. Candidates with questions about Disability Services should contact the Dean of Student Services at 865-293-4539.

### **ACCOMMODATIONS**

Students requesting special services (including accommodations for disabilities) from the college should contact Dean Carolyn Hillegas, Dean of Student Services (865-293-4539; [chillegas@southcollegetn.edu](mailto:chillegas@southcollegetn.edu)) for complete information on college policy and procedures. All special requests should be made at least one month prior to the beginning of classes in order to allow time for the request to be evaluated appropriately. South College does not discriminate on the basis of disability and is committed to full compliance with the Americans with Disabilities Act (ADA) of 1990.

### **CRIMINAL BACKGROUND CHECKS**

Criminal background checks are becoming mandatory at medical institutions as a requirement of The Joint Commission on the Accreditation of Healthcare Organizations (JCAHO). In order to ensure patient safety and security, South College will require students to go through a criminal background check prior to being admitted. Applicants should be aware that a prior criminal background might restrict the ability to obtain professional state licensure. Acceptance into a South College program does not imply or guarantee that a student will be able to obtain such licensure.

### **STUDENT EMPLOYMENT**

The PA faculty believes that no student is capable of acquiring the level of knowledge needed to perform adequately as a Physician Assistant student if they engage in outside employment during the PA Program. Students are apprised of this policy during the interview process, and are reminded that they must not engage in outside employment during the PA curriculum. Full-time employment while in the didactic and/or clinical learning year of the program is prohibited. At no time is a student to be substituted for a faculty member or clinician. Students are not to be employed while on their clinical learning rotations by preceptors or health care facilities. Students may not serve or perform as staff members of the program unless they are part of a specific federal, state, or South College work-study program. Work study students are not permitted to have access to confidential student records or student information and/or testing materials.

Students who have other valid professional licenses/titles such as Ph.D., Respiratory Therapist, Licensed Practical or Registered Nurse, or Laboratory Technician, may not function in those capacities nor utilize these titles in spoken or written communication while enrolled in the Physician Assistant program. Students shall not misrepresent their status

as students by identifying themselves as anything other than a Physician Assistant Student, nor shall they allow their patients to identify them as a graduate Physician Assistant or Physician.

## HEALTH INSURANCE

All PA students are required to carry health insurance (including hospitalization) throughout the entire program. It is the responsibility of the student to purchase health insurance and provide proof of insurance. Health concerns should be addressed with your primary care provider. South College does not have student health facilities, but we do have an agreement with Cherokee Health Systems to provide services to our students. Students are financially responsible for any services rendered by Cherokee. Once matriculated into the Physician Assistant Program, students must show compliance with the health policy, including personal health insurance coverage within one month of the start of classes. Failure to do so may result in being liable for dismissal from the program. Students must re-certify their health status (including proof of health insurance) prior to beginning the clinical phase of the program. Students may not engage in clinical activities until compliance has been met.

## VOLUNTEER WORK EXPERIENCES

Students who are involved in, or commence, volunteer or paid work during the course of their Physician Assistant training, cannot use their affiliation with the Physician Assistant Program in any aspect of that job. Work outside the Physician Assistant Program undertaken by the student, independent of the Program, is not covered by the liability offered for clinical work associated with the educational experience.

## IMMUNIZATIONS

Prior to entering the South College Physician Assistant Program, students must submit health provider proof of a health examination and updated information of immunization health certificate indicating TB testing results and HBV immunization series.

### SPECIFIC RELATED REQUIREMENTS INCLUDE:

1. Provide proof of personal health insurance throughout the entire program;
2. Provide proof of current BLS certification;
3. Provide proof of a satisfactory physical examination (also prior to clinical year);
4. Provide proof of TB Skin Test (positive results will require the student to receive a chest x-ray and further evaluation);
5. Provide proof of Hepatitis B vaccine and positive Hep B Ab;
6. Provide proof of MMR vaccine or immunity; and,
7. Provide proof of Varicella titer or vaccination.

PRIOR TO ENTERING THE CLINICAL PHASE OF THE PROGRAM, STUDENTS MUST AGAIN UPDATE THEIR IMMUNIZATION AND HEALTH CERTIFICATE AND PROVIDE PROOF OF THE FOLLOWING:

1. Provide proof of current BLS certification;
2. Provide proof of updated annual TB PPD or tine test;
3. Provide proof of blood-borne pathogen orientation course; and
4. Provide proof of current personal health insurance, throughout the clinical year.

For more information about immunization of Health Care Workers go to: <http://www.cdc.gov/mmwr/>.

## ESTIMATED PROGRAM COSTS (Effective October 2017)<sup>a</sup>

Tuition (\$10,100 per quarter) x 9 quarters	= \$ 90,900
Technology fee (9 quarters)	= \$ 1,125
Professional uniforms	= \$ 150
Textbooks (didactic and clinical years)	= \$ 2,300
Medical equipment	= \$ 1,500 <sup>b</sup>
Smartphone	= \$ 199 <sup>c</sup>
Laptop	= \$ 800
AAPA student membership (for 3 years)	= \$ 75
TAPA student membership (for 3 years)	= \$ 150
Background Checks and Drug Screening	= \$ 200 <sup>d</sup>
Housing costs for clinical year rotations	= \$ 1,800 <sup>e</sup>
Health insurance to cover immunization, coverage for needle sticks and physical examinations	= \$ 500 <sup>f</sup>
Clinical tracking expenses	= \$ 90 <sup>g</sup>

Transcript Fee	= \$	10
Graduation Fee	= \$	200
<b>Total Estimated Cost for entire Master of Health Science Program = \$ 99,999<sup>a</sup></b>		

<sup>a</sup> These are estimated costs for the entire program. Tuition, fees, and costs are subject to change. Tuition for in-state and out-of-state residents is the same.

<sup>b</sup> Medical Supply costs are dependent on personal selection of equipment; students will have the opportunity to purchase equipment during the orientation at South College.

<sup>c</sup> There are additional costs, which vary according to personal choice, for a required service plan.

<sup>d</sup> Approximate cost required for credentialing. Typically done one per year, however, rotation sites may require additional checks or screens.

<sup>e</sup> Housing costs are based on clinical sites that are over 50 miles from Knoxville.

<sup>f</sup> Students are required to have their own health insurance prior to entering the program; many plans offer this service. Costs will vary according to plan.

<sup>g</sup> The program uses the Typhon system of tracking, which offers the student a permanent record of procedures and patient encounters during the clinical year.

## ACADEMIC CALENDAR

The Physician Assistant Program academic calendar may vary from the institutional calendar due to experiential requirements for the program. Information will be provided to Physician Assistant students both in-person and via the institutional website.

## EVALUATION OF PROFESSIONAL CONDUCT

In concert with the core competencies for the Physician Assistant profession, the faculty of the Masters of Health Science Physician Assistant Program at South College has established standards for evaluating the professional conduct of all students. This evaluation of professional conduct is in direct compliance with the core competency of professionalism that will be required of practicing Physician Assistants in their daily clinical life. At the end of every quarter, the core faculty will conduct a professional review of students.

Professional conduct evaluations will include the components of the Physician Assistant Program Honor Code and the following considerations:

1. Concern for the welfare of patients as evidenced by: thoughtful and professional attitude in obtaining history and physical examinations; avoidance of foul language, offensive gestures, inappropriate remarks, or remarks with sexual overtones; treatment of patients with respect and dignity both in their presence and in discussions with peers; manifestation of concern for the total patient.
2. Concern for the rights of others, shown by: treating professional and staff personnel, peer members of the Physician Assistant class, and health care team in a considerate manner and with a spirit of cooperation; acting with an egalitarian spirit towards all persons encountered in a classroom setting or a professional capacity regardless of race, religion, sex, sexual orientation or disability; and assuming an appropriate and equitable concern of duties among peers.
3. Responsibility to duty which involves: effectively undertaking duties with alacrity and persevering until complete or notifying responsible persons of problems; punctual attendance of classes, rounds, conferences and other clinical duties, or offering appropriate explanation when unable to be present; notifying course directors and supervising clinical preceptors of absence or inability to carry out duties; seeing patients regularly, assuming responsibility for their care with appropriate supervision; identifying emergencies and responding appropriately; and ensuring that he/she can be located when on duty by faculty or staff personnel.
4. Trustworthiness, that is: being truthful and intellectually honest in communication with others; acceptance of responsibility for meeting multiple demands by establishing proper priorities and by completing work necessary for the optimal care of patients; discerning accurately when supervision or advice is needed before acting; and maintaining confidentiality of information concerning patients.
5. Professional demeanor, which means: a neat and clean appearance in attire that appears professional to the patient population; maintaining equilibrium under pressures of fatigue, professional stress, or personal problems; and refraining from the use of alcohol or drugs while on campus, during clinical rotations, or during any South College meeting or activity.

The results of this review will be shared with and signed by each student; any student requiring additional counseling or professional development will meet with both his/her academic advisor and the Director of Didactic or Clinical Education. If a

student receives an unsatisfactory evaluation regarding professional conduct, written notification to the student by the faculty is required together with written documentation of the events leading to the unsatisfactory evaluation. This notification will also be forwarded to the **Student Progress Committee**, which consists of the principal PA faculty, and to the Program Director. If the documented event involves a severe offense, the student may be dismissed from the Physician Assistant Program regardless of previous academic record. If a student receives an unsatisfactory evaluation of professional conduct, or a violation of the Honor Code, the student may be issued a letter of warning, be placed on professional probation, or depending on the violation, be dismissed from the program. Recommendations for dismissal will be made to the **Student Progress Committee**. A dismissal decision of the Student Progress Committee may be appealed to the Associate Dean/Program Director. The decision of the Associate Dean/Program Director may be appealed to the Dean of the School of Physician Assistant Studies. The decision of the Dean may be appealed to the Vice Chancellor of Institutional Advancement and Effectiveness of South College. The Vice Chancellor reserves the right to refer any appeal to the South College Academic and Conduct Appeals Committee. All appeals must be made within five business days of notification of a decision. The decision of the Vice Chancellor or the South College Appeals Committee is final and not subject to further appeal. Students with a final dismissal from the School of Physician Assistant Studies may reapply for admission through the regular admissions process.

### **ALCOHOL, DRUGS, SEXUAL HARASSMENT, SEXUAL ASSAULT, HAZING, AND DISCRIMINATION**

Policies regarding alcohol, drugs, sexual harassment, sexual assault, hazing, and discrimination can be found in the South College Student Handbook. Discrimination on the basis of race, sex, religion, national or ethnic origin, age, color, marital status, disability, or sexual orientation is not tolerated. The use of drugs or alcohol while in the PA program is prohibited. There is zero tolerance for violence, drug or alcohol use, sexual harassment, or hazing at any time during the program, including while on campus, at PA program events in the community, and/or during clinical rotations.

### **REQUIREMENTS FOR GRADUATION FROM THE PHYSICIAN ASSISTANT PROGRAM**

The following criteria must be met in order to qualify for graduation with the Masters of Health Science degree, and a certificate of completion from the South College Physician Assistant Studies Program. Successful candidates for graduation must:

1. Satisfactorily complete all courses within the didactic and clinical learning phases of the Physician Assistant program with a cumulative grade point average of 3.0;
2. Achieve a minimum grade of 70% in all didactic courses and clinical rotations;
3. Successfully complete the Capstone Research Project, Didactic Summative Evaluation, and Clinical Summative Review with a minimum grade of 80%;
4. Successfully complete the ACLS and PALS courses;
5. Maintain BLS certification throughout the program;
6. Complete 50 hours of program-approved community service;
7. Abide by all South College rules and regulations, and settle all financial accounts with South College prior to graduation; and.
8. Abide by professional conduct as defined by Physician Assistant Program Honor Code.

Each candidate for the Masters of Health Science degree must be free of indebtedness to the college. The graduate degree and the academic transcript or certification of completion will not be given until all financial obligations to South College have been met.

Matriculation and attendance at the college are privileges granted to the student in consideration of performance of specified assignments and the maintenance of established standards of personal and professional conduct. The college reserves the right, and the student, by the act of matriculation, concedes to the college the right to require withdrawal at any time the college deems it necessary to safeguard the standards of scholarship, conduct, and compliance with regulations, or for such other reasons deemed appropriate by the college as set forth in the program manual and/or the South College Catalog.

### **ACADEMIC STANDARDS, STUDENT PROGRESS, GRADING**

The **Student Progress Committee** will review each student's scholastic achievement record, clinical learning progress, and professional behavior at the end of each quarter. The academic and clinical standards that must be met by each student are outlined in the Requirements for Graduation from the Physician Assistant Program section. The

professional standards that must be met by each student are also outlined in the Evaluation of Professional Conduct section. The evaluation process by this Committee includes first a review by each Course Director or Clinical Preceptor, then review by the Faculty Advisor, then review by the Director of Didactic or Clinical Education, and finally by the Program Director. The findings of these reviews are then presented to the Committee by the Director of Didactic or Clinical Education. If a student fails to meet academic, clinical, and/or professional standards, the Committee will meet with the student in question.

Depending on the nature of the academic, clinical, and/or professional deficiency, the Committee will determine the status of the student's academic/clinical standing, which may include warning, probation, or dismissal from the program.

The Categories of Academic/Clinical Standing are:

**Good Standing:** Status of a student who has met course and clinical requirements in a satisfactory manner and has demonstrated good professional behavior.

**Warning:** Status of a student whose performance in an academic course or clinical rotation places him/her in jeopardy of falling below the minimum stated standards, or who has exhibited questionable professional behavior.

**Probation:** Status of a student whose performance in the program has fallen below the minimum stated standards, or who has exhibited unacceptable professional behavior.

**Dismissal:** Action whereby a student will be dismissed from the Physician Assistant Studies Program of South College due to failure to adhere to academic, clinical, and/or professional standards. Dismissal will occur after review of the student's academic and/or professional deficiency by the Student Progress Committee, the Program Director, and following approval by the South College Vice Chancellor for Institutional Advancement and Effectiveness.

The causes of and consequences for receiving a Warning, Probation, or Dismissal are:

#### *Warning*

A student who receives a grade of less than 70% on any quiz, exam, or other individual assessment tool (or who fails any pass/fail exercise) in a didactic course or clinical rotation will receive a warning and must meet with the Course Director (didactic or clinical) for remediation. No remediation will be offered for final exams or final projects. A student may also receive a warning for questionable professional behavior.

*Warning in a Didactic Course.* The Course Director and student will review the questions and answers that the student missed on the exam or other assessment tool. The Course Director will ensure that the student understands the material and will make recommendations to the student for satisfactory performance on future exams/assessments. The student and Course Director will fill out the Record of Remediation form. Acquisition of knowledge will be measured by student performance on the cumulative portion of the course midterm and/or final exam. Copies of the Record of Remediation form will be made for the Course Director, the Director of Didactic Education, the student's faculty advisor, and the student's file.

*Warning in a Clinical Rotation.* If a student scores below 70% on a graded activity during the Clinical year, the student and Course Director will fill out the Record of Remediation form. The Course Director will provide the student with a list of topics that were missed on the exam or other assessment tool. The student will be issued a remediation plan and a deadline for completion of his/her plan. After the remediation plan has been completed, the student will be re-examined based upon the nature of his/her deficiency. On re-examination, the student is expected to achieve a minimum grade of 80%. Failure to adhere to deadlines and/or failure to achieve a minimum grade of 80% will result in referral to the Student Progress Committee. Copies of the Record of Remediation form and any correspondence will be made for the Course Director, the Director of Clinical Education, the Director of Didactic Education, the student's faculty advisor, and the student's file.

*Warning for a Professional Behavior Issue.* A student with a professional behavior issue will meet with the Student Progress Committee. If the committee determines that the student exhibited questionable professional behavior, the student will be warned that additional behavior could lead to probation or dismissal, depending on the nature of the behavior.

### *Probation*

A student will be placed on Probation if: (1) his/her cumulative GPA falls below 3.0 on a 4.0 scale, or (2) he/she fails to exhibit appropriate professional behavior.

1. *Students with a Cumulative GPA Below 3.0.* A student with a cumulative GPA below 3.0 at the end of any didactic quarter or clinical rotation will receive notification from the Student Progress Committee that he/she is on Probation. If the student fails to raise his/her cumulative GPA to 3.0 or higher at the end of the next didactic quarter or clinical rotation, he/she will be dismissed from the Physician Assistant Studies Program. If the student raises his/her cumulative GPA to 3.0 or higher at the end of the next didactic quarter or clinical rotation, he/she will be removed from probation. If a student's cumulative GPA falls below 3.0 a second time, he/she will be dismissed from the Physician Assistant Studies Program.
2. *Students Cited for a Professional Behavior Issue.* A student who fails to exhibit appropriate professional behavior must meet with the Student Progress Committee to define a plan for remediation. The student and the Chair of the Student Progress Committee must sign the remediation plan. If the student fails to fulfill or achieve the minimum outcomes described in his/her remediation plan, he/she will be dismissed from the Physician Assistant Studies Program. If the student fulfills the outcomes described in his/her remediation plan, he/she will be removed from probation.

### *Dismissal*

Students will be dismissed for failure to comply with academic, clinical, or professional standards. Students will be dismissed from the Physician Assistant Studies Program when:

1. A student fails (grade below a 70%) any didactic course or clinical rotation;
2. A student has a cumulative GPA of less than 3.0 at the end of any didactic quarter or clinical rotation and then fails to raise his/her cumulative GPA to 3.0 or higher at the end of the next didactic quarter or clinical rotation;
3. A student's cumulative GPA falls below 3.0 for a second time (at the end of a didactic quarter or clinical rotation);
4. A student fails to achieve the plans and outcomes listed in a remediation worksheet;
5. A student fails to successfully complete the Capstone research project, Didactic Summative review, and Clinical Summative Review, with a minimum grade of 80%;
6. A student's professional conduct violates the performance standards set forth in the Physician Assistant Studies Program's Honor Code, the South College Student Code of Conduct, state or federal law, or for moral turpitude, unprofessional behavior, criminal activity, or other reasons as defined by the College;
7. South College reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continued enrollment is detrimental to him/herself or his/her fellow students or whose presence is disruptive to the learning environment or the orderly operation of the College.

A dismissal decision of the Student Progress Committee may be appealed to the Associate Dean/Program Director. The decision of the Associate Dean/Program Director may be appealed to the Dean of the School of Physician Assistant Studies. The decision of the Dean may be appealed to the Vice Chancellor of Institutional Advancement and Effectiveness of South College. The Vice Chancellor reserves the right to refer any appeal to the South College Academic and Conduct Appeals Committee. The decision of the Vice Chancellor or the South College Appeals Committee is final and not subject to further appeal.

### *Grading*

Course Directors (in concert with the Course Instructors and Clinical Preceptors) will determine the means by which the final grade will be computed, which may include exam scores, oral presentations, written assignments, laboratory exercises, practical examinations, class participation, clinical participation, clinical performance, and other means of evaluation. Except in the case of an error on the part of faculty, preceptors, or administration, no grade changes will be honored after the end of the course. All didactic courses and clinical rotations will be graded with a letter grade of A, B, C, or F. All didactic courses and clinical rotations will be assigned appropriate credit hours. One credit hour is equal to approximately 10 hours of lecture, small group conference, and required practice per quarter. One credit hour of laboratory sessions is equal to approximately 20 contact hours per quarter. One credit hour of clinical is equal to approximately 30 contact hours per clinical rotation. Course Directors also determine grade adjustments for the purpose of standardization with the A-F scale.

Where objective testing is used, scores and grades will be correlated as follows:

<b>Letter Grade</b>	<b>Q.P.</b>	<b>Percentage Score Range</b>
A	4.00	90-100%
B	3.00	80-89%
C	2.00	70-79%
F	0.00	0-69%

Students enrolled in the Masters of Health Science, Physician Assistant Program at South College must successfully complete all didactic courses with a cumulative GPA of 3.0 in order to proceed to the clinical learning phase of the program. In addition, in order to graduate and be awarded a Masters of Health Science degree, students must have a cumulative GPA of 3.0 at the end of the clinical learning phase. Successful completion of the program is defined as having a cumulative GPA of 3.0 or better on a 4.0 scale for the entire program.

### **ATTENDANCE AND TESTING**

The Physician Assistant curriculum requires students to master a large amount of information and skills in a very short period of time. Excused absences must be obtained from the course director or co-course director, in an email on which the student's advisor and the Director of Didactic or Clinical Education for didactic and clinical students respectively is included. The Physician Assistant program utilizes the following attendance and testing policies:

#### *Attendance:*

1. Attendance for all scheduled lectures, laboratory sessions, and student meetings is mandatory for didactic students.
2. Call Back Clinical Learning Days are mandatory for all clinical learning students.
3. While the program makes every effort to schedule classes and rotations on weekdays, students may be required to attend classes and/or clinical rotations on Saturday and Sunday. Participation is mandatory.
4. Didactic courses and Call Back Clinical Learning Days may utilize an attendance and grade reduction policy that may result in a failing course grade (F) for unexcused absences. Course Directors will outline and discuss their attendance and grade reduction policies in their course syllabi.
5. Time missed for a medical appointment must be documented with a dated, signed note from the medical provider.
6. Students with unexcused absences will be brought before the Student Progress Committee.

#### *Testing:*

1. Absence will typically be defined as being 15 or more minutes late for a scheduled class or laboratory session.
2. Instructors may offer "make-up exams" in the event of an "Excused Absence" with the permission of the Director of Didactic Education, within a reasonable period of time.
3. Make-up exams will not be given in the case of an "Unexcused Absence."
4. Students who are late for a scheduled exam will not be allowed additional time to complete the exam and will not be allowed to enter the classroom and initiate the exam if another student has already completed the exam and left the room.

### **COURSE SYLLABI AND OBJECTIVES**

For every course and clinical learning rotation, students will be provided with a complete syllabus, which includes specific, measurable, course goals and learning objectives, outlining the intended scope of the course. Course descriptions and course schedules will also be included. Students are expected to learn all information identified in the course goals and learning objectives, and should expect to be tested on such material.

Each instructor, in concert with the Course Director, reserves the right to alter the syllabus as time, teaching materials, new clinical and scientific information, or the necessity of a sequenced, integrated, Physician Assistant curriculum dictate. Any altered materials will be made available to the student at lecture time. If there are questions regarding course goals, course objectives, learning objectives, or expected course outcomes, the student is expected to direct his/her questions first to the Course Instructor, then the Course Director, and if needed to the Director of Didactic Education..

## Master of Health Science in Physician Assistant Studies Curriculum

### *Didactic Learning Phase*

<b>Quarter I</b>	Gross Anatomy (Lecture and Lab)	6 quarter credits
	Neuroanatomy	3 quarter credits
	Human Physiology	3 quarter credits
	Health Assessment and Physical Examination	6 quarter credits
<b>Quarter II</b>	Medical Pathology and Genetics	4 quarter credits
	Pharmacotherapeutics I	3 quarter credits
	Clinical Laboratory Medicine	2 quarter credits
	Public Health	3 quarter credits
	Clinical Assessment and Management I	6 quarter credits
<b>Quarter III</b>	Psychiatry and Behavioral Medicine	2 quarter credits
	Pharmacotherapeutics II	3 quarter credits
	Women's Health	3 quarter credits
	Evidence Based Medicine	2 quarter credits
	Clinical Assessment and Management II	6 quarter credits
	Professional Issues and Health Policy	2 quarter credit
<b>Quarter IV</b>	Essentials of Radiology	4 quarter credits
	Clinical Pediatrics	3 quarter credits
	Emergency Medicine	4 quarter credits
	Clinical Assessment and Management III	4 quarter credits
	Pharmacotherapeutics III	2 quarter credit
<b>Quarter V</b>	Medical Nutrition	2 quarter credits
	Clinical Geriatrics	3 quarter credits
	Health Care Ethics and Law	1 quarter credits
	Fundamentals of Surgery	5 quarter credits
	Research Design and Methodology	1 quarter credits
	Didactic Summative Evaluation	4 quarter credit

### *Clinical Learning Phase*

Internal Medicine	9 quarter credits
General Surgery	9 quarter credits
Family Medicine/Geriatrics	9 quarter credits
Emergency Medicine	9 quarter credits
Women's Health	9 quarter credits
Pediatrics	9 quarter credits
Clinical Psychiatry & Behavioral Medicine	9 quarter credits
Elective	9 quarter credits
Capstone Research Project	3 quarter credits
Clinical Summative Review	3 quarter credits



# DEPARTMENT OF SCIENCE

## MISSION

The Department of Science is committed to upholding the overall mission and purpose of South College. Toward that end, the mission of the departmental unit is to create and foster the development of science related academic courses that will meet the diverse needs of students and assist them in their preparation to become competent professionals, reflective practitioners, and service-oriented individuals.

Knowledge, critical thinking skills, and values learned in the core science courses will prepare students

- for professional health programs at South College and other educational institutions,
- for competency exams required for graduate level education, and
- for board exams for professional certifications.

## Associate of Science

### HEALTH SCIENCE

(Knoxville, Asheville, Nashville)

## OVERVIEW

The Associate of Science degree program in Health Science is designed to provide students interested in healthcare a broad educational experience. The curriculum requires completion of a variety of general education courses, as well as foundational courses in anatomy and physiology, biology, chemistry, nutrition, pathophysiology, and physics. This program provides a degree avenue for many practicing healthcare professionals such as diploma nurses, surgical technologists, paramedics, pharmacy technicians, and medical office professionals. With completion of this program, students may choose to continue their education to the baccalaureate level in specific health professional area or pursue entry-level health care positions. Only courses in which a C or better is earned will count toward graduation requirements.

## LEARNING OUTCOMES

The program seeks to graduate successful individuals who:

- Demonstrate comprehension of key science principles relating to required courses.
- Demonstrate effective communication skills.

## ADMISSION REQUIREMENTS

All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee program admission. Program admission is not granted until the following is met.

- Successful completion of 8 hours in the major curriculum at South College, earning the minimum grades required by the program.

The Associate of Science in Health Science degree program is offered at the Knoxville, Asheville, and Nashville program.

<b>Associate of Science</b>		<b>96 credits</b>
<b>HEALTH SCIENCE</b>		
<b>AS Health Science Curriculum</b> .....		<b>96 credits</b>
Computer Literacy	SCC 1030 Computer & Information Literacy	4
Mathematics	MAT 1500 College Mathematics I	4
Written Communication	ENG 1200 English Composition	4
	ENG 1210 English Composition with Research	4
Humanities	Approved Humanities Elective	4
Communications	COM 1260 Effective Speaking	4
Personal	SCC 1010 College Management	2

Development	SCC 1020 Career Management	2	
	SCC 2120 Professional Development	2	
	SCC 2150 Interpersonal Communications	2	
Social Science	Approved Social Science Electives	8	
Science	AHS 1010 Medical Terminology	4	
	BIO 1020 Principles of Biology I	4	
	BIO 1021 Principles of Biology I Lab	2	
	BIO 1110 Anatomy & Physiology I	4	
	BIO 1120 Anatomy & Physiology I Lab	2	
	BIO 1130 Anatomy & Physiology II	4	
	BIO 1140 Anatomy & Physiology II Lab	2	
	BIO 1150 Pathophysiology	4	
	BIO 1160 Microbiology	4	
	BIO 1170 Microbiology Lab	2	
	CHM 1010 General Chemistry I	4	
	CHM 1020 General Chemistry I Lab	2	
	PHY 2010 General Physics I	4	
	PHY 2020 General Physics I Lab	2	
	HSC 2050 Nutrition in Health and Disease	4	
		Electives	8

**Associate of Science**  
**HEALTH SCIENCE (PRE-NURSING)**  
**(Knoxville, Nashville)**

**OVERVIEW**

The Associate of Science degree program in Health Science (Pre-Nursing) is designed to provide the foundational courses for students wishing to pursue admittance to a Bachelor of Science in Nursing program. For those students who do not gain this admittance, opportunities exist for positions in the biological, life, or health sciences.

The curriculum requires completion of a variety of general education courses, as well as foundational courses in anatomy and physiology, pathophysiology, chemistry, microbiology, and nutrition for health and disease. Only courses in which a C or better is earned will count toward graduation requirements.

Graduates will have a variety of choices for future education or careers in keeping with the goals of the program.

1. The program seeks to assist and support students in developing and carrying out an education and career plan based on an understanding of the demanding requirements for health science education and for a successful career in the health sciences or health professions.
2. The program seeks to provide students with the academic knowledge, skills and tools to enable them to be successful in a Bachelor of Science in Nursing program.
3. The program seeks to prepare students to meet expectations for self-directed and lifelong learning and ongoing self-assessment.

**LEARNING OUTCOMES**

The program seeks to graduate successful individuals who:

- Demonstrate comprehension of key science principles relating to required courses.
- Demonstrate written and oral communication skills.

**ADMISSION REQUIREMENTS**

All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee program admission. Program admission is not granted until the following is met.

- Successful completion of 8 hours in the curriculum at South College, earning the minimum grades required by the program.

The Associate of Science in Health Science (Pre-Nursing) degree program is offered at the Knoxville and Nashville campus.

**Associate of Science  
HEALTH SCIENCE (PRE-NURSING)**

**AS Health Science (Pre-Nursing) Curriculum.....92 credits**

Computer Literacy	SCC 1030	Computer and Information Literacy	4
Mathematics	MAT1500	College Mathematics I	4
	MAT2500	Statistics	4
Written Communications	ENG 1200	English Composition	4
	ENG 1210	English Composition w/Research	4
Humanities	Approved Humanities Elective		8
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
Social Science	PSY 1810	General Psychology	4
	PSY 1820	Human Growth and Development	4
	PSY 2800	Abnormal Psychology	4
	SOC 1860	Introduction to Sociology	4
Science	BIO1110	Anatomy & Physiology I	4
	BIO1120	Anatomy & Physiology I Lab	2
	BIO1130	Anatomy & Physiology II	4
	BIO1140	Anatomy & Physiology II Lab	2
	BIO 1150	Pathophysiology	4
	BIO1160	Microbiology	4
	BIO1170	Microbiology Lab	2
	CHM 1010	General Chemistry I	4
	CHM 1020	General Chemistry I Lab	2
	HSC2050	Nutrition for Health and Disease	4
Elective	Approved Elective		4
Pre-Professional	NGS2030	Introduction to Professional Nursing	4

**Associate of Science  
HEALTH SCIENCE (PRE-PHARMACY)  
(Knoxville, Asheville, Nashville)**

**OVERVIEW**

The Associate of Science degree program in Health Science (Pre-Pharmacy) is designed to provide the foundational courses for students wishing to pursue admittance to a Doctor of Pharmacy program. For those students who do not gain this admittance, opportunities exist for position in the biological, life, or health sciences. Example positions include chemical technicians, food science technician, pharmaceutical sales, and biological technicians.

The curriculum requires completion of a variety of general education courses, as well as foundational courses in anatomy and physiology, biology, chemistry, and physics. Only courses in which a C or better is earned will count toward graduation requirements.

### LEARNING OUTCOMES

The program seeks to graduate successful individuals who:

- Demonstrate comprehension of key science principles relating to required courses.
- Demonstrate written and oral communication skills.

### ADMISSION REQUIREMENTS

All students must minimally meet the requirements for general admission to South College. General admission to South College does not guarantee program admission. Program admission is not granted until the following is met.

- Successful completion of 8 hours in the major curriculum at South College, earning the minimum grades required by the program.

The Associate of Science in Health Science (Pre-Pharmacy) degree program is offered at the Knoxville, Asheville, and Nashville campuses.

#### Associate of Science HEALTH SCIENCE (Pre-Pharmacy)

**AS Health Science (Pre-Pharmacy) Curriculum.....114 credits**

Mathematics	MAT 1500	College Mathematics I	4
	MAT 2500	Statistics	4
	MAT 2550	Pre-Calculus	2
	MAT 2600	Calculus	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition w/Research	4
Humanities	Approved Humanities Elective		12
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2150	Interpersonal Communications	2
Social Science	Approved Economics Elective		4
	Approved Social Science Elective		8
Science	BIO 1020	Principles of Biology I	4
	BIO 1021	Principles of Biology I Lab	2
	BIO 1022	Principles of Biology II	4
	BIO 1023	Principles of Biology II Lab	2
	BIO 1110	Anatomy & Physiology I	4
	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	BIO 1160	Microbiology	4
	BIO 1170	Microbiology Lab	2
	CHM 1010	General Chemistry I	4
	CHM 1020	General Chemistry I Lab	2
	CHM 1030	General Chemistry II	4
	CHM 1040	General Chemistry II Lab	2
	CHM 2010	Organic Chemistry I	4
	CHM 2020	Organic Chemistry I Lab	2

CHM 2030	Organic Chemistry II	4
CHM 2040	Organic Chemistry II Lab	2
HSC 2050	Nutrition	4

**Bachelor of Science  
HEALTH SCIENCE  
(Knoxville, Asheville, Nashville)**

**OVERVIEW**

The focus of the Bachelor of Science in Health Science program is to provide a comprehensive health science education to undergraduate students. As a pre-professional program, it is designed to provide the foundational degree for those wishing to pursue graduate education in the pure or applied health sciences or in the health professions, such as medicine, nursing, or pharmacy. For those students who do not go on to graduate study, opportunities exist for positions in the biological, life, and health sciences. Example positions include Food Scientist and Technologist, Biological Scientist and Technician, and Chemist and Material Scientist.

The program curriculum provides a comprehensive undergraduate educational foundation through course offerings in the arts and sciences, with a focus on the health sciences. Course offerings are designed to fulfill prerequisites for admission into graduate programs in the pure and applied health sciences and the health professions, as well as for entry level careers in the health sciences. Only courses in which a C or better is earned will count toward graduation requirements.

Graduates will have a variety of choices for future education or careers in keeping with the goals of the program.

1. The program seeks to assist and support students in developing and carrying out an education and career plan based on an understanding of the demanding requirements for health science education and for a successful career in the health sciences or health professions.
2. The program seeks to provide students with the academic knowledge, skills and tools to enable them to be successful in graduate program studies.
3. The program seeks to prepare students to meet expectations for self-directed and lifelong learning and ongoing self-assessment.

**LEARNING OUTCOMES**

The program seeks to graduate successful individuals who:

1. Demonstrate comprehension of key science principles.
2. Demonstrate the ability to synthesize, integrate, and analyze research in science literature in selected science courses.
3. Demonstrate an understanding of the trans-disciplinary workplace issues in the health care field/environment.

It is important to remember that completion of any undergraduate program does not guarantee successful admission into or completion of professional and scientific graduate degree programs.

Admission to graduate degree programs is competitive and typically based upon a combination of requirements that includes cumulative grade point average, program-specific admission tests, letters of recommendation and, in some cases, related experience outside the classroom. It is the student's responsibility to contact the graduate degree program for current information regarding requirements and application deadlines.

**ADMISSION REQUIREMENTS**

General admission to South College does not guarantee admission to the Bachelor of Science degree program in Health Science. Applicants interested in this program are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the college. Prospective students declaring Health Science as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

1. Satisfactorily complete 60 hours of coursework at South College required for the program, with 40 of these hours coming from the required core curriculum. A minimum overall cumulative grade point average of 2.0

and a 2.5 grade point average in science and math courses is required.

The Bachelor of Science in Health Science degree program is offered at the Knoxville, Asheville, and Nashville campuses.

**Bachelor of Science  
HEALTH SCIENCE**

<b>BS Health Science Curriculum.....</b>			<b>184 credits</b>
<b>Area I – Core Curriculum.....</b>			<b>138 credits</b>
Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 2500	Statistics	4
	MAT 2550	Pre-Calculus	2
	MAT 2600	Calculus	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	SPN 1001	Beginning Spanish	4
		Approved Humanities Electives	8
Communications	COM 1260	Effective Speaking	4
	SCC 2150	Interpersonal Communications	2
Social Science	PSY 1810	General Psychology	4
	PSY 1820	Human Growth & Development	4
	SOC 1860	Introduction to Sociology	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
Science	AHS 1010	Medical Terminology	4
	BIO 1020	Principles of Biology I	4
	BIO 1021	Principles of Biology I Lab	2
	BIO 1022	Principles of Biology II	4
	BIO 1023	Principles of Biology II Lab	2
	BIO 1110	Anatomy & Physiology I	4
	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	BIO 1150	Pathophysiology	4
	BIO 1160	Microbiology	4
	BIO 1170	Microbiology Lab	2
	CHM 1010	General Chemistry I	4
	CHM 1020	General Chemistry I Lab	2
	CHM 1030	General Chemistry II	4
	CHM 1040	General Chemistry II Lab	2
	CHM 2010	Organic Chemistry I	4
	CHM 2020	Organic Chemistry I Lab	2
	CHM 2030	Organic Chemistry II	4
	CHM 2040	Organic Chemistry II Lab	2
	PHY 2010	General Physics I	4
	PHY 2020	General Physics I Lab	2
	PHY 2030	General Physics II	4
	PHY 2040	General Physics II Lab	2
	HSC 2050	Nutrition in Health and Disease	4

**Area II – Major Curriculum.....46 credits**

CHM 3010 Biochemistry	4
CHM 3020 Biochemistry Lab	2
ECO 3500 Health Economics	4
HSC 3110 Healthcare Administration & Mgt.	4
HSC 3120 Health Care Law & Ethics	4
HSC 3140 Immunology	4
HSC 3240 Human Genetics	4
HSC 3310 Cross-Sectional Anatomy	4
HSC 4110 Health Science Research	4
HSC 4210 Current Trends and Issues	4
HSC 4320 Public Health	4
Approved Elective	4

**Bachelor of Science  
HEALTH SCIENCE (PRE-PHYSICAL THERAPY)**

**MISSION**

The Bachelor of Science in Health Science (Pre-Physical Therapy) is designed to provide the foundational courses for students wishing to pursue admittance to a Physical Therapy program. For those students who do not gain this admittance, opportunities exist for positions in the biological, life, or health sciences.

The curriculum requires completion of a variety of general education courses, foundational courses in anatomy and physiology, biology, and chemistry, as well as healthcare administration courses including healthcare law and ethics, health science research, health economics, and health science leadership. Only courses in which a C or better is earned will count toward graduation requirements.

Graduates will have a variety of choices for future education or careers in keeping with the goals of the program.

1. The program seeks to assist and support students in developing and carrying out an education and career plan based on an understanding of the demanding requirements for health science education and for a successful career in the health sciences or health professions.
2. The program seeks to provide students with the academic knowledge, skills and tools to enable them to be successful in a Physical Therapy program.
3. The program seeks to prepare students to meet expectations for self-directed and lifelong learning and ongoing self-assessment.

**LEARNING OUTCOMES**

**Student Learning Outcome #1**

- Students will demonstrate comprehension of key science principles related to required courses.
- Students will demonstrate an understanding of identified basic science course objectives learned in core science courses.

**Student Learning Outcome #2**

- Students will be able to synthesize, integrate, and analyze research in health science literature in selected science courses.
- Demonstrate effective communication skills.

**Student Learning Outcome # 3**

- Demonstrate an understanding of the trans-disciplinary work place and issues in health care fields and environment.

**ADMISSION REQUIREMENTS**

General admission to South College does not guarantee admission to the Bachelor of Science degree program in Health Science. Applicants interested in this program are required to visit the college and meet individually with an admissions

representative and program faculty to ascertain if their goals can be met by the college. Prospective students declaring Health Science as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

1. Satisfactorily complete 60 hours of coursework at South College required for the program, with 40 of these hours coming from the required core curriculum.

The Bachelor of Science in Health Science degree program is offered at the Knoxville and Nashville campuses.

**Bachelor of Science  
HEALTH SCIENCE (PRE-PHYSICAL THERAPY)**

**BS Health Science (Pre-PT Curriculum).....180 credits**  
**Area I – Core Curriculum.....118 credits**

Computer Literacy	SCC 1030	Computer & Information Literacy	4	
Mathematics	MAT 1500	College Mathematics I	4	
	MAT 2500	Statistics	4	
Written Communication	ENG 1200	English Composition	4	
	ENG 1210	English Composition with Research	4	
Humanities	Approved Humanities Electives		8	
	SPN 1010	Beginning Spanish	4	
Communications	COM 1260	Effective Speaking	4	
Personal Development	SCC 1010	College Management	2	
	SCC 1020	Career Management	2	
Social Science	PSY 1810	General Psychology	4	
	PSY 2800	Abnormal Psychology	4	
	Approved Social Science Elective		4	
Sciences	BIO 1020	Principles of Biology I	4	
	BIO 1021	Principles of Biology I Lab	2	
	BIO 1022	Principles of Biology II	4	
	BIO 1023	Principles of Biology II Lab	2	
	BIO 1110	Anatomy & Physiology I	4	
	BIO 1120	Anatomy & Physiology I Lab	2	
	BIO 1130	Anatomy & Physiology II	4	
	BIO 1140	Anatomy & Physiology II Lab	2	
	BIO 1150	Pathophysiology	4	
	CHM 1010	General Chemistry I	4	
	CHM 1020	General Chemistry I Lab	2	
	CHM 1030	General Chemistry II	4	
	CHM 1040	General Chemistry II Lab	2	
	HSC 2050	Nutrition in Health and Disease	4	
	PHY 2010	General Physics I	4	
	PHY 2020	General Physics I Lab	2	
	PHY 2030	General Physics II	4	
	PHY 2040	General Physics II Lab	2	
	Lower Division Electives			10



(Chosen from below or Approved Transfer)

AHS 1010	Medical Terminology	4
BIO 1160	Microbiology	4
BIO 1170	Microbiology Lab	2
CHM 2010	Organic Chemistry I	4
CHM 2020	Organic Chemistry I Lab	2
MAT 2550	Pre-Calculus	2
MAT 2600	Calculus	4

**Area II – Major Curriculum.....62 credits**

BBA 3120	Human Resource Management	4
ECO 3500	Health Economics	4
HSC 3110	Introduction to Health Administration	4
HSC 3120	Health Care Law & Ethics	4
HSC 3140	Immunology	4
HSC 3310	Cross-Sectional Anatomy	4
HSC 3240	Human Genetics & Genomics	4
HSC 3410	Biostatistics	4
HSC 4110	Health Science Research	4
HSC 4210	Current Trends and Issues	4
HSC 4310	Health Science Leadership	4
HSC 4320	Epidemiology	4
Approved Upper Division Electives		14
(Chosen from below or Approved Transfer)		
BBA 3050	Mgt & Organizational Behavior	4
BBA 3080	Managing Business Ethics	4
COM 4010	Public Relations	4
RAD 4210	Advanced Patient Care	4
RAD 4220	Special Topics	4

**Bachelor of Science  
HEALTH SCIENCE (PRE-PHYSICIAN ASSISTANT)**

**MISSION**

The Bachelor of Science in Health Science (Pre-Physician Assistant) degree program is designed to provide the foundational courses for students wishing to pursue admittance to a Master of Science in Physician Assistant Studies program. For those students who do not gain this admittance, opportunities exist for positions in the biological, life, or health sciences. Example positions include health administration, environmental scientist and specialists, and biological technicians.

The curriculum requires completion of a variety of general education courses, foundational courses in anatomy and physiology, biology, and chemistry, as well as healthcare administration courses including healthcare law and ethics, health science research, health economics, and health science leadership. Only courses in which a C or better is earned will count toward graduation requirements.

Graduates will have a variety of choices for future education or careers in keeping with the goals of the program.

1. The program seeks to assist and support students in developing and carrying out an education and career plan based on an understanding of the demanding requirements for health science education and for a successful career in the health sciences or health professions.
2. The program seeks to provide students with the academic knowledge, skills, and tools to enable them to be successful in a Physician Assistant Studies program.
2. The program seeks to prepare students to meet expectations for self-directed and lifelong learning and ongoing self-assessment.

**LEARNING OUTCOMES**

**Learning Outcome #1**

- Students will demonstrate comprehension of key science principles related to required courses.
- Students will demonstrate an understanding of identified basic science course objectives learned in core science courses.

**Learning Outcome #2**

- Students will be able to synthesize, integrate, and analyze research in health science literature in selected science courses.
- Demonstrate effective communication skills.

**Learning Outcome # 3**

- Demonstrate an understanding of the trans-disciplinary work place and issues in health care fields and environment.

**ADMISSION REQUIREMENTS**

General admission to South College does not guarantee admission to the Bachelor of Science degree program in Health Science. Applicants interested in this program are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the college. Prospective students declaring Health Science as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

1. Satisfactorily complete 60 hours of coursework at South College required for the program, with 40 of these hours coming from the required core curriculum.

The Bachelor of Science in Health Science degree program is offered at the Knoxville and Nashville campuses.

**Bachelor of Science  
Health Science (Pre-Physician Assistant)**

**BS Health Science (Pre-PA) Curriculum.....180 credits**  
**Area I – Core Curriculum.....124 credits**

Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 2500	Statistics	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	Approved Humanities Electives		8
	SPN 1001	Beginning Spanish	4
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
Social Science	Approved Social Science Electives		12
Sciences	BIO 1020	Principles of Biology I	4
	BIO 1021	Principles of Biology I Lab	2
	BIO 1022	Principles of Biology II	4
	BIO 1023	Principles of Biology II Lab	2
	BIO 1110	Anatomy & Physiology I	4

	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	BIO 1150	Pathophysiology	4
	BIO 1160	Microbiology	4
	CHM 1010	General Chemistry I	4
	CHM 1020	General Chemistry I Lab	2
	CHM 1030	General Chemistry II	4
	CHM 1040	General Chemistry II Lab	2
Electives	Approved Lower Division Electives		30
	(Chosen from below or Approved Transfer)		
	AHS 1010	Medical Terminology	4
	AHS 2110	General Pharmacology I	4
	BIO 1170	Microbiology Lab	2
	CHM 2010	Organic Chemistry I	4
	CHM 2020	Organic Chemistry I Lab	2
	CHM 2030	Organic Chemistry II	4
	CHM 2040	Organic Chemistry II Lab	2
	CHM 3010	Biochemistry	4
	CHM 3020	Biochemistry Lab	2
	PHY 2010	General Physics I	4
	PHY 2020	General Physics I Lab	2
	HSC 2050	Nutrition in Health and Disease	4
<b>Area II – Major Curriculum.....</b>			<b>56 credits</b>
	ECO 3500	Health Economics	4
	HSC 3110	Intro to Health Admin	4
	HSC 3120	Health Care Law & Ethics	4
	HSC 3140	Immunology	4
	HSC 3240	Human Genetics & Genomics	4
	HSC 3310	Cross-Sectional Anatomy	4
	HSC 3410	Biostatistics	4
	HSC 4110	Health Science Research	4
	HSC 4210	Current Trends and Issues	4
	HSC 4310	Health Science Leadership	4
	HSC 4320	Epidemiology	4
	Approved Upper Division Electives		12
	(Chosen from below or Approved Transfer)		
	BBA 3050	Mgt & Organizational Behavior	4
	BBA 3120	Human Resource Management	4
	COM 4010	Public Relations	4
	RAD 4120	Advanced Patient Care	4
	RAD 4220	Special Topics	4

**Bachelor of Science**  
**PHARMACEUTICAL SCIENCE (PRE-PHARMACY)**  
**(Knoxville)**

**OVERVIEW**

The Bachelor of Science degree program in Pharmaceutical Science (Pre-Pharmacy) is designed to prepare students who have the goal of seeking admission into the South College School of Pharmacy (SCSOP). The Bachelor of Science in Pharmaceutical Science curriculum consists of courses that fulfill the pre-requisites for application to the SCSOP. The first two years of course work include a broad scope of courses with a heavy emphasis on the sciences. The third year of the Bachelor of Science in Pharmaceutical Sciences is actually the first year of the SCSOP Doctor of Pharmacy (PharmD)

program. Following successful completion of the first year of the PharmD program, the Bachelor of Science in Pharmaceutical Sciences (Pre-Pharmacy) will be awarded.

The curriculum and sequence of course offerings leading to the Bachelor of Science in Pharmaceutical Science (Pre-Pharmacy) have been planned to support the goals described above. The focus of the first two years of the curriculum is on establishing a firm foundation in the general studies disciplines, with a focus on the basic sciences. The remainder of the curriculum builds on this focus by offering courses concentrating on the pharmaceutical (e.g., medicinal chemistry, pharmacology) and biological sciences (e.g., immunology, genetics). Only courses in which a C or better is earned will count toward graduation requirements.

**LEARNING OUTCOMES**

The program seeks to graduate successful individuals who:

- Demonstrate comprehension of key science principles relating to required courses.
- Demonstrate effective communication skills.
- Demonstrate outcomes relating to first year of pharmacy program.

**ADMISSION REQUIREMENTS**

General admission to South College does not guarantee admission to the Bachelor of Science degree program in Pharmaceutic Science (Pre-Pharmacy). Applicants interested in this program are required to visit the college and meet individual with an admissions representative and program faculty to ascertain if their goals can be met by the college. Prospective students declaring Pharmaceutical Science (Pre-Pharmacy) as their major must be generally admitted to South College to begin coursework. Following satisfactory completion of 60 hours of coursework at South College to be considered admitted to the Bachelor of Science program.

**In order to progress to the third year of the required curriculum, students must gain admission to the South College PharmD program. Students admitted to the Bachelor of Science in Pharmaceutical Sciences (Pre-Pharmacy) program are granted an interview with the SCSOP, but admittance is not guaranteed. Students not admitted to the SCSOP may seek to finish a baccalaureate degree in Health Science.**

**Termination/Withdrawal from Program**

Students must adhere to all South College policies and procedures including general requirements for Satisfactory Academic Progress. Once admission is gained to the PharmD program, all progression requirements for the SCSOP apply.

The Bachelor of Science in Pharmaceutical Science (Pre-Pharmacy) program is offered at the Knoxville campus.

**Bachelor of Science  
PHARMACEUTICAL SCIENCE  
(Pre-Pharmacy)**

**BS Pharmaceutical Science (Pre-Pharmacy) Curriculum.....181 credits**  
**Area I – Core Curriculum.....114 credits**

Mathematics	MAT 1500	College Mathematics I	4
	MAT 2500	Statistics	4
	MAT 2550	Pre-Calculus	2
	MAT 2600	Calculus	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition w/Research	4
Humanities	Approved Humanities Elective		12
Communications	COM 1260	Effective Speaking	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2

	SCC 2150	Interpersonal Communications	2
Social Science	Approved Economics Elective		4
	Approved Social Science Elective		8
Science	BIO 1020	Principles of Biology I	4
	BIO 1021	Principles of Biology I Lab	2
	BIO 1022	Principles of Biology II	4
	BIO 1023	Principles of Biology II Lab	2
	BIO 1110	Anatomy & Physiology I	4
	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	BIO 1160	Microbiology	4
	BIO 1170	Microbiology Lab	2
	CHM 1010	General Chemistry I	4
	CHM 1020	General Chemistry I Lab	2
	CHM 1030	General Chemistry II	4
	CHM 1040	General Chemistry II Lab	2
	CHM 2010	Organic Chemistry I	4
	CHM 2020	Organic Chemistry I Lab	2
	CHM 2030	Organic Chemistry II	4
	CHM 2040	Organic Chemistry II Lab	2
	HSC 2050	Nutrition in Health and Disease	4

**Area II – Major Curriculum.....67 credits**

**ADMISSION TO DOCTOR OF PHARMACY PROGRAM REQUIRED IN ORDER TO ADVANCE TO MAJOR**

Quarter One			Quarter Hours
	PSC 6110	Biochemistry	5
	PSC 6121	Pathophysiology I	2
	PSC 6130	Immunology	3
	PPR 6151	Pharmacy Practice I – Introduction to Pharmacy Practice in the Health Care System	3
	PPR 6261	Basic Communication Skills for Pharmacy Practice	2
	PPR 6271	Forum and Professionalism I	1
Quarter Two			
	PSC 6140	Pharmacy Calculations	2
	PSC 6211	Pathophysiology II	2
	PSC 6220	Integrated Medicinal Chemistry & Pharmacology I	5
	PPR 6230	Pharmacy Practice II – Introduction to Patient Care	3
	PPR 6240	Career Paths and Introduction to Practice	1
	PPR 6250	Pharmacy Practice III – Public Health and Wellness	3
Quarter Three			
	PSC 6311	Integrated Medicinal Chemistry & Pharmacology II	5
	PSC 6321	Pharmaceutics I	3
	PSC 6350	Pathophysiology III	2
	PSC 6430	Sterile Products	2
	PPR 6340	Clinical Laboratory Medicine	2
	PPR 6361	Introductory Pharmacy Practice Experience I	3
Quarter Four			
	PSC 6330	Pharmacy Dispensing and Compounding Lab	3
	PSC 6410	Integrated Med Chemistry & Pharmacology III	5
	PSC 6420	Pharmaceutics II	4
	PSC 6440	Basic Biopharmaceutics & Pharmacokinetics	3
	PPR 6451	Introductory Pharmacy Practice Experience II	3

**Certificate (Currently not accepting students to the program)**

**PROFESSIONAL BREWING SCIENCE**

(Knoxville)

**OVERVIEW**

The Professional Brewing Science Certificate program is designed to develop foundational knowledge in the brewing process. The curriculum includes didactic, theoretical classroom instruction relating to the science of brewing, and then continues with practical application in labs and brew house settings. In the brew houses of local, participating breweries and distilleries, students observe and practice the art of producing craft beer and distilled spirits. General and industry-specific business courses are also included in the curriculum to promote understanding of the business aspect of the industry.

**MISSION**

The mission of the Professional Brewing Science Certificate program is to provide the student with the foundational knowledge and hands-on training in practical brewing for the enhancement of successful employment in the brewing profession.

**ADMISSIONS REQUIREMENTS**

All students must minimally meet the requirements for general admission to South College. General admission allows students wishing to pursue this program the ability to attempt required foundational science/math courses. A grade of C or better must be earned in these courses prior to be admitted to a major rotation.

**LEARNING OUTCOMES**

Graduates of this program of study will:

1. Demonstrate a comprehensive understanding of the steps in the brewing process to include: grain handling, malt analysis, yeast and fermentation processes, raw materials and wort production, beer production, quality control, packaging processes, flavor production;
2. Demonstrate the ability to utilize brew house facilities and brewing equipment;
3. Analyze research and current techniques in brewing industry literature;
4. Analyze and evaluate business concepts of the brewing industry and the day-to-day activities involved with the operation of a solvent brewing facility.

**PROFESSIONAL BREWING SCIENCE  
(Certificate)**

<b>Professional Brewing Science Curriculum.....</b>	<b>38 credits</b>
Science Elective	4
MAT 1000 Mathematical Concepts & Foundations	2
PBS 1010 Fermentation Microbiology	2
PBS 1020 Beverage Chemistry	2
PBS 1040 Fluid Dynamics	2
PBS 1050 Introduction to Brewing	2
PBS 1060 Brewing Engineering	2
PBS 1070 The Business of Brewing I	2
PBS 1080 The Business of Brewing II	2
PBS 1090 Beer Storage, Service, and Draught Technology	2
PBS 2010 Grain Handling, Malting & Malt Analysis	2
PBS 2020 Yeast and Fermentation	2
PBS 2030 Raw Materials and Wort Production	2
PBS 2040 Beer Production and Quality Control	2
PBS 2050 Packaging Processes	2
PBS 2060 Flavor Production and Control	2
PBS 2070 Classic and Craft Brew Beer Styles	2
PBS 2080 Technical Case Studies	2

**Associate of Science**

**PHARMACY TECHNICIAN**

**Certificate**

**PHARMACY TECHNICIAN**

**(Knoxville – No new students will be accepted to the programs after April 9, 2018.)**

**MISSION**

In support of the South College mission statement, the mission of the pharmacy technician program is to provide an innovative, career-focused education that develops pharmacy technicians who are highly knowledgeable and skilled, prepared for national certification, and who provide meaningful support to the operation of a pharmacy practice.

**PROGRAM DESCRIPTION**

The Associate of Science program in Pharmacy Technician at South College is designed for completion in 6 quarters (18 months). The program is committed to providing an innovative and career-focused academic experience that produces graduates that are highly knowledgeable and technically prepared to serve as pharmacy technicians. Students will complete the program in a full-time status using a blended learning format. Online didactic education, onsite lab intensive training sessions, and clinical internship experiences are combined into a robust curriculum. Four quarters of the curriculum are the same as that required in the certificate Pharmacy Technician program. The additional two quarters are required for students desiring to earn a degree.

The Certificate program in Pharmacy Technician at South College is designed for completion in 4 quarters (1 year). The program is committed to providing an innovative and career-focused academic experience that produces graduates that are highly knowledgeable and technically prepared to serve as pharmacy technicians. Students will complete the program in a full-time status using a blended learning format. Online didactic education, onsite lab intensive training sessions, and clinical internship experiences are combined into a robust one-year curriculum.

Clinical internship sites utilized by the program are geographically disbursed. Students may have to travel outside the local area for placements. Some evening and weekend hours may be required.

**ADMISSIONS REQUIREMENTS**

Applicants for this program must meet the South College General Admission requirements as detailed in the South College Catalog.

An approved Criminal Background Check (CBC) is required of all accepted students prior to matriculation.  
An approved Drug Test is required of all accepted students prior to matriculation.  
Applicants who accept a position in the program must declare the ability to fulfill the Technical Standards for Admission.  
Applicants must demonstrate good physical and mental health consistent with the demands of the educational program.

<b>FUNCTION</b>	<b>REQUIREMENT</b>
Vision	Normal/corrected vision within normal range. Adequate to ensure efficiency and accuracy in performing duties.
Hearing	Normal/corrected hearing within normal range. Adequate and effective communication with others in close proximity (15 feet) and remote areas (30 feet).
Gross motor strength and coordination	Adequate to allow effective mobility of self, lift/carry a minimum of 25 pounds from the ground to waist level and extend that weight out from the body at a minimum of 12 inches, 50 pounds with assistance. Ability to tolerate intermittent sitting, standing, stooping and walking with full range of motion for a minimum of 8 hours.
Fine motor strength and coordination	Adequate to allow use of pharmacy equipment maintaining a safe environment. Good manual and finger dexterity.

<b>FUNCTION</b>	<b>REQUIREMENT</b>
Critical thinking ability	Adequate to allow mastery of course content and demonstrate sound judgment in simulated and clinical situations; adaptability to cope with constant environmental/ patient changes.
Inter-personal skills	Adequate to facilitate effective working relationships with peers, instructors, patients, families, and other healthcare providers (emotional stability and maturity). Able to deliver information and care across age spectrum with cultural and ethnic sensitivity.
Communication	Adequate to allow coursework completion and effective communication both in person and by telephone with patients, their families, peers, and healthcare professionals in English.

*Students who are accepted into the program must meet the following requirements by the end of first quarter:*

Copies of documentation of immunizations for:

- Measles, mumps and rubella - vaccinations or proof of positive titer
- Diphtheria/Tetanus (DT)—must be within the last 9 years
- Hepatitis B series or proof of a positive titer.
- Varicella—vaccination or proof of positive titer
- Current tuberculin skin test (or alternative documentation). Test results must remain current for the duration of the program. TB tests must be done yearly. A two-step TB test may be required for specific sites.
- Current flu shot

### **ADMITTANCE DECISIONS**

The number of applicants admitted to each cohort is based on space availability and number of clinical internship rotations secured.

### **ACADEMIC PROGRESSION AND RETENTION IN THE PHARMACY TECHNICIAN PROGRAM**

Students admitted into the program are required to earn a grade of C in all major courses. Students earning less than a C in any major course will not be allowed to continue in the current rotation of courses, must reapply for admission to the program in a later rotation, and must repeat the course(s) earning a grade of C or higher. No guarantee of readmission is made.

### **LEARNING OUTCOMES**

Graduates of this program will:

1. Demonstrate fundamental knowledge of medical terminology.
2. Demonstrate the ability to accurately enter a new prescription, including interpretation of included information and request of any missing information.
3. Demonstrate knowledge of brand and generic drug names to include appearance, manufacturer, dosage forms(s), and route of administration.
4. Demonstrate the ability to process a medication order accurately and efficiently to include interpretation, drug product selection, computer warnings, packaging and labeling, filling a prescription in an outpatient setting, and preparing IV medication using aseptic technique.
5. Complete accurate and timely mathematical computations of ingredient amounts, doses, infusion rates, or any relevant calculation encountered in an Outpatient and Inpatient setting.
6. Demonstrate knowledge of third party insurance and perform necessary functions for reimbursement.
7. Demonstrate knowledge of durable medical equipment in order to adequately communicate with patients about them.
8. Demonstrate knowledge of pharmacy law and apply to the prescription filling process.
9. Demonstrate appropriate communication skills and professional attitude during interactions with patients, coworkers, and other health care professionals.

### **PROGRAM TERMINATION**

Students accepted into any Pharmacy Technician rotation are expected to demonstrate professional behavior and demeanor. Professional behavior encompasses a broad range of expectations, including the expectation of trustworthiness



and at all times keeping the welfare of the individual receiving care a priority. To this end, any instance of student intent to misrepresent facts will be cause for immediate program dismissal.

- Misrepresentation of facts, verbal or written, including but not limited to the following situations, is prohibited.
  - Bribery
  - Deliberate withholding information about a patient, patient care, and/or self
  - Plagiarism
  - Presenting another student’s work as one’s own
  - Cheating in any form
  - Forgery or falsification in any form

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the course instructor. Students are expected to respect and follow the South College Honor Code.

Grounds for immediate termination from the program include:

1. Receiving a grade of “D” or “F” in any major course listed in the curriculum.
2. Insubordination.
3. The conviction and/or known use of, distribution of, or possession of illegal drugs or controlled substances.
4. Failure to accomplish didactic and/or clinical assignments.
5. Unprofessional, unsafe, and/or unethical conduct.
6. Academic dishonesty in related or professional courses.
7. Participant clinical agencies retain the right to reject any student whose behavior may be hazardous to the agency.

**VOLUNTARY WITHDRAWAL**

Students will be considered for readmission to the Pharmacy Technician program on a space available basis.

The Associate of Science in Pharmacy Technician degree program is offered at the Knoxville campus. The program will not accept new students after April 9, 2018.

**Associate of Science  
PHARMACY TECHNICIAN**

<b>Curriculum .....</b>			<b>92 Credits</b>
<b>Core Curriculum.....</b>			<b>54 Credits</b>
Business	BUS 1360	Introduction to Business	4
Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1000	Mathematics Concepts & Applications	2
	MAT 1500	College Mathematics I	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Oral Communication	COM 1260	Effective Speaking	4
Humanities		Approved Humanities Elective	4
Social Science		Approved Social Science Elective	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2

Science	AHS 1010	Medical Terminology	4
	AHS 1020	Basic Formation of the Human Body	4
	AHS 1030	Organ Systems of the Human Body	4
		Elective	4
<b>Major Curriculum.....</b>			<b>38 Credits</b>
	PHT 1110	Intro to Pharmacy/Pharmacy Tech	2
	PHT 1210	Pharmacotherapeutics I	4
	PHT 1220	Pharmacy Law & Ethics	4
	PHT 1230	Pharmaceutical Calculations	4
	PHT 1310	Pharmacotherapeutics II	4
	PHT 1320	Community Pharmacy Operations	4
	PHT 1330	Institutional Pharmacy Operations	4
	PHT 1410	Pharmacy Technician Certification Review	2
	PHT 1420	Dispensing & Sterile Compounding	4
	PHT 1430	Pharmacy Technician Internship	6

The Associate of Science in Pharmacy Technician degree program is offered at the Knoxville campus. The program will not accept new students after April 9, 2018.

**Certificate  
PHARMACY TECHNICIAN**

<b>Curriculum .....</b>			<b>64 Credits</b>
	AHS 1010	Medical Terminology	4
	AHS 1020	Basic Formation of the Human Body	4
	AHS 1030	Organ Systems of the Human Body	4
	ENG 1200	English Composition	4
	MAT 1000	Mathematics Concepts & Applications	2
	PHT 1110	Intro to Pharmacy/Pharmacy Tech	2
	PHT 1210	Pharmacotherapeutics I	4
	PHT 1220	Pharmacy Law & Ethics	4
	PHT 1230	Pharmaceutical Calculations	4
	PHT 1310	Pharmacotherapeutics II	4
	PHT 1320	Community Pharmacy Operations	4
	PHT 1330	Institutional Pharmacy Operations	4
	PHT 1410	Pharmacy Technician Certification Review	2
	PHT 1420	Dispensing & Sterile Compounding	4
	PHT 1430	Pharmacy Technician Internship	6
	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 1030	Computer & Information Literacy	4

# DEPARTMENT OF SURGICAL TECHNOLOGY

## Certificate

### SURGICAL TECHNOLOGY

(Asheville)

The Certificate Surgical Technology program is designed as a five quarter program for full-time students. The program prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of a surgical team. Students will apply theoretical knowledge to the care of the surgical patient and develop skills necessary to prepare surgical supplies and equipment, maintain aseptic conditions, and assist surgeons during surgery. Employment opportunities for the Surgical Technologist include hospital operating rooms, out-patient surgery centers, labor/delivery, veterinary surgery, equipment/product sales, and central processing.

### ACCREDITATION

The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs Commission on Accreditation of Allied Health Education Programs, 25400 US Highway N, Suite 158 Clearwater, FL 33763, [www.caahep.org](http://www.caahep.org), and (727) 210-2350.

### LEARNING OUTCOMES

Graduates of this program of study will:

1. Demonstrate competency in the background information, content, and skills required for performance as a surgical technologist in the operating room;
2. Demonstrate the ability to communicate effectively with all members of the health care team in terms of staff and patient needs;
3. Exhibit conduct that reflects practice standards that are legal, ethical, and safe.

### ADMISSION

Be generally admitted to South College.

The Certificate in Surgical Technology program is offered at the Asheville campus.

## Certificate

### SURGICAL TECHNOLOGY

**Certificate Surgical Technology Curriculum.....82 credits**

BIO 1110	Anatomy & Physiology I	4
BIO 1120	Anatomy & Physiology I Lab	2
BIO 1130	Anatomy & Physiology II	4
BIO 1140	Anatomy & Physiology II Lab	2
ENG 1200	English Composition	4
MAS 1810	Medical Terminology	4
MAS 1870	Pharmacology	4
SCC 1010	College Management	2
SCC 1020	Career Management	2
SCC 2120	Professional Development	2
SCC 2150	Interpersonal Communications	2
STE 1010	Introduction to Surgical Technology	2
STE 1100	Patient Care Concepts I	3
STE 1101	Patient Care Concepts I Lab	2
STE 1200	Patient Care Concepts II	3
STE 1201	Patient Care Concepts II Lab	2
STE 1210	Surgical Clinical Care I	2
STE 1310	Surgical Clinical Care II	5
STE 1320	Surgical Procedures I	3
STE 1400	Surgical Procedures II	8

STE 1410	Surgical Clinical Care III	5
STE 1500	Microbiology for Surgical Technologist	3
STE 2110	Surgical Clinical Care IV	8
STE 2120	Surgical Procedures III	4

# DESCRIPTION OF COURSES

## COURSE NUMBERS

South College courses are numbered according to the general level of instruction. Although there are exceptional cases, most one thousand level courses are considered first year undergraduate courses and two thousand level courses are considered second year undergraduate courses. Courses numbered at the 3000-4000 levels are upper division undergraduate courses. Courses assigned numbers at the 5000 level are considered master's level courses. Courses assigned numbers at the 6000 level are considered educational specialist or doctoral courses. Courses are assigned letters according to the department in which they are taught and are listed in alphabetical order.

Credit hours for each course are indicated by the four-digit code located to the right of the course title. The first number indicates the minimum number of hours in lecture per week for the length of the course; the second and third numbers indicate the minimum number of hours in lab/internship/clinical/practicum/student teaching per week for the length of the course; and the last number indicates the number of credit hours earned for successful course completion. Please note that hours per week in each category will be modified for instances where classes are scheduled for periods other than the full quarter. One credit hour is generally equivalent to a minimum of 10 in class hours lecture/instruction, 20 hours in class lab, 30 hours internship/clinical/practicum/student teaching, or a combination. See Academic Information section for credit hour definition.

Academic offerings are subject to change at the discretion of the institution. Prerequisites may be waived with the dean's/department chair's permission.

**South College reserves the right to cancel any scheduled class section if ten or fewer students are registered.**

### **ACC 1000      ACCOUNTING I      4-0-0-4**

As an introduction to accounting, this course introduces the student to the basic structures, principles, and practices involved in understanding and completing the accounting cycle. Each individual step of the accounting cycle, from analyzing source documents to the final preparation of financial statements, is covered with an emphasis on accounting for a sole proprietor service enterprise.

### **ACC 1010      ACCOUNTING II      4-0-0-4**

This course is a continuation of Accounting I and introduces the student to special journals and ledgers, inventory methods, and long-term assets. Accounting for debt financing and bad debts are also covered. Emphasis is placed on how these topics affect the modern day merchandising business.

*Prerequisite: ACC 1000 with a grade of C or better*

### **ACC 1020      ACCOUNTING III      4-0-0-4**

In this course, the student learns to apply the knowledge gained in the principles series to specialized areas of accounting including partnerships, corporations, and manufacturing businesses. Equity financing, financial statement analysis, and the statement of cash flow are also introduced.

*Prerequisite: ACC 1010 with a grade of C or better*

### **ACC 2000      INTERMEDIATE ACCOUNTING I      4-0-0-4**

Intermediate Accounting I is a study of financial accounting and reporting that includes a comprehensive study of accounting theory above the level of basic principles. In-depth analysis of the balance sheet, income statement, statement of cash flows, and revenue recognition will be discussed. Considerable emphasis is placed on accounting theory, reinforced by application of this theory to accounting problems.

*Prerequisites: ACC 1020 with a grade of C or better*

### **ACC 2020      INTERMEDIATE ACCOUNTING II      4-0-0-4**

Intermediate Accounting II is a continuation of Intermediate Accounting I that includes a detailed study of inventories, cost of goods sold, debt financing, equity financing, and non-current asset acquisitions. The accounting theory behind these topics is discussed and applied to real-world situations.

*Prerequisite: ACC 2000 with a grade of C or better*

**ACC 2030 BUSINESS TAXATION 4-0-0-4**

This course introduces the student to common taxation issues that normally confront small businesses. The tax issues that are addressed include income, payroll, sales, and property. Accurate completion of the appropriate tax forms is emphasized.

*Prerequisite: ACC 1000 with a grade of C or better*

**ACC 2500 ACCOUNTING INFORMATION SYSTEMS 3-2-0-4**

This comprehensive course integrates fundamental accounting principles with applicable information systems. The preparation of financial reports and the recording of transactions using accounting software are emphasized. **This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.**

*Prerequisites: ACC 1020 with a grade of C or better*

**ACC 3030 FINANCIAL REPORTING FOR CORPORATIONS 4-0-0-4**

Financial Reporting for Corporations is a continuation of the intermediate series utilizing the knowledge gained from the previous two courses in the series. Emphasis will be placed on the specialized areas of accounting including leases, income tax allocation, employee compensation, contingencies, earnings per share, error correction, and analysis of financial statements. Focus is placed on how these topics affect the modern business corporation.

*Prerequisite: ACC 2020 with a grade of C or better*

**ACC 3100 MANAGERIAL ACCOUNTING 4-0-0-4**

This course introduces the planning and control aspects of internal accounting to foster an appreciation of the role of accounting in the management process. Students will study cost accounting systems, cost management systems, planning and control systems, and how to use accounting information in decision-making.

*Prerequisites: ACC 1020 with a grade of C or better*

**ACC 3150 COST ACCOUNTING 4-0-0-4**

This course is a study of cost accounting that emphasizes job order costing, process costing, capital budgeting, and budget control analysis. This course includes procedures for providing reports of cost information to management for planning, controlling, pricing, and external reporting.

*Prerequisite: ACC 1020 with a grade of C or better*

**ACC 3300 FEDERAL INCOME TAX 4-0-0-4**

In this course the student learns about the specialized areas of income tax accounting including Individual, Partnership, and Corporate income tax returns and their components.

*Prerequisite: ACC 2030 with a grade of C or better*

**ACC 4150 PRINCIPLES OF AUDITING I 4-0-0-4**

This course explains and reviews the theory and practice of financial statement audits. Topics include materiality, risk, and audit evidence as well as sampling methods used in the tests of controls and substantive tests.

*Prerequisite: ACC 3030 with a grade of C or better*

**ACC 4160 PRINCIPLES OF AUDITING II 4-0-0-4**

Auditing II is a detailed study of substantive tests and tests of controls in the areas of the revenue cycle, expenditure cycle, payroll cycle, conversion cycle, and the financing cycle. Auditing ethics and legal liability are also discussed.

*Prerequisite: ACC 4150 with a grade of C or better*

**ACC 4200 ACCOUNTING INTERNSHIP 0-0-12-4**

In this course, students are given the opportunity to apply their skills in various areas of accounting through work in for-profit and/or not-for-profit organizations.

*Prerequisite: Taken during last 3 quarters of program with permission from the academic advisor*

**ACC 4300 FEDERAL INCOME TAX APPLICATIONS 4-0-0-4**

This course will allow the student to build on understanding of the Federal Tax Law by applying Tax Wise software to real life situations. Students are provided opportunities to experience both personal and business applications with the software, which is currently being utilized by both the IRS and private tax preparers. The main focus of the courses is to

assure students fully understand what underlying functions are being performed by the tax software, so that they appreciate its capabilities and provide a better service to their future tax clients.

*Prerequisite: ACC 3300 with a grade of C or better*

**ACC 4500      GOVERNMENTAL ACCOUNTING      4-0-0-4**

This course focuses on governmental accounting principles applied to budgets, appropriations, current funds, bond indebtedness, capital projects, and methods of reporting in not-for-profit organizations.

*Prerequisite: ACC 2020 with a grade of C or better*

**ACC 4700      CPA EXAM REVIEW I      4-0-0-4**

This course is designed to help accounting students prepare for the auditing and regulation sections of the CPA exam by reviewing relevant materials and answering practice questions designed to simulate the actual exam.

*Prerequisite: BUS 1380, BUS 2380, ACC 3300, & ACC 4160 with a grade of C or better*

**ACC 4710      CPA EXAM REVIEW II      4-0-0-4**

This course is designed to help accounting students prepare for the financial reporting and business sections of the CPA exam by reviewing relevant materials and answering practice questions designed to simulate the actual exam.

*Prerequisite: ACC 3030 with a grade of C or better*

**AHS 1010      MEDICAL TERMINOLOGY      4-0-0-4**

This course presents an anatomy and physiology approach to the study of medical terminology. Prefixes, suffixes, root words, combining forms, plural forms, and abbreviations are included in the content. A word-building system, phonetic pronunciation, and real world applications are introduced. Emphasis is placed on vocabulary, spelling, procedures, and definitions.

**AHS 1020      BASIC FORMATION OF THE HUMAN BODY      4-0-0-4**

This course is an introduction to the general organization of the body, to characteristics of cells, tissues, and membranes, and to the function of systems of body structure and cellular transport. The integumentary, skeletal, muscular, cardiovascular, hematic and lymphatic systems are included.

**AHS 1030      ORGAN SYSTEMS OF THE HUMAN BODY      4-0-0-4**

This course is a basic introduction to the structure and function of the following major organ systems: nervous, sensory, endocrine, respiratory, digestive, urinary, and reproductive. Fluid balance, human development, and genetics are introduced.

**AHS 1110      MEDICAL ASSISTING FOUNDATIONS      4-0-0-4**

This introductory course to Medical Assisting is designed to facilitate student transition into the health profession through understanding of legal and ethical responsibilities of a healthcare professional. Included is a review of ethical principles and federal and state laws governing healthcare professions and systems. Concepts of rights, duties, barriers, opportunities, diversity, cultural disparity, liability, and risk management are discussed. Issues associated with professional organizations, certification and licensure are examined.

**AHS 1900      DIAGNOSTIC AND PROCEDURAL CODING      2-0-0-2**

This course provides an overview of medical diagnostic and procedural coding to include ICD-10, CPT and HCPCS.

**AHS 2010      CLINICAL ASSISTING LAB I      0-4-0-2**

Clinical Assisting Lab I is a laboratory course designed to provide the student with both theory and practical application of basic clinical procedures, specialty examinations, and diagnostic testing. Assessment of psychomotor skills and affective behavior competencies are a focus of this course.

*Prerequisites: AHS 1020 or AHS 1030 with a grade of C or better*

*Co-Requisite: AHS 2050*

**AHS 2020      CLINICAL ASSISTING LAB II      0-4-0-2**

Clinical Assisting Lab II is a laboratory course designed to provide the students with both theory and practical application of advanced clinical procedures, diagnostic testing, and emergency medical procedures, including CPR and First Aid. Assessment of psychomotor skills and affective behavior competencies are a focus of this course.

*Prerequisites: AHS 2010 and CPR/First Aid Certification*

**AHS 2050      MEDICAL LAB I**

**0-4-0-2**

This course introduces the student to basic medical and clinical laboratory skills. Competency-based principles and methods in venipuncture, chemistry, urinalysis, and microbiology are learned. Assessment of psychomotor skills and affective behavior competencies are a focus of this course.

*Co-Requisite: AHS 2010*

**AHS 2060      MEDICAL LAB II**

**0-4-0-2**

This course introduces the student to basic medical and clinical laboratory skills. Competency-based principles and methods in capillary puncture, hematology, coagulation, and immunology are learned. Assessment of psychomotor skills and affective behavior competencies are a focus of this course.

*Suggested Prerequisite: AHS 2050*

**AHS 2110      GENERAL PHARMACOLOGY I**

**4-0-0-4**

General Pharmacology I is an introduction to the fundamentals of safe drug handling, medication orders, and correct drug administration. The course covers drug laws and regulations, sources of medications, principles of pharmacology, and administration of parenteral and non-parenteral medications. Drug allergies, psychotropic drug actions, substance abuse, dosage calculation methods, and vitamins, minerals, nutrition topics are presented. Basic intravenous theory is introduced.

*Prerequisites: AHS 1020, AHS 1030*

*Suggested Prerequisite: AHS 2010 or concurrent*

**AHS 2120      GENERAL PHARMACOLOGY II**

**4-0-0-4**

Building on AHS 2110, this course reinforces the fundamentals of proper drug administration. Pharmacological principles and procedures, medication orders, drug interactions, charting, routes of administration, and dosage calculations are emphasized. Medications and drug actions associated with specific body systems are included. Antibiotic, antiviral, immunizing, and antineoplastic drugs are introduced.

*Prerequisite: AHS 2110*

*Suggested Prerequisite: AHS 2020 or concurrent*

**AHS 2130      DISEASES OF THE HUMAN BODY**

**4-0-0-4**

This course introduces the mechanisms, diagnosis, and treatment of common human diseases and cancers. Pathologies are identified by the impact on a single organ or systems and on the homeostatic balance between body systems. Inheritance, age-related differences, and prognosis or disability are described. Nutrition and disease prevention are featured.

*Prerequisites: AHS 1020 and AHS 1030 with a grade of C or better*

**AHS 2610      MEDICAL OFFICE ADMINISTRATION**

**3-2-0-4**

This course provides a competency-based approach to administrative office procedures practiced in the physician's office or ambulatory care facility. The student will learn techniques, methods, and software systems relevant to patient reception, scheduling, records management, billing, and insurance. The electronic medical record is introduced. Assessment of psychomotor skills and affective behavior competencies are a focus of this course.

*Prerequisites: AHS 1020 and AHS 1030*

*Suggested Prerequisite: AHS 2010 or concurrent*

**AHS 2982      MEDICAL ASSISTING PRACTICUM**

**0-0-20-6**

During this 200-hour unpaid practicum, students will have the opportunity to validate their competencies to the medical community through a supervised practice experience in both general administrative and clinical skills. This course must be taken weekdays during the last quarter that a student is enrolled. Students must submit a completed application to the Medical Assisting Practicum Coordinator during the quarter before the practicum is scheduled to begin. Failure to do so may result in the student(s) not being assigned a practice site until the following quarter. Students are not permitted to practice at their place of employment unless approval is received from the MA Practicum Coordinator and any special specifications met. A student will have only two opportunities to satisfactorily complete this course unless approval is received from the MA Department Chair. **This course fulfills the Writing Across the Curriculum Requirement for a Writing in the Discipline course.**



*Prerequisites: Must have completed all required AHS courses or concurrent enrollment and approval from the department chair; have a physical exam within 180 days prior to the beginning of the class (verifying that the student is in good general health); meet any program and site-specific requirements including drug screens and background checks; and have proof of current first aid and CPR certification that will remain current throughout the entire practicum.*

**ART 1010      ART APPRECIATION      4-0-0-4**

This survey course mainly traces the development of Western art while encouraging an appreciation of the visual arts in other global cultures. The course examines the basic elements of visual art through the study of subject matter, content, form, technique, and criticism. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

**ART 3030      INTEGRATION OF ART, MUSIC, DRAMA, AND  
DANCE FOR THE CHILD AND YOUNG ADOLESCENT      3-0-0-4**

This course provides an overview of current philosophies, theories and practices for integrating the fine arts into the elementary curriculum. The candidate actively engages in examples of how children and young adolescents learn through artistic expression. Candidates experience collaboration with arts specialists in acquisition of knowledge and skill development in the arts.

**BBA 3050      MANAGEMENT AND ORGANIZATIONAL BEHAVIOR      4-0-0-4**

This course provides a strong conceptual framework for the studying, understanding, and application of behavioral concepts related to motivation, leadership, work groups, and communication. While advancing the concepts learned in Principles of Management, it emphasizes contemporary perspectives on research-based topics in organizational management and behavior. Real world applications and examples reinforce student understanding of organizational behavior issues.

*Prerequisite: Permission of Dean or Chair*

**BBA 3080      MANAGING BUSINESS ETHICS      4-0-0-4**

This course is an issue-oriented study into normative ethical conduct with an emphasis on the constantly changing business environment. **This course fulfills the Writing Across the Curriculum Requirement for a Writing in the Discipline Course.**

*Prerequisite: Permission of Dean or Chair*

**BBA 3120      HUMAN RESOURCE MANAGEMENT      4-0-0-4**

This course is designed to present a realistic study of the principles and practices of human resource management, the major factors in human resource problems and labor relations, and the organization of human resource work. Attention is also given to the task of procuring, developing, maintaining, and using an effective team. Organizational behavior, remuneration, worker security, and employee potential are also covered.

*Prerequisite: Permission of Dean or Chair*

**BBA 3200      CORPORATE FINANCE      4-0-0-4**

This course provides an introduction to financial management of corporations by focusing on the role of interest rates and capital markets in the economy. A variety of topics are discussed including the structure and analysis of financial statements, time value of money, and the valuation of income-producing physical assets.

*Prerequisite: BUS 2050 with a grade of C or better*

**BBA 3250      LABOR RELATIONS      4-0-0-4**

This course focuses on union, governmental, and workplace policies and practices, history, functions, and forecasted changes relating to labor and management in both public and private sectors. Economic, social, and political problems of the labor movement are included, as well as legislative and judicial actions affecting labor and emerging development and training problems motivated by unemployment, poverty, and changing work patterns.

*Prerequisite: BBA 3120 with a grade of C or better*

**BBA 3260      TRAINING AND DEVELOPMENT      4-0-0-4**

This course includes an examination of theories and research concerning the assessment, design, development, implementation, and evaluation of training and development programs. Topics covered include adult education theory, instructional methods, on-the-job training, e-learning and training technology, management development, and program evaluation.



**BBA 4100      GLOBAL BUSINESS****4-0-0-4**

In this course, students study the impact of international business on countries, corporations, and individuals. Varying perspectives on globalization, international trade, and the role of international institutions are discussed. Students also utilize a web-based business simulation which addresses issues of global competitive dynamics, product diversification, and outsourcing.

*Prerequisite: BUS 2600 with a grade of C or better*

**BBA 4130      STRATEGIC PLANNING****4-0-0-4**

This capstone course integrates subject matter from more specialized business courses and related areas of study to help students develop conceptual skills needed in management. Major topics include the development of organizational strategy, decision making within a strategic framework, the planning process, formulation of objectives and policies, and the management of change. The management of a business simulation will draw significantly on students' prior management study, experience, and strategic capability. **This course fulfills the Writing Across the Curriculum Requirement for a Writing in the Discipline Course.**

*Prerequisite: BUS 2600 with a grade of C or better*

**BBA 4200      BUSINESS INTERNSHIP****0-0-12-4**

In this course, students are given an opportunity to apply their skills in various areas of business, and work for-profit and/or not-for-profit organizations. This course may be taken within the last three quarters of enrollment with permission of the academic advisor.

*Prerequisite: Approval of Academic Advisor*

**BBA 4310      MANAGEMENT APPLICATIONS USING SPREADSHEETS****4-0-0-4**

This course focuses on developing spreadsheets for management applications. Topics include developing charts for describing data, summarizing data, modeling business situations, and managing projects.

*Prerequisites: CST 1040, MAT 1500, & MAT 2500 with grades of C or better*

**BBA 4320      PROJECT MANAGEMENT EXAM PREPARATION****4-0-0-4**

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 in preparation for the Certified Associate in Project Management (CAPM®) exam. CAPM® and PMBOK® are registered marks of the Project Management Institute, Inc.

*Prerequisites: Approval of Dean*

**BBA 4450      CONSUMER BEHAVIOR****4-0-0-4**

This course provides a study of the basic concepts underlying consumer behavior, sociological and psychological phenomena which influence consumer behavior, and research approaches which allow marketers to predict and influence behavior.

*Prerequisite: BUS 2390 with a grade of C or better*

**BBA 4550      SMALL BUSINESS MANAGEMENT****4-0-0-4**

This course studies the special problems of initiating and managing a small business by following the flow of the business process, personal factors that tend to ensure success, founding of the business, and managing growth and survival. The functions of finance, marketing, and management are integrated in the creation of a business plan. Students gain understanding of what happens to entrepreneurial ventures once they are launched.

*Prerequisite: BBA 3050 with a grade of C or better*

**BBA 4560      PLANNING AND STAFFING****4-0-0-4**

This course includes an in-depth review of the concepts and techniques of planning and staffing used by organizations to ensure adequate recruitment and selection of skilled employees. Topics to be covered include staffing models, economic and labor market conditions, the impact of units in hiring, legal factors in recruiting and selection, strategic planning, job analysis, forecasting labor supply and demand, measurement issues, external and internal recruitment and selection, and staffing system management.

*Prerequisite: BBA 3120 with a grade of C or better*

**BBA 4570 PERSONNEL RESEARCH & MEASUREMENT 4-0-0-4**  
This course provides a review and evaluation of studies relating to personnel measurement techniques such as job evaluations, performance appraisal systems, morale surveys, and personnel auditing procedures. Also included is an examination of salary and benefit packages used by organizations to attract, reward, motivate, and retain employees. Topics in this area include pay models, internal alignment, external competitiveness, designing pay structures, pay-for-performance, team rewards, benefit design and administration, union role in compensation, and international pay.  
*Prerequisite: BBA 3120 with a grade of C or better*

**BBA 4900 CURRENT ISSUES 4-0-0-4**  
This course is designed to provide instruction to students relating to specific, current issues in business. Areas such as total quality management, continuous improvement, team building, quick response, efficient customer response, enterprise resource planning, and business process reengineering are developed through lectures and case studies to show the student real world application. The course project is centered on the student's individual business concentration area.  
*Prerequisite: Permission of Dean or Chair*

**BIO 1010 INTRODUCTION TO ANATOMY & PHYSIOLOGY 4-0-0-4**  
Introduction to Anatomy and Physiology is an introductory course to the structures and function of the human body including the basic characteristics of life, homeostasis, organizational levels, cells, tissues, organs, and organ systems.

**BIO 1020 PRINCIPLES OF BIOLOGY 4-0-0-4**  
Topics in this course include the properties of life, scientific methods, cells, basic genetics, evolutionary relationships, and biotechnology. Emphasis on living systems will include metabolism, physiology, and morphology. Exploration of the biological process, from the molecular to the cellular is included.  
*Co-requisite: BIO 1021 if a required course*

**BIO 1021 PRINCIPLES OF BIOLOGY I LAB 0-4-0-2**  
The laboratory course correlates with the lecture material covered in BIO 1020. Scientific methods reports and analysis of lab activities are emphasized.  
*Co-Requisite: BIO 1020*

**BIO 1022 PRINCIPLES OF BIOLOGY II 4-0-0-4**  
This course is intended for science majors or students preparing to enter professional health related fields and is a continuation of BIO 1020. Topics include plant and animal evolution, ecology, and behavior, and examination of organ systems across animals.  
*Prerequisites: BIO 1020 and BIO 1021 with a grade of C or better*  
*Co-Requisite: BIO 1023*

**BIO 1023 PRINCIPLES OF BIOLOGY II LAB 0-4-0-2**  
The laboratory course correlates with the lecture material covered in BIO 1022. Writing lab reports and analysis of lab activities are emphasized.  
*Prerequisites: BIO 1020 and BIO 1021 with a grade of C or better*  
*Co-Requisite: BIO 1022*

**BIO 1110 ANATOMY & PHYSIOLOGY I 4-0-0-4**  
Anatomy and Physiology I is an introduction to the structures and functions of the human body including the characteristics of life, homeostasis, organizational levels, basic metabolism, cells, tissues, organs, organ systems, and organisms. Systems emphasized are the integumentary, endocrine, skeletal, and muscular.  
*Suggested Prerequisite: AHS 1010 or concurrent enrollment*  
*Co-requisite: BIO 1120 (if a required course)*

**BIO 1120 ANATOMY & PHYSIOLOGY I LAB 0-4-0-2**  
In this course, students perform laboratory exercises, demonstrations, dissections, and tests that correlate with the lecture material of BIO 1110.  
*Co-requisite: BIO 1110*

- BIO 1130 ANATOMY & PHYSIOLOGY II 4-0-0-4**  
 Anatomy and Physiology II is a continuation of BIO 1110. Systems emphasized are the nervous, including special senses, digestive, respiratory, cardiovascular, lymphatic, immune, and urinary. In addition, fluid and electrolyte balance and the reproductive system, including basic genetics, are covered in this course.  
*Prerequisites: BIO 1110 and BIO 1120 (if a required course) with grades of C or better*  
*Co-requisite: BIO 1140*
- BIO 1140 ANATOMY & PHYSIOLOGY II LAB 0-4-0-2**  
 In this course, students perform laboratory exercises, demonstrations, dissections, and tests that correlate with the lecture material of BIO 1130.  
*Prerequisites: BIO 1110 and BIO 1120 (if a required course) with grades of C or better*  
*Co-requisite: BIO 1130*
- BIO 1150 PATHOPHYSIOLOGY 4-0-0-4**  
 Pathophysiology is the study of disease processes in humans. Course emphasis is on the etiology, pathogenesis, morphologic changes, clinical manifestations, diagnosis and clinical course of disease. The course builds upon and expands core knowledge of human anatomy and physiology.  
*Prerequisites: BIO 1130 and BIO 1140 with a grade of C or better*
- BIO 1160 MICROBIOLOGY 4-0-0-4**  
 Microbiology introduces the student to microorganisms with particular emphasis on their role in health, wellness, and disease. Economic, social, and cultural issues related to utilization, control, and research of the monera, protista, fungi, bacteria, and viruses are also considered.  
*Prerequisites: BIO 1110 and 1120 or BIO 1022 and 1023, grade of C or better required*
- BIO 1170 MICROBIOLOGY LAB 0-4-0-2**  
 BIO 1170 is a laboratory course designed to be taken concurrently with BIO 1160. Laboratory experiments supplement the subject matter covered in BIO 1160 lectures. Lab exercises include sterile technique, microscopy, slide preparation, culture techniques (growth and isolation), identification of microorganisms, microbial metabolism and genetics, environmental factors that affect microbial growth, antibiotic resistance, and test standards. This lab course also explores the role of microorganisms in food and beverage production, and the identification of common pathogenic microbes.  
*Prerequisites: BIO 1110 and 1120 or BIO 1022 and 1023, grade of C or better required*  
*Co-requisite: BIO 1160*
- BUS 1360 INTRODUCTION TO BUSINESS 4-0-0-4**  
 This introductory course exposes the students to standard business terminology, current business technology, and provides an overview of the business environment in general.
- BUS 1380 BUSINESS LAW I 4-0-0-4**  
 Business Law I is a study of the development of American law and procedure covering information on the formation and performance of contracts. This course also includes a study of sales laws under the Uniform Commercial Code. Both the text and case study methods are utilized.
- BUS 2050 FOUNDATIONS OF PERSONAL FINANCIAL MANAGEMENT 4-0-0-4**  
 This course exposes the student to a wide range of important issues in personal financial management, including such topics as using personal financial statements, preparing budgets, preparing taxes, managing savings, making automobile and housing purchases, purchasing insurance, making personal investments, and planning for retirement.
- BUS 2230 BUSINESS COMMUNICATIONS 4-0-0-4**  
 This course is designed to prepare students to organize and compose effective business correspondence and technical writing. The basic principles of writing and approaches for writing various types of communications are stressed.  
*Prerequisite: ENG 1200*

**BUS 2370 PRINCIPLES OF MANAGEMENT 4-0-0-4**  
The latest major approaches and techniques of management are studied including planning, systems management, new organizational concepts, computer influences, controlling, and quantitative measurement.  
*Suggested Prerequisite: BUS 1360*

**BUS 2380 BUSINESS LAW II 4-0-0-4**  
This course covers the law of basic business associations, including agency, partnerships, corporations, and limited liability companies. This course will include a discussion of franchise and relevant property concepts, and a study of negotiable instruments using the Uniform Commercial Code.

**BUS 2390 PRINCIPLES OF MARKETING 4-0-0-4**  
This course provides an overview of the strategic planning process. The student will develop an understanding of marketing research, product development, pricing strategies, distribution channels, and promotion strategies.  
*Suggested Prerequisite: BUS 1360*

**BUS 2600 BUSINESS POLICY 4-0-0-4**  
This course is designed to integrate the functional business disciplines covered in the business curriculum. Case studies and company/industry analyses will be used with focus given to problem analysis, problem solving, and decision making.  
**This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.**  
*Prerequisite: Permission of Dean or Chair*

**CHM 1010 GENERAL CHEMISTRY I 4-0-0-4**  
In CHM 1010, fundamental concepts and principles are presented. Topics include study of the behavior of gases, types of solutions, concentration, chemical reactions and reaction rates, acids and bases, atomic theory, bonding, nomenclature of chemical compounds, and nuclear chemistry. Emphasis is placed on the applications of these topics in various fields. This course also explores the role of chemistry in society today by applying a problem-solving approach to understanding chemistry.  
*Prerequisite: MAT 1500 with a grade of C or better*  
*Co-Requisite: CHM 1020 if a required course*

**CHM 1020 GENERAL CHEMISTRY I LAB 0-4-0-2**  
CHM 1020 is a laboratory course designed to be taken concurrently with the lecture course CHM 1010. The first week emphasizes introductory material: dimensional analysis, determining density and specific gravity of various liquids and solids, and calculating the specific heat values of different materials. During subsequent weeks, the course includes experiments and demonstrations on gas laws, solutions and colloids, osmosis, colligative properties, different types of chemical reactions and effects on reaction rates, acids, bases, titrations, determining concentration of unknown acids or bases, electron configuration, and bond formation.  
*Prerequisite: MAT 1500 with a grade of C or better*  
*Co-Requisite: CHM 1010*

**CHM 1030 GENERAL CHEMISTRY II 4-0-0-4**  
CHM 1030 is a survey course of general chemistry that is a continuation of CHM 1010. Fundamental concepts and principles are expounded upon, including study of thermodynamic processes and thermochemistry, chemical kinetics, quantum mechanics and atomic structure, electrochemistry, chemical periodicity, and chemical bonding.  
*Prerequisite: CHM 1010 & CHM 1020 with a grade of C or better; MAT 1500 with a grade of C or better*  
*Co-Requisite: CHM 1040*

**CHM 1040 GENERAL CHEMISTRY II LAB 0-4-0-2**  
CHM 1040 is a laboratory course designed to be taken concurrently with the lecture CHM 1030. Lab experiments supplement the subject matter covered in the lecture. The course includes experiments and demonstration on thermochemistry and thermodynamic processes, chemical kinetics, and chemical bonding.  
*Prerequisite: CHM 1010 & CHM 1020 with a grade of C or better; MAT 1500 with a grade of C or better*  
*Co-Requisite: CHM 1030*

**CHM 2010      ORGANIC CHEMISTRY I      4-0-0-4**

CHM 2010 is a fundamental course that introduces the various classes of organic compounds, their structure and properties, along with their nomenclature and stereochemistry.

*Prerequisites: CHM 1030 & CHM 1040 with a grade of C or better*

*Co-Requisite: CHM 2020*

**CHM 2020      ORGANIC CHEMISTRY I LAB      0-4-0-2**

CHM 2020 is a laboratory course designed to be taken concurrently with CHM 2010. Lab experiments supplement the subject matter covered in the lecture. The course includes experiments on various methods of separation, making molecular models, and experiments to distinguish between various classes of organic compounds.

*Prerequisites: CHM 1030 & CHM 1040 with a grade of C or better*

*Co-Requisite: CHM 2010*

**CHM 2030      ORGANIC CHEMISTRY II      4-0-0-4**

CHM 2030 is a continuation of CHM 2010 and develops an in-depth understanding of the various kinds of organic reactions, functional derivatives, reaction mechanisms, and organic polymer chemistry.

*Prerequisites: CHM 2010 & CHM 2020 with a grade of C or better*

*Co-Requisite: CHM 2040*

**CHM 2040      ORGANIC CHEMISTRY II LAB      0-4-0-2**

CHM 2040 is a laboratory course designed to be taken concurrently with CHM 2030. Lab experiments supplement the subject matter covered in the lecture. The laboratory exercises include making derivatives of different compounds, stereochemistry using models, and synthesis of organic compounds.

*Prerequisites: CHM 2010 & CHM 2020 with a grade of C or better*

*Co-Requisite: CHM 2030*

**CHM 3010      BIOCHEMISTRY      4-0-0-4**

This is an introductory course dealing with the structure, nomenclature, chemical reactions, and functions of macromolecules such as proteins, carbohydrates, lipids, enzymes, and nucleic acids. Bioenergetics, biosynthetic and specific catabolic pathways are also discussed.

*Prerequisites: CHM 2030 and CHM 2040 with a grade of C or better*

*Co-Requisite: CHM 3020*

**CHM 3020      BIOCHEMISTRY LAB      0-4-0-2**

This lab course reinforces the concepts presented in the CHM 3010 lecture. Experiments on isolation techniques, properties, function, kinetics, and quantitative analysis of carbohydrates, proteins, lipids, enzymes, and nucleic acids are conducted.

*Prerequisites: CHM 2030 and CHM 2040 with a grade of C or better*

*Co-Requisite: CHM 3010*

**CMJ 1110      INTRODUCTION TO CRIMINAL JUSTICE      4-0-0-4**

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society.

**CMJ 1120      LAW ENFORCEMENT OPERATIONS      4-0-0-4**

This course is an overview of the developmental, philosophical, and operational concepts of law enforcement and their relationship to modern day policing within a democratic society. An emphasis will be placed on practical skills.

**CMJ 1210      INTRODUCTION TO INVESTIGATION AND SECURITY      4-0-0-4**

This course introduces the student to an overview of the fundamental concepts and theories which comprise today's private security industry. Topics include: The history of private security, legal and practical guidelines for conducting private investigations, asset protection, physical and personnel security, computer security and homeland security.

**CMJ 1230      CRIMINOLOGY      4-0-0-4**

This course exposes students to different theoretical perspectives in the study of crime. It acquaints students with various explanations that have been offered in an effort to understand criminal behavior. Particular attention will be paid to the consideration of crime as a social phenomenon.

*Prerequisite: CMJ 1110 with a grade of C or better or concurrent enrollment*  
*Suggested Prerequisite: PSY 1810 or concurrent enrollment*

**CMJ 1240      SUBSTANCE ABUSE      4-0-0-4**

This course will be an examination of drugs, abuse, and the evaluation of drug use in this country. The course will also consider drug laws and the responses of the criminal justice system and society toward drug offenders.

*Prerequisite: CMJ 1110 with a grade of C or better or concurrent enrollment*

**CMJ 1350      COURT PROCEDURES/EVIDENCE I      4-0-0-4**

This course focuses on the structural outlay and philosophy of the court system in America with special emphasis on court procedures, structures, constitutional guarantees, the trial process, and roles of judges, prosecutors, defense attorneys and juries.

*Prerequisite: CMJ 1110 with grade C or better, CMJ 1120 with a grade of C or better or concurrent enrollment*

**CMJ 2110      COURT PROCEDURES/EVIDENCE II      4-0-0-4**

This course continues from CMJ 1350, focusing on the various types of evidence used in both civil and criminal proceedings with emphasis on the rules governing the admissibility of evidence and procedures for handling evidentiary issues in the courtroom.

*Prerequisite: CMJ 1350 with a grade of C or better*

**CMJ 2120      JUVENILE JUSTICE      4-0-0-4**

This course is a study of the process by which juvenile offenders are handled in the system of criminal justice, including correction practices, causation theories, and an analysis of the interaction between social institutions and youth.

*Prerequisite: CMJ 1110 with grade C or better*

*Suggested Prerequisites: PSY 1810, SOC 1860*

**CMJ 2130      CORRECTIONS      4-0-0-4**

This course is an introduction to the basic organizations of the correctional system, their functions and performance. Prisons, as well as probation and parole agencies, are discussed with the context of historical and contemporary philosophy. Attention also is focused on decision-making functions, the role of various personnel within the correctional system and the population of offenders within it. Strategies for rehabilitation and their effectiveness are also discussed.

*Prerequisite: CMJ 1110, CMJ 1230, both with grade C or better*

*Suggested Prerequisites: PSY 1810, SOC 1860*

**CMJ 2241      INVESTIGATIVE TECHNIQUES      4-0-0-4**

This course explains the fundamentals of criminal investigation techniques including crime scene procedures, burglary, and death investigation. The course includes collection, preservation, identification of evidence, and overview of crime lab procedures. **This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.**

*Prerequisite: CMJ 1110, CMJ 2110, both with grade C or better*

**CMJ 2250      ORGANIZATION/ADMINISTRATION      4-0-0-4**

This course will familiarize students with the organization and administration of the various criminal justice agencies. Consideration will be given to theories of administrative management and supervision.

*Prerequisite: CMJ 1110 and CMJ 1120 with grade C or better*

**CMJ 2361      CRIMINAL INVESTIGATIONS      4-0-0-4**

This course is a continuation from CMJ 2241, focusing on specific investigative techniques used in particular crimes. Tennessee criminal statutes are used for crime classifications.

*Prerequisite: CMJ 2241 with grade C or better*

**CMJ 2370      CRIMINAL JUSTICE INTERNSHIP      0-0-12-4**

This course provides students with the opportunity to match theory and practice in a supervised work environment in a criminal justice agency or related work environment. The student and the program chairperson will locate and arrange the internship with the appropriate facility. The performance of the student will be monitored by the appropriate supervisor



at the agency, or related workplace, and the course instructor. A total of 120 unpaid hours must be completed at the facility.

*Prerequisites: All CMJ Courses with grade C or better or concurrent enrollment with approval of the Dean*

**CMJ 2380 SURVEILLANCE AND INVESTIGATIVE TECHNIQUES 4-0-0-4**

This course will expose students to the wide range of techniques and investigations utilized by loss prevention agents, asset protection operatives and private sector investigators. The focus will be on providing the student with practical and real world examples of the types of investigations, operations and scenarios encountered by today's private sector investigators. Various techniques and capabilities will be examined and discussed from legal, ethical and practical perspectives. Students will learn through interactive exercises, simulations and scenarios how to apply the techniques presented in the course curriculum.

**CMJ 2410 WHITE COLLAR INVESTIGATIONS 4-0-0-4**

The course will examine how white collar crime is defined and its effects on contemporary society. Students will learn how white collar crimes differ to other types of criminal activity and who perpetrates white collar crime. This course will introduce students to how white collar crimes are investigated, prosecuted, punished and deterred.

**CMJ 2510 CRIMINAL CAUSATION AND DEVIANT BEHAVIORS 4-0-0-4**

This course offers a detailed look at crime from both a sociological and psychological perspective. Students will learn what may some people to criminal behavior. The course will also introduce students to the strategies for how criminal behavior may be prevented from a psychological perspective.

**CMJ 3020 RESEARCH METHODS IN CRIMINAL JUSTICE 4-0-0-4**

This course is designed to provide an introduction to social science research methods as applied to Criminal Justice and Criminology. The course will introduce the students to the research process, as well as, a variety of data collection techniques used in criminological research. Students will be required to both critically examine research in the field, as well as, develop their own research ideas.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 3030 DIVERSITY ISSUES IN CRIMINAL JUSTICE 4-0-0-4**

This course examines race, religion, gender, and other diversity issues within the criminal justice system. Students will explore methods that law enforcement professionals can work effectively with diverse cultural groups, both inside their organizations, as well as, in their communities.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 3040 COMMUNICATION FOR CRIMINAL JUSTICE PROFESSIONALS 4-0-0-4**

This course is designed to provide an introduction to Spanish and other communication terms for criminal justice professionals. Students will examine the common encounters a law enforcement or correctional officer respond to in their line of work and learn the communication terms they need to be more effective in those scenarios.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 3110 ETHICS IN CRIME & JUSTICE 4-0-0-4**

This course examines the major value dilemmas confronting practitioners and professionals in the criminal justice system. Particular focus is on police conduct, courtroom conduct, and correctional professional's conduct.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 3200 COMMUNITY CORRECTIONS 4-0-0-4**

This course provides an examination of the role of the community in the reintegration of offenders, with a focus on correctional programs designed to be administered in a community setting, including probation, parole, halfway houses, restitution, and community service.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 3400 TECHNICAL WRITING IN CRIMINAL JUSTICE 4-0-0-4**

Technical Writing in Criminal Justice is a study of the process of technical writing and written communication. Students will review various formats and writing purposes, and produce technical and business-related documents. Topics included in the course include the organization of information, letters and memoranda, summaries, procedural

writing, and formal reports.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 4050 MEDIA AND CRIME 4-0-0-4**

This course examines the effects that the media have on the perception of crime, including discussion of the social construction of many myths that surround crime and criminal justice.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 4100 FORENSIC SCIENCE 4-0-0-4**

This course provides an examination of the various techniques and instruments used to analyze organic and non-organic evidence obtained from crime scenes, with an examination of new techniques such as DNA analysis. Students will explore the law which governs crime scene analysis and investigations and the admissibility of crime scene evidence. Evidentiary and legal challenges of crime scene evidence and techniques will also be discussed.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 4120 SPECIAL TOPICS IN CRIMINAL JUSTICE 4-0-0-4**

This course is a survey course examining controversial issues facing the criminal justice system. Attention will be directed to opposing viewpoints on systemic, legal, processional, punishment, and social justice issues. This course will cumulate with a research paper on the student's selected topic.

*Prerequisites: Approval of the Dean*

**CMJ 4200 PATTERNS OF CRIMINAL BEHAVIOR 4-0-0-4**

This course explores the social factors surrounding the criminal justice system's distinction between behaviors that are "socially unacceptable but not illegal." Also discussed are the amount, distribution, and pattern of behaviors considered "deviant," including criminals, misfits, and the mentally ill. Students will consider the relationship between political attitudes, values, social change, and the criminal justice system's response to "deviant" individuals and the study of norms, values, and group processes in the labeling and defining of deviant behavior.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 4340 COMPUTER CRIME 4-0-0-4**

This course is a study of investigative techniques that are utilized in processing digital evidence. Students in the course will study cases related to expert testimony, chain-of-custody issues, and methods for proper procedures of seizing, imaging, and examining digital computer evidence.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 4400 TERRORISM 4-0-0-4**

This course explores modern domestic and international terrorism, including the structure of terror organizations, types of terrorism and terrorist violence, the alleged justifications for such violence, and the global impact of terrorism.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 4450 VIOLENCE IN THE FAMILIES 4-0-0-4**

This course examines a variety of forms of violence against spouses and children in the United States including domestic violence, child abuse, sexual assault, sexual harassment, and pornography. This class explores how violence against families has been minimized in society and how the criminal justice system has rarely developed effective ways to address these types of crimes.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 4500 PRIVATE INVESTIGATIONS & SECURITY 4-0-0-4**

The organization of security systems in public and private agencies and institutions are explored in this course. The class will include an in-depth analysis of the historical perspectives, current status components, and opportunities in private security and private investigation.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 4550 CRIME ANALYSIS/POLICE TECHNOLOGY 4-0-0-4**

The course examines information technology in law enforcement. Through the criminal justice lens, the class will focus on police communication technology used by police to predict, investigate and prevent crime. The course will

introduce students to crime mapping, crime analysis, the incident command system, wireless and network communications, crime scene investigation technology, wiretaps, surveillance, and law enforcement databases.

*Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean*

**CMJ 5100 FOUNDATIONS IN CRIMINAL JUSTICE 4-0-0-4**

This course conducts an overview of the criminal justice system and its component subsystems. Students will examine the police, courts, and corrections subsystems for a better understanding of how these various components coexist and interrelate within the criminal justice system. Emphasis will be placed on the role of criminal justice managers in the effective administration of justice.

**CMJ 5110 RESEARCH DESIGN FOR CRIMINAL JUSTICE 4-0-0-4**

This course examines research design as it applies to crime and criminal justice research. Students learn the application of quantitative and qualitative analyses in criminal justice research, the concepts of validity, hypothesis, reliability, measurement, sampling, quasi-experimental construction, errors in reasoning, and statistics. Students will also examine the philosophic foundations of criminal justice research.

**CMJ 5120 POLICE AND SOCIETY 4-0-0-4**

This course examines the theoretical, historical, and comparative perspectives of policing. Students learn methods and strategies for conducting critical analyses of modern policing methods and practices. Emphasis will be placed on contemporary societal problems and issues for police.

**CMJ 5130 PUBLIC SECTOR BUDGETING AND GRANT WRITING 4-0-0-4**

This course provides an overview of the processes, techniques, and politics of public budgeting. The purpose of this course is to provide a foundation for understanding the nature and practice of public budgeting at the local, state and federal levels. Special emphasis will be placed on learning applied budgeting techniques.

**CMJ 5140 STRATEGIC PLANNING AND ASSESSMENT 4-0-0-4**

This course introduces the student to the development and application of strategic planning theory and practices in public service organizations. The course will provide approaches to designing and implementing strategic planning models and techniques including environmental scanning, stakeholder analysis, strategic issue identification, and strategy formulation.

**CMJ 5200 QUANTITATIVE METHODS FOR CRIMINAL JUSTICE 4-0-0-4**

This course builds on the coursework completed in CMJ 5010. Students will study the various methods of statistical analysis found in criminal justice research to include measurement of variables, data collection, measures of central tendency, and probability. Emphasis will be placed on the application and interpretation of the statistics and utilization of statistical application computer systems.

**CMJ 5210 THEORETICAL PERSPECTIVES ON CRIME 4-0-0-4**

This course examines the current theoretical perspectives on crime, delinquency, and justice. Students will study the relationship of criminal behavior to modern society. Emphasis will be placed on understanding the relationship between crime and socio-economic characteristics.

**CMJ 5220 CRIMINAL JUSTICE MANAGEMENT 4-0-0-4**

This course conducts an in depth examination of criminal justice agencies and their current practices. Students will study organizational theory, administrative processes, and personnel management in the criminal justice workplace. Emphasis will be placed on identifying the critical areas of management philosophy applicable for criminal justice practitioners and leaders.

**CMJ 5300 INVESTIGATIVE INTELLIGENCE AND CRIME ANALYSIS 4-0-0-4**

This course examines the various methods for gathering and analyzing crime data and investigative intelligence used by criminal justice agencies. Students will examine the role of crime analysis and intelligence led policing strategies in monitoring the occurrence of crime. Emphasis will be placed on learning and understanding the predictive capabilities of analysis of data to respond more effectively to criminal behavior.

**CMJ 5310      POLICY ANALYSIS FOR CRIMINAL JUSTICE      4-0-0-4**  
This course examines the fundamentals of policy development, analysis, and implementation in the criminal justice system. Policies related to police, corrections, and the administration of justice will be studied to analyze their efficacy. Students will explore the social, ethical, and political influences on policy development in the criminal justice system.

**CMJ 5320      ETHICS FOR CRIMINAL JUSTICE PROFESSIONALS      4-0-0-4**  
This course examines the moral and ethical issues in criminal justice system. Students will examine the historical foundations of ethics and morality for society in general, and how these concepts effect the administration of justice. Emphasis will be placed on moral and ethical decision making for criminal justice practitioners.

**CMJ 5330      CONTEMPORARY ISSUES IN CORRECTIONS      4-0-0-4**  
This course examines the field of corrections from a theoretical and practical perspective. Students will explore the major theoretical concepts of incapacitation, rehabilitation, deterrence, and restorative justice. Emphasis will be placed on policy making and the ethical administration of justice in the correctional subsystem.

**CMJ 5400      LEGALASPECTS OF CRIMINAL JUSTICE MANAGEMENT      4-0-0-4**  
This course will examine legal issues related to the effective management of criminal justice agencies. The topics to be examined include employment law, labor relations, discrimination, civil liability, and vicarious liability. Emphasis will be on current case law and legal decisions which effect criminal justice and other public agencies.

**CMJ 5510      TERRORISM      4-0-0-4**  
This course examines terrorism and acts of violence for political motives from historical and contemporary perspectives. Students will study international and domestic terrorist acts to learn how the criminal justice system can more effectively respond and investigate these events.

**CMJ 5520      VICTIMOLOGY      4-0-0-4**  
This course examines the theoretical and practical perspectives in the area of victimology. Emphasis will be placed on understanding fear of crime, concepts of victimization, and the role of victim's advocates in the criminal justice system.

**CMJ 5530      COMPUTER CRIME: LEGAL ISSUES      4-0-0-4**  
This course focuses on the types of crimes and terrorist acts perpetrated using computer technology. Students will examine theories related to hackers and other digital criminals. Emphasis will be placed on the legal strategies and methods employed by criminal justice professionals and attorneys for investigating and prosecuting information warfare, cybercrime and terrorism.

**CMJ 5540      INTERNET AND CRIMINAL ACTIVITY INVESTIGATIONS      4-0-0-4**  
This course explores all aspects of computer crime including all the procedures needed to investigate and prosecute it. This course covers both forensic and legal issues, addressing the First and Fourth Amendments, US Patriot Act, international collaborations and identity theft. Students will explore the emerging computer forensics capabilities that can be employed for investigations involving SmartPhones, GPS navigation, and cloud computing to cyberbullying and cyberterrorism.

**CMJ 5550      ADVANCED NETWORK SECURITY PRINCIPLES      4-0-0-4**  
This course explores all the critical aspects of computer security, including users, software, devices, operating systems, networks, law, and ethics. Students will learn the advanced concepts related to rapidly evolving attacks, countermeasures, and computing environments. This course also provides students with best practices for authenticating users, preventing malicious code execution, using encryption, protecting privacy, implementing firewalls and detecting intrusions.

**CMJ 5600      SPECIAL TOPICS AND CURRENT ISSUES IN CRIMINAL JUSTICE      4-0-0-4**  
This course examines current topics in criminal justice. Students will examine contemporary issues and controversies in the United States justice system. The focus of this course will be examining research on the contemporary issues facing today's police, courts and corrections subsystems.

**CMJ 5900      CAPSTONE SEMINAR      4-0-0-4**  
This seminar will bring students and faculty together in a collaborative learning environment for completion of the comprehensive project that demonstrates mastery of skills and knowledge learned throughout the program. Students will be challenged to use concepts and components of all previous coursework to successfully complete the course.

**COM 1260      EFFECTIVE SPEAKING      4-0-0-4**  
This course introduces the principles of effective and ethical public speaking. Emphasis is placed on the preparation and delivery of speeches and the development of listening and teamwork skills.

**COM 3050      STRATEGIC COMMUNICATION & DECISION MAKING      4-0-0-4**  
This course introduces students to the foundations of strategic communication in interpersonal and small group settings with an emphasis on the rhetorical situations (digital, alphabetic, oral, and nonverbal). Students are asked to critically apply concepts learned in class to their field of study. Topics include sending and receiving messages, communicative processes, relational contexts, and communication technologies. Assignments include, but are not limited to, role-playing, practical examinations, written examination, oral examinations, primary and secondary research projects related to field of study, individual and group activities, presentations, quizzes, and journaling.

**COM 4010      PUBLIC RELATIONS      4-0-0-4**  
This course introduces the student to the theory and practice of public relations. The student will learn about its function within organizations, its influence in national and international business, its impact on the public, and its function in society. The student will study the history of public relations, the range of responsibilities that PR practitioners assume, and the significant issues that have shaped the practice.

**CST 1040      SPREADSHEET APPLICATIONS      3-2-0-4**  
This course teaches students how to use computerized spreadsheets using the Microsoft Excel software application. Students learn how to create business-related numerical reports using beginning, intermediate, and advanced spreadsheet techniques. Making sound business decisions through spreadsheet data analysis is emphasized.  
*Prerequisites: SCC 1030 with a grade of C or better*  
*Suggested Prerequisites: ACC 1000/BA 1000, BUS 1360/BA 1360*

**CST 1050      DATABASE APPLICATIONS      3-2-0-4**  
This course teaches students how to use database software. Students use educational versions of actual applications software in solving typical business problems.  
*Prerequisite: SCC 1030 with a grade of C or better*

**CST 1400      COMPUTER ARCHITECTURE      3-2-0-4**  
This course is designed to introduce the student to basic computer hardware architecture and design to include motherboards and their functions, I/O ports, computer memory, expansion slots, CPU, and other internal computer components. The student is also introduced to the methodology involved in how computer hardware interacts with the computer operating system.  
*Suggested Prerequisite: SCC 1030 with a grade of C or better*

**CST 1410      INTRODUCTION TO NETWORKING      3-2-0-4**  
This course focuses on the fundamentals of networking. Topic areas emphasized include networking concepts, topologies, OSI Model, protocols, network devices, TCP/IP architecture, troubleshooting, and diagnostic tools. Students experience hands-on training to promote vendor independent networking skills and concepts that affect all aspects of computer networking.  
*Prerequisite: SCC 1030 with a grade of C or better*

**CST 1800      OPERATING SYSTEMS      3-2-0-4**  
This course is designed to provide the student with the knowledge and skills necessary to install and configure Microsoft Windows 7 Professional on standalone and client computers that are part of a workgroup or domain. The student will learn to install, configure, manage, and troubleshoot Windows 7 Professional installations in a hands-on environment. Emphasis will also be placed on integrating client computers into an existing network.  
*Prerequisite: SCC 1030 with a grade C or better*

**CST 2500      WINDOWS SERVER      3-2-0-4**  
This course is designed to provide the student with the knowledge and skills necessary to install and configure Microsoft Windows Server on computers that are part of a workgroup or domain. The student will learn to install, configure, manage, and troubleshoot Windows Server in a hand-on environment, with emphasis on network configuration, administration, and maintenance.

*Prerequisite: CST 1800 with grade C or better*

**CST 2600      NETWORKING WITH A+      3-2-0-4**  
This course provides students with the technical skills required for the maintenance of both hardware and software utilized in commonly used computer equipment. This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.

*Prerequisite: SCC 1030 with a grade of C or better*

**CST 2610      CCNA      3-2-0-4**  
This courses focuses on networking fundamentals including the OSI model and industry standards, network topologies, IP Addressing (Including subnet masks), basic network design, router theory and router technologies including beginning routing configurations, router and routing protocols, and an introduction to LAN (Local Area Network) switching.

*Prerequisite: SCC 1030 with a grade of C or better*

**CST 2630      NETWORK SECURITY FUNDAMENTALS      3-2-0-4**  
This course is designed to provide the student with an overview of computer security, including basic security principles, security baselines, and recent attack and defense techniques and technologies. The student will learn how to harden networks to resist attacks, protect basis and advanced communications, and use cryptography and Public Key Infrastructures (PKI) to thwart attackers.

*Prerequisite: CST 1800 with a grade of C or better*

**CST 2640      NETWORK DEFENSE METHODS      3-2-0-4**  
This course is designed to provide the student with an introduction and training in intrusion detection, firewalls, and virtual private networks (VPN's). The student will learn to use intrusion detection techniques to deter network attacks, detect intrusion attempts, respond to break-ins, assess the damage of attacks, and locate and identify intruders. The student will also learn to design and implement firewalls and VPN's and prepared for the network defense and counter measure exam for the Security Certified Professional (SCP) certifications.

*Prerequisite: CST 1800 with a grade of C or better*

**CST 2650      COMPUTER FORENSICS      3-2-0-4**  
This course is designed to provide the student with an introduction to digital investigations and digital evidence collection. Computer forensics analysis will include file structure, data recovery techniques, data hiding, and expert witness testimony. The course provides practical training in conducting digital investigations and preservation of evidence for presentation in court of corporate investigations.

*Prerequisite: SCC 1030 with a grade of C or better*

**CST 2660      INFORMATION SECURITY PRINCIPLES      3-2-0-4**  
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 1030 with a grade of C or better*

**CST 2670      COMPUTER SECURITY POLICIES & PROCEDURES      3-2-0-4**  
This course teaches students how to create effective information security policies and procedures for a business's computer network security program. Topics covered include security policy concepts and their foundation, information security procedures and structures, and presents ideal policies specific to industry areas, including finance, healthcare and small business.

*Prerequisite: CST 2630 with a grade of C or better*

**DMS 1310      ULTRASOUND PROCEDURES I****4-0-0-4**

This course introduces the student to Diagnostic Medical Sonography and its role in healthcare. Principles, practices, and policies of healthcare organizations are examined with a focus on human diversity in order to promote better understanding of patients, patients' families, and professional peers. Concurrently, sonography medical terminology, abbreviations, and symbols are discussed. This course examines the specialty of abdominal sonography including anatomy, interpretation of normal and abnormal sonographic patterns, pathology, related clinical signs and symptoms, normal variants, and clinical laboratory tests related to the biliary system, the pancreas, and the spleen.

*Prerequisite: Program Admission*

**DMS 1320      PHYSICS & INSTRUMENTATION I****4-0-0-4**

This course focuses on propagation of sonography through tissue, reflection, refraction, and scattering. Basic features of medical sonographic equipment, including operator controls, imaging processing, transducer technology, transducer types, and safety standards are also discussed.

*Prerequisite: Program Admission*

**DMS 1330      SCANNING LAB I****0-2-0-1**

In this course, under direct supervision, students simulate sonographic examinations of anatomical structures identifying anatomy, pathology, and reinforcing scanning techniques in preparation for performing examinations of the biliary system, pancreas, and spleen in the clinical setting.

*Prerequisite: Program Admission*

**DMS 1350      CLINICAL EDUCATION I****0-0-12-4**

This competency-based clinical experience introduces learning opportunities in diagnostic medical sonography at various clinical agencies. Student participation focuses on cognitive, affective, and psychomotor skills in patient care and assessment, and observing/performing sonographic procedures as presented in DMS 1310 under direct supervision. Classes occur in the hospital clinical setting. Students are exposed to actual patient contact while performing the sonographic examinations.

*Prerequisite: Program Admission*

**DMS 1410      ULTRASOUND PROCEDURES II****4-0-0-4**

This course is a continuation of DMS 1310 and includes discussion of abdominal sonography, including anatomy, interpretation of normal and abnormal sonographic patterns, flow characteristics and waveforms, pathology, related clinical signs and symptoms, normal variants and clinical laboratory tests of the abdominal pelvic wall and cavities, adrenal, and gastrointestinal system.

*Prerequisite: DMS 1310 with a grade of C or better*

**DMS 1420      PHYSICS & INSTRUMENTATION II****4-0-0-4**

This course continues to focus on propagation of ultrasound through tissue including harmonics, quality assurance, artifacts, and hemodynamics. Basic features of medical sonographic equipment, including operator controls, imaging processing, transducer technology, transducer types, and safety standards are also discussed.

*Prerequisite: DMS 1320 with a grade of C or better*

**DMS 1430      SCANNING LAB II****0-2-0-1**

In this course, under direct supervision, the student simulates sonography examinations of anatomical structures identifying pathology and reinforcing scanning techniques in preparation for performing examinations of the abdominal pelvic wall and cavities, adrenals, and the gastrointestinal system in the clinical setting.

*Prerequisite: DMS 1330 with a grade of C or better*

**DMS 1450      CLINICAL EDUCATION II****0-0-12-4**

Clinical Education II is a competency-based clinical experience that intensifies the cognitive, affective, and psychomotor skill level of students in the performance of sonography procedures. Students continue all standard practices learned in the previous quarter and perform more complex examinations discussed in didactic courses. Students begin to master sonography equipment and complete sonography procedures under direct supervision.

*Prerequisite: DMS 1340 with a grade of C or better*

**DMS 2110      ULTRASOUND PROCEDURES III**

**4-0-0-4**

This course introduces the student to accurate assessment and performance of the pelvis and non-gravid uterus. Anatomy, interpretation of normal and abnormal sonographic patterns, flow characteristics and waveforms, pathology, related clinical signs and symptoms, normal variants, and clinical laboratory tests related to the pelvis are also discussed.

*Prerequisite: DMS 1410 with a grade of C or better*

**DMS 2120      SCANNING LAB III**

**0-2-0-1**

In this course, under direct supervision, the student simulates sonography examinations of anatomical structures identifying pathology, and reinforcing scanning techniques in preparation for performing pelvic sonograms in the clinical setting. The students are also introduced to obstetrical sonography.

*Prerequisite: DMS 1430 with a grade of C or better*

**DMS 2150      CLINICAL EDUCATION III**

**0-0-21-7**

Clinical Education III is a competency-based clinical practicum performing pelvic, non-gravid uterine sonography. Students begin to master sonography equipment and complete pelvic examinations under direct supervision. Additionally, obstetrical sonography is introduced.

*Prerequisite: DMS 1450 with a grade of C or better*

**DMS 2210      ULTRASOUND PROCEDURES IV**

**4-0-0-4**

This course introduces the student to accurate assessment and performance of obstetrical sonograms required by sonographers. Students gain comprehensive knowledge of the development and sonographic appearance of the fetal and extra-fetal anatomy throughout the gestational period and sonographic characteristics of normal and abnormal gravid uterine anatomy specific to each trimester.

*Prerequisite: DMS 2110 with a grade of C or better*

**DMS 2250      CLINICAL EDUCATION IV**

**0-0-21-7**

Clinical Education IV is a competency-based clinical practicum. Students perform obstetrical sonograms under direct supervision. Students gain comprehensive scanning knowledge of the development and sonographic appearance of the fetal and extra-fetal anatomy.

*Prerequisite: DMS 2150 with a grade of C or better*

**DMS 2310      ULTRASOUND PROCEDURES V**

**4-0-0-4**

This course introduces the student to interventional, organ transplant, breast, neck, prostate, scrotum, musculoskeletal, and pediatric hip sonography. Anatomy, interpretation of normal and abnormal sonographic patterns, flow characteristics and waveforms, pathology, related clinical signs and symptoms, normal variants, and clinical laboratory tests are discussed.

*Prerequisite: DMS 2210 with a grade of C or better*

**DMS 2350      CLINICAL EDUCATION V**

**0-0-21-7**

Clinical Education V is the fifth in the series of courses for clinical education in the practice of diagnostic medical sonography. The student becomes a part of the health care team under the guidance of professional sonographers and performs complex sonography procedures under direct and in-direct supervision.

*Prerequisite: DMS 2250 with a grade of C or better*

**DMS 2410      SEMINAR**

**4-0-0-4**

This capstone course provides an integration of sonography theory and clinical practices and emphasizes professional development. A comprehensive review of the program curriculum to prepare students for certification and clinical practice in the field occurs.

*Prerequisites: All DMS courses with the exception of DMS 2450, all with grades of C or better*

**DMS 2450      CLINICAL EDUCATION VI**

**0-0-21-7**

Clinical Education VI, the sixth and final in the series of clinical competency courses, requires independent student performance of sonography examinations with indirect supervision. Students, under the guidance of professionals, perform as competent individuals in diagnostic medical sonography. Students complete all competencies as mandated by the American Registry of Diagnostic Medical Sonographers in abdominal, obstetrical, and gynecological examinations.



*Prerequisite: DMS 2350 with a grade of C or better*

**DPT 6110      PHYSICAL THERAPY FUNDAMENTALS      2-2-0-4**

This course introduces students to fundamental physical therapy skills used in patient management within various inpatient and outpatient settings. Content is introduced to provide a framework for patient management principles used throughout the curriculum and for immediate application to the physical therapy clinical environment. This course introduces patient positioning and handling skills including palpation, infection control, vital signs, body mechanics, patient transfers, and gait training. Students are introduced to the components of the basic examination as a function of the patient management process. Foundational knowledge and skills related to the medical interview, basic examination procedures, and clinical reasoning are developed and form the basis for systems-based patient management throughout the curriculum. Laboratory sessions focus on foundational psychomotor skills including, but not limited to, goniometry, range of motion, manual muscle testing and anthropometric measures to manage patients in various clinical settings. This course also includes: foundations of defensible documentation with appropriate medical terminology, introduction to the medical interview, examination tests and measures, and measuring patient outcomes.

*Prerequisite: Admission to Doctor of Physical Therapy Program*

**DPT 6120      PHYSICAL AGENTS      1-1-0-2**

This course introduces students to the underlying principles and clinical applications of selected physical agents, mechanical modalities, and electrotherapeutic modalities. Critical appraisal of current evidence examines the physical and physiological effects of these modalities, with particular emphasis on pain, inflammation, tissue healing, and muscle re-education. Clinical decision-making emphasizes the appropriate selection of physical agents and treatment parameters based on patient indications and contraindications/precautions and desired treatment effects. Laboratory sessions develop skills for the safe and effective clinical application of physical agents and therapeutic modalities.

*Prerequisite: Admission to Doctor of Physical Therapy Program*

**DPT 6130      PROFESSIONAL COMPETENCIES I      1-0-0-1**

The course is the first of a two-course series that introduces the student to the physical therapy profession and the professional roles and responsibilities of the physical therapist in healthcare. Special emphasis is placed on exploring constructs of cultural, emotional/social and caring competencies and associated behaviors of medical professionals. This course includes the study of emotional/social intelligence, concepts of flourishing, learning theories, learning styles, characteristics of learners through the lifespan, and literacy and communication issues for patients. These learning concepts prepare students for the DPT program curriculum and for clinical practice as a life-long learners and educators in the physical therapy profession. Instruction includes essential technology competencies that help manage healthcare delivery in a constantly changing digital world. Software and mobile apps are leveraged to improve communication, facilitate learning, and enhance clinical practice and patient outcomes.

*Prerequisite: Admission to Doctor of Physical Therapy Program*

**DPT 6140      EVIDENCE-BASED PRACTICE I      2-0-0-2**

This course introduces general research principles and evidence-based practice. The student becomes oriented to the South College library system and technology resources and becomes familiar with high-level literature reviews. Students begin the formulation of clinical questions, methods of obtaining peer-reviewed research to those clinical questions, and how to critically appraise the evidence. The student is introduced to the following topics in the research process: basic research design, issues of reliability and validity, diagnostic utility of clinical tests, and fundamentals of conducting a literature review. This course provides a framework for assignments in subsequent courses in which evidence-based foundations of physical therapy are presented.

*Prerequisite: Admission to Doctor of Physical Therapy Program*

**DPT 6150      HUMAN PHYSIOLOGY      3-0-0-3**

Medical physiology deals with the functioning of the human body. Ability of the body to maintain constancy of the internal environment is termed homeostasis. Restoring the normal physiology is the essence of medical management. This course emphasizes the physiology and pathophysiology of the cellular, integumentary, neuromuscular, cardiovascular, and pulmonary systems. Function and tissue mechanics of each system are presented, with specific emphasis on changes across the lifespan and adaptations to activity/exercise and disease. A brief systems review of the renal, endocrine, and immune systems will focus the student on physiologic processes relevant to physical therapy practice. Students will be able to apply this foundational knowledge about human function to future coursework and patients, enabling students to make quantitative and qualitative observations and decisions regarding patient presentations and clinical management.

*Prerequisite: Admission to Doctor of Physical Therapy Program*

**DPT 6160 HUMAN ANATOMY I**

**3-1-0-4**

The course is the first of a two-course series that provides the physical therapy student with foundational knowledge of human gross anatomy and neuroanatomy. Instruction includes focused clinical application of human embryology, histology, and functional anatomy to consider patient problems relevant to the physical therapist. Key emphasis is on a detailed study of the musculoskeletal and peripheral nervous system of the lumbar spine, pelvis and lower limb, to include associated osseous, muscular, nervous and vascular structures. Neuroanatomy content explores the structure and function of the peripheral nervous system, to include cranial nerves. This course consists of lecture related to the static and dynamic application of applied anatomy along with heavy use of 3-dimensional anatomy software, medical imaging, living/surface anatomy, and synthetic human anatomical models in lab sessions for hands on application and learning.

*Prerequisite: Admission to Doctor of Physical Therapy Program*

**DPT 6210 MUSCULOSKELETAL PRACTICE I**

**3-2-0-5**

This is the first course in a four-course series introducing students to the clinical application of human biomechanics, functional movement, and examination principles. These principles are applied to musculoskeletal dysfunction of the lumbar spine, pelvis, and hip regions in this course, but also serve as a foundation for future courses in the management of patients with other system- or lifespan-related disorders. Evidence-based practice in the management of patients with musculoskeletal lumbo-pelvic and hip conditions is emphasized in the remainder of this course. Students concentrate on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise. Instruction on differential diagnosis and determining primary and secondary hypotheses is completed. Foundational elements of patient management are emphasized that use patient presentation and clinical evidence to classify patients, establish prognosis and functional goals, and develop comprehensive intervention programs related to the lumbo-pelvic and hip regions. A patient-centered approach to health and disease is presented to help students recognize conditions both at risk for advanced chronicity and outside the scope of physical therapy.

*Prerequisite: Successful completion of Quarter 1 courses*

**DPT 6220 MUSCULOSKELETAL PRACTICE II**

**2-2-0-4**

This is the second course in a four-course series introducing students to the clinical application of human biomechanics, functional movement, and examination principles. These principles are applied to lower extremity musculoskeletal dysfunction in this course, but also serve as a foundation for future courses in the management of patients with other system- or lifespan-related disorders. Students advance the application of psychomotor skills related to palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise. Instruction on differential diagnosis and determining primary and secondary hypotheses is directed. Foundational elements of patient management are emphasized that use patient presentation and clinical evidence to classify patients, establish prognosis and functional goals, and develop comprehensive intervention programs related to the lower extremity. A patient-centered approach to health and disease is presented to help students recognize conditions both at risk for advanced chronicity and outside the scope of physical therapy.

*Prerequisite: Successful completion of Quarter 1 courses*

**DPT 6230 EVIDENCE-BASED PRACTICE II**

**2-0-0-2**

This course introduces the specific elements of applied research design and statistics. Students become familiar with relevant research statistics to become intelligent consumers of scientific literature. Items related to measurement, research design, statistical analysis, critical inquiry, and strength of evidence are presented. These concepts are applied in the critical evaluation of published physical therapy literature. This course provides additional framework for subsequent courses in which scientific foundations of physical therapy practice are presented.

*Prerequisite: Successful completion of Quarter 1 courses*

**DPT 6240 HUMAN ANATOMY II**

**3-1-0-4**

The second of a two-course series completes the study of foundational human gross anatomy and neuroanatomy for the physical therapy student. Instruction continues to focus on the clinical application of functional anatomy to consider patient problems relevant to the physical therapist. Key emphasis in this course is a detailed study of the musculoskeletal and peripheral nervous system of the cervical and thoracic spines, thorax, shoulder, arm, elbow, forearm and hand, to include associated osseous, muscular, nervous and vascular structures. A discussion of facial and temporomandibular joint structures is also provided. Neuroanatomy content provides an in-depth study of the autonomic and central nervous



**DPT 6340 CLINICAL NEUROSCIENCE****3-1-0-4**

This course presents an in-depth analysis of neural, muscular, and skeletal factors that influence pain and movement in health and disease. Students review the organization of the central, peripheral, and autonomic nervous systems with a more functional emphasis. Normal peripheral and central nervous system function and the pathophysiology of various neurological disorders are presented. Neural control of movement and functional force development is discussed in detail with emphasis on muscle activation in health and disease. Students learn and apply motor control and motor learning principles to the examination and management of patients with movement disorders. Students will complete a 6-module online American Spinal Injury Association (ASIA) course to accurately classify spinal cord injury according to international standards. Certification in the ASIA examination is an option for students. Lab activities emphasize central nervous system screening and an introduction to balance assessment tools, common outcome measures, and a comprehensive neurologic examination.

*Prerequisite: Successful completion of Quarter 2 courses*

**DPT 6410 NEUROMUSCULAR PRACTICE****4-2-0-6**

This course presents the physical therapy examination and management of movement disorders and neurological conditions stemming from the central nervous system pathology covered in clinical neuroscience. These conditions include, but are not limited to, the spinal cord injury, stroke, traumatic brain injury, and neuro-degenerative conditions. Students apply the elements of patient management in physical therapy practice, including screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes across the adult lifespan. Students will learn to apply the principles of neuroplasticity while focusing on recovery-based treatment techniques in patients with neurologic dysfunction. A wide variety of lab experiences will present and develop examination and rehabilitation skills unique to patients with neuromuscular conditions.

*Prerequisite: Successful completion of Quarter 3 courses*

**DPT 6420 INTEGRATIVE PAIN SCIENCES****2-0-0-2**

This course provides an overview of managing patients with chronic pain syndromes and associated psychosocial factors. General concepts related to chronic pain, fear avoidance models, peripheral sensitization, and central sensitization as it applies to physical therapy practice are covered. Emphasis is placed on patient education and describing clinical methods of educating patients about pain. Additional clinical application is presented in the form of pain assessment, treatment, outcomes, and limitations of treating chronic pain conditions. Current best practice techniques and research are integrated to provide discussion of the multi-dimensional and multi-disciplinary nature of chronic pain.

*Prerequisite: Successful completion of Quarter 3 courses*

**DPT 6431 ACUTE CARE & CARDIOPULMONARY PRACTICE****3-1-0-4**

This course introduces students to the unique aspects of the acute and critical care environment and patient management principles, to include medical equipment, effects of prolonged hospitalization, and their role in multidisciplinary care. Students develop examination, treatment planning, intervention, and discharge planning skills for medically complex patients in acute care settings. This course also provides in-depth instruction in the pathophysiology, examination and assessment, and acute management of patients with cardiovascular and pulmonary disorders. Basic principles of care in electrocardiography, cardiac rehabilitation, respiratory therapy, and chest physical therapy to include thoracic spine and ribcage manual therapy techniques are included. The impact of cardiopulmonary conditions on physical therapy management of patients with other diagnoses is also presented. Lab activities include, but are not limited to, EKG stress testing, heart and lung auscultation, and pulmonary function testing. Human simulation labs are performed in a multidisciplinary approach to provide students with "real-world" exposure to acute and critical care scenarios.

*Prerequisite: Successful completion of Quarter 3 courses*

**DPT 6441 MINDFUL PATIENT MANAGEMENT****2-0-0-2**

This comprehensive course emphasizes behavioral and social sciences applied to the analysis and management of human behavior. The course is tailored specifically to the work of a physical therapist, where professional interactions with people in a culturally competent manner, including patients, support personnel, supervisors, third party payers, and other medical professionals, is a large part of their responsibilities. Special focus is given to "mindful practice", so students develop the ability to be aware, in the moment, and on purpose, with the goal of providing better care to patients and to taking better care of themselves. Empathic care and the cultivation and maintenance of empathy is also included with the intention of developing high-quality connections and relationships with patients and other professionals that are a significant part of the integrated healthcare team. Motivational interviewing and its importance in physical therapist practice are also emphasized with the integration of positive psychology and empathetic caring into the patient care



various types of wounds will be covered using video demonstrations and clinical cases. Specific wound types discussed include: arterial and venous insufficiency ulcers, pressure ulcers, neuropathic ulcers, lymphedema, and burns. Application of specific tests and measures, their reliability and validity, and efficacy of treatment interventions will be covered. Wound risk factor reduction will be examined.

*Prerequisite: Successful completion of Quarter 4 courses*

**DPT 6611            MANAGEMENT OF COMPLEX PATIENTS            3-1-0-4**

This course expands the concepts from previous health, wellness, and patient management coursework by applying these principles to patients with advanced diseases that have multi-system involvement. Students will expand on prior coursework on examination and treatment principles for the management of cardiovascular, pulmonary, metabolic, oncological, lymphatic, integumentary and rheumatologic disorders. In addition, students will develop a foundation for wound management with study of normal tissue anatomy, wound healing, and factors that adversely affect healing. Examination, evaluation, diagnosis, prognosis, interventions and outcomes for persons with various types of wounds will be covered using video demonstrations and clinical cases. Specific wound types discussed include: arterial and venous insufficiency ulcers, pressure ulcers, neuropathic ulcers, lymphedema, and burns. Application of specific tests and measures, their reliability and validity, and efficacy of treatment interventions will be covered. Wound risk factor reduction will be examined. Students demonstrate their knowledge and clinical skills in the performance of individual and community health, and fitness screenings for specific populations throughout the course, including guided activities in a structured lab environment. Students will design individual and community-based interventions for effective disease management and present to people in the greater Knoxville community.

*Prerequisite: Successful completion of Quarter 5 courses*

**DPT 6621            MANAGEMENT OF THE PEDIATRIC PATIENT            3-1-0-4**

This course presents fundamental concepts for the physical therapy management of children with musculoskeletal, neurological, and/or cardiopulmonary impairments. A framework of normal development and aging from birth to young adult is presented and serves as a course foundation. Students apply the elements of patient/client management in physical therapy practice, including screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes related to the pediatric patient. Topics include, but are not limited to: developmental delay and disability, family-centered care, legislation related to provision of pediatric physical therapy services, orthotics, prosthetics, and assistive technologies.

*Prerequisite: Successful completion of Quarter 5 courses*

**DPT 6630            PROFESSIONAL COMPETENCIES II            2-0-0-2**

This is the final course in a two-part series that covers special issues in physical therapy related to modern patient management and the impact of diversity issues on health care practice. It will expound on the material presented in DPT 6130. This course prepares the student professionally and emotionally for clinical practice, as well as his/her role as a lifelong learner and educator in the physical therapy profession. Course content includes, but is not limited to, principles of medical ethics, legal issues in physical therapy, risk management strategies, issues of liability, harassment, and discrimination, HIPAA and patient confidentiality, and health care regulations (Medicare, JCAHO, CARF, etc.). The course also prepares the student for the eventual job search as a doctor of physical therapy, to include job search strategies, cover letter and resume writing, and interviewing skills.

*Prerequisite: Successful completion of Quarter 5 courses*

**DPT 6640            ADVANCED THERAPEUTIC INTERVENTIONS            1-2-0-3**

This course provides students with advanced clinical reasoning and intervention skills for the management of patients with neuromusculoskeletal dysfunction. Manual therapy and therapeutic exercise skills learned in previous courses are honed and expanded upon with the integration of advanced spinal manipulation and therapeutic exercise techniques. Students also learn basic trigger point dry needling skills for the treatment of soft tissue dysfunction. An emphasis is placed on clinical reasoning and decision-making to safely and effectively integrate these advanced interventions into patient treatment plans. This course also includes multiple case scenarios and a heavy lab component to develop and/or refine the use of these advanced interventions. Assignments using exercise prescription technology are used to enhance patient education and adherence to home exercise programs.

*Prerequisite: Successful completion of Quarter 5 courses*

**DPT 6651      ADVANCED DIAGNOSTICS****2-0-0-2**

This course presents a comprehensive review of advanced techniques and applications of diagnostic tests and imaging in the major systems and joints of the body related to physical therapy practice. The basic fundamentals of imaging, as well as the more sophisticated techniques and their diagnostic utility, are presented in this course. Specific content provides review of diagnostic ultrasound, magnetic resonance imaging, computed tomography, nuclear medicine, and radiographs. Content is also presented on general medical diagnostic tests and how to interpret laboratory studies. Specific strategies are presented to solve common clinical questions to help the student determine if a diagnostic test adds value to the history and examination as a direct access provider of physical therapy.

*Prerequisite: Successful completion of Quarter 5 courses*

**PT 6711      PRIMARY CARE PHYSICAL THERAPY****2-0-0-2**

This course will explore the therapist's role as an interdependent practitioner working within a collaborative medical model. Inherent in the responsibilities associated with this role is the ability to recognize clinical manifestations that suggest that physician contact is warranted regarding a client's health status. Equally important is knowing what one can omit from the examination scheme on a given day, while placing the client at minimal risk. A proposed examination scheme will provide the structure for our discussion. Presenting the clinical tools and decision-making processes necessary to more efficiently and effectively collect and evaluate the examination data, will be the focus of this course. Professional communication with the client and other healthcare professionals will also be a central theme. Patient cases are presented as the final part of this course as a means of applying differential diagnostic principles and promoting clinical decision-making.

*Prerequisite: Successful completion of Quarter 6 courses*

**DPT 6720      PHYSICAL THERAPY PRACTICE II****0-0-15-15**

This 12-week internship builds upon the knowledge and skills obtained during the first clinical experience (DPT 6530) to advance evidence-based patient management and clinical reasoning skills and exhibit characteristics of an adult learner and medical professional. Direct patient care experiences under the guidance of Clinical Faculty (CF) in a collaborative learning environment include patient and family education, case presentations, staff in-services, community outreach and all aspects of the patient management model appropriate to the setting. Structured learning experiences and frequent problem based assignments as part of a clinical education curriculum complement focused lab time and learning opportunities aside from patient care in the clinical setting. Students continue membership in the APTA and increase involvement at the state chapter and national level. By the conclusion of this internship experience, the student is expected to demonstrate intermediate or advanced intermediate performance levels on the Physical Therapist Clinical Performance Instrument (PT CPI) as evaluated by the CF. Student performance will also be assessed using clinical education evaluation tools and functional patient outcomes.

*Prerequisite: Successful completion of Quarter 6 courses*

**DPT 6811      BUSINESS MANAGEMENT AND ENTREPRENEURSHIP****3-0-0-3**

This course provides an overview of practice management fundamentals and applies these principles to various aspects of leadership, strategic planning, business operations, and consultative services. Students will gain knowledge of health care management and leadership, strategic planning, human resources, finance, legal and ethical issues, organizational structures and fiscal management as they relate to physical therapy practice. The course provides instruction for effective team leadership techniques to prepare students for leadership roles early in their career. Students are exposed to the highest caliber of business training and practical applications to help build a strategic, competitive advantage in the marketplace. Students learn the initial building blocks necessary to help build a thriving private practice or run a hospital department and are exposed to a community of evidence-based practitioners, business owners, and hospital administrators who represent the best business practices in the physical therapy industry. Students are also exposed to the broader aspects of the U.S. health care system; the organization, financing, and delivery of services in both for profit and not for profit settings. Discussion includes key management and policy issues in contemporary health systems and a discussion of public policy and its impact on the provision of rehabilitative services.

*Prerequisite: Successful completion of Quarter 7 courses*

**DPT 6820      PHYSICAL THERAPY PRACTICE III****0-0-14-14**

This 11-week internship builds upon the knowledge and skills obtained during the first two clinical experiences (DPT 6530 and DPT 6720) to advance evidence-based patient management and clinical reasoning skills and exhibit characteristics of an adult learner and medical professional. Direct patient care experiences under the guidance of Clinical Faculty (CF) in a collaborative learning environment include patient and family education, case presentations, staff in-

services, community outreach and all aspects of the patient management model appropriate to the setting. Structured learning experiences and frequent problem based assignments as part of a clinical education curriculum complement focused lab time and learning opportunities aside from patient care in the clinical setting. Students continue membership in the APTA and increase involvement at the state chapter and national level. By the conclusion of this internship experience, the student is expected to demonstrate entry-level performance on the Physical Therapist Clinical Performance Instrument (PT CPI) as evaluated by the CF. Student performance will also be assessed using clinical education evaluation tools and functional patient outcomes.

*Prerequisite: Successful completion of Quarter 7 courses*

**DPT 6831          CAPSTONE PRESENTATION & EXAMINATION          2-0-0-2**

The final course in the curriculum requires the student to integrate and apply previous didactic knowledge, clinical internship experiences, and evidence-based practice principles. Students use clinical internship experiences to prepare a patient case analysis for professional presentation and discussion. Students will complete case analysis and present to their intern peers and clinical education team in a “Grand Rounds” format. Students also complete a National Physical Therapy Examination (NPTE) Prep Course, which includes two practice examinations. The student will design a study plan and schedule in order to demonstrate preparation for the national licensure exam.

*Prerequisite: Successful completion of Quarter 7 courses*

**ECO 2750          PRINCIPLES OF ECONOMICS I          4-0-0-4**

This series exposes the student to the aspects of two types of economic analysis: macroeconomics and microeconomics, and application of this analysis in business decision-making. Students will develop an understanding of business cycles, the monetary system, fiscal policy, and economic theories.

*Suggested Prerequisite: BUS 1360*

**ECO 2760          PRINCIPLES OF ECONOMICS II          4-0-0-4**

In the continuation of this series, students will further develop an understanding of the forces that control, and the effects of changes on, the free enterprise system, capitalism, wage and price theory, and the laws of supply and demand.

*Suggested Prerequisite: BUS 1360*

**ECO 3110          MANAGERIAL ECONOMICS          4-0-0-4**

This course emphasizes the application of economic principles and the tools for management decision-making in areas of operations management. The course covers production and cost analysis, price determination and capacity choice, application of marginal analysis, cost-benefit analysis, and decision-making analysis under various degrees of risk and uncertainty. Problems in business decision-making are treated in terms of short-run as well as long-run expansion, and applied to private and public sectors of the economy.

*Prerequisites: ECO 2750, ECO 2760, both with a grade of C or better*

**ECO 3500          HEALTH ECONOMICS          4-0-0-4**

In this course, students study characteristics of American and international health care systems, with particular focus on the costs and benefits associate with various health care choices. Discussions of varying perspectives relating to both private and public sector health care reforms allow students to gain current knowledge of today’s health system. Topics relating to health insurance, hospitals, private practices, and the pharmaceutical and long-term care industries will be discussed.

*Suggested requisites: ECO 2750 with a grade of C or better*

**ECO 4500          INTERNATIONAL ECONOMICS          4-0-0-4**

This course combines tools of management and economic analysis and provides an examination of global economic issues and policies. Topics will include policies of protectionism, foreign exchange markets, trade patterns, common markets and trade agreements, international movement of technology and labor, global financing and the international monetary system.

*Prerequisite: ECO 2750 & ECO 2760, both with a grade of C or better*

**ECO 4600          GOVERNMENT AND BUSINESS ECONOMICS          4-0-0-4**

This course provides students with exposure to an economic survey, with a managerial perspective, that most directly affects the operations of individual firms and industries with an emphasis on policy setting, regulation, and public enterprise.

*Prerequisite: ECO 2750 & ECO 2760, both with a grade of C or better*



**EDU 1000 INTRODUCTION TO TEACHING 4-0-0-4**

The candidate is introduced to schools in the 21st century. The structure of schools, the social context of schools, history of education, legal rights and responsibilities, and standards and accountability will be explored. Knowledge, skills, and dispositions of effective instructional leaders are examined.

**EDU 2000 INTRODUCTION TO TEACHING IN INCLUSIVE CLASSROOMS 4-0-0-4**

The course provides an introduction to practical methods and materials appropriate for pre-service students to observe and learn about the teacher's role and responsibilities for teaching in inclusive classroom at the elementary level.

**EDU 2010 INTRODUCTION TO INSTRUCTIONAL TECHNOLOGIES 4-0-0-4**

This course will introduce students to instructional technology. Students will identify, create and apply a variety of technological skills, and develop a familiarity with classroom technologies and their function to enhance teaching and learning a K-5 classroom.

**EDU 3011 INSTRUCTIONAL TECHNOLOGY FOR EFFECTIVE TEACHING 4-0-0-4**

EDU 3011 assesses candidates' knowledge and skills related to characteristics of effective teaching and their competence in instructional technology. Candidates are introduced to International Society for Technology in Education (ISTE) Standards for Teachers and Students and learn how technology is used to bolster effective teaching. Candidates study and design instructional technology tools used to enhance learning for all K-5 students. Candidates develop an electronic portfolio used to house their technology artifacts as they progress through the program. This course does not have a WAC designation.

*Prerequisite: Approval by Education Advisor*

**EDU 3021 LEARNING THEORIES, LEARNING ENVIRONMENT & CHILD DEVELOPMENT 4-0-0-4**

The candidate is introduced to cognitive learning theory and developmental characteristics of K-6 students for creating an inclusive learning environment. Resources available in K-6 schools, classroom management theories and theorists, conflict resolution, and effective learning environments will be explored. Candidates are introduced to learning styles, modalities and differentiation in order to help all students succeed as learners. Field Experience required.

*Prerequisite: Approval by Education Advisor*

**EDU 3031 INTRODUCTION TO CURRICULUM, PLANNING INSTRUCTIONAL STRATEGIES, AND ASSESSMENT 4-0-0-4**

A variety of current research-based instructional strategies and multiple assessment tools are examined. Candidates are introduced to planning, developing, implementing, and assessing instructional processes and strategies that are appropriately aligned to unit, state, and professional standards for the major content areas (math, science, social studies, and literacy/reading). Candidates are expected to demonstrate use of a variety of best teaching strategies and multiple assessments through unit and lesson plans that promote critical thinking of all learners. Field Experience required.

*Prerequisite: EDU 3000, EDU 3021, & Approval by Education Advisor*

**EDU 3041 ASSESSMENT FOR STUDENT ACHIEVEMENT 4-0-0-4**

EDU 3041 explores assessment use and design in K-5 teaching and learning. Candidates will demonstrate ability to design and adapt multiple methods of assessment, both formative and summative, to document, monitor, and support learner progress that aligns with K-5 standards and objectives. Candidates will create digital records of K-5 learner performance to inform their planning and practice with grading programs used in schools today. The candidate will implement assessments in an ethical manner and minimize bias to enhance student learning. This course does not have a WAC designation.

*Prerequisite: EDU 3011, EDU 3021, 3031 & Approval by Education Advisor*

**EDU 3051 DIVERSITY & APPLICATION TO PLANNING, STRATEGIES, & ASSESSMENT 4-0-0-4**

Candidates are introduced to disability legislation, disabilities, exceptionalities and cultural contexts in the K-6 classroom. Candidates will demonstrate how to differentiate and adapt instruction for all learners through appropriate planning, instructional strategies and assessments.

*Prerequisite: EDU 3000, EDU 3021, EDU 3031, EDU 3040 & Approval by Education Advisor*

**EDU 3060 LITERACY AND LANGUAGE ARTS 4-0-0-4**  
This course introduces the teacher candidates to beginning literacy in elementary school by allowing the candidate to experience a variety of instructional strategies that foster learning for all students. Effective tools to enhance Reading Foundations in print concepts, phonological awareness, phonemic awareness, phonics, and language are employed.  
*Prerequisite: EDU 3011, 3021, 3031, and approval by Education Advisor*

**EDU 4041 APPLICATION AND REFLECTION OF PLANNING, INSTRUCTION, AND ASSESSMENT FOR ALL LEARNERS 4-0-0-4**  
Candidates will apply their knowledge of content, pedagogy, diversity, and assessment to the development of interdisciplinary units and lessons that foster learning for all students. Models of teaching and learning will be explored as well as the roles of metacognition and reflection to inform instructional decision making. This course fulfills the Writing in the Discipline (WID) requirements for the SOE.  
*Prerequisite: EDU 3011, EDU 3021, EDU 3031, EDU 3041, EDU 3051, & Approval by Education Advisor*

**EDU 4060 LITERACY AND READING STRATEGIES FOR THE CHILD AND YOUNG ADOLESCENT 4-0-0-4**  
This course introduces a variety of reading methodologies based on current research and national reading curriculum standards, including balanced reading programs – basal, whole language, phonemics, phonics, etc. – and reading across the curriculum. Candidates develop instructional reading designs, present sample reading lessons and assess student learning.  
*Prerequisite: EDU 3060 & Approval by Education Advisor*

**EDU 4070 READING DIAGNOSTICS AND PRESCRIPTIVE INTERVENTIONS 4-0-0-4**  
This course introduces a variety of reading assessment methodologies that assist the candidate in determining the K-6 student's reading strengths and areas of improvement needs, and provides experience in designing and implementing appropriate reading interventions.  
*Prerequisite: EDU 3060, EDU 4060, & Approval by Education Advisor*

**EDU 4080 READING, WRITING AND SPEAKING FOR LANGUAGE MINORITY LEARNERS 4-0-0-4**  
This course provides an analysis of elementary school classroom cultures and methodologies that foster English language development with an emphasis on reading, writing and speaking for elementary children whose native language is other than English. Emphasis is placed on integrating reading, writing and speaking in the content areas.  
*Prerequisite: EDU 3060, EDU 4060, & Approval by Education Advisor*

**EDU 4090A ENHANCED STUDENT TEACHING I & II 0-0-30-9**  
**EDU 4090B 0-0-30-9**  
The student teacher experiences guided practice during enhanced student teaching experiences that link theory taught in major and pedagogy courses to successful application in real world practice. Student teachers assume Enhanced Student Teaching responsibilities in Placement I, either in grades K-3 or 4-6. Student teachers participate in full-day teaching responsibilities and plan, implement, assess and reflect on lessons and units of study that include accommodations for all learners. The student teacher must successfully complete Placement I with a grade of pass to advance to Placement II in a different grade level. The student teacher must pass Placement II with a grade of pass to have a Program Exit Interview.  
*Prerequisite: Completion of Assessment Points I-II & Approval by Advisor*

**EDU 5010 LEADERS OF LEARNING 4-0-0-4**  
This course introduces current educational policies and research impacting education and the work of K-5 instructional leaders. Focus is directed at Tennessee's efforts to transform education in order to raise the achievement of all students. Candidates participate in a field experience that integrates knowledge and skills across three classes. In this course candidates investigate a school community in their field experience as a means of initiating a personal philosophy of education that supports community, collaboration, inquiry, and social justice as essential components of student achievement in 21<sup>st</sup> century classrooms. Candidates complete professional development activities, maintain their collaborator logs, fulfill transformational journal requirements, and add to their action research project as part of the online component of this course.

**EDU 5020            UNDERSTANDING ACTION RESEARCH            4-0-0-4**

This course introduces candidates to the practices of formative assessment and action research as tools to improve instruction and support student achievement. Focus is directed to the applications of formative assessment and the methods of action research that will be used throughout the candidates' program of study. Case studies provide a background for understanding action research as candidates explore possibilities for carrying out aspects of their action research project in each quarter as they progress through their program of study. Candidates participate in a field experience that integrates knowledge and skills across three classes. Candidates apply their understanding of formative assessment and action research as they work one-on-one tutoring a student in their field experience. Candidates complete professional development activities, maintain their collaborator logs, and fulfill transformational journal requirements, and add to their action research project as part of the online component of this course.

**EDU 5030            ENGAGING IN MEANINGFUL COLLABORATION AND LEARNING            4-0-0-4**  
**IN THE K-2 LITERACY CLASSROOM**

This course introduces candidates to pedagogy that supports K-2 achievement in reading, writing, speaking, listening and language for all students. Focus is directed at standards-based instruction, research-based instructional strategies with emphasis on comprehension strategies, explicit instruction, and use of data to support learning as components of building a community of independent learners. Candidates participate in a field experience that integrates knowledge and skills across three classes. The required field experience enables candidates to apply what they are learning as they carry out one-on-one tutoring. Candidates complete professional development activities, maintain their collaborator logs, and fulfill transformational journal requirements, and add to their action research project as part of the online component of this course.

**EDU 5040            CREATING A LEARNING CENTERED K-2 MATH CLASSROOM            4-0-0-4**

This course introduces candidates to K-2 math standards, research-based instructional strategies with emphasis on comprehension strategies, and explicit instruction as components of building a community of independent learners. Candidates use a variety of math resources to plan and present K-2 math lessons, practice differentiating instruction and provide academic feedback, and participate in conferences to discuss their effectiveness. Candidates participate in a field experience that integrates knowledge and skills across three classes. The required field experience enables candidates to apply what they are learning as they carry out small group tutoring and monitor their action research project. Candidates complete professional development activities, maintain their collaborator logs, and fulfill transformational journal requirements, and add to their action research project as part of the online component of this course.

*Prerequisite: EDU 5010, 5020, and 5030*

**EDU 5050            INTEGRATING SCIENCE AND SOCIAL STUDIES IN THE            4-0-0-4**  
**LEARNING ENVIRONMENT**

EDU 5050 introduces candidates to the K-2 science and social studies curricula, research-based instructional strategies with emphasis on comprehension strategies, and explicit instruction as components of building a community of independent learners. Candidates learn how to use notebooks as a tool for practicing the scientific method in science and as a tool for conducting investigations in social studies. Candidates investigate resources that enhance student learning in science and social studies, plan and present K-2 science and social studies lessons, practice differentiating instruction and providing feedback, and participate in conferences to discuss their effectiveness. Candidates participate in a field experience that integrates knowledge and skills across three classes. The required field experience enables candidates to apply what they are learning as they carry out small group tutoring and monitor their action research project. Candidates complete professional development activities, maintain their collaborator logs, and fulfill transformational journal requirements, and add to their action research project as part of the online component of this course.

*Prerequisites: EDU 5010, 5020, and 5030*

**EDU 5060            ENGLISH LANGUAGE ARTS AND LITERACY IN GRADES 3-5            4-0-0-4**

This course advances candidates' knowledge and skill in reading, writing, speaking and listening for all students in grades 3-5. Pedagogy focuses on research-based instructional strategies and adds new comprehension strategies to candidates' explicit instruction repertoire as they build a community of independent learners. Candidates investigate resources, plan and present grades 3-6 English language arts and literacy lessons, practice differentiating instruction and providing feedback, and participate in conferences to discuss their effectiveness. Candidates participate in a field experience that integrates knowledge and skills across three classes. The required field experience enables candidates to apply what they are learning as they carry out small group tutoring and monitor their action research project.

Candidates complete professional development activities, maintain their collaborator logs, and fulfill transformational journal requirements, and add to their action research project as part of the online component of this course.

*Prerequisites: EDU 5010, 5020, and 5030*

**EDU 5070      DESIGNING A STUDENT-CENTERED MATH ENVIRONMENT      4-0-0-4**  
**FOR GRADES 3-5**

This course capitalizes on candidates' explicit instruction, modeling and demonstrating, and comprehension strategies to enhance student achievement in math standards for grades 3-5. Candidates investigate resources appropriate for grades 3-5 math content standards, plan and present math lessons, provide academic feedback, guide the independent learning of students, group students in accordance with differentiated needs, and participate in conferences to discuss their effectiveness. Candidates participate in a field experience that integrates knowledge and skills across three classes. Candidates build an interdisciplinary unit of study around their repertoire of comprehension strategies. Candidates participate in an extended field experience and apply their pedagogical knowledge and skills within a K-5 classroom. Candidates complete professional development activities, maintain their collaborator logs, and fulfill transformational journal requirements, and add to their action research project as part of the online component of this course. Candidates continue to monitor their action research project.

*Prerequisites: EDU 5040, 5050, and 5060*

**EDU 5080      DESIGNING A LEARNING CENTERED ENVIRONMENT FOCUSED      4-0-0-4**  
**ON THINKING TO ADVANCE UNDERSTANDING FOR GRADES 3-5**

EDU 5080 builds candidates' capacity for creating learning environments focused on thinking to advance understanding by considering the role that language, visualizing, and mapping play in science, math, and social studies across grades K-5. Candidates will work collaboratively to build lesson plans and interdisciplinary lesson plans focused on thinking that capitalize on candidates' explicit instruction, modeling, and demonstration of strategies that advance thinking and engage students in grades K-5 math, science, social studies, and literacy. Candidates will work collaboratively to promote student engagement and independence as they create lessons that invite students to describe, interpret, provide evidence, make connections, consider different viewpoints, form conclusions, think about their thinking, ask questions, and wonder. Candidates will capitalize on their knowledge and skills acquired across three courses as they participate in an extended field experience where they apply their pedagogical knowledge and skills within a K-5 classroom. Candidates complete professional development activities, maintain their collaborator logs, fulfill transformational journal requirements, and continue to monitor their action research project.

*Prerequisites: EDU 5040, 5050, and 5060*

**EDU 5090      DESIGNING A STUDENT CENTERED & SOCIAL STUDIES      4-0-0-4**  
**ENVIRONMENT FOR GRADES 3-5**

EDU 5090 capitalizes on candidates' explicit instruction, modeling and demonstrating, and knowledge of student engagement and thinking strategies to enhance student achievement in science and social studies standards for grades 3-5. Candidates investigate resources appropriate for grades 3-5 science and social studies content standards, plan and present science and social studies lessons, provide academic feedback, guide the independent learning of students, group students in accordance with differentiated needs, and participate in conferences to discuss their effectiveness. Candidates build interdisciplinary lesson plans around their repertoire of thinking strategies. Candidates capitalize on their knowledge and skills acquired across three courses as they participate in an extended field experience where they apply their pedagogical knowledge and skills within a K-5 classroom. Candidates complete professional development activities, maintain their collaborator logs, fulfill transformational journal requirements, and continue to monitor their action research project.

*Prerequisites: EDU 5040, 5050, and 5060*

**EDU 5095A      ENHANCED STUDENT TEACHING (GRADES K-3 OR 4-5)      0-0-30-9**

Student teaching enhances candidates' content, pedagogical and professional knowledge as they enter the real world of practice. Student teachers apply their acquired 21<sup>st</sup> century teaching skills in a K-3 or 4-5 classroom. They demonstrate ability to create an environment conducive to student learning, develop plans to guide student learning, instruct students in accordance with standards using research-based instructional strategies, continuously monitor student learning, and exhibit professional dispositions and commitments as they work with K-5 students. Candidates participate in full-day student teaching and must successfully earn a grade of Pass in EDU 5095 A to advance to EDU 5095 B.

*Prerequisites: Completion of Transition Assessment Points I and II, all required Praxis II tests, and approval by program advisor*

*Co-Requisite: EDU 5099A Seminar*

**EDU 5099A SEMINAR**

**3-0-0-3**

This practicum provides opportunity for candidates to meet with their student teaching clinical coach in pre-conferences to review lessons prior to instruction and in post-conferences to review their effectiveness based on their instruction and environment rubrics. Small group professional development activities based on candidate needs are offered, as well as time for monitoring candidates' on-going study of their impact on student learning and the progress of their action research project. Candidates must earn a grade of Pass in EDU 5099 A to advance to EDU 5099 B.

*Prerequisites: Completion of Transition Assessment Points I and II, all required Praxis II tests, and approval by program advisor*

*Co-Requisite: EDU 5099A Enhanced Student Teaching*

**EDU 5095B ENHANCED STUDENT TEACHING (GRADES K-3 OR 4-5)**

**0-0-30-9**

If candidates experienced a K-3 grade placement in EDU 5095 A, they must experience a 4-5 grade placement in EDU 5095 B or vice versa. Student teaching enhances candidates' content, pedagogical and professional knowledge as they enter the real world of practice. Student teachers apply their acquired 21<sup>st</sup> century teaching skills in a K-3 or 4-5 classroom. They demonstrate ability to create an environment conducive to student learning, develop plans to guide student learning, instruct students in accordance with standards using research-based instructional strategies, continuously monitor student learning, and exhibit professional dispositions and commitments as they work with K-5 students. Candidates participate in full-day student teaching and must successfully earn a grade of Pass in EDU 5095 B to advance to Transition Assessment Point IV.

*Prerequisite: Satisfactory completion of EDU 5095A*

*Co-Requisite: EDU 5099B Seminar*

**EDU 5099 B SEMINAR**

**3-0-0-3**

This practicum provides opportunity for candidates to meet with their student teaching supervisor in pre-conferences to review prior to instruction and in post-conferences to review their effectiveness based on their instruction and environment rubrics. Small group professional development activities based on candidate needs are offered, as well as time for monitoring candidates' ongoing study of their impact on student learning. Candidates finalize their action research project in this practicum. Candidates must earn a grade of Pass in EDU 5099 B to advance to Transition Assessment Point IV.

*Prerequisite: Satisfactory completion of EDU 5095A.*

*Co-Requisite: EDU 5099B Enhanced Student Teaching*

**EDU 5310 PHILOSOPHY, THEORIES, AND ISSUES OF EDUCATION**

**4-0-0-4**

This course focuses on exploring current issues in education related to teacher leadership. Candidates will refine their philosophy of teaching to include their roles for working with adults in achieving the mission of their schools. This course familiarizes candidates with the requirements for National Board Certification. Candidates will develop a plan for work samples for their professional portfolio.

*Prerequisite: Approval of Program Advisor*

**EDU 5320 METHODS IN DEVELOPING ACTION RESEARCH**

**4-0-0-4**

This course introduces candidates to action research methodology. Candidates will identify a problem and develop a plan for carrying out an action research project. This course will familiarize candidates with the teacher's network as a source for publishing their action research.

*Prerequisite: Approval of Program Advisor*

**EDU 5330 TEACHER AS LEARNER**

**4-0-0-4**

This course focuses on the professional development of the candidate and requires literature reviews in leadership, particularly for numeracy and literacy. This course familiarizes the candidate with National Board Certification as a means for enhancing professional development.

*Prerequisite: Approval of Program Advisor*

- EDU 5341 BUILDING TRUST AS A TEACHER LEADER 4-0-0-4**  
 This course addresses the importance of establishing trust for teacher leader success. Trust is a critical factor in establishing positive relationships with teachers, students, and the community. Understanding attitudes that can develop or destroy trust is examined through self-assessments. This course supports the development of a personal professional development plan.
- EDU 5351 POVERTY AND STUDENT ACHIEVEMENT 4-0-0-4**  
 This course provides a research-based understanding of the role poverty plays in student achievement. Strategies that teacher leaders can use in their own classrooms or with other teachers are addressed. This course supports the development of an action research study.
- EDU 5360 STUDENT AS LEARNER 4-0-0-4**  
 This course focuses on the orchestration of a learner-centered environment to include creating meaningful curriculum and engaging pedagogy, building relationships, organizing and structuring the classroom, and encouraging social justice. Candidates will create a plan for creating learner-centered environments for members of their faculty. This course supports the development of the Professional Portfolio.
- EDU 5371 ESTABLISHING A POSITIVE SCHOOL CULTURE 4-0-0-4**  
 This course develops an understanding of school culture and provides strategies that teacher leaders can use to ensure a positive school culture. Through self-assessments and reflections students enhance their leadership capacity to work with others to create a school culture that is adaptable to new challenges.
- EDU 5381 LEADERSHIP FOR INSTRUCTIONAL IMPROVEMENT 4-0-0-4**  
 This course considers the role that data plays in improving school effectiveness. Students learn how to use hard and soft data to enhance instruction and develop action research to demonstrate their effectiveness.
- EDU 5392 EMPOWERING STUDENTS TO LEARN 4-0-0-4**  
 This course considers the need to establish instruction that supports college and career-ready students. Students are challenged to enhance content knowledge and instructional practice with focus on deeper understanding, higher order thinking, and greater student engagement. This course supports the development of a professional portfolio.
- EDU 5399 PRACTICUM 0-0-36-12**  
 This course is the culminating experience to the Teacher as Instructional Leader program. The course serves as a practicum for the synthesis of candidates' ongoing inquiry into self and the work environment into the following work products: a Personal Professional Development Plan that will continue go guide their on-going professional development as an instructional leader; a Professional Portfolio that documents the candidates' ability to demonstrate the use of "best practices" to a level of expertise in chosen discipline; and an Action Research Project that demonstrates the capacity to improve student learning. Candidates will present highlights of their Professional Portfolio, Action Research Project, and Professional Development Plan to each course instructor as evidence of their professional growth and leadership abilities.  
*Prerequisites: EDU 5310, EDU 5320, EDU 5330, EDU 5341, EDU5351, EDU 5360, EDU 5371, EDU 5381, and EDU 5392*
- EDU 6311 THE PROFESSIONAL LEARNING COMMUNITY (PLC) & SCHOOL LEADERSHIP 5-0-0-5**  
 Professional Learning Communities (PLCs) play a significant role in determining student achievement within a school. This course explores how school report card data define achievement and considers how the PLC can work to further enhance student achievement for the school. PLCs will be established in this course.
- EDU 6321 DATA COACH TRAINING I 5-0-0-5**  
 This course is the first of three that initiates data coach training by establishing the importance of collaborative inquiry, understanding the role of the data team, investigating school demographics, raising awareness of cultural proficiency, and committing to shared values.

- EDU 6331 RESEARCH I: WHAT IS RESEARCH? 5-0-0-5**  
 This course explores the basics of research in terms of terminology, applications, types, and use of statistics to determine significance of results. This course is the first of a series of 3 courses in research designed to lead to the development of a proposal in quarter 3. Teacher leaders will formulate a research question in this course.
- EDU 6341 DATA COACH TRAINING II 5-0-0-5**  
 This course is the second of three that extends data coach training by identifying a student learning problem, drilling down and analyzing different levels of state data, examining student work, by drilling down into common assessments, and by identifying a student learning problem and goal.  
*Prerequisite: EDU 6321*
- EDU 6351 UNDERSTANDING VALUE-ADDED ASSESSMENTS (VAMS) 5-0-0-5**  
 This course explores the issues surrounding value-added assessments as an accountability system. Issues include teacher evaluations, technical concerns (models used and statistics employed), impact on school culture, legal ramifications, and employment decisions.
- EDU 6361 RESEARCH II: WHAT IS A LITERATURE REVIEW? 5-0-0-5**  
 This is the second in the series of research courses which involves the writing of a literature review related to a problem or question related to student achievement within a school. The literature review will become a part of the research proposal in quarter 3.  
*Prerequisite: EDU 6331*
- EDU 6371 DATA COACH TRAINING III 5-0-0-5**  
 This course is the third of three that extends data coach training by verifying causes through cause and effect analysis and research and local data; by generating solutions, refining outcomes and strategies, and developing a monitoring plan; and by implementing, monitoring, and achieving results.  
*Prerequisite: EDU 6341*
- EDU 6381 PROBLEMS IN SCHOOL LEADERSHIP 5-0-0-5**  
 This course addresses potential problems facing school teacher leaders seeking to raise academic achievement in specified school environments. Possible resolutions to these conflicts will be explored through case studies.
- EDU 6391 RESEARCH III: WHAT IS A RESEARCH PROPOSAL? 5-0-0-5**  
 This is the third in the series of research courses which involves the development and writing of a research proposal based on the critical question in quarter 1 and the literature review in quarter 2. The written proposal will serve as the foundation for potential research at the doctoral level.  
*Prerequisite: EDU 6361*
- ENG 1200 ENGLISH COMPOSITION 4-0-0-4**  
 This course focuses on writing as a process. Students compose an autobiographical narrative essay, an exploratory essay, and an analytical essay in which personal experience and source material are synthesized. Additionally, students read and analyze a work of fiction or non-fiction. **This course fulfills the Writing Across the Curriculum requirements for a Writing Focused course.**
- ENG 1210 ENGLISH COMPOSITION WITH RESEARCH 4-0-0-4**  
 In this course, students compose a synthesis essay and an argument essay, working towards one, in-depth research paper. Students read professional essays to build critical thinking skills and to engage in the research process. **This course fulfills the Writing Across the Curriculum requirements for a Writing Focused course.**  
*Prerequisite: ENG 1200 with a grade of C or better*
- ENG 2350 INTRODUCTION TO LITERATURE 4-0-0-4**  
 This course focuses on literary analysis based on the study of poetry, drama, and prose fiction. Emphasis is placed on literary interpretation, structural analysis, and variation in thematic approach. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**  
*Prerequisite: ENG 1210 with a grade of C or better*

**ENG 2380 WORLD LITERATURE 4-0-0-4**  
Organized thematically, this course explores multi-cultural viewpoints expressed in literary works of various genres from European and non-Western cultures: Africa, Japan, China, the Middle East, and Latin America. This course requires a documented research paper. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

*Prerequisite: ENG 1210 with a grade of C or better*

**ENG 2390 MAJOR AUTHORS 4-0-0-4**  
Organized thematically, this course explores the work of authors whose work has had a major impact on literature and culture. Depending on the instructor, the course may focus on works from a specific country, culture, or genre. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

*Prerequisite: ENG 1210 with a grade of C or better*

**ENG 2400 LANGUAGE AND SOCIETY 4-0-0-4**  
This course explores the nature of language and the ways in which it reflects and contributes to social life. The course focuses on the use of language to address the following issues: how language is used to reinforce, challenge or reconfigure relationships of power—especially along ethnic, racial, class, age, and gender lines—how languages change, and how linguistic change affects the structure of society. Students complete a discourse analysis project involving transcription and analysis of speech acts in a particular setting. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

**ENG 2410 LITERATURE FOR THE CHILD AND YOUNG ADOLESCENT 4-0-0-4**  
This course introduces child/adolescent literature appropriate for grades K-6 with emphasis on developing beginning literacy skills and integrating reading instruction to enable all children to become proficient and motivated readers. Field experience required. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

*Prerequisite: ENG 2350*

**ENT 1010 ENGINEERING FUNDAMENTALS 3-2-0-4**  
This course introduces students to the engineering profession and focuses on topics including measurement, estimation, dimensions, units and conversions, strength of materials, energy, thermodynamics, and fundamentals of electricity. Computer simulations are used to explore these introductory topics.

*Prerequisite: MAT 1500*

**ENT 1020 MATHEMATICS FOR ENGINEERING APPLICATIONS 4-0-0-4**  
This course explores a variety of mathematical topics including plane geometry, triangle trigonometry, matrix algebra, Boolean algebra, and vector analysis with an emphasis on problems encountered in the engineering technology field.

*Prerequisite: MAT 1500*

**ENT 1030 TECHNICAL REPORTING 4-0-0-4**  
This course introduces students to technical reporting required in the engineering profession. Students use the Microsoft Office suite to write technical reports, examine numerical data, and perform basic database functions.

*Prerequisites: SCC 1030 and ENG 1200*

**ENT 1040 OCCUPATIONAL SAFETY 2-0-0-2**  
This course introduces students to safety management by examining physical, chemical, and biological health and safety hazards in the workplace environment. Additional focus includes fundamentals of Occupational Safety and Health in work environments and incident reporting.

**ENT 1050 COMPUTER-AIDED DRAFTING 4-0-0-4**  
This course introduces students to the concepts and processes of engineering drawing preparation using CAD (computer-aided drafting). A software program is used to create and modify drawings.

*Prerequisites: ENT 1010 and ENT 1020 with grades of C or better*



**ENT 1060      DIGITAL FUNDAMENTALS****3-2-0-4**

This course examines properties and operations of electronics systems and circuits. Topics include types of circuits, electromagnetism, and frequency. Topics include binary data, logic operations, and logic circuits.

*Prerequisites: ENT 1010 and ENT 1020 with grades of C or better*

**ENT 2010      QUALITY CONTROL SYSTEMS****4-0-0-4**

This course examines the methods used to ensure quality in manufacturing and service industries. Measurement, sampling, and introductory statistical process control are examined for manufacturing and service industries.

*Prerequisites: ENT 1010 and ENT 1020 with grades of C or better*

**ENT 2020      AC/DC ELECTRONICS****3-2-0-4**

This course explores the fields of electronics with focus on circuit components, Ohm's Law, basic DC and AC circuits, power supplies, transistor and integrated circuit amplifiers. The laboratory component introduces measurement techniques using a multimeter, function generator, oscilloscope, and computer simulation using circuit analysis software.

*Prerequisite: ENT 1060 with a grade of C or better*

**ENT 2030      COMPUTER PROGRAMMING****4-0-0-4**

This course explores the necessity for computer programming applications in engineering technology. Students begin programming in an object-oriented language to solve basic technical problems.

*Prerequisites: ENT 1010, ENT 1020, and ENT 1030 with grades of C or better*

**ENT 2040      ADVANCED COMPUTER-AIDED DRAFTING****4-0-0-4**

This course is a continuation of computer-aided drafting. Topics include prototype drawings, blocks, attributes, and solid modeling.

*Prerequisite: ENT 1050 with a grade of C or better*

**ENT 2050      PROGRAMMABLE LOGIC CONTROL****3-2-0-4**

This course examines the operation and applications of programmable logic controllers with an emphasis on practical applications, programming, operation, installation, and troubleshooting.

*Prerequisites: ENT 1010, ENT 1020, ENT 1030, and ENT 2030 with grades of C or better*

**ENT 2060      ELECTRONIC COMMUNICATIONS****4-0-0-4**

This course introduces the electromagnetic frequency spectrum, bands, digital data, loads and transmission lines. Application of fiber optics in communication networks is also included in this course.

*Prerequisites: ENT 1010, ENT 1020, ENT 1030 & ENT 1060 with grades of C or better*

**ENT 2070      ENGINEERING TECHNOLOGY CAPSTONE****4-0-0-4**

This course requires analysis and development of a solution to an applied technology problem. Focus is given to teamwork, critical problem solving, computer programming, and use of CAD skills. Students present their solution in a technical report and presentation. This course is taken in the last quarter of the program.

**GEO 1010      INTRODUCTION TO GEOGRAPHY****4-0-0-4**

This course introduces students to the basic concepts of geography, such as the two main branches of geography—physical and cultural studies—and the many sub-fields within each of these branches. Students learn some of the tools and techniques used by geographers working in those fields. The course also provides students with a historical perspective of geography, including a summary of modern geographic thought. The course centers on the five themes of geography: location, place, interaction, movement, and region.

**HIS 1010      AMERICAN HISTORY****4-0-0-4**

This course will provide students with a basic overview of the major events and issues that have shaped American society, so that students understand the importance of American history and its relevance to making decisions in contemporary life. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

**HIS 1020 WORLD HISTORY 4-0-0-4**  
This course will provide a broad overview of the world's major civilizations. This will be accomplished primarily by comparing different cultures and civilizations, and by considering how they have interacted over time to create successive patterns of regional, hemispheric, and ultimately global integration. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

**HIS 4030 SOCIAL STUDIES CONCEPTS AND STANDARDS FOR THE CHILD AND YOUNG ADOLESCENT 4-0-0-4**  
Social Studies concepts and standards essential to knowledge and skills expected for K-6 students are examined along with practice in designing, implementing, and assessing instructional units/lessons reflecting a constructivist philosophy and accommodating diverse learning styles.  
*Prerequisite: Approval by Education Advisor*

**HLT 2010 SAFETY, FIRST AID, & CPR 2-0-0-2**  
This course introduces students to knowledge and skills necessary to acquire certification in basic first aid and cardiopulmonary resuscitation (CPR) skills. General areas of safety education are covered.

**HLT 3090 COMPREHENSIVE SCHOOL HEALTH PROGRAMS AND SERVICES 3-0-0-3**  
This course introduces the teacher candidate to the major components (school health services, health education, and healthful school environment) of a comprehensive, coordinated school health program. Emphasis is placed on basic health knowledge and skills that promote health and prevent illness and disease. Candidates study how to integrate wellness concepts and practices in other curricular areas.

**HSC 2050 NUTRITION IN HEALTH AND DISEASE 4-0-0-4**  
Nutrition in Health and Disease covers the roles of the macronutrients (carbohydrates, proteins, lipids, and water), micronutrients (vitamins, minerals, bioactive substances such as fiber, phytochemicals, and others), and dietary patterns in metabolism, wellness, and prevention and treatment of disease. Major topics include digestion, absorption and transport of nutrients, metabolic pathways, nutritional supplements, dietary recommendations, nutritional assessment, and chemical composition of foods, various types of malnutrition, and food safety.  
*Prerequisites: CHM 1010 and CHM 1020*

**HSC 3110 INTRODUCTION TO HEALTH ADMINISTRATION 4-0-0-4**  
This course introduces the student to administrative theories, methods, and tasks that are essential to a successful administrator. It includes an introduction to health-care delivery systems, decision-making, and the management functions.  
*Prerequisite: Department Chair Approval*

**HSC 3120 HEALTHCARE LAW & ETHICS 4-0-0-4**  
This course introduces students to a wide variety of legal-medical issues. The student is provided with a basic understanding of health law and ethics and how basic principles are applied to various issues facing the health care system, individuals, and society.  
*Prerequisite: Department Chair Approval*

**HSC 3140 IMMUNOLOGY 4-0-0-4**  
This course is designed to present the fundamentals of immunology, as well as in-depth study on the latest information in immunology, both academically and practically. The innate and adaptive immune responses are studied, including the chemicals, cells, and membrane markers associated with each immune response. Clinical application of immunology is emphasized.  
*Prerequisites: CHM 1010, CHM 1020, BIO 1020, BIO 1021*

**HSC 3240 HUMAN GENETICS & GENOMICS 4-0-0-4**  
Human Genetics and Genomics will provide students with an overview of gene structure and function, the manner in which traits and diseases are transmitted from parents to children, and the molecular basis of human traits and diseases. Relevant examples of important concepts will be provided so that students may apply this knowledge to their lives and to their careers in healthcare.  
*Prerequisites: CHM 1010, CHM 1020, BIO 1020, BIO 1021*

**HSC 3310      CROSS-SECTIONAL ANATOMY      4-0-0-4**  
This course provides an in-depth presentation of cross-sectional anatomy of the body. Emphasis is placed on anatomy identification of computerized images. Common pathologies and their appearances are also discussed.  
*Prerequisites: BIO 1130 and BIO 1140 with a grade of C or better*

**HSC 3410      BIostatISTICS      4-0-0-4**  
This course explores concepts and techniques in statistics with an emphasis on applications to the health sciences. Topics covered will include study design, data description, probability, confidence interval estimation, hypothesis testing, and power and sample size determination. Statistical techniques include one-sample, two-sample and paired t-tests, one-way analysis of variance, one-sample and two-sample binomial tests, chi-square test, McNemar's test, and various nonparametric tests. Research data in the health sciences field will be evaluated to assess validity. In addition, each student will write a research proposal.  
*Prerequisites: MAT 1500 and MAT 2500, both with a grade of C or better*

**HSC 4110      HEALTH SCIENCE RESEARCH      4-0-0-4**  
Course design enhances the health practitioner's skills in research development and interpretation. In this course, an introduction to research activities and fundamental processes are discussed. Various research designs, sampling, techniques, statistical procedures, and literature reviews are discussed. Manuscript preparation is required. **This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.**  
*Prerequisite: Department Chair Approval, ENG 1210, MAT 2500*

**HSC 4210      CURRENT TRENDS/ISSUES      4-0-0-4**  
This course provides the framework for transition for the healthcare professional. Current professional issues in the health sciences are explored. **This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.**  
*Prerequisites: Department Chair Approval, ENG 1210*

**HSC 4310      HEALTH SCIENCE LEADERSHIP      4-0-0-4**  
This course provides a historical perspective of leadership theory. Various models will be discussed to allow the students to develop their personal leadership style. An analysis of trends in motivational studies, conflict resolution, and organizational change will be conducted. Specific professional knowledge will be reviewed to assure the student's transition into the health care system. Basic issues concerning resource management will be included.  
*Prerequisite: Department Chair Approval*

**HSC 4320      EPIDEMIOLOGY      4-0-0-4**  
This course introduces the basic principles and methods of epidemiology and demonstrates their applicability in the field of public health. Students will learn how to identify and evaluate sources of health information, calculate key epidemiologic measures, perform epidemiological investigations, and evaluate different study designs.  
*Prerequisite: Department Chair and Instructor Approval*  
*Suggested Prerequisites: HSC 3410*

**HSC 5542      HEALTH CARE ETHICS AND LAW      1-0-0-1**  
This course provides the future Physician Assistant a foundation to use as a reference to federal and state laws that impact PA practice. This course will review prescriptive authority, medical ethics, quality assurance and risk management in medical practice, as well as other legal issues of health care.

**HUM 2000      CRITICAL THINKING      4-0-0-4**  
This course is designed to develop skills needed for analyzing a problem or situation to arrive at a hypothesis or conclusion about it after synthesizing or integrating all available information. In critical thinking, all assumptions are open to question, divergent views are sought, and the investigation is not biased in favor of a particular solution. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

**LGS 1010      INTRODUCTION TO PARALEGALISM      4-0-0-4**  
This course examines the American legal system with emphasis on the methods and institutions of law. The rights and responsibilities of paralegals, both professional and ethical, are described. Duties and opportunities for paralegals are discussed. Law office management procedures are introduced to the student, as well as paralegal professional

organizations and the CLA exam.

**LGS 1030 CRIMINAL LAW**

**4-0-0-4**

This course familiarizes the student with substantive criminal law and criminal rules and procedures. It enables the student, under the supervision of a lawyer, to prepare pre-trial pleadings and assist with trial and post-trial proceedings.

**LGS 1040 TORTS AND REMEDIES**

**4-0-0-4**

This course familiarizes the student with the substantive law of torts. Concentration will be in three main areas - intentional torts, quasi-intentional torts, and negligence law. This course will also examine various equitable remedies.

*Prerequisites: LGS 1010 or concurrent enrollment.*

**LGS 1050 LEGAL RESEARCH & WRITING I**

**4-0-0-4**

This course is designed to familiarize the student with primary and secondary sources of law, judicial reports, statutes, citations, digests, annotated law reports, and legal treatises and periodicals. It enables the student to undertake, under the supervision of a lawyer, legal research and preparation of memoranda and briefs. The course also includes an introduction to WESTLAW, CD-ROM, and other computer-based legal research tools.

Prerequisite: LGS 1010 or concurrent enrollment

**LGS 2010 CIVIL LITIGATION**

**4-0-0-4**

This course examines the rules of civil procedure, general discovery rules, and the court system including the role of judges, attorneys, and juries. The course enables the student, under the supervision and control of an attorney, to prepare pre-trial pleadings, interview witnesses, conduct preliminary investigations, and assist in the preparation for trial and post-trial proceedings. Students are encouraged to attend local civil courts.

*Prerequisites: LGS 1010 or concurrent enrollment.*

**LGS 2020 DOMESTIC LAW**

**4-0-0-4**

Examination of the subjects and preparation of documents for adoption, legal separations, divorce, marriage, annulments, and child visitation and custody will be made in this course. The student will be prepared to assist in the interviewing of clients and the comparison of complaints and agreements.

*Prerequisite: LGS 1010 or concurrent enrollment*

**LGS 2030 ESTATE PLANNING AND PROBATE**

**4-0-0-4**

In this course, students examine the transferring of assets, trusts, wills, gifts, administration of descendants' estates under both the Uniform Probate Code and local law, federal and state taxes, and administrator's responsibilities.

Prerequisites: LGS 1010 or concurrent enrollment

**LGS 2050 REAL ESTATE LAW**

**4-0-0-4**

This course develops the student's understanding of ownership, deeds, mortgages, easements, landlord/tenant relations, liens, the role and purpose of the Register of Deeds' office, and eviction procedures. An examination is made of the mechanics of transferring interest in real property.

Prerequisites: LGS 1010 or concurrent enrollment

**LGS 2060 LEGAL RESEARCH & WRITING II**

**4-0-0-4**

LGS 2060 continues the study of legal research and writing. Particular emphasis is placed upon detailed research and writing of a memorandum of law and an appellate brief. The use of WESTLAW, CD-ROM, and other computer-based research tools is stressed in the course. **This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.**

*Prerequisites: LGS 1050 with a grade of C or better*

**LGS 2070 COMPUTERS IN THE LEGAL OFFICE**

**3-2-0-4**

This course introduces students to several of the uses of computer software in the law office including the following: drafting legal documents; legal timekeeping and billing; and database and spreadsheets in legal applications. It is recommended that students take this course when nearing completion of the major curriculum.

*Prerequisite: LGS 1010 or concurrent enrollment*

**LGS 2100      PARALEGAL INTERNSHIP      0-0-12-4**

In this course, students are given the opportunity to validate their skills through a 120-hour supervised, internship experience. Students are given the opportunity to work with private legal offices, government legal departments, or corporate legal departments where they perform the various responsibilities of the paralegal. Students must contact the Legal Studies Department Chairperson the quarter before enrolling in this course regarding approval of site selection and schedule. This course must be taken during the last quarter of enrollment unless permission from the Department Chair is granted.

*Prerequisites: Approval of Dean*

**LGS 3050      AMERICAN & TENNESSEE LEGAL SYSTEMS      4-0-0-4**

Students in this course will gain knowledge of the history and development of the American federal legal system and its relationship to individual state systems. Tennessee government and courts will also be explored.

*Prerequisite: LGS 2100 with a grade of C or better*

**LGS 3080      LEGAL ETHICS      4-0-0-4**

Ethical and professional issues faced by legal assistants and others in the legal environment are the focus of this course. Students will be required to become familiar with existing and proposed ethical codes, standards, and guidelines and will develop a framework from which to undertake the analysis of ethical dilemmas.

*Prerequisite: LGS 2100 with a grade of C or better*

**LGS 3100      CONSTITUTIONAL LAW      4-0-0-4**

This course provides students with an introduction to the application and interpretation of the fundamental laws and principles related to the U.S. Constitution and its amendments. The course will emphasize judicial interpretation of the Constitution, the power and function of the government in general and individual rights.

*Prerequisite: LGS 2100 with a grade of C or better or approval of the Dean or Chair*

**LGS 3120      EVIDENCE LAW      4-0-0-4**

The focus for this course is the rules of evidence at both the state and federal levels. Attention is given to the following: criminal and civil trials (including the functions of the judge and jury), real and demonstrative evidence, authentication and production of writings, witnesses (the examination, competency, and privileges), hearsay, impeachment, burden of proof, presumptions, and judicial notice.

*Prerequisite: LGS 2100 with a grade of C or better or with approval of Dean or Chair*

**LGS 3200      BANKRUPTCY LAW      4-0-0-4**

This course provides an overview of the federal bankruptcy law and rights of creditors and debtors. Emphasis is placed upon bankruptcy procedures in Chapter 7, 11, and 13 of the U.S. Bankruptcy Code. Students are exposed to bankruptcy forms, collection letters, and UCC search and post-judgment collection documents including garnishment issues.

*Prerequisite: LGS 2100 with a grade of C or better*

**LGS 3250      CRIMINAL PROCEDURES      4-0-0-4**

Emphasized in this course is the examination of the history and philosophy of the criminal justice systems and procedures in the United States. Students will explore the legislative and constitutional framework for such systems including police, courts, and institutional corrections. The goal of the course is to provide the student with a broad perspective of criminal procedures in order to provide assistance to a legal team during these procedures.

*Prerequisite: LGS 2100 with a grade of C or better or with approval of Dean or Chair*

**LGS 3500      EMPLOYMENT LAW      4-0-0-4**

This course is designed to explore legal considerations that occur during various employment relationships. Emphasis will be placed on discrimination laws in the workplace, equal pay and comparable worth, occupational safety and health, worker's compensation, disability law, employment privacy issues, and personnel issues relating to hiring and termination practices.

*Prerequisite: LGS 2100 with a grade of C or better*

**LGS 4050 BUSINESS ORGANIZATIONS**

**4-0-0-4**

This course examines the legal aspects of forming, operating, financing, managing, and dissolving various forms of businesses including corporations, partnerships, and limited liability companies. Emphasis is placed on appropriate and necessary documents and forms and filing requirements.

*Prerequisite: LGS 2100 with a grade of C or better*

**LGS 4080 INTELLECTUAL PROPERTY**

**4-0-0-4**

This course will explore the areas of patent, trademark, copyright, and trade secrets and how they relate with antitrust law and government regulation. Topics include competition among businesses and protection of intellectual property in the global marketplace.

*Prerequisite: LGS 2100 with a grade of C or better*

**LGS 4100 LAW AND TECHNOLOGY**

**4-0-0-4**

This course is designed to provide the student with an overview of current legal issues related to the Internet and e-commerce. The course will draw upon a growing body of cyberlaw cases and commentary. Historical perspective and legal and ethical considerations related to computer technology will be discussed.

*Prerequisite: LGS 2100 with a grade of C or better*

**LGS 4120 SPECIAL TOPICS IN LEGAL RESEARCH**

**4-0-0-4**

Exploration of historical and contemporary issues related to the legal profession is emphasized in this course through the advanced study of legal research methodology and legal analysis. As a capstone course, this course should be taken during the student's final quarter.

*Prerequisite: Approval of Dean or Chair*

**LGS 4130 ADVANCED CIVIL LITIGATION**

**4-0-0-4**

This course examines jury trials and the role of the attorney and paralegal. The course includes discussions regarding law, ethics, tactics, psychology, and skills. Students will be expected to draw on knowledge of substantive law, procedures, evidence, ethics, legal research and writing, trial law, and appellate procedure. This course enables students, under the supervision of an attorney, to interview clients and witnesses, conduct factual investigations, assist in the preparation of a civil and criminal case for trial, prepare direct examinations, cross examinations, opening statements, closing statements, and voir dire questions, assist in negotiations, and draft jury instructions. Students are encouraged to attend civil and criminal courts.

*Prerequisites: LGS 2100 with a grade of C or better*

*Suggested Prerequisite: LGS 3120*

**LGS 4200 MEDIATION & ALTERNATIVE DISPUTE RESOLUTION**

**4-0-0-4**

This course involves the study of procedural and substantive legal principles of alternative forms of dispute resolution. Students will explore procedures such as negotiation, mediation, arbitration, fact finding, and grievance resolution in the both the private and public sectors.

*Prerequisite: LGS 2100 with a grade of C or better*

**LGS 4450 SPORTS LAW**

**4-0-0-4**

In this course, students gain an overview of sports and their relationship to various categories of law.

*Prerequisite: LGS 2100 with a grade of C or better*

**LGS 4500 ADMINISTRATIVE LAW**

**4-0-0-4**

This course presents basic concepts of administrative law and procedure among federal and state agencies. Topics include representing clients before administrative bodies, agency operation, adjudication, constitutional questions, statutory issues, and appeals. Students will learn both formal and informal advocacy techniques. This course will offer students an opportunity to bridge the theoretical frameworks associated with administrative law with a practical approach through preparation of related documents and forms.

*Prerequisite: LGS 2100 with a grade of C or better*

**LGS 4550 ENVIRONMENTAL LAW**

**4-0-0-4**

This course is a thorough overview of the government systems that form environmental policy. The purpose is to give interested students a background in a number of federal environmental statutes, including CERCLA (Comprehensive

Environmental Response, Compensation and Liability Act), ESA (Endangered Species Act), CWA (Clean Water Act), Toxic Substances Control Act, and the Clean Air Act. This course will provide students with a working knowledge of the laws that have the most practical significance for practicing environmental lawyers and their assistants.

*Prerequisite: LGS 2100 with a grade of C or better*

**LGS 4600      LEGAL PRACTICUM      0-0-12-4**

In this course, students complete a 120-hour, supervised practical experience in a law firm, corporate legal department, or government entity. This experience provides the student with the opportunity to make a transition from classroom knowledge and theory to practical applications. This course is highly recommended for students who have never worked in a legal setting.

*Prerequisite: LGS 2100 and Approval of Dean or Chair*

**MAS 1780      ANATOMY & PHYSIOLOGY FOR MEDICAL ASSISTANT      3-2-0-4**

Anatomy and Physiology for Medical Assistants is an introduction to the structures and functions of the human body including the characteristics of life, homeostasis, organizational levels, basic metabolism, the cell, tissues, organ systems, and organisms. It includes such topics as integumentary system, skeletal system, muscular system, nervous system, endocrine system, special senses, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, reproductive system, genetics, and nutrition.

**MAS 1860      MEDICAL LAW AND ETHICS      4-0-0-4**

This introductory course examines medical law and ethics with emphasis on legal guidelines and requirements for health care providers. The rights and responsibilities of medical assistants, both professional and ethical, are described. Duties, opportunities, and risk management for medical assistants are discussed. In conjunction with medical ethics and related issues, professional organizations and certification exams available for the medical assistant are introduced to the student.

**MAS 1870      PHARMACOLOGY      4-0-0-4**

This course is an introduction to the fundamentals of safe and correct drug administration, including drug laws, principles of pharmacology, drug handling procedures, physician's orders, charting, routes of administration, dosage calculation, and drug actions related to specific body systems and disorders.

*Prerequisite: BIO 1130 and BIO 1140 or MAS 1780, all with a grade of C or better*

**MAS 1880      MEDICAL OFFICE PROCEDURES      2-2-0-3**

This course includes administrative office procedures as practiced in the physician's office.

*Prerequisites: AHS 1010 with a C or better.*

*Suggested Prerequisite: BIO 1130 and BIO 1140 or MAS 1780, (if a required course)*

**MAS 1930      MEDICAL INSURANCE AND CODING      4-0-0-4**

This course provides an overview of the various types of medical insurance, alternative health care delivery systems, and diagnostic and procedural coding.

*Prerequisite: MAS 1780, AHS 1010, all with a grade of C or better*

**MAS 2010      MEDICAL ASSISTING I      4-2-3-6**

Medical Assisting I is a course designed to provide the student with both theory and practical application of basic clinical procedures, specialty examinations, and diagnostic testing.

*Prerequisites: MAS 1780, AHS 1010, with a grade of C or better; must have a physical exam within 90 days prior to the beginning clinical hours (verifying that the student is in good general health), and have proof of current First Aid and CPR certification from the American Heart Association that will remain current throughout the entire practicum.*

**MAS 2020      MEDICAL ASSISTING II      3-2-6-6**

Medical Assisting II is a course designed to provide students with both theory and practical application of advanced clinical procedures, diagnostic testing, and emergency medical procedures. Students will begin their practicum clinical experience after successfully completing competency training by participating in 60 hrs of unpaid practicum clinical training.

*Prerequisite: MAS 2010 with a grade of C or better*

- MAS 2050      MEDICAL ASSISTING PRACTICUM      0-4-12-6**  
 During this 120-hour unpaid practicum experience, students will have the opportunity to validate their competencies to the medical community through a supervised practicum experience in both administrative and clinical skills. Students are not permitted to complete their practicum experience at their place of employment unless approval is received from the Medical Assisting Department Chair and any special specifications met. A student has only two opportunities to satisfactorily complete this course unless approval is received from the Medical Assisting Department Chair.  
*Prerequisites: MAS 1880, MAS 1930, MAS 2020 or concurrent enrollment and have attained approval from the department chair*
- MAT 1000      MATHEMATICAL CONCEPTS AND APPLICATIONS      2-0-0-2**  
 This hybrid course explores operations with real numbers, expressions, equations, proportions, percentages, estimation, measurement, and various applications of these concepts.
- MAT 1500      COLLEGE MATHEMATICS I      4-0-0-4**  
 This course explores a variety of algebraic topics including linear equations and inequalities and their graphs, systems of linear equations and inequalities and their graphs, exponents and scientific notation, polynomials, factoring, radicals, quadratic functions, and practical applications.  
*Prerequisite: MAT 1000 with a grade of C or better or exemption*
- MAT 1510      COLLEGE MATHEMATICS II      4-0-0-4**  
 This course focuses on inductive and deductive reasoning, set theory and Venn diagrams, the metric system, basic principles of geometry, consumer mathematics, and an introduction to probability, and statistics.  
*Prerequisite: MAT 1000 with a grade of C or better or exemption*
- MAT 2500      STATISTICS      4-0-0-4**  
 This course is an introductory course that explores statistics and statistical inferences. Specifically, the course will provide the students with basic statistical tools that are important to all fields of study. Topics covered will include the proper use of statistics, the design of experiments, data analysis, probability distributions, and hypothesis testing.  
*Prerequisite: MAT 1500 with a grade of C or better or exemption*
- MAT 2550      PRECALCULUS      2-0-0-2**  
 This course helps prepare students for success in MAT 2600 Calculus. The topics covered in this course include polynomials, factoring, exponents, basic algebraic equations, inequalities, radicals, linear equations, quadratic equations, and exponential & logarithmic functions.  
*Prerequisite: MAT 1500 with a grade of C or better or exemption*
- MAT 2600      CALCULUS      4-0-0-4**  
 The topics covered in this course include algebra, exponential logarithmic and basic trigonometric functions, techniques of differentiation and integration, and applications.  
*Prerequisites: MAT 2550 with a grade of C or better*
- MAT 4010      MATHEMATICAL CONCEPTS AND STANDARDS FOR THE CHILD AND YOUNG ADOLESCENT      4-0-0-4**  
 Mathematical concepts and standards essential to knowledge and skills expected for K-6 students are examined along with practice in designing, implementing, and assessing instructional units/lessons reflecting a constructivist philosophy and accommodating diverse learning styles.  
*Prerequisite: Approval by Education Advisor*
- MAT 4020      MATHEMATICAL THINKING AND LEARNING      4-0-0-4**  
 MAT 4020 explores math mindsets of K-5 teachers and their students. Attitudes toward math and subsequent success in math are dependent upon how math is taught and learned. This course, MAT 4020, examines how K-5 students learn math based on brain research, and how math should be taught and assessed for success in math for all K-5 learners.  
*Prerequisites: MAT 4010 & Approval by faculty advisor*



**MAT 4020 MATHEMATICAL THINKING AND LEARNING**

**4-0-0-4**

MAT 4020 explores math mindsets of K-5 teachers and their students. Attitudes toward math and subsequent success in math are dependent upon how math is taught and learned. This course examines how K-5 students learn math based on brain research, and how math should be taught and assessed for success in math for all K-5 learners.

*Prerequisite: MAT 4010 & Approval by faculty advisor*

**MBA 5110 BUSINESS ORGANIZATION AND MANAGEMENT**

**4-0-0-4**

This course explores how organizational design is influenced by strategy, environmental forces, and internal processes. Various organization designs, structures, and measurement systems are discussed and evaluated. Current challenges including globalization, domestic relationships, and the influence of technology are examined. Foundational theories, conceptual frameworks, methodologies, and business strategies are incorporated into this course that are used throughout the MBA program. This course should be taken in the first quarter of enrollment.

**MBA 5120 MARKETING MANAGEMENT**

**4-0-0-4**

This course focuses on the application of marketing principles, concepts, and theory in the resolution of contemporary, strategic marketing management problems and opportunities. Students apply marketing knowledge, decision-making, and problem solving abilities for effective marketing practice. An emphasis is placed on case studies and a marketing project.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5130 RESEARCH METHODS IN MANAGEMENT**

**4-0-0-4**

This course is an introduction to research methodology with emphasis on research design, compilation, analysis, and interpretation. Various quantitative and qualitative techniques are presented in the context of managerial decision making. Topics addressed include descriptive statistics, organizing and summarizing data, graphical and tabular presentation of data using spreadsheets, probability theory and sampling distributions integrated with analysis of data, inferential statistics, estimation, and hypothesis testing. Excel is used as the primary tool for data analysis throughout the course.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5210 ACCOUNTING INFORMATION FOR DECISION MAKING**

**4-0-0-4**

The purpose of this course is to introduce the MBA student to various managerial accounting topics such as the costing of products/services, cost-volume-profit analysis, the use of accounting information, and opportunity costs in decision making and control. Students are also exposed to the basic elements of financial accounting with emphasis placed on understanding financial statements, footnote disclosures, annual reports, and SEC filings in the context of management decision making.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5220 PRODUCTION AND OPERATIONS MANAGEMENT**

**4-0-0-4**

This course focuses on design, planning, and control activities to produce and deliver goods and services in modern organizations. Processes necessary for planning, organizing, and controlling resources in order to efficiently and effectively produce goods and services are presented and discussed. Current methods in quality management, including Six Sigma, are examined from a management perspective. Case study analysis is used for understanding of logistics and supply chain management issues.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5230 GLOBAL MANAGEMENT**

**4-0-0-4**

This course examines the nature and scope of international organizations. Primary business functions and the application of managerial decision-making methodology in areas such as planning, organizing, leading, and controlling are used to study successful global operations. Case studies are used to examine the challenges of multinational and multicultural companies.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5310 FINANCIAL MANAGEMENT**

**4-0-0-4**

This course consists of a review of basic financial concepts and terms and examination of the major types of financial decisions made by corporations today. Capital budgeting principles, capital structure, cost of capital, corporate financing, market efficiency, short-term asset management, and asset valuation are analyzed from the management perspective. This course also introduces complicating factors, such as agency costs, corporate governance, and ethical issues.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5320      MANAGERIAL ECONOMICS****4-0-0-4**

This course prepares students to understand the role of economics in decision making within a business community. Topics include supply and demand, cost and market structures, and consumer choice theory as related to business decision making. Basic micro and macroeconomic concepts such as how markets work (supply and demand diagram analysis), gains from trade, market failures (externalities), effect of demand and supply elasticity on government policies, the Federal Reserve, aggregate demand and long/short-run aggregate supply, and the influence of monetary and fiscal policy on aggregate demand and supply are analyzed.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5330      STRATEGIC MANAGEMENT****4-0-0-4**

This course is designed to investigate strategy and its integrative role in business in a domestic and global setting. Concepts, models, and skills for developing and implementing strategies are covered with a focus on how to create and sustain competitive advantage in a dynamic and global environment.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5410      MANAGING BUSINESS ETHICS AND SOCIAL  
RESPONSIBILITY****4-0-0-4**

This course addresses the concept of classical theories and ethics in corporate decision making. The conflict between economic and social objectives in domestic and global environments using a case-based approach will be examined. Topics include global ethical dilemmas, corporate social responsibility, and ethical implications of managerial decisions.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5420      LEADERSHIP AND INNOVATION****4-0-0-4**

This course examines the theories, skills, and current ideas related to effective leadership practice in business and not-for-profit organizations. Topics examined include psychological drivers of leadership, leading with vision, forming strategy, leading culture change, leading teams, and leading with integrity. The role of communication in leadership and the intangible dimensions of leadership and innovation are also studied.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5430      CURRENT ISSUES IN MANAGEMENT (Capstone)****4-0-0-4**

Current Issues is an integrative capstone course dealing with the formulation and implementation of corporate strategy. In this course, students utilize research and problem-solving methods developed in the core MBA curriculum to analyze a real-world business situation. The final product is a substantive research report that demonstrates competence in empirical research and knowledge of the relevant scholarly literature. This course should be taken in the last quarter of MBA program.

*Prerequisites: MBA 5110 & MBA 5130*

**MBA 5510      INTRODUCTION TO HEALTHCARE ADMINISTRATION****4-0-0-4**

This course provides an introductory level overview of the United States Health Care system, including a basic understanding of pertinent historical, current, political, organizational, human resources, financial, and quality issues. The course explores basic principles and tools of management, including the planning, organizing, directing, and controlling functions of healthcare organizations. The course is designed to provide students with a working knowledge of current healthcare institutional structures and delivery systems, as well as the evolving health needs of U.S. citizens. Emphasis is placed on the basic concepts and issues that are associated with the management and regulation of health care providers and the delivery of services. Evolving alternative delivery systems are reviewed, as are changes occurring in the field of healthcare management.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5515      SOCIAL MEDIA CONCEPTS****4-0-0-4**

This course introduces students to the theory, technology, strategic use, and limitations of social media. Students explore the possibilities and limitations of various social media such as Twitter, Facebook, LinkedIn, and blogging for basic marketing strategies. Students use several forms of current social media technology to develop marketing plans.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5520      QUALITY IMPROVEMENT HEALTHCARE****4-0-0-4**

This course examines the key aspects of quality management and performance improvement in healthcare. Attention is given to quality management principles, such as quality assessment, risk management, utilization management, outcomes assessment, and benchmarking to improve healthcare services and patient safety. The principles and techniques of quality improvement are presented and applied to patient care and management of services in healthcare organizations.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5525      SOCIAL MEDIA MARKETING STRATEGY****4-0-0-4**

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 5110 & MBA 5120*

**MBA 5530      CURRENT TOPICS IN HEALTHCARE ADMINISTRATION****4-0-0-4**

Current Topics in Healthcare Administration is an integrative course focused on the current trends and issues affecting the U.S. healthcare system. This course introduces students to the issues that lead to health policy formulation and promotes understanding of the complexities of the U.S. healthcare delivery system. Current publications and periodicals are reviewed to facilitate a real-time understanding of evolving healthcare issues. Developing and future trends are reviewed as they relate to the healthcare environment at local, state, and federal levels.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5535      CASE STUDIES IN SOCIAL MEDIA MARKETING****4-0-0-4**

This course examines realistic social media marketing situations. Students will utilize problem-solving, analytical tools, and decision making to cope with marketing uncertainties. The cases studied will focus on B2B and B2C marketing, ROI improvement, branding, and leveraging social media for increased patronage.

*Prerequisites: MBA 5120*

**MBA 5545      SERVICE MARKETING STRATEGIES****4-0-0-4**

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.

*Prerequisites: MBA 5110 & MBA 5120*

**MBA 5555      PROMOTION MANAGEMENT****4-0-0-4**

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.

*Prerequisites: MBA 5110 & MBA 5120*

**MBA 5610      INTRODUCTION TO BUSINESS INTELLIGENCE & ANALYSIS****4-0-0-4**

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 5110*

**MBA 5620      BUSINESS ANALYTICS TECHNIQUES****4-0-0-4**

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 5110 & MBA 5610*

**MBA 5630      PROBLEMS IN BUSINESS ANALYTICS****4-0-0-4**

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 5110 & MBA 5610*

**MBA 5710 FINANCIAL MARKETS & INSTITUTIONS****4-0-0-4**

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 5110*

**MBA 5720 INVESTMENT MANAGEMENT****4-0-0-4**

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 5110 & MBA 5310*

**MBA 5730 CASE STUDIES IN FINANCIAL ANALYSIS****4-0-0-4**

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 5110 & MBA 5310*

**MBA 5810 MANAGING INFORMATION SYSTEMS TO CREATE VALUE****4-0-0-4**

This course examines the connection between business strategies and information systems with an emphasis on improving business processes. Topics include expert systems, artificial intelligence, automation, streamlining, communication networks, ebusiness, and security. Infrastructures, architecture, business intelligence systems, data warehousing, and the system development life cycle are also examined.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5820 DATA MANAGEMENT****4-0-0-4**

This course examines data management systems to facilitate sharing of information. Topics include data collection, storage, and retrieval for strategic and operational decision making. Data warehousing, web-enabled data-driven systems, SQL, and relational database management systems are also examined. Actual business case studies are used to analyze business requirements and evaluate database management systems.

*Prerequisite or Co-requisite: MBA 5110*

**MBA 5825 QUANTITATIVE ANALYSIS FOR DECISION MAKING****4-0-0-4**

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 or Co-requisite: MBA 5110*

**MBA 5830 PROJECT MANAGEMENT****4-0-0-4**

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 5110 & MBA 5825*

**MBA 5835 ADVANCED TOPICS IN PROJECT MANAGEMENT****4-0-0-4**

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.

*Prerequisites: MBA 5830*

**MBA 5910 ADVANCED FINANCIAL ACCOUNTING****4-0-0-4**

This course explores advanced concepts in financial accounting. Major topics include accounting for investments, consolidation of financial information, accounting for acquisitions, various interest entities, partnerships, and foreign transactions. Students will practice CPA exam questions in this course.

*Prerequisites: MBA 5110 and MBA 5210*

**MBA 5920 FINANCIAL STATEMENT ANALYSIS AND VALUATION 4-0-0-4**  
This course examines the process of financial reporting, financial statement analysis, and valuation. Both GAAP and IFRS are considered in this course. Major topics include asset and liability valuation, income recognition, profitability analysis, financial statement forecasts, valuation approaches, and risk adjustments.  
*Prerequisites: MBA 5110 and MBA 5210*

**MBA 5930 ADVANCED MANAGERIAL ACCOUNTING 4-0-0-4**  
This course examines managerial accounting concepts and procedures for internal reporting. Topics include job and process costing, cost-volume-profit relationships, variable costing, activity-based costing, budgeting, differential analysis, and performance measurement. Case studies used in this course will focus on internal accounting operations.  
*Prerequisites: MBA 5110 and MBA 5210*

**MRI 3110 MRI INSTRUMENTATION AND PHYSICS 4-0-0-4**  
This course will focus on the physical principles of MRI image formation, sequence parameters and options, and data acquisition and processing.  
*Prerequisite: Program Admission*  
*Co-Requisites: MRI 3120 and MRI 3130*

**MRI 3120 MRI IMAGING PROCEDURES I 4-0-0-4**  
This course focuses on magnetic resonance imaging procedures and protocols. Imaging pharmacology and contrast agents will also be discussed. Topics covered will prepare the student to challenge the American Registry of Radiologic Technologists (ARRT) Magnetic Resonance Imaging Examination.  
*Prerequisite: Program Admission*  
*Co-Requisites: MRI 3110 and MRI 3130*

**MRI 3130 MRI CLINIC I 0-0-6-6**  
This course provides the student with the opportunities to become competent in performing magnetic resonance procedures. The course is a competency based practicum.  
*Prerequisite: Program Admission*  
*Co-Requisites: MRI 3110 and MRI 3120*

**MRI 3210 MRI PROCEDURES II 4-0-0-4**  
This course is a continuation of MRI 3120 and focuses on advanced magnetic resonance imaging procedures and protocols. Biopsy procedures will also be discussed. Topics covered will prepare the student to challenge the American Registry of Radiologic Technologists (ARRT) Magnetic Resonance Imaging Examination.  
*Prerequisite: MRI 3110, MRI 3120, MRI 3130*  
*Co-Requisites: MRI 3230*

**MRI 3230 MRI CLINIC II 0-0-6-6**  
This course is a continuation of MRI 3130 and provides the student with the opportunities to become competent in performing advanced magnetic resonance procedures. The course is a competency based practicum.  
*Prerequisite: MRI 3110, MRI 3120, MRI 3130*  
*Co-Requisites: MRI 3210*

**MUS 1010 MUSIC APPRECIATION 4-0-0-4**  
This course surveys the development of Western classical music and provides an introduction to ethnic and popular music from around the world.

**NSG 2030 INTRODUCTION TO PROFESSIONAL NURSING 4-0-0-4**  
Introduction to Professional Nursing introduces the student to professional nursing by providing a theoretical foundation for practice. This general survey course assists the student in understanding the scope and practice of nursing while encompassing the concepts of caring, collaboration, communication, competence, clinical skills, cultural sensitivity, community, and environment into nursing practice. The course emphasizes a beginning nursing practice that facilitates the well-being of the individual within the context of illness and begins preparing the student as a provider of care. Students will examine multiple aspects of nursing including, but not limited to, an introduction to pharmacology drug dosage calculations, legal and ethical considerations in nursing practice, as well as basic physical assessment and

health history.

*Prerequisites: Successful completion of 60 hrs. in Nursing Core*

**NSG 3112      FUNDAMENTALS OF NURSING I      4-2-3-6**

Fundamentals of Nursing I instills beginning nursing students with concepts, skills, and techniques needed as a foundation for nursing practice. Using critical thinking skills, the student will recognize and provide appropriate nursing interventions to facilitate the optimal well-being of the client within the healthcare setting. Health promotion, disease prevention, and restorative nursing care are considered within each topic, as appropriate. The concepts evolve from simple to complex and cover hygiene, infection control, vital signs, exercise and safety, nursing process, mobility and immobility, and communication, client education, documentation, and medication administration.

*Prerequisite: Admission to the Nursing Program*

*Co-Requisites: NSG3132, NSG3152*

**NSG 3132      PHYSICAL ASSESSMENT      3-2-0-4**

Physical Assessment instills beginning nursing students with concepts, skills, and techniques needed for history-taking, physical examination, health promotion, and clinical assessment. Using critical thinking skills, the student will begin to collect, organize, and analyze complex client assessment data. The nursing process is considered within each topic, as appropriate.

*Prerequisites: Admission to the Nursing Program*

*Co-Requisites: NSG3112, NSG3152*

**NSG 3152      PHARMACOTHERAPEUTICS FOR NURSING PRACTICE I      4-0-0-4**

Pharmacotherapeutics for Nursing Practice I provides an in-depth systems approach to the study of therapeutic drugs and their major classifications. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. Performance of accurate calculation of drug dosages and documentation is required. The role of the nurse in administering medication, client education, cultural diversity, and drug abuse prevention is addressed.

*Prerequisites: Admission to the Nursing Program*

*Co-Requisites: NSG 3112, NSG 3132*

**NSG 3212      FUNDAMENTALS OF NURSING II      4-2-3-6**

Fundamentals of Nursing II continues the basic nursing tenets of Fundamentals of Nursing I and further encompasses the concepts of caring, collaboration, communication, competence, clinical skills, cultural sensitivity, community, and environment into nursing practice. The course focuses on nursing practice that facilitates the well-being of individuals within the context of illness and continues preparing the student as a provider of care. Concepts include spirituality, loss and grief, fluid and electrolytes, oxygenations, urinary and bowel elimination, skin integrity and wound care, surgical care, and sleep and sensory alterations. Laboratory experiences provide opportunity for integration of skills and concepts. Clinical experiences allow further development of concepts as applied to clients along the health-illness continuum. Clinical conferences provide an opportunity for the student to share and discuss learning experiences.

*Prerequisites: Successful completion of all first quarter Nursing courses*

*Co-Requisites: NSG 3232, NSG 3252*

**NSG 3232      COMMUNITY NURSING      4-0-6-6**

Community Health Nursing focuses on the role of the nurse in the community. The principles of professional nursing care are applied to culturally diverse individuals, families and groups and are integrated throughout the health-illness continuum. Topics covered in this course are introduction to public health nursing; historical factors of community nursing; theoretical basis of community care; an overview of community nursing practice; factors that influence the health of the community; care of different populations in the community; care of special needs in community; and the future of community health nursing.

*Prerequisites: Successful completion of first quarter nursing courses.*

*Co-Requisites: NSG3212, NSG3252*

**NSG 3252      PHARMACOTHERAPEUTICS FOR NURSING PRACTICE II      4-0-0-4**

Pharmacotherapeutics for Nursing Practice II provides an in-depth systems approach to the study of therapeutic drugs and their major classifications. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. Performance of accurate calculation of drug dosages and documentation is required. The role of the nurse in administering medication, client education, cultural diversity, and drug abuse prevention is addressed.

*Prerequisites: Successful completion of first quarter nursing courses.*

*Co-Requisites: NSG3212, NSG3232*

**NSG 3312      ADULT HEALTH NURSING I      4-0-6-6**

Adult Health Nursing I introduces students to concepts, skills, and techniques needed to care for adult clients with acute and chronic health problems through classroom and clinical experiences. This course encompasses the concepts of caring, collaboration, communication, competence, clinical skills, cultural sensitivity, community, and environment into nursing practice. The course focuses on nursing practice that facilitates the well-being of individuals within the context of illness and continues in preparing the student as a provider of care. In the clinical setting, students care for selected patients in various settings, integrating knowledge of pathophysiology and psychosocial dynamics for patients with medical and/or surgical problems. Students will apply the nursing process utilizing selected information technologies to develop critical inquiry and clinical decision making to meet the needs of culturally diverse, ill adults while interacting with other health care professionals. Concepts include problems related to respiratory, fluid and electrolytes, hematology, oncology, and reproductive theory.

*Prerequisites: Successful completion of all first and second quarter Nursing courses*

*Co-Requisites: NSG 3332, NSG 3352*

**NSG 3332      MATERNAL INFANT NURSING CARE      4-0-6-6**

Maternal Infant Nursing Care provides nursing students with concepts, skills, and techniques needed to care for culturally diverse clients in the childbearing family. This course encompasses the concepts of caring, collaboration, communication, and competence, clinical skills, cultural sensitivity, and community and environment as they relate to the childbearing family. The course focuses on nursing practice that facilitates the well-being of individuals within the contexts of health and illness and continues in preparing the student as a provider of care. The clinical components of this course provide nursing students with practice of application of concepts presented in lecture using the Nursing Process.

*Prerequisites: Successful completion of all first and second quarter Nursing courses*

*Co-Requisite: NSG 3312, NSG 3352*

**NSG 3352      NURSING RESEARCH      4-0-0-4**

Nursing Research introduces students to the concepts, issues, and processes in nursing research and its application to practice. Emphasis is placed on the review, analysis, evaluation, and application of current nursing research. Selected research studies are critiqued. **This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.** (Tradition and RN/BSN Program Options) (Distance Learning Format)

*Prerequisites: Successful completion of all first quarter Nursing courses (Traditional Option)/NSG 3500 (RN/BSN Program Option)*

*Co-Requisite: NSG 3312, NSG 3352(Traditional Option)*

**NSG 3500      BRIDGE TO PROFESSIONAL PRACTICE      4-0-0-4**

In this course, theories and concepts of professional nursing are explored in relation to historical perspectives and contemporary nursing practice. The course includes content regarding nursing theory, research and practice, nursing as a profession, professional ethics, and the roles of the baccalaureate degree nurse in a multi-cultural society. Emphasis is placed on understanding and critical appraisal of the health care delivery system, critical abilities in professional nursing practice, and the role of the professional nurse in primary, secondary, and tertiary levels of prevention. The student will begin to plan and think of his/her role as a baccalaureate graduate and develop personal objectives that result in a professional base for practice. (RN/BSN Program Option)

*Co-Requisite: Admission to the Nursing Program*

**NSG 3510      PHYSICAL ASSESSMENT      3-2-0-4**

This course refines the student's prior health assessment skills of competent health history taking, physical examination skills, accurate documentation, and utilization of clinical assessment tools. Building on the physiological approach, the student will learn to incorporate psychological, socio-cultural, spiritual, and developmental aspects for a holistic examination of the individual. Additional emphasis is on enhancing health promotion techniques, as well as recognizing health deviations in diverse populations. (RN/BSN Program Option)

*Prerequisite: Admission to the Nursing Program*

*Co-Requisite: NSG 3500*

**NSG 3520      PHARMACOLOGY FOR PROFESSIONAL NURSING PRACTICE      4-0-0-4**

Pharmacology for Nursing Practice provides an in-depth systems approach to the study of therapeutic drugs and their major classifications. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. The role of the nurse in administering medication, client education, cultural diversity, and drug abuse prevention is addressed. (RN/BSN Program Option)

*Prerequisite: NSG 3500*

**NSG 3620      HEALTHCARE INFORMATICS FOR THE REGISTERED NURSE      4-0-0-4**

This course introduces the RN to information management and application of patient care technology. Concepts such as information literacy, information management, information standards, nursing informatics, and healthcare informatics are explored. The impacts of patient care technology on safety and quality of patient care are discussed. Ethical management of data, information, and knowledge are discussed. (RN/BSN Program Option)

*Prerequisite: NSG 3500*

**NSG 3700      FUNDAMENTALS OF NURSING PRACTICE      4-2-3-6**

Fundamentals of Nursing is an accelerated course with emphasis on concepts, skills and techniques needed to provide a foundation for professional nursing practice. The course focuses on nursing practice that facilitates the wellbeing of individuals within the context of illness and continues preparing the student as a provider of care. Major concepts include hygiene; infection control; vital signs; exercise and safety; nursing process; mobility and immobility; communication, client education, documentation, medication administration, spirituality; cultural sensitivity; loss and grief; fluid and electrolytes; oxygenations; urinary and bowel elimination; skin integrity and wound care; surgical care; sleep and sensory alterations. Laboratory experiences provide opportunity for integration of skills and concepts. Clinical experiences allow further development of concepts as applied to clients along the health-illness continuum. Using critical thinking skills, the student will recognize and provide appropriate nursing interventions to facilitate the optimal well-being of the client within the health-care setting. Health promotion, disease prevention, and restorative nursing care will be considered within each topic, as appropriate. (LPN/BSN Option)

*Prerequisite: Admission to the Nursing Program*

**NSG 4000      INTERPROFESSIONAL COLLABORATIVE NURSING PRACTICE      4-0-0-4**

This course introduces the concept of interprofessionality and the frameworks reflective of the interdependence between healthcare professions' education and practice needs. Key concepts are interprofessional teams, open and meaningful communication, accountability, mutual respect, continuity of care and shared decision-making that result in safe and effective patient-centered care. The core competencies for interprofessional collaborative practice are discussed.

(RN/BSN Program Option)

*Prerequisite: NSG 3500*

**NSG 4010      NURSING MANAGEMENT AND LEADERSHIP      3-0-3-4**

Professional nursing roles and functions, including knowing self in the context of nursing leadership, visionary leadership, self-directed work team development, risk taking, principles of action, change theory and implementation of change, models for decision-making, effective communication, mentoring, and transitions, and current issues in nursing are addressed in this course. Commitment to personal and professional growth through in-service education, continuing education, and advanced studies is reinforced. Students have the opportunity to practice and reinforce their management and leadership skills through online simulation modules or technology-enhanced learning experience. (RN/BSN Program Option)

*Prerequisite: NSG 3500*

**NSG 4100      HEALTH PROMOTION IN THE COMMUNITY      4-0-6-6**

Community Health Nursing focuses on population-based nursing care in diverse settings. The principles of professional nursing care are applied to individuals, families and groups and are integrated throughout the health- illness continuum. Health needs are addressed using nursing theory and research with knowledge from the humanities, biological and social sciences. This course further explores population-focused decision making, community-based strategies for health promotion and disease prevention, primary care services, and transcultural nursing which are emerging issues at the forefront of healthcare services. The clinical component is designed to allow the nursing student the opportunity to synthesize knowledge and skills learned from this course and to integrate them into a capstone experience, which is evidence based and related to Healthy People 2020. (RN/BSN Program Option)



*Prerequisite: NSG 3500*

**NSG 4110      TRANSITION TO PROFESSIONAL PRACTICE      3-0-0-3**

Transition to Professional Practice course will focus on the development of a professional e-portfolio, including self-evaluation and self-reflective skills. Accomplishments and the application of theory to clinical practice will also be included. Concepts of the course will reflect critical thinking, professional growth, and showcasing academic and clinical achievements, professional role development, and core competencies. The portfolio will demonstrate the RN to BSN's competencies as described in the South College School of Nursing BSN program student learning outcomes and a strategic plan for lifelong learning and continued professional development. (RN/BSN Program Option)

*Prerequisite: NSG 3500*

**NSG 4412      ADULT HEALTH NURSING II      4-0-6-6**

Adult Health Nursing II continues to build on students' ability to relate concepts skills and techniques needed to care for adult clients with complex health problems through classroom and clinical experiences. This course encompasses the concepts of caring, collaboration, communication, competence, clinical skills, cultural sensitivity, community, and environment into nursing practice. The course focuses on nursing practice that facilitates the well-being of individuals within the context of illness and continues in preparing the student as a provider of care. In the clinical setting, students will care for selected patients in various settings, applying knowledge of pathophysiology and psychosocial dynamics for patients with medical and/or surgical problems. Students will apply the nursing process employing information technologies to develop critical inquiry and clinical decision making to meet the needs of culturally diverse, ill adults while collaborating with other health care professionals. Concepts include problems related to musculoskeletal, immunologic, integumentary, and neurologic theory.

*Prerequisites: Successful completion of first three quarters of the Nursing Program*

*Co-Requisites: NSG 4432, NSG 4452*

**NSG 4432      PEDIATRIC NURSING CARE      4-0-6-6**

Pediatric Nursing Care introduces the student to the health needs of children from birth through adolescence within the culturally diverse family setting. Health promotion, maintenance, prevention, and restorative health care of the child are studied along the health-illness continuum. Nursing interventions, particularly effective communication, include the child and the family with emphasis on family-centered care and the child's health care needs. Normal growth and development of the child is integrated throughout the course as developmental stages are important to consider when caring for the pediatric population. Clinical experiences allow further development of concepts as applied to pediatric clients along the health-illness continuum. Clinical conferences provide an opportunity for the student to share and discuss learning experiences.

*Prerequisites: Successful completion of first three quarters of nursing courses*

*Co-Requisites: NSG4412, NSG 4452*

**NSG 4452      POLICY AND POLITICS IN NURSING      3-0-0-3**

This seminar class is designed for the student to examine current issues in nursing, thus enabling the student to determine professional self-direction with integration of theory and concept into a meaningful personal philosophy of nursing practice. **This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.** (Traditional and RN/BSN Program Options) (Distance Learning Format)

*Prerequisite: Successful completion of the first three quarters of nursing courses (Traditional Option)/NSG 3500 (RN/BSN Option)*

*Co-Requisites: NSG4412, NSG 4452 (Traditional Option)*

**NSG 4512      ADULT HEALTH NURSING III      4-0-6-6**

Adult Health Nursing III continues to build on the student's ability to integrate concepts, skills, and techniques needed to care for clients with complex health problems through classroom and clinical experiences. This course encompasses the concepts of caring, collaboration, communication, competence, clinical skills, cultural sensitivity, community, and environment into nursing practice. The course focuses on nursing practice that facilitates the well-being of individuals within the context of illness and continues in preparing the student as a provider of care. In the clinical setting, students care for selected patients in various settings, integrating knowledge of pathophysiology and psychosocial dynamics for patients with medical and/or surgical problems. Students will apply the nursing process utilizing critical inquiry and clinical decision making to meet the needs of culturally diverse, ill adults within an inter-professional environment. Concepts include problems related to digestive, gastrointestinal, metabolic, urinary

tract, endocrine, and multisystem functions.

*Prerequisites: Successful completion of first four quarters of nursing courses*

*Co-Requisites: NSG 4532, NSG 4552*

**NSG 4532 MENTAL HEALTH NURSING**

**4-0-6-6**

Psychiatric Mental Health Nursing focuses on the role of the nurse in caring for patients with alterations in mental health. The course focuses on the nursing process framework with emphasis on assessment, therapeutic communication, neurobiologic and psychosocial theories, pharmacology and current practices related to the care of the mentally ill. Interventions focus on aspects of care, which includes client care, communication, client and family teaching, and community resources, as well as practical application in various clinical settings. *Prerequisites: Successful completion of first four quarters of nursing courses*

*Co-Requisite: NSG 4512, NSG 4552*

**NSG 4552 NURSING MANAGEMENT AND LEADERSHIP**

**3-0-0-3**

Professional nursing roles and functions including knowing self in the context of nursing leadership, visionary leadership, self-directed work team development, risk taking, principles of action, change theory and implementation of change models for decision-making, effective communication, mentoring, transitions, and current issues in nursing are addressed in this course. Commitment to personal and professional growth through in-service education, continuing education, and advanced studies is reinforced. **(Distance Learning Format)**

*Prerequisites: Successful completion of first four quarters of the Nursing Program*

*Co-Requisites: NSG 4512, NSG 4532*

**NSG 4612 CRITICAL CARE NURSING**

**3-0-15-8**

Critical Care Nursing provides students with concepts, skills, and techniques needed to care for adult clients with life threatening health problems through classroom and clinical experiences. This course encompasses the concepts of caring, collaboration, communication, competence, clinical skills, cultural sensitivity, community, and environment into nursing practice. The course focuses on nursing practice that facilitates the well-being of individuals within the context of acute illness and continues in preparing the student in the knowledge development and skills required for rapid and continuous assessments. In the clinical setting, students care for selected patients in various settings, integrating knowledge of pathophysiology and psychosocial dynamics for patients with medical and/or surgical problems under the direction of a preceptor. Students will apply the nursing process utilizing critical inquiry and clinical decision making to meet the needs of culturally diverse, ill adults within an inter-professional environment. Concepts include problems related to cardiovascular and circulatory function, as well as managing nursing care in a critical care environment and during emergencies and disasters. *Prerequisites: Successful completion of first five quarters of nursing courses*

*Co-Requisites: NSG 4632*

**NSG 4632 TRANSITION TO PROFESSIONAL PRACTICE**

**4-0-0-4**

Transition to Professional Practice is designed to assist the student in assuming the role of the professional nurse. This course will present highlights from each area of nursing practice, including review of anatomy and physiology, disease processes, knowledge and application of nursing process appropriate to each stage of development, continued development of the formation and use of nursing process, and issues related to the nursing profession.

*Prerequisites: Successful completion of first five quarters of nursing courses*

*Co-Requisite: NSG 4612*

**NSG 5110 FOUNDATIONAL CONCEPTS & APPLICATIONS**

**4--0-0-4**

This course introduces the Master of Science in Nursing (MSN) student to the conceptual foundations and skills essential for graduate nursing education. A framework for professional nursing practice and the professional development of the master's prepared nurse will be explored.

*Prerequisite: Admission to the MSN Program or faculty consent*

*Co-requisite: NSG 5120 or NSG 5130*

**NSG 5120 THEORETICAL BASIS FOR ADVANCED NURSING PRACTICE**

**4-0-0-4**

This course identifies situations that can be better understood or improved by the use of relevant theory and strategies for applying a theory to advanced nursing in a selected healthcare or educational organization. The student will learn to critique the components of the theories and explore the contribution of theory to research conduct and evidence-based practice.

*Prerequisite: Admission to the MSN Program or faculty consent*  
*Co-requisite: NSG 5110 or NSG 5130*

**NSG 5130 HEALTHCARE SYSTEMS MANAGEMENT 4-0-6-6**

The course utilizes a systems theory approach in acquiring knowledge of and skill in professional practice model, care delivery systems, and quality monitoring and improvement to provide patient-centered and value-added care. Emphasis is placed on concepts related to system theory, problem solving and decision making, nursing care delivery models, delegation, and team strategies. Students have the opportunity to practice and reinforce their healthcare systems management skills through online simulation modules or technology-enhanced learning experience.

*Prerequisite: Admission to the MSN Program or faculty consent*  
*Co-requisite: NSG 5110 or NSG 5120*

**NSG 5140 ADVANCED PATHOPHYSIOLOGY 4-0-0-4**

Physiology is the study of the fundamental processes responsible for the normal function of cells, tissues, and organs, including the chemical and physical factors involved in these processes. Pathophysiology is the study of the physiological changes associated with illness and the mechanisms through which the body attempts to maintain homeostasis when confronted by disease. It is perhaps the most highly integrative basic science taught as part of medical education, involving aspects of anatomy, microanatomy, biochemistry, mathematics and physics. At the heart of physiology is the development of problem-solving skills, the ability to analyze data from various sub-disciplines that physiology comprises and come to some conclusion regarding the physiological state of the patient in question. Pathophysiology is more explanatory than descriptive-the ability to describe why the signs, symptoms and treatments are what they are.

*Prerequisite: Admission to the MSN Program or faculty consent*

**NSG 5210 ADVANCED RESEARCH METHODS AND EVIDENCE-BASED PRACTICE 4-0-0-4**

This course builds on student's research knowledge to evaluate and critique research findings to enhance evidence-based nursing practice. Emphasis will be on providing the scientific basis for the analysis and utilization of research to enhance evidence-based practice in healthcare settings and disseminating research findings to support innovative change. Students will conduct an in-depth analysis of research methods as a framework for studying clinical issues. Ethical issues in research conduct will also be discussed.

*Prerequisite: NSG 5110 or faculty consent*

**NSG 5220 HEALTHCARE INFORMATICS 4-0-0-4**

This course introduces knowledge about informatics for the nurse leaders with an emphasis on developing an understanding of concepts relevant to nursing informatics. Students will explore informatics-based health applications that support decision making in the four areas of nursing: clinical, administrative, research, and education.

*Prerequisite: NSG 5110 or faculty consent*

**NSG 5230 OPERATIONAL PLANNING AND MANAGEMENT 4-0-6-6**

This course focuses on synthesizing organizational and management theories in relation to human capital management, fiscal planning, execution, accountability, community engagement and population care, interprofessional collaborations, organizational structure and compliance. The course focuses also on the exploration and analysis of healthcare quality management to include current quality issues, research, and evidence-based practice, creating and sustaining high-reliability organizations, principles of continuous quality improvement (CQI) and total quality management (TQM). Students have the opportunity to practice and reinforce their operational planning and management skills through online simulation modules or technology-enhanced learning experience.

*Prerequisite: NSG 5110 or faculty consent*

**NSG 5240 ADVANCED PHARMACOLOGY 4-0-0-4**

The goals of pharmacology are to provide the students with an advanced knowledge and understanding of the actions of drugs in order to enable them to utilize therapeutic agents in a rational and responsible manner in the treatment of patients. The categories of drugs and their effects on all major body systems are addressed.

*Prerequisite: Admission to the MSN Program or faculty consent*

**NSG 5310      ROLE DEVELOPMENT IN HEALTHCARE POLICY      4-0-0-4**

This course examines the roles of the nurse leader in healthcare policy as researcher, change agent, advocate and activist. The forces responsible for current healthcare policies will be examined, including historical, ethical, and political factors. Current policy-related controversies and challenges to healthcare policies are also examined. Students investigate and propose strategies that nurse leaders employ to impact policy development at institutional, local, national and international levels.

*Prerequisite: Admission to the MSN Program or faculty consent*

**NSG 5320      ROLE DEVELOPMENT IN LEADERSHIP      4-0-0-4**

This course emphasizes strategies and processes that foster transformational leadership and leadership effectiveness. Principles of leadership are discussed including ethics, negotiation, motivation, advocacy, problem-solving, diversity enrichment, and interprofessional collaboration.

*Prerequisite: NSG 5110 or faculty consent*

**NSG 5330      FINANCIAL MANAGEMENT IN HEALTHCARE ORGANIZATIONS      4-0-6-6**

This course focuses on concepts and issues in budgeting and basic accounting principles, managing operating budgets within established performance standards, forecasting, prioritizing and establishing procedures to ensure accurate documentation and charge capture, and educating team members on the financial implications of patient care decisions are discussed. Budget formulation, decision making, variance analysis, financing in healthcare, models for forecasting, addressing throughput issues, implementing professional practice models, and program planning. The emphasis is on practical methods and techniques within a wide variety of healthcare situations. Students have the opportunity to practice and reinforce their financial management skills through online simulation modules or technology-enhanced learning experience.

*Prerequisite: NSG 5110 or faculty consent*

**NSG 5340      HEALTH ASSESSMENT DIDACTIC      4-0-0-4**

This course provides a framework for systematic collection, organization, interpretation, integration, and communication of data reflecting the health status of individuals from adolescents to older adults. A holistic perspective facilitates an analysis of developmental, psychosocial, and cultural factors that are integral to an understanding of an individual's physical and psychosocial well-being. This course is presented in two modules: (1) history taking; and, (2) physical exam skills.

*Prerequisite: NSG 5110 or faculty consent*

*Co-Requisite: NSG 5341*

**NSG 5430      NURSE EXECUTIVE PRACTICUM      0-0-18-6**

This course emphasizes the application of leadership and management theories and principles in implementation of the nurse executive role. The student will demonstrate the competencies essential to the nurse executive. The role will be implemented, applied, and analyzed in a clinical, community, or academic practice setting, in collaboration with a nurse executive mentor. Transformational leadership and evidence-based practice will be applied during the practicum experience.

*Prerequisite: NSG All required core and NSG 5130, NSG 5230, NSG 5330*

**NSG 5431      CAPSTONE PROJECT      6-0-0-6**

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.

*Prerequisite: NSG All required core and NSG 5130, NSG 5230, NSG 5330*

**NSG 5341      HEALTH ASSESSMENT PRACTICUM      0-0-6-2**

The Physical Exam Skills module provides instruction and demonstration in the principles and practical skills required to perform a complete physical examination (adolescence to old age) with interpretation of the findings. Normal physical findings will be emphasized throughout the course. Variants of normal and common abnormal physical findings will be introduced.

*Prerequisite: NSG 5110 or faculty consent*

*Co-Requisite: NSG 5340*

**NSG 5342 HUMAN DIVERSITY, HEALTH PROMOTION & DISEASE PREVENTION DIDACTIC 3-0-0-3**

This course applies theories of professional nursing: the promotion and maintenance of health among aggregates, including families, communities, and populations. Basic epidemiological principles are applied to the planning of care and the development of policy for aggregates with emphases on human diversity, health promotion, and disease prevention.

*Prerequisite: Prerequisite: NSG 5110 or faculty consent*

**NSG 5440 PRIMARY CARE OF INFANTS, CHILDREN, AND ADOLESCENTS DIDACTIC 6-0-0-6**

This lecture/discussion course covering the primary care management of infants, children and adolescents across the health-illness continuum. It emphasizes health maintenance and illness prevention and also covers major causes of morbidity. A family-centered developmental perspective is used in the assessment and management of common acute and chronic conditions from infancy through young adulthood. The focus is on strategies for this population in rural and underserved areas.

*Prerequisite: NSG 5110, NSG 5140, NSG 5240, NSG 5340, NSG 5341 or faculty consent*

*Co-Requisite: NSG 5441*

**NSG 5441 PRIMARY CARE OF INFANTS, CHILDREN, AND ADOLESCENTS PRACTICUM 0-0-18-6**

This clinical course covering the primary care management of infants, children and adolescents across the health-illness continuum. It emphasizes health maintenance and illness prevention and also covers major causes of morbidity. A family-centered developmental perspective is used in the assessment and management of common acute and chronic conditions from infancy through young adulthood. The focus is on strategies for this population in rural and underserved areas. This is the first of three sequential courses that apply the nursing process through communication and assessment skills, interpretation of findings, application of diagnostic methods, developing plans of care and implementing nursing strategies to promote personal, cognitive, and physical health. Clinical hours are completed in pediatric and women's health settings.

*Prerequisite: NSG 5110, NSG 5140, NSG 5240, NSG 5340, NSG 5341 or faculty consent*

*Co-Requisite: NSG 5440*

**NSG 5540 PRIMARY CARE FOR ADULTS IN FAMILIES DIDACTIC 6--0-0-6**

This course further develops the student's ability to perform diagnostic and therapeutic procedures and interpret the results. It covers the primary care management of healthy adults through the life span with a focus on health maintenance and disease prevention. It provides the student the skills and procedures necessary for the clinical-management of selected clients. It focuses on evaluation and management of common acute and chronic adult health care problems. This course places emphasis on thorough communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive, and physical health. The focus is on strategies for the young, middle and older adult in rural or underserved areas. This course is focused on disorders of the adult population and women's health issues in middlelence and senescence.

*Prerequisite: NSG 5110, NSG 5140, NSG 5240, NSG 5340, NSG 5341 or faculty consent*

*Co-Requisite: NSG 5541*

**NSG 5541 PRIMARY CARE FOR ADULTS FAMILIES PRACTICUM 0-0-18-6**

This clinical course focuses on developing proficiency in basic diagnostic and therapeutic procedures and the interpretation of the results. This clinical course covering the primary care management of healthy adults through the life span with a focus on health maintenance and disease prevention. It provides the student the skills and procedures necessary for the clinical-management of selected clients. It focuses on evaluation and management of common acute and chronic adult health care problems. It is the second of three sequential courses that apply the nursing process through communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive, and physical health. The focus is on strategies for the young, middle and older adult in rural or underserved areas. This course is focused on disorders of the adult population and women's health issues in middlelence and senescence.

*Prerequisite: NSG 5110, NSG 5140, NSG 5240, NSG 5340, NSG 5341 or faculty consent*

*Co-Requisite: NSG 5540*

**NSG 5640      FAMILY NURSE PRACTITIONER 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 semesters and present in both oral and written form.

*Prerequisites: NSG 5110, NSG 5120 or faculty consent*

**NSG 5641      FAMILY NURSE PRACTITIONER PRACTICUM      0-0-18-6**  
This course focuses on developing proficiency in basic diagnostic and therapeutic procedures and the interpretation of the results. It is a clinical course covering the primary care management of all ages through the life span with a focus on health maintenance and disease prevention. It provides the student opportunities to develop or perfect the skills and procedures necessary for the clinical-management of selected clients. It focuses on evaluation and management of common acute and chronic health care problems. It is the third of three sequential courses that apply the nursing process through communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive, and physical health. The focus is on strategies for the pediatric, adolescent, middlescence and senescence in all areas where there is a need for health care.

*Prerequisites: NSG 5110, NSG 5140, NSG 5240, NSG 5340, NSG 5341, NSG 5441, NSG 5541 or faculty consent*

**OTA 1315      INTRODUCTION TO OCCUPATIONAL THERAPY      4-0-0-4**  
This course introduces the student to the role of occupational therapy in health care, community-based practice, and educational systems. Topics include history of the profession and the American Occupational Therapy Association, philosophical principles, the Occupational Therapy Framework: Domain and Process, Standards of Practice, Code of Ethics, current and emerging practice areas, roles of the registered occupational therapist and the certified occupational therapy assistant, national and state credentialing requirements.

*Prerequisites: BIO 1110, BIO 1120, BIO 1130, BIO 1140, AHS 1010, ENG 1200, ENG 1210, MAT 1500, (all with a grade of C or better) [3rd quarter]*

**OTA1325      ANALYSIS OF HUMAN OCCUPATIONS      2-4-0-4**  
This course focuses on the observations, analysis, and performance of human occupations in work, self-care, and play/leisure throughout the life span. The teaching and learning process and the language of occupational therapy will be included.

*Prerequisites: BIO 1110, BIO 1120, BIO 1130, BIO 1140, AHS 1010, ENG 1200, ENG 1210, MAT 1500, (all with a grade of C or better) [3rd quarter]*

**OTA 1335      APPLIED KINESIOLOGY      2-4-0-4**  
This course is a study of human movement and occupational performance. Topics include the interrelationship among the central nervous system, peripheral nervous system, and musculoskeletal system; anatomical landmarks, joints, posture and balance, locomotion, and analysis of functional movement required for work, self-care, and play. Range of motion, joint measurement, and manual muscle testing are included.

*Prerequisites BIO 1110, BIO 1120, BIO 1130, BIO 1140, AHS 1010, ENG 1200, ENG 1210, MAT 1500, (all with a grade of C or better) [3rd quarter]*

**OTA 1415      DEVELOPMENTAL/PEDIATRIC THEORY      4-0-0-4**  
This course presents human development from birth through adolescence, with emphasis on occupational performance of typical and atypical individuals. Topics include theory and application, frames of reference, the occupational therapy process, evidence-based practice, and roles of the OT and OTA in service delivery in various developmental practice settings. Issues impacting developmental practice will be explored.

*Prerequisites: OTA 1315, OTA 1325, OTA 1335 (all with a grade of C or better) [4th quarter]*

**OTA 1425      THERAPEUTIC METHODS I      2-4-0-4**  
This course focuses on the development of observation skills; assessment; and teaching, adapting, and grading self-care, work, and play/leisure occupations for individuals with developmental challenges. Topics include safety, interventions, technology, and equipment to maximize participation in meaningful occupations.

*Prerequisites: OTA 1315, OTA 1325, OTA 1335 (all with a grade of C or better) [4th quarter]*

**OTA 1435      CLINICAL CONDITIONS I****3-0-0-3**

This course presents the etiology, symptoms, and treatment of developmental and psychosocial conditions that are commonly referred to in occupational therapy. The effects of trauma, disease, and congenital conditions on occupational behavior are examined. Procedures and precautions ensuring safety of clients and care-givers will be reviewed.

*Prerequisites:* OTA 1315, OTA 1325, OTA 1335 (all with a grade of C or better) [4th quarter]

**OTA 1445      DOCUMENTATION FOR OTA****2-0-0-2**

This course introduces a basic framework for writing medical documentation. Objective observations, assessment and goal planning are addressed. Documentation to meet standards for state, federal and reimbursement agencies is included.

*Prerequisites:* OTA 1315, OTA 1325, OTA 1335 (all with a grade of C or better) [4th quarter]

**OTA 2115      PSYCHOSOCIAL THEORY****4-0-0-4**

This course will examine the occupational therapy process in relation to individuals with psychosocial challenges across the lifespan. Topics include theory and application, frames of reference, the occupational therapy process, evidence-based practice, and roles of the OT and OTA in service delivery in various psychosocial settings. Issues impacting psychosocial OT practice will be explored.

*Prerequisites:* OTA 1415, OTA 1425, OTA 1435, OTA 1445 (all with a grade of C or better) [5th quarter]

**OTA 2125      THERAPEUTIC METHODS II****2-4-0-4**

This course will focus on the development of observation skills; assessment; documentation; and teaching, adapting, and grading self-care, work, and play and leisure occupations for individuals with psychosocial challenges. Topics include safety, group dynamics, development of therapeutic use of self, and interventions to maximize participation in meaningful occupations.

*Prerequisites:* OTA 1415, OTA 1425, OTA 1435, OTA 1445 (all with a grade of C or better) [5th quarter]

**OTA 2135      FW I PEDS/PSYCH****0-0-6-2**

This course includes observation and guided practice for application of the occupational therapy process in both a setting focusing on children with developmental challenges and in a setting focusing on individuals with psychosocial challenges. Students are supervised by clinical educators or faculty at health care, education, or community settings. In-class activities complement topics and experiences in off campus sites. Students are responsible for transportation. 60 hours of fieldwork.

*Prerequisites:* OTA 1415, OTA 1425, OTA 1435, OTA 1445 (all with a grade of C or better) [5th quarter]

**OTA 2145      CLINICAL CONDITIONS II****3-0-0-3**

This course is a continuation of OT 1500 and includes the etiology, symptoms, and treatment of physical conditions that are commonly referred to in occupational therapy. The effects of trauma, disease, and congenital conditions on occupational behavior are examined. Procedures and precautions ensuring safety of clients and caregivers will be reviewed.

*Prerequisites:* OTA 1415, OTA 1425, OTA 1435, OTA 1445 (all with a grade of C or better) [5th quarter]

**OTA 2215      PHYSICAL DYSFUNCTION THEORY****4-0-0-4**

The occupational therapy process in relation to the persons with physical disabilities across the lifespan is examined. Topics include theory and application, frames of reference, the occupational therapy process, evidence-based practice, and roles of the OT and OTA in service delivery in various physical dysfunction settings. Issues impacting physical rehabilitation OT practice will be explored.

*Prerequisites:* OTA 2115, OTA 2125, OTA 2235, OTA 2145 (all with a C or better) [6th quarter]

**OTA 2225      THERAPEUTIC METHODS III****2-4-0-4**

This course will focus on the development of observation skills; assessment; documentation; teaching; adapting; grading self-care, work, and play/leisure occupations for individuals with physical challenges. Topics include PAMS, splinting, technology, techniques and equipment to maximize participation in meaningful occupations, improve independence, and ensure safety.

*Prerequisites:* OTA 2115, OTA 2125, OTA 2235, OTA 2145 (all with a C or better) [6th quarter]

**OTA 2235 FW I PSYCHICAL DYSFUNCTION****0-0-6-2**

This course includes observation and guided practice for application of the occupational therapy process in settings serving adults with physical challenges. Students are supervised by clinical educators or faculty at health care, education, or community settings. In-class activities complement topics and experiences in off campus sites. Students are responsible for transportation. 60 hours of fieldwork.

*Prerequisites: OTA 2115, OTA 2125, OTA 2235, OTA 2145 (all with a C or better) [6th quarter]*

**OTA 2245 GERIATRIC ISSUES****2-0-0-2**

This course will examine special issues affecting the elderly. Special topics include effects of aging and chronic illness, low vision, community mobility, and driving, effects of pharmacology, wheelchair seating and positioning, fall prevention and aging in place.

*Prerequisites: OTA 2115, OT 2125, OTA 2235, OTA 2145 (all with a C or better) [6th quarter]*

**OTA 2255 MANAGEMENT FOR THE OTA****2-0-0-2**

This course will examine basic management and support tasks relevant to the role of the occupational therapy assistant. Topics include ethical principles in the workplace, the roles and functions of regulatory agencies, funding and reimbursement systems, program development, and health care delivery systems.

*Prerequisites: OTA 2115, OT 2125, OTA 2235, OTA 2145 (all with a C or better) [6th quarter]*

**OTA 2315 FIELDWORK II A****2-0-30-12**

This course requires a minimum of 8 weeks of supervised off-campus experience applying occupational theory, skills, and concepts. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to a setting working with individuals with developmental, physical, or emotional challenges. Course includes 20 hours in the classroom to prepare students to transition from classroom to clinic. Students will create a professional development plan and prepare a resume. Students are responsible for transportation, and room and board.

*Prerequisite: Completion of all OTA and General Education requirements (all with a grade of C or better) [7th quarter]*

**OTA 2415 FIELDWORK II B****2-0-30-12**

This course requires a minimum of 8 weeks of supervised off-campus experience applying occupational theory, skills, and concepts. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to a setting working with individuals with developmental, physical, or emotional challenges. Course includes 20 hours in the classroom to prepare students to take the national certification exam, obtain licensure, practice interviews and apply for employment. Students are responsible for transportation, and room and board.

*Prerequisite: Completion of all OTA and General Education requirements (all with a grade of C or better) [8th quarter]*

**OTS 2090 INTRODUCTION TO WORD PROCESSING****3-2-0-4**

Introduction to Word Processing familiarizes students with the concepts of word processing software. Students are trained to use the basic functions of word processing software in the production of various types of documents.

*Suggested Prerequisite: SCC 1030*

**PAS 5160 HEALTH ASSESSMENT AND PHYSICAL EXAMINATION****4-4-0-6**

This course is designed to provide physician assistant students with the fundamental grounding and cognitive knowledge to prepare them for their professional clinical role. This course will provide students with skills for interviewing, patient communication skills, and general physical examination procedures necessary to conduct age-appropriate and thorough medical interviews and comprehensive physical examinations on culturally diverse populations.

**PAS 5230 MEDICAL NUTRITION****2-0-0-2**

This course introduces PA students to the basics of nutrition science as it relates to clinical medicine. Topics include nutrition assessment, focusing on dietary history taking, and physical exam skills needed for the management of health and disease. The basic principles of vitamins and minerals, their absorption, function, structure, deficiency, and toxicity will be included. Nutritional requirements in health, illness, and prevention, as well as age- and culture-appropriate nutritional issues, will be highlighted for children, pregnant and lactating women, and older adults.



**PAS 5241 PUBLIC HEALTH**

**3-0-0-3**

This course provides students with an overview of the basic concepts of public health and preventative medicine. Public health concepts include distribution, prevalence, causation, mode of transmission, dissemination, control, and preventative countermeasures of infectious and non-communicable diseases, as well as environmental, occupational, behavioral, and chronic conditions. PA students will be introduced to research methodologies related to the study of disease and investigate epidemiological trends across a variety of cultures. Attention will be paid to professional responsibility, confidentiality, informed patient consent, and issues of patient welfare.

**PAS 5261 CLINICAL ASSESSMENT AND MANAGEMENT I**

**4-4-0-6**

This is the first course in a sequence of three courses designed to teach the essentials of medicine. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. They will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills. Health care providers will discuss specific focused physical examinations of each organ system. For each disease or problem, related health promotion, disease prevention, and patient education topics will be presented. Competency with various medical instruments and procedures will be taught. The specific specialty areas and organ system covered in the sequence include ophthalmology, otorhinolaryngology, neurology, dermatology, pulmonology, infectious disease, cardiology, gastroenterology, rheumatology, endocrinology, nephrology, hematology, oncology, orthopedics, and urology.

**PAS 5270 PHARMACOTHERAPEUTICS I**

**3-0-0-3**

This is the first in a three-quarter course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to individual drugs, their uses, side effects, similarities, and differences. Emphasis is placed on the most frequently prescribed agents for treatment of common diseases. Specific pharmacotherapeutic agents and/or disorders covered in this course include autonomic pharmacology, ophthalmologic medications, treatment of ear, nose and throat infections, neurologic disorders, skin/bone/eye disorders, respiratory disorders and the related antimicrobial agents, allergies, endocrine disorders, pain management, gastrointestinal disorder, cancer chemotherapy, hematopoietic disorders, psychiatric medications, hyperlipidemia, cardiovascular and renal drugs, reproductive health and the related antimicrobial agents, and special populations.

**PAS 5312 PSYCHIATRY AND BEHAVIORAL MEDICINE**

**1-2-0-2**

This course provides students with an overview of behavioral medicine, broadly defined as an interdisciplinary field that aims to integrate biological, cultural, and psychosocial perspectives on human behavior. The integration of mental disorders and behavioral problems into primary care medicine will be addressed. Topics covered will include normal psychological development in pediatric, adult, and geriatric patients, detection and treatment of substance abuse, human sexuality, end of life issues, response to illness, injury, and stress, and principles of violence identification and prevention.

**PAS 5340 WOMEN'S HEALTH**

**3-0-0-3**

This course provides an introduction to women's health issues, including the diagnosis, management, and treatment of common acute and chronic medical problems commonly encountered in reproductive health care and gynecology.

**PAS 5351 EVIDENCE BASED MEDICINE**

**2-0-0-2**

This course will prepare the students to search, interpret, and evaluate the medical literature in order to maintain a critical, current, and operational knowledge of new medical findings and provide a basis for future evidence-based clinical work. Topics will include research methodologies, inquiry, reliability, validity, and statistics. The PA students will study scientific writing, hypotheses, proposals, informed consent, and human volunteer and animal rights oversight committees.

**PAS 5360 CLINICAL ASSESSMENT AND MANAGEMENT II**

**4-4-0-6**

This is the second course in a sequence of three courses designed to teach the essentials of medicine. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. They will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills. Health care providers will discuss specific focused physical examinations of each organ system. For each disease or problem, related health promotion, disease prevention, and patient education topics will be presented.

Competency with various medical instruments and procedures will be taught. The specific specialty areas and organ system covered in the sequence include ophthalmology, otorhinolaryngology, neurology, dermatology, pulmonology, infectious disease, cardiology, gastroenterology, rheumatology, endocrinology, nephrology, hematology, oncology, orthopedics, and urology.

**PAS 5370      PHARMACOTHERAPEUTICS II      3-0-0-3**

This is the second in a three-quarter course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to individual drugs, their uses, side effects, similarities, and differences. Emphasis is placed on the most frequently prescribed agents for treatment of common diseases. Specific pharmacotherapeutic agents and/or disorders covered in this course include autonomic pharmacology, ophthalmologic medications, treatment of ear, nose and throat infections, neurologic disorders, skin/bone/eye disorders, respiratory disorders and the related antimicrobial agents, allergies, endocrine disorders, pain management, gastrointestinal disorder, cancer chemotherapy, hematopoietic disorders, psychiatric medications, hyperlipidemia, cardiovascular and renal drugs, reproductive health and the related antimicrobial agents, and special populations.

**PAS 5420      CLINICAL PEDIATRICS      3-0-0-3**

This course provides an introduction to the fundamentals of pediatric medicine, covering the age span from neonate through adolescence. Topics covered include normal growth and development, preventive care and anticipatory guidance, common pediatric illnesses and disorders and their diagnosis and management, and less common but important disorders that are peculiar to the pediatric population.

**PAS 5430      CLINICAL LABORATORY MEDICINE      2-0-0-2**

This course introduces the students to clinical laboratory diagnostic tests. The basic theory, selection, and interpretation of procedures most commonly used in a primary care setting are studied. Students study techniques used to obtain, preserve, and handle laboratory specimens as well as use clinical laboratory results to screen, diagnose, evaluate, and monitor patients. Students are familiarized with the Clinical Laboratory Improvement Amendments (CLIA) and their implications for laboratory medicine.

**PAS 5440      EMERGENCY MEDICINE      3-2-0-4**

This course focuses on the specialty of emergency medicine including an understanding of pre-hospital care/emergency medicine system (EMS), and the interplay between 911 responders, the hospital emergency department, inpatient hospital services, and community medical providers in the primary care setting, as well as appropriate interaction with other medical providers in a variety of disciplines, including administrative. Emphasis is placed on the special skills and attitudes necessary and required to perform well in the emergency medical setting. Students take the Advanced Cardiac Life Support (ACLS) course as well as the Pediatric Life Support (PALS) course.

**PAS 5461      CLINICAL ASSESSMENT AND MANAGEMENT III      3-2-0-4**

This is the third course in a sequence of three courses designed to teach the essentials of medicine. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. They will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills. Health care providers will discuss specific focused physical examinations of each organ system. For each disease or problem, related health promotion, disease prevention, and patient education topics will be presented. Competency with various medical instruments and procedures will be taught. The specific specialty areas and organ system covered in the sequence include ophthalmology, otorhinolaryngology, neurology, dermatology, pulmonology, infectious disease, cardiology, gastroenterology, rheumatology, endocrinology, nephrology, hematology, oncology, orthopedics, and urology.

**PAS 5470      PHARMACOTHERAPEUTICS III      2-0-0-2**

This is the third in a three-quarter course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to individual drugs, their uses, side effects, similarities, and differences. Emphasis is placed on the most frequently prescribed agents for treatment of common diseases. Specific pharmacotherapeutic agents and/or disorders covered in this course include autonomic pharmacology, ophthalmologic medications, treatment of ear, nose and throat infections, neurologic disorders, skin/bone/eye disorders, respiratory disorders and the related

antimicrobial agents, allergies, endocrine disorders, pain management, gastrointestinal disorder, cancer chemotherapy, hematopoietic disorders, psychiatric medications, hyperlipidemia, cardiovascular and renal drugs, reproductive health and the related antimicrobial agents, and special populations.

**PAS 5512      PROFESSIONAL ISSUES AND HEALTH POLICY      2-0-0-2**

This course provides a basis for the entry level physician assistant to use as a grounding and ongoing reference for system base clinical practice and principles, patient safety and quality of care, including their professional responsibility, the impact of multicultural socioeconomic issues affecting health care, health care delivery systems, provider reimbursement, credentialing, coding, billing, quality assurance and risk management in a variety of medical practices, and value based health care related to their impact on current and future health care policy.

**PAS 5521      CLINICAL GERIATRICS      3-0-0-3**

This course is designed to provide the physician assistant students with an understanding of the medical problems of the elderly including the biological and psychological changes commonly associated with aging. The overall goal of this geriatric course is to provide all students with a foundation for competent, compassionate care of the older adult. This foundation includes attitudes, knowledge, and skills needed by those giving care to older people. In addition, this course focuses on developing an understanding of age-related disease, an increased incidence of undesirable drug interactions, multi-system organ failure, and limitations in mobility, communication, and other impairments. End of life issues and palliative care will be addressed.

**PAS 5531      FUNDAMENTALS OF SURGERY      4-2-0-5**

This course is designed to provide the students with an introduction and an overview to the discipline of surgery. The management of acute surgical problems, critical illness, solid organ malignancies, and elective surgical procedures will be discussed, as well as the pre- and post-operative care of surgical patients. Laboratory sessions will teach technical skills such as sterile technique, basic suturing, universal precautions, and minor surgical procedures.

**PAS 5551      RESEARCH DESIGN AND METHODOLOGY      1-0-0-1**

This course provides a foundation in medical research and design for health care providers. The students will review how to search, interpret, and evaluate the medical literature, then focus on a step-by-step approach to the development and implementation of medical research. Students will gain an understanding of the principles of research as they apply it to the practical, educational, and societal aspects of the Physician Assistant profession.

**PAS 5561      DIDACTIC SUMMATIVE EVALUATION      4 -0-0-4**

This course provides a summative evaluation of the didactic year. It will focus on evaluating history taking and physical examination performance skills, as well as communication and clinical reasoning ability, the ability to summarize and document clinical encounter findings, and demonstration of psychomotor clinical and cognitive critical thinking skills. The summative evaluation will include a variety of assessment tools including multiple choice question examinations, the PACKRAT examination, comprehensive oral case presentations, standardized patient encounters, Objective Structured Clinical Examinations (OSCEs), and clinical procedure performance skill laboratories. Students will be individually evaluated by core and adjunct faculty members.

**PAS 5610      INTERNAL MEDICINE      0-0-40-9**

This rotation will allow the PA student to demonstrate knowledge and core competencies in the discipline of internal medicine. The student will demonstrate knowledge and core competencies related to internal medicine pertaining to the diagnoses, pathophysiology, risk factors, laboratory interpretation, procedures, and therapeutic strategies used in patient evaluation and treatment. During this rotation the student is expected to recognize the signs and symptoms of a variety of medical illness and become familiar with treatment plans appropriate to internal medicine. This rotation will offer clinical experience in an inpatient and/or outpatient setting providing medical care for mainly the adult and geriatric population. Testing, and evaluation for this rotation will be based on the knowledge, skills and abilities related to internal medicine.

**PAS 5620      GENERAL SURGERY      0-0-40-9**

This rotation will provide the PA student with the opportunity to learn surgical principles, surgical pathology, and relevant laboratory studies as seen in surgical settings, as well as indications, limitations, and methodology of surgical procedures and therapeutic strategies used in surgery today. During this rotation the student will recognize the signs and symptoms of a variety of surgical conditions and become familiar with treatment plans appropriate to surgery. This rotation will teach the student to respect and appreciate the contributions of other health care professionals in the

overall delivery of health care and the importance of a team approach. This rotation will provide the student with access to patients in the inpatient setting, and may also include evaluating patients in the outpatient setting. Testing and evaluation for this rotation will be based on the knowledge, skills, and abilities related to general surgery.

**PAS 5630      FAMILY MEDICINE/GERIATRICS      0-0-40-9**

This rotation will allow the PA student to demonstrate knowledge and core competencies in the discipline of family medicine. The student will demonstrate knowledge and core competencies related to comprehensive and continuing health care to a culturally diverse patient population and regardless of the nature or presentation of the problems encountered. The student is expected to apply their clinical knowledge and skills to a wide and diverse range of patient problems and presentations. These will incorporate medical, psychosocial, and preventive aspects. The student should be able to recognize the signs and symptoms, diagnosis, and treatment modalities of those illnesses most commonly seen in a family practice setting. This rotation will offer clinical experience in ambulatory practice and/or inpatient and long term facilities focusing on the knowledge, skills, and abilities related to providing medical care for the life span of patients. Testing and evaluation for this rotation will be based on the knowledge, skills, and abilities related to family medicine.

**PAS 5640      EMERGENCY MEDICINE      0-0-40-9**

This clinical rotation will provide the PA student with exposure to the diagnosis and treatment of patients of all ages presenting to the emergency or urgent care center with a wide variety of emergent health care problems. Emphasis is placed on developing skills in recognizing signs and symptoms of common emergencies, taking appropriate action to sustain life, collecting relevant data, and providing accurate assessment and management of a variety of acute and life threatening medical, surgical, and psychiatric illnesses and injuries. The PA student will learn the indications, limitations, and evidence-based methodology of emergency medicine procedures and therapeutic strategies. Students will demonstrate knowledge and competencies appropriate to clinical problems encountered and procedures common to the emergency room setting.

**PAS 5650      WOMEN'S HEALTH      0-0-40-9**

This rotation will provide the PA student with the opportunity to learn the basic and practical information in gynecology and women's health. Students will make use of the evidence-based paradigm tailoring it to the indications, limitations, and methodology as related to gynecology, and procedures and therapeutic strategies utilized in women's healthcare settings. During this rotation, the student is expected to recognize the signs and symptoms of a variety of medical conditions and become familiar with treatment plans appropriate to women's health, including gynecology and reproductive care. This rotation will offer clinical experience in inpatient and/or outpatient facilities providing medical care for female patients.

**PAS 5660      PEDIATRICS      0-0-40-9**

This clinical rotation will provide the PA student with exposure to the care of the pediatric patient from neonates to late adolescents. The student is expected to demonstrate knowledge of the indications, limitations, and methodology of pediatric procedure and therapeutic strategies. An emphasis is given to developing a comprehensive database and a systematic evidence-based approach to common pediatric problems and those of adolescents. The student is expected to recognize signs and symptoms of a variety of pediatric disorders. In addition, the student will demonstrate the appropriate evaluation of normal child development, well-child care, current immunization updates, and ongoing patient education and health promotion.

**PAS 5671      CLINICAL PSYCHIATRY AND BEHAVIORAL MEDICINE      0-0-40-9**

The rotation will provide the student with an understanding of the variety of emotional and psychiatric states along with basic psychopathology and pharmacotherapeutics. In this rotation, students will augment and strengthen their deductive reasoning and clinical decision making skills by developing a systematic, evidence-based approach to common behavioral medicine problems. These problems are those most likely to be seen in primary and inpatient settings. This clinical learning rotation will enable the student to develop skills to make a mental health assessment. Emphasis will be placed on developing clinical and communication skills, further strengthening students ability to gain insight into the psychosocial aspects of comprehensive patient care.

**PAS 5680      ELECTIVE ROTATION      0-0-40-9**

The elective clinical rotation can be conducted in any of the core clinical learning rotations or available specialty rotations currently utilized within the Physician Assistant Program. Other elective rotations may be developed by the



**PHT 1310 PHARMACOTHERAPEUTICS II 4-0-0-4**  
Pharmacotherapeutics II provides continuation of an in-depth systems approach to the study of therapeutic drugs and their major classifications. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. The role of the pharmacy technician in relation to pharmacotherapeutics is addressed.  
*Prerequisites: PHT 1210, PHT 1220, PHT 1230, all with a grade of C or better*

**PHT 1320 COMMUNITY PHARMACY OPERATIONS 2-0-4-2**  
Community Pharmacy Operations provides the pharmacy technician student an overview of the practice of pharmacy and the role of the pharmacy technician in the community setting.  
*Prerequisites: PHT 1210, PHT 1220, PHT 1230, all with a grade of C or better*

**PHT 1330 INSTITUTIONAL PHARMACY OPERATIONS 2-0-4-2**  
Institutional Pharmacy Operations provides the pharmacy technician student an overview of the practice of pharmacy and the role of the pharmacy technician in the hospital setting.  
*Prerequisites: PHT 1210, PHT 1220, PHT 1230, all with a grade of C or better*

**PHT 1410 PHARMACY TECHNICIAN CERTIFICATION REVIEW 2-0-0-2**  
The Pharmacy Technician Certification Review Course provides the student a guided review and self-assessment to identify readiness for the Pharmacy Technician Certification Exam.  
*Prerequisites: PHT 1210, PHT 1220, PHT 1230, PHT 1310, PHT 1320, PHT 1330, all with a grade of C or better*

**PHT 1420 DISPENSING & STERILE COMPOUNDING 4-0-0-4**  
This course covers dispensing and compounding of both non-sterile and sterile pharmaceutical preparations. The role of the pharmacy technician in relation to compounding and dispensing is examined. Through the laboratory component of the course, students gain experience with dosage formulations compounded in pharmacies. Students learn requirements for a sterile product preparation area, including equipment in the area, and aseptic techniques for compounding piggyback medications, large volume parenterals, parenteral nutrition and sterile irrigation solutions. Review of special procedures and equipment for hazardous product preparation, including chemotherapy, will be included. Students will learn the importance of in-line filters, specialized infusion tubing and protecting certain products from environmental exposure. Technologies such as the central line, PIC lines, infusion ports, and peripheral catheters used in administering sterile products, and OSHA standards for healthcare workers and patients, are addressed.  
*Prerequisites: PHT 1210, PHT 1220, PHT 1230, PHT 1310, PHT 1320, PHT 1330, all with a grade of C or better*

**PHT 1430 PHARMACY TECHNICIAN INTERNSHIP 0-0-6-6**  
The Pharmacy Technician Internship provides the student pharmacy technician the opportunity to work under the direct supervision of a licensed pharmacist in a pharmacy setting.  
*Prerequisites: PHT 1210, PHT 1220, PHT 1230, PHT 1310, PHT 1320, PHT 1330, all with a grade of C or better*  
*Co-requisites: PHT 1410, PHT 1420*

**PHY 2010 GENERAL PHYSICS I 4-0-0-4**  
PHY 2010 is a fundamental course in physics (non-calculus based) that describes and explains the laws of mechanics, motion, gravity, impulse and momentum, energy, the interaction of forces, work, power, friction, conservation laws, and the physics of fluids.  
*Prerequisite: MAT 1500 with a grade of C or better*  
*Co-requisite: PHY 2020 if required*

**PHY 2020 GENERAL PHYSICS I LAB 0-4-0-2**  
PHY 2020 is a laboratory course designed to be taken concurrently with PHY 2010. Lab experiments supplement the subject matter covered in the lecture. Experiments include applications of Newton's laws of motion, the interaction of forces, projectile motion, rotational equilibrium, determination of power, and Archimedes principle.  
*Prerequisites: MAT 1500 with a grade of C or better*  
*Co-requisite: PHY 2010*



*Prerequisites: ENG 1200, OTS 2090, and PLS 1020 all with a grade of C or better*

**PLS 2000 CIVIL LITIGATION**

**4-0-0-4**

The course examines the rules of civil procedure, general discovery rules, and the court system, including the role of judges, attorneys, and juries. The course enables the students to prepare pre-trial pleadings, interview witnesses, conduct preliminary investigations, and assist in the preparation of the case for trial, and post-trial proceedings. Students are encouraged to attend local civil courts.

*Prerequisites: PLS 1020 and ENG 1200 all with a grade of C or better*

**PLS 2020 DOMESTIC LAW**

**4-0-0-4**

This course covers premarital, marital and post-marital legal issues. The legal rights of women and the legal status of children are addressed. Students prepare documents and information checklists.

*Prerequisites: PLS 1010 and ENG 1200 all with a grade of C or better*

**PLS 2060 ESTATE PLANNING & PROBATE**

**4-0-0-4**

In this course, students examine the transferring of assets, trusts, wills, gifts, administration of decedent's estates under both the Uniform Probate Code and local law, federal and state taxes, and administrator's responsibilities.

*Prerequisites: PLS 1020 and ENG 1200 all with a grade of C or better*

**PLS 2070 COMPUTERS IN THE LEGAL OFFICE**

**3-2-0-4**

This course introduces students to several uses of computer software in the law office, including the following: drafting legal documents; legal timekeeping and billing; and database and spreadsheets in legal applications. It is recommended that students take this course when nearing the completion of the major paralegal curriculum.

*Prerequisite: OTS 2090 with a grade of C or better*

**PLS 2080 CRIMINAL LAW**

**4-0-0-4**

This course familiarizes the student with substantive criminal law and criminal rules and procedures. The student prepares pre-trial pleadings and becomes familiar with pre-trial, trial and post-trial proceedings.

**PLS 2090 REAL ESTATE LAW**

**4-0-0-4**

This course covers the law of real estate, including the nature of real property, real estate transactions, and land use and regulation. This course includes a discussion of cases and concepts involved in real estate law.

*Prerequisites: PLS 1010 and ENG 1200 all with a grade of C or better*

**PLS 2120 REAL ESTATE CLOSING & DOCUMENT PREPARATION**

**4-0-0-4**

This course covers the law of real estate with emphasis on the preparation and drafting of key documents necessary for the real estate closing transaction, including, but not limited to, Deeds, Deeds of Trust, and Mortgages, Promissory Notes, Regulation Z and HUD 1 forms. Students will learn the legal and ethical requirements of the Real Estate Settlements and Procedures Act (RESPA) and become proficient with closing software such as SoftPro.

*Prerequisites: PLS 2090 with a grade of C or better or approval from Department Chair*

**PLS 2200 PARALEGAL INTERNSHIP**

**0-0-12-4**

In this course, students are given the opportunity to validate their skills through a 120-hour supervised, unpaid internship experience. Students are given the opportunity to work with private legal offices, government legal departments, or corporate legal departments where they perform the various responsibilities of the paralegal. Students must contact the Paralegal Department Chairperson the quarter before enrolling in this course regarding approval of site selection and schedule. This course must be taken during the last quarter of enrollment in the Paralegal Studies Program or any time after the 7<sup>th</sup> quarter of the Legal Studies Program.

*Prerequisites: All basic paralegal coursework or concurrent enrollment with approval from Department Chair*

**POL 2760 AMERICAN GOVERNMENT**

**4-0-0-4**

This course introduces students to the fundamentals of the American government and politics. The course includes an examination of principles upon which the American system of government was founded and how those principles were incorporated into such major documents as the Declaration of Independence and the Constitution of the United States. Through a combination of directed readings, lectures, discussions, and class assignments, the course examines the basic



principles and practices of the government, the function of its major institutions, the role of political parties, the influence of media, advocacy organizations and pressure groups, and the ongoing development of civil liberties. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

**PPR 6001 EVALUATION AND SELECTION OF CARDIOVASCULAR DRUGS 2-0-0-2**

This is a self-study course involving writing approximately a 10-page paper that either evaluates the role of a new cardiovascular drug in therapy or explores the effect of drugs on the heart. The topics should be focused, and go beyond the material offered in the prerequisite. It is the intent of this course to develop critical thinking skills in evaluating the cardiovascular effects of drugs, utilizing recent primary literature. The student will demonstrate in-depth knowledge of pathophysiology, pharmacology, therapeutics and, when applicable, pharmacoeconomics. The final paper will be well-referenced, thorough and accurate in its description of the cardiovascular drug and/or topic selected.

**PPR 6002 SUBSTANCE ABUSE, DIVERSION AND ADDICTION 3-0-0-3**

This elective course provides the student with essential pharmacological, medical, and legal knowledge to impact patient care regarding prescription and non-prescription drugs of abuse and misuse. This course prepares the student with knowledge and skills to conduct conversations with patients, families and other health-care professionals regarding the abuse, misuse and addiction of medications and other substances. The students also learn prevention and diversion strategies aimed at reducing medication abuse and misuse.

**PPR 6003 CASE STUDIES IN PUBLIC HEALTH PRACTICE 3-0-0-3**

This elective course provides students with an opportunity to apply knowledge and skills relevant to public health practice, such as, social determinants, outbreak investigation, policy analysis, regulatory decision-making, ethics, program development, program evaluation, screening programs, working with stakeholders, social marketing, health risk communication, and emergency preparedness. The core disciplinary competencies in public health are covered in detail in these cases. Discussing these cases will provide students with an approach for developing competency in communication, diversity and culture, leadership, professionalism, program planning, and systems thinking.

**PPR 6004 INTRODUCTION TO HOSPICE AND PALLIATIVE CARE 2-0-0-2**

This course introduces students to hospice and palliative care. Students learn how medication therapy changes as a patient's condition, goals of care, and prognosis change. Students are introduced to management of both common diagnoses and symptoms in hospice and palliative care patients. Small ethical discussions involving appropriate therapy at the end of life occur. The course gives students the opportunity to practice looking up drug information questions and giving verbal pharmacotherapy recommendations.

**PPR 6005 MEDICAL INFORMATICS 2-0-0-2**

This course provides an introduction to medical informatics and use of related technologies in the provision of healthcare with a focus on electronic health records, computerized order entry with medical logic modules, evidence based medicine and clinical practice guidelines, pharmacy systems and E-prescribing, health information exchange, telehealth, medical mobile technology, and consumer health informatics.

**PPR 6006 GERIATRICS PHARMACOTHERAPY 2-0-0-2**

This course is designed to introduce the student to the physiologic, pharmacologic, and sociologic aspects of aging and to allow the student to gain a rudimentary appreciation and understanding of drug therapy issues to consider in the elderly. The course will focus on: 1) physiological and practical aspects of medication use in the elderly, 2) the pharmacist's role in geriatric care, and 3) the management of disease states and syndromes most commonly encountered in the elderly. The use of a case study format in class along with didactic presentations will allow the student to gain experience in designing and monitoring drug regimens for the geriatric patient.

**PPR 6007 ADVANCED PAIN MANAGEMENT AND INTRODUCTION TO HOSPICE AND PALLIATIVE CARE 3-0-0-3**

This course builds on the foundational knowledge about pain management taught in PPR 6710. Students will go over cases and concepts about pain management in more depth than covered in PPR 6710. This course also introduces students to hospice and palliative care. Students learn how medication therapy changes as a patient's condition, goals of care, and prognosis change. Students are introduced to management of both common diagnoses and symptoms in hospice and palliative care patients. Small ethical discussions involving appropriate therapy at the end of life occur. The course gives

students the opportunity to practice looking up drug information questions and giving verbal pharmacotherapy recommendations.

**PPR 6008      INTRODUCTION TO PSYCHOSOCIAL PHARMACY      2-0-0-2**

This course is designed to introduce the student to the behavioral and social aspects of patient care. With the advent of the collaborative model of health care, it is imperative that today's pharmacist is equipped to provide optimum patient care within a psychosocial framework. This course provides an introduction to multiple aspects of the psychosocial approach to health care, including interprofessional communication in drug therapy management, the patient's role in treatment decisions, psychosocial determinants of medication adherence, ethical issues of pharmaceutical care, and developments in behavioral medicine.

**PPR 6009      INTRODUCTION TO PSYCHOSOCIAL PHARMACY      3-0-0-3**

This course is designed to introduce the student to the behavioral and social aspects of patient care. With the advent of a more patient-centered collaborative model of health care, it is imperative that today's pharmacist is equipped to provide optimum patient care within a psychosocial framework. This course provides an introduction to multiple aspects of the psychosocial approach to health care, including the patient's role in treatment decisions, psychosocial determinants of medication adherence, self-awareness of the pharmacist, and ethical issues of pharmaceutical care.

**PPR 6010      APPLIED NUTRITION FOR CHRONIC DISEASES      2-0-0-2**

In this course, students will learn about the importance of nutritional management for common disease states. Students will be introduced to basic concepts regarding nutrition and the GI system. Students will be exposed to the metabolism of macronutrients, vitamins, minerals, and dietary supplements. Students will gain experience on how to counsel patients on specific dietary measures for various disease states. Utilizing weekly food diaries, students will gain an understanding of the challenges patients undergo while modifying their dietary habits. Nutritional management for the following disease states will be covered: cardiovascular disease, diabetes, gastrointestinal disorders, hepatic and renal disease, and obesity.

**PPR 6011      COMPLEMENTARY AND ALTERNATIVE MEDICINE      2-0-0-2**

With the increased focus on patient-centered care, it is imperative that our pharmacy students are introduced to additional concepts and applications of complementary and alternative medicine. Patients often look beyond the treatment modalities of Western medicine when seeking improved health and quality of life. This course will allow the student to become aware of the multiple methods of treatment that patients may implement in their care. The course builds upon the courses Self-Care and Non-Prescription Therapies and Complementary and Natural Medicine. The course focuses upon dietary supplements, complementary and natural medicines, and homeopathic remedies commonly used in patient care, the relationship of complementary and natural medicines, including alternative medicines, to traditional medicine and concomitant use with traditional medicine is examined.

**PPR 6012      INTRODUCTION TO PRINCIPLES IN PATIENT SAFETY      2-0-0-2**

This course is designed to introduce the student to the issues surrounding patient safety, medication errors and the design of systems to prevent medical errors from occurring. With the publication of the landmark report, "To Err is Human: Building a Safer Health System" in 1999, the landscape of patient care has evolved to include the study of errors and how they occur. This course provides an introduction to understanding the history and evolution of patient and medication safety, the principles of human factors and how they affect errors within the healthcare system, defining medication errors and adverse drug events; and the principles, techniques, and technology for reducing errors and their effects on patients. Emphasis will be placed on quality improvement, risk, patient outcomes and culture in our healthcare system.

**PPR 6013      LITERATURE REVIEW AND WRITING SKILLS      3-0-0-3**

This course is designed to enable students to assess and contribute to scientific literature. Through the duration of this course, students will work in assigned groups to identify a research question, search and evaluate the literature, and compose a systematic review. Students will have the opportunity to give and receive constructive feedback in order to help facilitate self-development, group dynamics, and social skills.

**PPR 6014      PEDIATRIC PHARMACOTHERAPY      2-0-0-2**

This course is designed to introduce the student to the physiologic, pharmacologic, and sociologic aspects of pediatric patients and to allow the student to gain a basic understanding of drug therapy issues unique to the pediatric population. The course will focus on physiological and practical aspects of medication use in pediatrics, the management of disease states most commonly encountered in pediatric patients, and the pharmacist's role in pediatric care.

**PPR 6015            ADVANCED CARDIOVASCULAR LIFE SUPPORT            3-0-0-3**  
This comprehensive interprofessional course is designed to enable students to learn and develop the cognitive and psychomotor skills and abilities necessary for resuscitation of the adult. Team approach and strategies for managing the cardiopulmonary arrested high fidelity simulated patient are included. The student will practice techniques to assess cardiac dysrhythmias and follow through with appropriate therapeutic interventions such as drug and electrical therapy, airway control, ventilation, and supplemental oxygen. Requirements for AHA-ACLS certification are fulfilled. This course is offered to students enrolled at Health Profession Programs at South College (SC) and, with the approval of course instructors, may be offered to other health profession students or healthcare providers outside SC.

**PPR 6016            INTRODUCTION TO POSTGRADUATE RESIDENT TRAINING            2-0-0-2**  
This course provides an introduction to postgraduate residency training and serves to increase knowledge and interest in postgraduate residency training. Throughout the course, students will learn about residency programs and develop the skills necessary for application to postgraduate residency training programs.

**PPR 6017            PEDIATRIC PHARMACOTHERAPY            3-0-0-3**  
This course is designed to introduce the student to the physiologic, pharmacologic, and sociologic aspects of pediatric patients and to allow the student to gain a basic understanding of drug therapy issues unique to the pediatric population. The course will focus on physiological and practical aspects of medication use in pediatrics, the management of disease states most commonly encountered in pediatric patients, and the pharmacist's role in pediatric care.

**PPR 6018            ORGANIZATIONAL LEADERSHIP            2-0-0-2**  
This two credit hour course is designed to equip student pharmacists with practical knowledge of organizational leadership strategies. Although all students are welcome to register for the course, the course will be particularly useful to students with leadership responsibilities in professional organizations. Organizational Leadership will afford opportunities for students to organize and execute meetings and special events, demonstrate proficiency with parliamentary procedure, maintain bookkeeping records, motivate and engage stakeholders, and perform other activities relevant to organizational leadership.

**PPR 6019            INTRODUCTION TO PRINCIPLES IN PATIENT SAFETY            3-0-0-3**  
This course is designed to introduce the student to the issues surrounding patient safety, medication errors and the design of systems to prevent medical errors from occurring. With the publication of the landmark report, "To Err is Human: Building a Safer Health System" in 1999, the landscape of patient care has evolved to include the study of errors and how they occur. This course provides an introduction to understanding the history and evolution of patient and medication safety, the principles of human factors and how they affect errors within the healthcare system, defining medication errors and adverse drug events; and the principles, techniques, and technology for reducing errors and their effects on patients. Emphasis will be placed on quality improvement, risk, patient outcomes and culture in our healthcare system.

**PPR 6020            DISASTER MANAGEMENT I - THE PHARMACEUTICAL            2-0-0-2**  
**RESPONSE TO DISASTERS**  
This course is designed to equip student pharmacists with practical knowledge of medical and pharmaceutical management strategies employed in terrorism response. Students will have the opportunity to achieve certification in Basic Disaster Life Support (BDLS®) and various courses sponsored by the Federal Emergency Management Agency (FEMA) Emergency Management Institute. Students will also gain a comprehensive understanding of the medical and pharmaceutical implications of chemical, biologic, radiologic, nuclear, explosive (CBRNE) events.

**PPR 6021            DISASTER MANAGEMENT II – SOCIAL & ADMINISTRATIVE            2-0-0-2**  
**ASPECTS OF DISASTER MANAGEMENT**  
This course is designed to acquaint student pharmacists with the social and administrative aspects of disaster management. Students will have the opportunity to achieve certification in various Federal Emergency Management Agency (FEMA) Emergency Management Institute courses. Students will also gain a comprehensive understanding of administrative issues pertaining to disaster management.

**PPR 6022            INDEPENDENT STUDY IN PHARMACY PRACTICE RESEARCH            2-0-0-2**  
Independent Study in Pharmacy Practice Research is a specialized course of study providing individual instruction to students in the Concentration in Pharmaceutical Sciences & Pharmacy Research program that specifically addresses

potential knowledge gaps in student's training in areas of the pharmaceutical sciences needed to support student research that may not be addressed by other available courses.

*Prerequisites: Good standing in the Concentration in Pharmaceutical Sciences and Pharmacy Research. Completion and approval of: PPR 6022 and PPR 6023 Independent Study in Pharmacy Practice Research Consent and Authorization Form.*

**PPR 6023 INDEPENDENT STUDY IN PHARMACY PRACTICE RESEARCH 2-0-0-2**

Independent Study in Pharmacy Practice Research is a specialized course of study providing individual instruction to students in the Concentration in Pharmaceutical Sciences & Pharmacy Research program that specifically addresses potential knowledge gaps in student's training in areas of the pharmaceutical sciences needed to support student research that may not be addressed by other available courses.

*Prerequisites: Good standing in the Concentration in Pharmaceutical Sciences and Pharmacy Research. Completion and approval of: PPR 6022 and PPR 6023 Independent Study in Pharmacy Practice Research Consent and Authorization Form.*

**PPR 6024 APPLIED THERAPEUTICS 2-0-0-2**

This elective course provides the student pharmacist the opportunity to bridge the gap from introductory pharmacy practice experiences (IPPEs) to advanced pharmacy experiences (APPEs) by applying the knowledge, skills, and abilities obtained from the didactic, experiential, and interprofessional curricula. This elective course promotes APPE readiness. Participating students will directly interact with patients at a practice site, applying therapeutic knowledge to evaluate and solve problems relating to a variety of disease states.

**PPR 6151 PHARMACY PRACTICE I - INTRODUCTION TO PHARMACY IN THE HEALTHCARE SYSTEM 3-0-0-3**

This course introduces the United States healthcare system components, with special attention given to Medicare, Medicaid, private insurance, and an introduction to the profession of pharmacy, including the historical perspective, career opportunities, and the future of the practice of pharmacy. The student will be exposed to roles that pharmacists play in health and hospital systems, medication distribution systems, managing medication use, impact of technology on daily functions of the healthcare system, and drug shortages.

**PPR 6230 PHARMACY PRACTICE II –INTRODUCTION TO PATIENT CARE 3-0-0-3**

This course focuses on patient care and applying the patient care process in the practice of pharmacy. Student pharmacists are introduced to the steps of the pharmacist's patient care process and to identifying medication-related problems. Throughout this course, student pharmacists also learn and practice skills necessary to interpret prescriptions and dispense medications.

**PPR 6240 CAREER PATHS & INTRODUCTION TO PRACTICE 1-0-0-1**

This introductory course teaches student pharmacists basic pharmacy practice concepts and skills associated with community and institutional practices. Examples of topics included in this course are how to write a SOAP note, medical terminology, CPR certification, immunization certification, portfolio management, introduction to drug information and professionalism. Journaling and self-reflection are introduced in this course.

**PPR 6250 PHARMACY PRACTICE III – PUBLIC HEALTH & WELLNESS 3-0-0-3**

This course provides students with an overview of the core topics in public health and wellness, including epidemiology, environmental health, social and behavioral sciences, health disparities and health policy. This course also provides focused attention on the significance of the pharmacist in public health. Pharmacy students are introduced to behavioral theories and the application to culturally competent public health program design. Through the use of case studies, group discussion, and active learning exercises, the student will be able to identify and examine public health issues and populations at risk, and the pharmacist's role in providing public health services.

**PPR 6261 BASIC COMMUNICATION SKILLS FOR PHARMACY PRACTICE 2-0-0-2**

This course is designed to introduce student pharmacists to basic communication skills needed for pharmacy practice by combining theory, practice, and application. The course will focus on patient-centered communication and interprofessional communication, both verbal and nonverbal, as well as specific skills such as active listening, empathy, assertiveness, and conflict resolution. Students will participate in activities throughout the course that will reinforce course content (e.g. patient interviewing and counseling). Skills learned in this course will be reinforced

throughout the entire Pharm.D. curriculum.

**PPR 6271 FORUM & PROFESSIONALISM I 1-0-0-1**

This course is designed for the first year student to address issues related to professional conduct, ethics, career-long learning, self-awareness, diversity and cultural sensitivity, leadership, and innovation. This course prepares students for their role as pharmacists and future healthcare providers.

**PPR 6308 INDEPENDENT RESEARCH IN PHARMACY PRACTICE 3-0-0-3**

This research elective course provides professional pharmacy students with opportunities in social, administrative, and clinical research in the Pharmacy Practice Department. Through the students' self-directed initiative and expertise of a faculty mentor, the student will advance their knowledge, research acumen and technical skill set in a defined area of the social, administrative, and clinical research.

**PPR 6309 SPECIAL PROJECTS IN PHARMACY PRACTICE RESEARCH 1-0-0-1**

The course provides the pharmacy student an opportunity for direct participation in various aspects of Pharmacy Practice research under the supervision of Pharmacy Practice faculty. Defined student activities may range from focused, topical review and summation of scientific literature, to practical experience using a variety research study methods and techniques.

**PPR 6340 CLINICAL LABORATORY MEDICINE 2-0-0-2**

This course introduces students to clinical laboratory diagnostic tests. The basic theory, selection, and interpretation of procedures most commonly used in a primary care setting and case presentations are studied. Students study techniques used to obtain, preserve, and handle laboratory specimens as well as use clinical laboratory results to screen, diagnose, evaluate, and monitor patients. Students gain familiarity with Occupational Safety & Health Administration (OSHA) requirements and Clinical Laboratory Improvement Amendments (CLIA) and their implications for laboratory medicine.

**PPR 6361 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE I 0-0-9-3**

This sequence of courses gives student pharmacists, in their first and second years of the curriculum, experiences in independent community pharmacy, chain community pharmacy, and institutional pharmacy allowing them to achieve educational outcomes in the areas of patient care and pharmacy practice. The students will spend 8 contact hours, one day a week, at the assigned location for 10 consecutive weeks. This sequence will occur during the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> quarters. The location will change each quarter, allowing the student exposure to three diverse pharmacy practice environments. Student pharmacists will learn the basic distributive, dispensing, and administrative processes in the assigned practice setting gaining initial experience interacting with patients, preceptors, technicians, and other pharmacy personnel. Students will document their experiences, activities, and outcomes achievement.

**PPR 6408 INDEPENDENT RESEARCH IN PHARMACY PRACTICE 3-0-0-3**

This research elective course provides professional pharmacy students with opportunities in social, administrative, and clinical research in the Pharmacy Practice Department. Through the students' self-directed initiative and expertise of a faculty mentor, the student will advance their knowledge, research acumen and technical skill set in a defined area of the social, administrative, and clinical research.

**PPR 6409 SPECIAL PROJECTS IN PHARMACY PRACTICE RESEARCH 1-0-0-1**

The course provides the pharmacy student an opportunity for direct participation in various aspects of Pharmacy Practice research under the supervision of Pharmacy Practice faculty. Defined student activities may range from focused, topical review and summation of scientific literature, to practical experience using a variety research study methods and techniques.

**PPR 6451 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE II 0-0-9-3**

This sequence of courses gives student pharmacists, in their first and second years of the curriculum, experiences in independent community pharmacy, chain community pharmacy, and institutional pharmacy allowing them to achieve educational outcomes in the areas of patient care and pharmacy practice. The students will spend 8 contact hours, one day a week, at the assigned location for 10 consecutive weeks. This sequence will occur during the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> quarters. The location will change each quarter, allowing the student exposure to three diverse pharmacy practice environments. Student pharmacists will learn the basic distributive, dispensing, and administrative processes in the

assigned practice setting gaining initial experience interacting with patients, preceptors, technicians and other pharmacy personnel. Students will document their experiences, activities and outcomes achievement.

**PPR 6508 INDEPENDENT RESEARCH IN PHARMACY PRACTICE 3-0-0-3**

This research elective course provides professional pharmacy students with opportunities in social, administrative, and clinical research in the Pharmacy Practice Department. Through the students' self-directed initiative and expertise of a faculty mentor, the student will advance their knowledge, research acumen and technical skill set in a defined area of the social, administrative, and clinical research.

**PPR 6509 SPECIAL PROJECTS IN PHARMACY PRACTICE RESEARCH 1-0-0-1**

The course provides the pharmacy student an opportunity for direct participation in various aspects of Pharmacy Practice research under the supervision of Pharmacy Practice faculty. Defined student activities may range from focused, topical review and summation of scientific literature, to practical experience using a variety research study methods and techniques.

**PPR 6510 PHARMACY PRACTICE IV – RESEARCH METHODS AND BIOSTATISTICS 3-0-0-3**

The aim of this course is to familiarize students with the pros and cons (including potential problems and pitfalls) that different research methodologies present, and to indicate ways in which these are addressed. The students will formulate a focused research question and improve their critical evaluation skills. The course provides students with the knowledge and skills needed to read, interpret, and evaluate quantitative findings found in evidence-based pharmacy and medical literature. It emphasizes recognizing and applying the correct quantitative methods to assist in evaluating observed data and professional practice decision-making.

**PPR 6520 PHARMACOTHERAPY I – NEPHROLOGY & PULMONOARY 2-2-0-3**

Pharmacotherapy I is the first of a ten part sequence to provide the student with skills and knowledge necessary to be a competent pharmaceutical care provider. The course reinforces pathophysiology and pharmacology learned during the first year curriculum, and the students will apply this knowledge to enhance their ability to implement the pharmacists' patient care process. This sequence of courses will present disease symptomology; common diagnostic tests; therapeutic options for treating major disease states; selection of medication therapy by applying clinical guidelines, pharmacokinetic/pharmacodynamic principles, drug interactions and adverse reactions; medication therapy monitoring; and patient education counseling points. The course will use a combination of lectures, active learning and a weekly clinical laboratory to enhance problem-solving skills, interpretation of patient-specific data, written and verbal communication skills, and selection of evidence-based medication therapy.

**PPR 6531 PHARMACOTHERAPY II – NUTRITION, FLUID & ELECTROLYTES 2-2-0-3**

Pharmacotherapy II is the second of a ten part sequence to provide the student with skills and knowledge necessary to be a competent pharmaceutical care provider. The course reinforces pathophysiology and pharmacology learned during the first year curriculum, and the students will apply this knowledge to enhance their ability to implement the pharmacists' patient care process. This sequence of courses will present disease symptomology; common diagnostic tests; therapeutic options for treating major disease states; selection of medication therapy by applying clinical guidelines, pharmacokinetic/pharmacodynamic principles, drug interactions and adverse reactions; medication therapy monitoring; and patient education counseling points. The course will use a combination of lectures, active learning and a weekly clinical laboratory to enhance problem-solving skills, interpretation of patient-specific data, written and verbal communication skills, and selection of evidence-based medication therapy.

**PPR 6540 PHARMACY PRACTICE V – PHARMACY MANAGEMENT 3-0-0-3**

The purpose of this course is to introduce the basic principles of management as they apply in pharmacy practice settings in an ever-changing health care environment. These principles include financial analysis, strategic planning, leadership, organizational design, quality control, supervision, personal motivation and management. The course addresses those who will be entrepreneurs, own or lease a pharmacy, practice in a hospital or community pharmacy, or want to develop and establish a new pharmacy.

**PPR 6550 DRUG INFORMATION RETRIEVAL & EVALUATION 3-0-0-3**

This course serves as an introduction to the principles of drug information and literature retrieval and evaluation. Students learn how to answer drug information questions, differentiate types of medical and scientific literature, search

and retrieve information, write a drug monograph, report an adverse drug reaction, prepare a presentation to a Pharmacy and Therapeutics Committee, present an article via journal club presentation, and effectively communicate drug information.

**PPR 6561      INTRODUCTORY PHARMACY PRACTICE EXPERIENCE III      0-0-9-3**

This sequence of courses gives student pharmacists, in their first and second years of the curriculum, experiences in independent community pharmacy, chain community pharmacy, and institutional pharmacy allowing them to achieve educational outcomes in the areas of patient care and pharmacy practice. The students will spend 8 contact hours, one day a week, at the assigned location for 10 consecutive weeks. This sequence will occur during the 3rd, 4th, and 5th quarters. The location will change each quarter, allowing the student exposure to three diverse pharmacy practice environments. Student pharmacists will learn the basic distributive, dispensing, and administrative processes in the assigned practice setting gaining initial experience interacting with patients, preceptors, technicians, and other pharmacy personnel. Students will document their experiences, activities, and outcomes achievement.

**PPR 6608      INDEPENDENT RESEARCH IN PHARMACY PRACTICE      3-0-0-3**

This research elective course provides professional pharmacy students with opportunities in social, administrative, and clinical research in the Pharmacy Practice Department. Through the students' self-directed initiative and expertise of a faculty mentor, students will advance their knowledge, research acumen and technical skill set in a defined area of the social, administrative, and clinical research.

**PPR 6609      SPECIAL PROJECTS IN PHARMACY PRACTICE RESEARCH      1-0-0-1**

The course provides the pharmacy student an opportunity for direct participation in various aspects of Pharmacy Practice research under the supervision of Pharmacy Practice faculty. Defined student activities may range from focused, topical review and summation of scientific literature, to practical experience using a variety research study methods and techniques.

**PPR 6610      PHARMACOTHERAPY III – CARDIOLOGY      2-2-0-3**

Pharmacotherapy III is the third of a ten part sequence to provide the student with skills and knowledge necessary to be a competent pharmaceutical care provider. The course reinforces pathophysiology and pharmacology learned during the first year curriculum, and the students will apply this knowledge to enhance their ability to implement the pharmacists' patient care process. This sequence of courses will present disease symptomology; common diagnostic tests; therapeutic options for treating major disease states; selection of medication therapy by applying clinical guidelines, pharmacokinetic/pharmacodynamic principles, drug interactions and adverse reactions; medication therapy monitoring; and patient education counseling points. The course will use a combination of lectures, active learning and a weekly clinical laboratory to enhance problem-solving skills, interpretation of patient-specific data, written and verbal communication skills, and selection of evidence-based medication therapy.

**PPR 6620      PHARMACOTHERAPY IV - ENDOCRINE & GI DISEASE      2-2-0-3**

Pharmacotherapy IV is the fourth of a ten part sequence to provide the student with skills and knowledge necessary to be a competent pharmaceutical care provider. The course reinforces pathophysiology and pharmacology learned during the first year curriculum, and the students will apply this knowledge to enhance their ability to implement the pharmacists' patient care process. This sequence of courses will present disease symptomology; common diagnostic tests; therapeutic options for treating major disease states; selection of medication therapy by applying clinical guidelines, pharmacokinetic/pharmacodynamic principles, drug interactions and adverse reactions; medication therapy monitoring; and patient education counseling points. The course will use a combination of lectures, active learning and a weekly clinical laboratory to enhance problem-solving skills, interpretation of patient-specific data, written and verbal communication skills, and selection of evidence-based medication therapy.

**PPR 6631      SELF-CARE I      2-0-0-2**

This is the first of a two-part course series that evaluates the use of nonprescription drug therapies and complementary and alternative medicines in the use of self-care. Throughout the course series, students will learn to evaluate a patient's appropriateness for self-care, and if appropriate, recommend a treatment plan. This course also covers the use of home diagnostic and monitoring devices used in preventive healthcare or in the treatment of common self-care conditions.

**PPR 6640      PHARMACY PRACTICE VI – PHARMACOECONOMICS &      3-0-0-3**  
**OUTCOMES ASSESSMENT**

Pharmacoeconomic approaches are increasingly being found in medical and health outcomes research and used as a tool for health care decision making process. This course introduces the basic concepts, terminology, and methods associated with pharmacoeconomic studies. Students understand and review the principles of pharmacoeconomics and discuss their application to the evaluation of medication use and treatment outcomes, how these tools are used in practice and factors that limit their use or interpretation. Students learn the role of study perspective in the selection of cost/consequence parameters and the impact on study design and interpretation of results. The course reviews and compares the commonly used generic and disease-specific measures of health-related quality of life measures. The students examine the definitions for and methods of establishing the validity and reliability of a health-related quality of life measure. Application and reinforcement of pharmacoeconomics will continue throughout the pharmacotherapy series.

**PPR 6650      CLINICAL PHARMACOKINETICS AND PHARMACOGENOMICS      3-0-0-3**

This course is designed to enable students to critically apply knowledge from basic pharmaceutical sciences, mathematical modeling, and pharmacotherapy courses at higher level of sophistication in order to optimize drug therapy for individual patients and diverse populations. The focus of this course is on initiating and adjusting individualized drug dosage regimen for selected medications based on targeted and measured drug plasma levels, patient's demographics, organ function, concomitant medications and disease states, pharmacogenetics, and overall patient's response to drug therapy. Altered drug disposition in special patient populations such as pediatrics, geriatrics, obesity, and those with renal or hepatic dysfunction is also addressed.

**PPR 6661      FORUM & PROFESSIONALISM II      1-0-0-1**

This course is designed for the second year student to augment the fundamental understanding and application of topics covered in Forum and Professionalism I such as, but not limited to: professionalism, ethics, career-long learning, advocacy, public policy and current issues. This course supports the student development of professional attitudes and behaviors that are expected of pharmacists.

**PPR 6708      INDEPENDENT RESEARCH IN PHARMACY PRACTICE      3-0-0-3**

This research elective course provides professional pharmacy students with opportunities in social, administrative, and clinical research in the Pharmacy Practice Department. Through the students' self-directed initiative and expertise of a faculty mentor, students will advance their knowledge, research acumen and technical skill set in a defined area of the social, administrative, and clinical research.

**PPR 6709      SPECIAL PROJECTS IN PHARMACY PRACTICE RESEARCH      1-0-0-1**

The course provides the pharmacy student an opportunity for direct participation in various aspects of Pharmacy Practice research under the supervision of Pharmacy Practice faculty. Defined student activities may range from focused, topical review and summation of scientific literature, to practical experience using a variety research study methods and techniques.

**PPR 6710      PHARMACOTHERAPY V - NEUROLOGY & PAIN MANAGEMENT      2-2-0-3**

Pharmacotherapy V is the fifth of a ten part sequence to provide the student with skills and knowledge necessary to be a competent pharmaceutical care provider. The course reinforces pathophysiology and pharmacology learned during the first year curriculum, and the students will apply this knowledge to enhance their ability to implement the pharmacists' patient care process. This sequence of courses will present disease symptomology; common diagnostic tests; therapeutic options for treating major disease states; selection of medication therapy by applying clinical guidelines, pharmacokinetic/pharmacodynamic principles, drug interactions and adverse reactions; medication therapy monitoring; and patient education counseling points. The course will use a combination of lectures, active learning and a weekly clinical laboratory to enhance problem-solving skills, interpretation of patient-specific data, written and verbal communication skills, and selection of evidence-based medication therapy.

**PPR 6720      PHARMACOTHERAPY VI – PSYCHIATRY      2-2-0-3**

Pharmacotherapy VI is the sixth of a ten part sequence to provide the student with skills and knowledge necessary to be a competent pharmaceutical care provider. The course reinforces pathophysiology and pharmacology learned during the first year curriculum, and the students will apply this knowledge to enhance their ability to implement the pharmacists' patient care process. This sequence of courses will present disease symptomology; common diagnostic tests; therapeutic options for treating major disease states; selection of medication therapy by applying clinical guidelines,



pharmacokinetic/pharmacodynamic principles, drug interactions and adverse reactions; medication therapy monitoring; and patient education counseling points. The course will use a combination of lectures, active learning and a weekly clinical laboratory to enhance problem-solving skills, interpretation of patient-specific data, written and verbal communication skills, and selection of evidence-based medication therapy.

**PPR 6730      PHARMACOTHERAPY VII – ONCOLOGY      2-2-0-3**

Pharmacotherapy VII is the seventh of a ten part sequence to provide the student with skills and knowledge necessary to be a competent pharmaceutical care provider. The course reinforces pathophysiology and pharmacology learned during the first year curriculum, and the students will apply this knowledge to enhance their ability to implement the pharmacists' patient care process. This sequence of courses will present disease symptomology; common diagnostic tests; therapeutic options for treating major disease states; selection of medication therapy by applying clinical guidelines, pharmacokinetic/pharmacodynamic principles, drug interactions and adverse reactions; medication therapy monitoring; and patient education counseling points. The course will use a combination of lectures, active learning and a weekly clinical laboratory to enhance problem-solving skills, interpretation of patient-specific data, written and verbal communication skills, and selection of evidence-based medication therapy.

**PPR 6750      COMPLEMENTARY & NATURAL MEDICINE      2-0-0-2**

This course builds upon the course Self-Care and Non-Prescription Therapies and focuses upon dietary supplements, complementary and natural medicines, and homeopathic remedies commonly used in patient care. The relationship of complementary and natural medicines, including alternative medicines, to traditional medicine and concomitant use with traditional medicine is examined.

**PPR 6751      SELF-CARE II      3-0-0-3**

This is the second of a two-part course series that evaluates the use of nonprescription drug therapies and complementary and alternative medicines in the use of self-care. Throughout the course series, students will learn to evaluate a patient's appropriateness for self-care, and if appropriate, recommend a treatment plan. This course also covers the use of home diagnostic and monitoring devices used in preventive healthcare or in the treatment of common self-care conditions.

**PPR 6760      CLINICAL SEMINAR I      1-0-0-1**

This course is the first of a two part series, and provides the formal instruction component of the series. In this class, students receive instruction on the preparation of formal clinically-oriented seminars, including literature review, methodology design and analysis of the results. These activities are devised to prepare students to formulate and present a forty-five minute seminar in Clinical Seminar II.

**PPR 6808      INDEPENDENT RESEARCH IN PHARMACY PRACTICE      3-0-0-3**

This research elective course provides professional pharmacy students with opportunities in social, administrative, and clinical research in the Pharmacy Practice Department. Through the students' self-directed initiative and expertise of a faculty mentor, the student will advance their knowledge, research acumen and technical skill set in a defined area of the social, administrative, and clinical research.

**PPR 6809      SPECIAL PROJECTS IN PHARMACY PRACTICE RESEARCH      1-0-0-1**

The course provides the pharmacy student an opportunity for direct participation in various aspects of Pharmacy Practice research under the supervision of Pharmacy Practice faculty. Defined student activities may range from focused, topical review and summation of scientific literature, to practical experience using a variety research study methods and techniques.

**PPR 6810      PHARMACOTHERAPY VIII – INFECTIOUS DISEASE      2-2-0-3**

Pharmacotherapy VIII is the eighth of a ten part sequence to provide the student with skills and knowledge necessary to be a competent pharmaceutical care provider. The course reinforces pathophysiology and pharmacology learned during the first year curriculum, and the students will apply this knowledge to enhance their ability to implement the pharmacists' patient care process. This sequence of courses will present disease symptomology; common diagnostic tests; therapeutic options for treating major disease states; selection of medication therapy by applying clinical guidelines, pharmacokinetic/pharmacodynamic principles, drug interactions and adverse reactions; medication therapy monitoring; and patient education counseling points. The course will use a combination of lectures, active learning and a weekly clinical laboratory to enhance problem-solving skills, interpretation of patient-specific data, written and verbal communication skills, and selection of evidence-based medication therapy.

**PPR 6820 PHARMACOTHERAPY IX – SPECIAL POPULATIONS I 2-2-0-3**

Pharmacotherapy IX is the ninth of a ten part sequence to provide the student with skills and knowledge necessary to be a competent pharmaceutical care provider. The course reinforces pathophysiology and pharmacology learned during the first year curriculum, and the students will apply this knowledge to enhance their ability to implement the pharmacists' patient care process. This sequence of courses will present disease symptomology; common diagnostic tests; therapeutic options for treating major disease states; selection of medication therapy by applying clinical guidelines, pharmacokinetic/pharmacodynamic principles, drug interactions and adverse reactions; medication therapy monitoring; and patient education counseling points. The course will use a combination of lectures, active learning and a weekly clinical laboratory to enhance problem-solving skills, interpretation of patient-specific data, written and verbal communication skills, and selection of evidence-based medication therapy.

**PPR 6830 PHARMACOTHERAPY X - SPECIAL POPULATIONS II 2-2-0-3**

Pharmacotherapy X is the final of a ten part sequence to provide the student with skills and knowledge necessary to be a competent pharmaceutical care provider. The course reinforces pathophysiology and pharmacology learned during the first year curriculum, and the students will apply this knowledge to enhance their ability to implement the pharmacists' patient care process. This sequence of courses will present disease symptomology; common diagnostic tests; therapeutic options for treating major disease states; selection of medication therapy by applying clinical guidelines, pharmacokinetic/pharmacodynamic principles, drug interactions and adverse reactions; medication therapy monitoring; and patient education counseling points. The course will use a combination of lectures, active learning and a weekly clinical laboratory to enhance problem-solving skills, interpretation of patient-specific data, written and verbal communication skills, and selection of evidence-based medication therapy.

**PPR 6840 PHARMACY PRACTICE VIII - PHARMACY ETHICS & LAW 3-0-0-3**

This course consists of a study of federal and state pharmacy, drug, and related laws. Through self-study, lecture, and case studies, students learn the substance of these laws and application to pharmacy practice. Discussion of societal and health care system issues, such as abortion and the right to die, demonstrates the broader societal role of the pharmacist. In light of continuing expansion of the pharmacist's role in the delivery of healthcare services, attention is given to ethical and legal issues surrounding direct patient care services, including an examination of professional liability (civil, criminal, and disciplinary). While the importance of the above issues has grown significantly in very recent years, these issues have not displaced the need to study the expansive body of traditional pharmacy and drug law.

**PPR 6851 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE IV: LONGITUDINAL SERVICE LEARNING AND SIMULATION 0-0-3-1**

Service learning provides the student pharmacist opportunities to learn personal and professional skills while providing the community with needed services. This course is a longitudinal course introduced in the second quarter of the Doctor of Pharmacy curriculum. This course will reinforce learning from the classroom and problem-based simulations with community based needs in the patient-care environment. This course will involve learning extended beyond the classroom and will culminate at the end of the didactic curriculum.

**PPR 6860 CLINICAL SEMINAR II 1-0-0-1**

This course is the second in the Clinical Seminar series, and is an independent study course that allows students the opportunity to prepare and present a formal, clinically-oriented seminar under the mentorship of a faculty member. Each student will present a seminar at the end of the quarter in both a written form through a manuscript and in oral form through a forty-five minute formal presentation to other students and faculty.

**PPR 6901 ADVANCED PHARMACY PRACTICE EXPERIENCE - AMBULATORY CARE 0-0-40-4**

This course is a one-month rotation, meeting 5 days per week, at a designated ambulatory care clinic site. Sites available include hospital-based clinics, physician group practices, safety net clinics, and managed care facilities that provide healthcare directly to patients. Students actively participate in obtaining patient medical and medication histories, evaluating drug therapies, developing pharmacy care plans, monitoring patients' therapeutic outcomes, consulting with physician and non-physician providers, and providing education to patients and healthcare professionals.

**PPR 6902      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**ACUTE CARE**

This course is a one-month rotation, meeting 5 days per week, at an inpatient setting in which there is an ongoing program of clinical pharmacy services. The student develops interprofessional relationships within the healthcare system. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of patients in an acute care environment.

**PPR 6903      ADVANCED PHARMACY PRACTICE EXPERIENCE – COMMUNITY      0-0-40-4**

This course is a one-month rotation, meeting 5 days per week, at a designated community pharmacy site. Students actively participate in obtaining patient medical and medication histories, evaluating drug therapies, developing pharmacy care plans, dispensing medications, consulting with physician and non-physician providers, and providing education to patients and healthcare professionals.

**PPR 6904      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**INSTITUTIONAL**

This course is a one-month rotation, meeting 5 days per week, at an institutional practice. The student experiences pharmacy operations and services related to systems for drug distribution and drug control, management of the practice, scope of clinical services provided, and relationships within the institution and health system.

**PPR 6905      ADVANCED PHARMACY PRACTICE EXPERIENCE - ADVANCED      0-0-40-4**  
**COMMUNITY PHARMACY COMPOUNDING**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a community practice setting with an emphasis on compounding. The student experiences pharmacy operations and services related to systems for drug distribution and drug control, management of the practice, scope of clinical services provided, and relationships within the community and health system. The sites may include independently owned pharmacies or retail/chain pharmacies that provide compounded products to patients.

**PPR 6906      ADVANCED PHARMACY PRACTICE EXPERIENCE - BEHAVIORAL      0-0-40-4**  
**HEALTH**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a behavioral health practice environment. Students participate in a variety of activities, functioning as an integral member of the healthcare team. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of patients in behavioral health.

**PPR 6907      ADVANCED PHARMACY PRACTICE EXPERIENCE – PEDIATRIC      0-0-40-4**  
**MEDICINE**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a pediatrics practice environment. The pediatric medicine rotation affords students the opportunity to effectively participate in the process of providing patient care to pediatric patients. Students participate in a variety of activities, functioning as an integral member of the healthcare team. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of patients in a pediatric practice environment.

**PPR 6908      ADVANCED PHARMACY PRACTICE EXPERIENCE – TRAUMA/      0-0-40-4**  
**CRITICAL CARE MEDICINE**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a trauma and/or a critical care environment. The student develops interprofessional relationships within the healthcare system. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of patients in a trauma and/or critical care environment.

**PPR 6909      ADVANCED PHARMACY PRACTICE EXPERIENCE - ONCOLOGY      0-0-40-4**  
**MEDICINE**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in an oncology practice environment. The oncology medicine rotation affords students the opportunity to

effectively participate in the process of providing patient care to oncology patients. Students participate in a variety of activities, functioning as an integral member of the healthcare team. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of patients in an oncology environment.

**PPR 6910      ADVANCED PHARMACY PRACTICE EXPERIENCE - INFECTIOUS      0-0-40-4**  
**DISEASE MEDICINE**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in an infectious disease practice. The infectious disease rotation affords students the opportunity to effectively participate in the process of providing patient care with an infectious disease focus. Students participate in a variety of activities, functioning as an integral member of the healthcare team. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of patients with infectious disease.

**PPR 6911      ADVANCED PHARMACY PRACTICE EXPERIENCE – LONG TERM      0-0-40-4**  
**CARE PHARMACY**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills with long term care. The long term care pharmacy rotation affords students the opportunity to effectively participate in the process of providing care to long term patients. Students participate in variety of activities, functioning as an integral member of the healthcare team. Emphasis is placed on the student's understanding of common medical conditions and pharmacotherapy seen in long term care.

**PPR 6912      ADVANCED PHARMACY PRACTICE EXPERIENCE –      0-0-40-4**  
**GOVERNMENT/LEGISLATIVE/ BOARD OF PHARMACY**

This elective, non-direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills with a local, state, federal, or regulatory pharmacy agency. Students actively participate in evaluating pharmacy laws, identifying challenges facing the pharmacy profession, monitoring regulatory outcomes, consulting with pharmacy professionals and other community stakeholders, and promoting the profession of pharmacy.

**PPR 6913      ADVANCED PHARMACY PRACTICE EXPERIENCE - ACADEMIC      0-0-40-4**  
**PHARMACY PRACTICE**

This elective, non-direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in an academic setting. The student is exposed to the functions of a school of pharmacy related to the administration of the academic institution, service, scholarly activity, research, management and development of the faculty, and scope of education provided to the students.

**PPR 6914      ADVANCED PHARMACY PRACTICE EXPERIENCE - NUCLEAR      0-0-40-4**  
**MEDICINE**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a nuclear pharmacy practice setting. The nuclear pharmacy rotation affords students the opportunity to effectively participate in the process of providing nuclear pharmacy services for patients. Students participate in a variety of activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student's understanding of nuclear pharmacy services and developing, practicing, and gaining confidence in clinical decision making skills in nuclear pharmacy.

**PPR 6915      ADVANCED PHARMACY PRACTICE EXPERIENCE - NUTRITION      0-0-40-4**  
**SUPPORT**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a nutrition support practice. The nutrition support rotation affords the students the opportunity to effectively participate in the process of providing nutrition support to patients. Students participate in a variety of activities, functioning as an integral member of the healthcare team. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of patients requiring nutrition support.

**PPR 6916      ADVANCED PHARMACY PRACTICE EXPERIENCE - VETERINARY      0-0-40-4**  
**PHARMACY**

This elective, non-direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in veterinary pharmacy. Sites available include veterinary hospital-based clinics/services, veterinary schools, and community compounding pharmacies that provide veterinary medicine. The veterinary pharmacy rotation affords students the opportunity to participate in a variety of activities.

**PPR 6917      ADVANCED PHARMACY PRACTICE EXPERIENCE - MEDICATION      0-0-40-4**  
**SAFETY**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in medication safety. The student experiences pharmacy operations and services related to systems for drug distribution and drug control, management of the practice, scope of clinical services provided, and relationships within the institution and health system.

**PPR 6918      ADVANCED PHARMACY PRACTICE EXPERIENCE – DRUG      0-0-40-4**  
**INFORMATION**

This elective, patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in drug information. The drug information rotation affords students the opportunity to effectively participate in the process of providing drug information to various requests. Students participate in a variety of activities, functioning as an integral member of the healthcare team. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in providing drug information.

**PPR 6919      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**PHARMACEUTICAL INDUSTRY**

This elective, non-direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in the pharmaceutical industry. The student experiences pharmacy operations and services related to systems for drug development, distribution, and control; management of the business; scope of services provided; health economics; health care outcomes; and relationships within the industry and health system.

**PPR 6920      ADVANCED PHARMACY PRACTICE EXPERIENCE - PHARMACY      0-0-40-4**  
**MANAGEMENT**

This elective, non-direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in pharmacy management. Sites available include hospital-based clinics/services, physician group practices, safety net clinics, independently owned community pharmacies, chain/retail community pharmacies, and managed care facilities that provide health care to patients. The student experiences pharmacy operations and services, management of the business, scope of services provided, health economics, health care outcomes, and relationships within the industry and health system.

**PPR 6921      ADVANCED PHARMACY PRACTICE EXPERIENCE - ANTIBIOTIC      0-0-40-4**  
**STEWARDSHIP**

This elective, patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in antibiotic stewardship and infectious disease. Goals of an antimicrobial stewardship program include attenuating or reversing antimicrobial resistance, preventing antimicrobial-related toxicity, and reducing the costs of inappropriate antimicrobial use and health care associated infections. Students will participate in a variety of activities, functioning as an integral member of the healthcare team.

**PPR 6922      ADVANCED PHARMACY PRACTICE EXPERIENCE – HIV      0-0-40-4**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a HIV/AIDS and immune deficiency practice environment. Students participate in a variety of clinical activities, functioning as an integral member of the healthcare team. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of immune deficient patients.

**PPR 6923      ADVANCED PHARMACY PRACTICE EXPERIENCE - MEDICAL      0-0-40-4**  
**ANTHROPOLOGY**

This elective, non-direct patient care pharmacy practice experience examines emerging and re-emerging infectious

diseases such as: HIV/AIDS, Tuberculosis, Malaria, SARS, Avian Influenza, Ebola, West Nile Virus, and Lyme disease. Students participate in a variety of case-based discussions and simulations. The primary purpose of this APPE is for the student pharmacist to develop, understand, and gain confidence in managing the pharmacotherapy of these special patient populations.

**PPR 6924      ADVANCED PHARMACY PRACTICE EXPERIENCE – PUBLIC HEALTH      0-0-40-4**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a public health practice setting. Students participate in a wide variety of activities, functioning as an integral member of the healthcare team. Emphasis is placed on the student's understanding of public health issues and their relation to the practice of pharmacy.

**PPR 6925      ADVANCED PHARMACY PRACTICE EXPERIENCE – DRUG DIVERSION      0-0-40-4**

This elective, patient care pharmacy practice experience provides the student pharmacist an overview of addiction, chemical abuse, and chemical dependency and how pharmacists can impact those affected. Topics include drug diversion, prevention, identification, treatment options, clinical aspects of treatment, and an understanding of support systems available for those (patients and colleagues) in recovery.

**PPR 6926      ADVANCED PHARMACY PRACTICE EXPERIENCE - AMBULATORY CARE: SPECIAL TOPICS      0-0-40-4**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in an ambulatory care clinic site. Sites available include hospital-based clinics, physician group practices, safety net clinics, independently owned pharmacies, retail/chain pharmacies and managed care facilities that provide health care directly to patients. Students actively participate in obtaining patient medical and medication histories, evaluating drug therapies, developing pharmacy care plans, monitoring patients' therapeutic outcomes, consulting with physicians and non-physician providers, and providing education to patients and health care professionals with a defined special topic or disease state area of focus.

**PPR 6927      ADVANCED PHARMACY PRACTICE EXPERIENCE – ACUTE CARE: SPECIAL TOPICS      0-0-40-4**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in an inpatient setting in which there is an ongoing program of clinical pharmacy services. The student develops interprofessional relationships within the healthcare system. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of patients in an acute care environment within a defined special topic of focus.

**PPR 6928      ADVANCED PHARMACY PRACTICE EXPERIENCE – COMMUNITY: SPECIAL TOPICS      0-0-40-4**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a community pharmacy site. Students actively participate in obtaining patient medical and medication histories, evaluating drug therapies, developing pharmacy care plans, dispensing medications, consulting with physicians and non-physician providers, and providing education to patients and health care professionals with a defined special topic or disease state area of focus.

**PPR 6929      ADVANCED PHARMACY PRACTICE EXPERIENCE - INSTITUTIONAL: SPECIAL TOPICS      0-0-40-4**

This elective, pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in an institutional practice. The student experiences pharmacy operations and services related to systems for drug distribution and drug control, management of the practice, scope of clinical services provided, and relationships within the institution and health system with a defined special topic of interest/discussion/focus.

**PPR 6930      ADVANCED PHARMACY PRACTICE EXPERIENCE - GERIATRIC MEDICINE      0-0-40-4**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a geriatrics practice environment. The student participates in a variety of activities, provides patient

care to elderly patients, and functions as an integral member of the healthcare team. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of the geriatric patient population.

**PPR 6931      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**LONGITUDINAL: SPECIAL TOPICS**

This elective, pharmacy practice experience provides the student pharmacist an opportunity to gain 160 hours of experience over a defined period of time. The period of time will range from 2 months to 10 months. Students actively participate in one or more of the following activities: conducting research, obtaining patient medical and medication histories, evaluating drug therapies, developing pharmacy care plans, monitoring patients' therapeutic outcomes, consulting with physicians and non-physician providers, and providing education to patients and health care professionals with a defined special topic or area of focus.

**PPR 6932      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**PHARMACEUTICAL SCIENCE RESEARCH**

This elective, non-direct patient care pharmacy practice experience allows student pharmacists to learn about and participate in research in pharmaceutical sciences. Students are exposed to different aspects of research in order to gain a better understanding of the types of research that can be performed and of the potential job opportunities/careers that could include a research component.

**PPR 6933      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**ALTERNATIVE AND COMPLEMENTARY MEDICINE**

This elective, direct patient care pharmacy practice experience provides the student pharmacist an overall perspective of the history and philosophy of natural medicines. Areas of focus include the pharmacotherapy of herbs and supplements used by clinicians, medication safety, and drug information. Other potential areas of study are yoga, reflexology, and medication related nutrient depletion. Emphasis will be placed on the student's understanding of alternative and complementary medicines and their relation to the practice of pharmacy.

**PPR 6934      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**PHARMACOKINETICS**

This elective, pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in developing an extensive knowledge base of the pharmacokinetics of drugs that are commonly monitored in patients. The student achieves competence in the application of pharmacokinetic principles to patient care.

**PPR 6935      ADVANCED PHARMACY PRACTICE EXPERIENCE - TRANSPLANT      0-0-40-4**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in the area of solid organ transplantation. Students participate in a variety of clinical activities, functioning as an integral member of the healthcare team, contributing to the patient care decision-making process. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of the transplant population.

**PPR 6936      ADVANCED PHARMACY PRACTICE EXPERIENCE – INDIAN      0-0-40-4**  
**HEALTH SERVICE**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills within the Indian Health Service. Students participate in a variety of activities, functioning as an integral member of the healthcare team, and effectively participate in the pharmacotherapy management of various disease states in the Native American population.

**PPR 6937      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**CARDIOLOGY MEDICINE**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a cardiology practice environment. Students participate in a variety of clinical activities, functioning as an integral member of the healthcare team. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of medical conditions related to the heart such as atherosclerotic vascular disease (stable angina, acute coronary syndrome, stroke, peripheral vascular disease, and coronary revascularization), heart failure, dysrhythmias, hypertension, and

dyslipidemia.

**PPR 6938      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**PULMONARY MEDICINE**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a pulmonary practice environment. The pulmonary rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students participate in a variety of clinical activities, functioning as an integral member of the healthcare team. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of medical conditions related to the respiratory system.

**PPR 6939      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**TRANSITIONAL CARE**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to participate in the transitional care planning of patients being discharged from an institutional setting. Students interview patients; assess discharge medications; reconcile preadmission and discharge medications; provide medication counseling; and conduct post discharge follow-up to assist patients with medication-related problems and identify additional concerns.

**PPR 6940      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**EMERGENCY MEDICINE**

This elective, direct patient care pharmacy practice experience provides the student pharmacist an experience in taking care of patients in an emergency setting. Students gain enhanced foundation skills in patient assessment and drug therapy assessment, monitoring, and management. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of medical conditions in the emergency environment.

**PPR 6941      ADVANCED PHARMACY PRACTICE EXPERIENCE - INFORMATICS      0-0-40-4**

This elective, non-direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in pharmacy informatics. The student gains basic understanding of the language and concepts of information technology (IT) and exposes the student to the interdisciplinary environment of informatic's project teams. The purpose of this experience is to advance the student's understanding of the professional duties and responsibilities of a pharmacy informatics specialist.

**PPR 6942      ADVANCED PHARMACY PRACTICE EXPERIENCE –      0-0-40-4**  
**COMMUNITY II**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the additional opportunity to gain professional skills in a community practice setting. The student experiences pharmacy operations and services related to systems for drug distribution and drug control, management of the practice, scope of clinical services provided, and relationships within the community and health system. The site may include independently owned pharmacies or retail/chain pharmacies that provide health care directly to patients.

**PPR 6943      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**COMMUNITY III**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the additional opportunity to gain professional skills in a community practice setting. The student experiences pharmacy operations and services related to systems for drug distribution and drug control, management of the practice, scope of clinical services provided, and relationships within the community and health system. The site may include independently owned pharmacies or retail/chain pharmacies that provide health care directly to patients.

**PPR 6944      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**INSTITUTIONAL II**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the additional opportunity to gain professional skills in an institutional practice. The student experiences pharmacy operations and services related to systems for drug distribution and drug control, management of the practice, scope of clinical services provided, and relationships within the institution and health system.



**PPR 6945      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**HOSPICE/PALLIATIVE CARE**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in a hospice practice environment. Students will participate in a variety of activities, functioning as an integral member of the healthcare team. The overall purpose of this APPE is for the student pharmacist to develop, practice, and gain confidence in clinical decision making skills for managing the pharmacotherapy of patients in hospice care.

**PPR 6946      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-4**  
**INFUSION/SPECIALTY PHARMACY**

This elective, direct patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in an infusion/specialty pharmacy practice environment. Students actively participate in obtaining patient medical and medication histories, evaluating drug therapies, developing pharmacy care plans, monitoring patients' therapeutic outcomes, consulting with physicians and non-physician providers, and providing education to patients and health care professionals.

**PPR 6947      ADVANCED PHARMACY PRACTICE EXPERIENCE –      0-0-40-0**  
**COMMUNITY IV**

This direct patient care pharmacy practice experience provides the student pharmacist the additional opportunity to gain professional skills in a community practice setting. The student experiences pharmacy operations and services related to systems for drug distribution and drug control, management of the practice, scope of clinical services provided, and relationships within the community and health system. The site may include independently owned pharmacies or retail/chain pharmacies that provide health care directly to patients.

**PPR 6948      ADVANCED PHARMACY PRACTICE EXPERIENCE –      0-0-40-0**  
**AMBULATORY CARE II**

This direct patient care pharmacy practice experience provides the student pharmacist the additional opportunity to gain professional skills in an ambulatory care practice environment. Sites available include hospital-based clinics, physician group practices, safety net clinics, and managed care facilities that provide health care directly to patients. Students actively participate in obtaining patient medical and medication histories, evaluating drug therapies, developing pharmacy care plans, monitoring patients' therapeutic outcomes, consulting with physicians and non-physician providers, and providing education to patients and health care professionals.

**PPR 6949      ADVANCED PHARMACY PRACTICE EXPERIENCE -      0-0-40-0**  
**ANTIMICROBIAL STEWARDSHIP**

This patient care pharmacy practice experience provides the student pharmacist the opportunity to gain professional skills in antibiotic stewardship and infectious disease. Goals of an antimicrobial stewardship program include attenuating or reversing antimicrobial resistance, preventing antimicrobial-related toxicity, and reducing the costs of inappropriate antimicrobial use and health care associated infections. Students will participate in a variety of activities, functioning as an integral member of the healthcare team.

**PPR 6992      PHARMACY PRACTICE X – CURRICULUM SUMMATIVE      4-0-0-4**  
**EVALUATION**

During the advanced pharmacy practice experiences, students continue their development by participating in several activities such as interprofessional education and collaboration activities, job application workshop, and discuss post-graduate professional and financial decisions. Students also reflect on curriculum components by reviewing and assessing performance in several topics. Activities in this course prepare students to become practitioners.

**PSC 6001      INTRODUCTION TO PHARMACEUTICAL ANALYSIS      3-0-0-3**

Through didactic instruction and laboratory experience, this elective practical course introduces the pharmacy student to analysis of critical quality and performance characteristics of pharmaceutical dosage forms. Students will learn, perform and interpret selected standard, compendial, chemical and physical tests of drug products and intermediates such as hardness, friability, disintegration, dissolution, content uniformity, dosage form potency, suspension stability/homogeneity, and moisture content (KF). The principles of cGMP in pharmaceutical testing will be presented, as well as the importance of product specifications. Practical considerations for API and product stability testing, including the concept of stability indicating methods, will be discussed.

**PSC 6002 INDEPENDENT RESEARCH****2-0-0-2**

This research elective course provides professional pharmacy students with experiential opportunities in laboratory research in the pharmaceutical sciences. Through the student's self-directed initiative and expertise of a faculty mentor, the student will advance the student's knowledge, research acumen and technical skill set in a defined area of pharmaceutical sciences research.

**PSC 6003 BASIC PRINCIPLES OF TOXICOLOGY****3-0-0-3**

This elective course introduces the student to the basic principles of toxicology, including the absorption and disposition of toxicants, mechanisms of toxicity, and non-specific toxicity such as carcinogenesis, gene and developmental toxicity; as well as characteristic target-organ toxicity. The course presents the hallmark toxic responses and mechanisms of action of specific classes of toxicants, including drugs, pesticides, and environmental and industrial agents; with discussion of standards of treatment and support of the poisoned patient. Concepts and insights into fields of applied toxicology (forensic, clinical, and occupational) will be introduced and discussed.

**PSC 6004 DRUG DISCOVERY, DEVELOPMENT AND REGULATION****2-0-0-2**

This elective course provides the student a detailed overview of, and insights into how, a drug is discovered and the number and types of nonclinical and clinical studies that are conducted before it can be approved for human use. It also considers the role of regulatory bodies in providing oversight of drug safety and efficacy, as well as illustrates the relationships between and integration of all of these scientific, strategic and regulatory processes.

**PSC 6005 INTRODUCTION TO THE RESPONSIBLE CONDUCT OF RESEARCH 2-0-0-2**

This elective course will provide an introduction to the key aspects of conducting responsible research in the current environment and under governmental policies. In particular, we will discuss the role of a principal investigator in overseeing and conducting research in order to avoid situations that would result in legal findings of misconduct. Six major sections will be covered, which include: protection of human subjects, responsible use of animals in research, data management practices, authorship and publications, conflict of interest, and collaboration and mentorship in research.

**PSC 6007 INTRODUCTION TO NEUROLOGY****3-0-0-3**

This course consists of an in-depth study of neuroanatomy and physiology, neurological development, psychosocial aspects of neurological disability/diseases, and treatment principles. Topics will provide the foundation of understanding neurology and pharmacotherapy of neurological disorders. Discussions will focus on common acute and chronic neurological disabilities and case studies, as well as recent medical/pharmacological advances in the prevention and treatment of neurological problems.

**PSC 6008 BASICS IN PHARMACEUTICAL RESEARCH****3-0-0-3**

This course provides an overview and basic exposure to pharmaceutical research and related outcomes. The student will gain an understanding of the basic and clinical research that goes into developing a drug from initial discovery through pre-clinical and clinical studies, FDA approval and onto the market. This will be followed by the student selecting a drug to research in order to present a summary of how that particular drug went through the drug approval process. The basics of research design will be presented and discussed as the cornerstone to productive pharmaceutical research. The student will spend time in the laboratory to enhance their understanding of techniques/methods used in pharmaceutical research. This course will also prepare the student to critically analyze research articles and be able to present the key aspects of research methodology, results, statistical analyses, and conclusions that are part of research publications. Other topics that will be covered include the importance of ethical conduct in research, the rise of biological agents in pharmacy, as well as funding and career opportunities for pharmacists interested in pharmaceutical research. This course will be of interest to those interested in understanding or pursuing basic science or clinical research as well as those who will be involved in clinical trials.

**PSC 6009 MEDICAL VIROLOGY****3-0-0-3**

This course will combine the molecular and clinical aspects of virology, thus providing a balanced approach to Medical Virology. This course provides an understanding of viral structure and pathogenesis. While it is focused almost entirely on viruses that infect humans and cause serious disease, it will also discuss virus-like agents (prions, viroids, etc.). In addition to traditional topics, this course will explain trends in Virology, including: virus-based gene therapy; modern advances in vaccinology; "oncolytic" viruses to treat cancers; emerging viruses and potential bioterrorism agents.

**PSC 6010            CRITICAL EVALUATION OF MOLECULAR THERAPEUTICS            3-0-0-3**  
Critical Evaluation of Molecular Therapeutics is an adaptive elective course designed to facilitate the students' professional development into competent pharmacists and acquisition of lifelong learning skills. Using a student-centered and team-based learning approaches, the delivery of course content relies heavily on case-based learning and critical evaluation and presentation of patient cases and primary literature using journal clubs. This course consists of patient case discussions, in-class team activities, critical evaluation of primary literature (pre-clinical and translational studies, and clinical trials), and journal clubs. Emphasis is placed on discussing molecular aspects of disease pathogenesis, appropriateness of therapeutic approaches, evaluation of current guidelines and literature, and identifying novel therapeutic strategies. The course is conducted at an Advanced Pharmacy Practice Experience (APPE, P3 year) level with performance-based adjustments to the content and weekly schedule. Thus, by creating an active learning environment that challenges students and promotes cooperation as a team, students improve their critical thinking, clinical reasoning, critical evaluation, and communication skills.

**PSC 6011            ADVANCED COMPOUNDING OF HUMAN AND            2-0-0-2**  
**VETERINARY PHARMACEUTICAL PRODUCTS**  
This course integrates concepts of dosage form design with the science and art of compounding medications. An emphasis on appropriate uses of excipients will enable students to better understand formulative aspects of medications that they will dispense. This can potentially make the students better pharmacists as they counsel to patients and other health care professionals.

**PSC 6012            INDEPENDENT STUDY IN PHARMACEUTICAL SCIENCES            2-0-0-2**  
Independent Study in Pharmaceutical Sciences is a specialized course of study providing individual instruction to students in the Concentration in Pharmaceutical Sciences and Pharmacy Research program, that specifically address a didactic need in the student's area of research, not otherwise offered as an elective by the School of Pharmacy.  
*Prerequisites: Good standing in the Concentration in Pharmaceutical Sciences and Pharmacy Research. Completion and approval of: PSC 6012 and PSC 6013 Independent Study in Pharmaceutical Sciences Consent and Authorization Form.*

**PSC 6013            INDEPENDENT STUDY IN PHARMACEUTICAL SCIENCES            2-0-0-2**  
Independent Study in Pharmaceutical Sciences is a specialized course of study providing individual instruction to students in the Concentration in Pharmaceutical Sciences and Pharmacy Research program, that specifically address a didactic need in the student's area of research, not otherwise offered as an elective by the School of Pharmacy.  
*Prerequisites: Good standing in the Concentration in Pharmaceutical Sciences and Pharmacy Research. Completion and approval of: PSC 6012 and PSC 6013 Independent Study in Pharmaceutical Sciences Consent and Authorization Form.*

**PSC 6110            BIOCHEMISTRY            5-0-0-5**  
This course presents, through lecture and problem solving activities, basic principles and fundamental concepts of human biochemistry, including the synthesis, metabolism, physicochemical characteristics, function and interactions of amino acids & proteins; nucleotides and nucleic acids; carbohydrates, lipids, and hybrid molecules. The course emphasizes biomolecular structure, metabolic pathways and biochemical signaling processes in normal human health, perturbations of these processes in disease, and as targets for chemical/pharmacological intervention to treat, prevent or diagnosis disease.

**PSC 6121            PATHOPHYSIOLOGY I            2-0-0-2**  
This is the first course in a three-course sequence designed to provide the pharmacy student with a basic understanding of pathophysiologic mechanisms of diseases and normal physiologic compensatory function. This will allow the student to rationally integrate the molecular and functional alterations in cells, tissues, and organ systems associated with disease with the pharmacological targets and basis of drug action introduced in the Integrated Medicinal Chemistry and Pharmacology and Pharmacotherapy course series. This first course will consider the pathophysiology of organ systems including disorders of the cardiovascular system, blood and circulatory system, acid/base/electrolyte balance, and disorders of the urinary and digestive systems.

**PSC 6130            IMMUNOLOGY            3-0-0-3**  
This course presents the fundamentals of immunology. Included in the course is a discussion of the principles and clinical importance of immunology in relation to the structure, growth, disinfection, sterilization and genetics of bacteria, viruses

and other microbial infectious, pathogenic organisms. The course also includes a review of antimicrobial/anti-infective agents and mechanisms of emerging resistance.

**PSC 6140      PHARMACY CALCULATIONS      2-0-0-2**

This course covers the following topics: International System of Units, pharmaceutical measurement, density and specific gravity, interpretation of prescriptions and medication orders, expressions of concentration, calculation of doses and concentrations, measures of potency, electrolyte solutions, reducing and enlarging formulas, and injectable medications including rate-of-flow. This course focuses on performing mathematical calculations useful in compounding extemporaneously prepared pharmaceutical products, and provides a strong foundation in basic pharmaceutical calculations useful in practice.

**PSC 6201      INTRODUCTION TO PHARMACEUTICAL SCIENCES RESEARCH      1-0-0-1**

This course is required for students who are interested in considering applying for admission to the Concentration in Pharmaceutical Sciences Research. Students will be introduced to the broad range of research that occurs in the pharmaceutical sciences including areas of medicinal chemistry and drug design, pharmaceutical technologies, drug product development, molecular pharmacology, DMPK, and toxicology. Pharmaceutical Sciences faculty will provide an overview of their research interests and related potential lines of investigation within the capabilities of the School of Pharmacy that may be of interest to student researchers.

*Prerequisites: First quarter, Doctor of Pharmacy GPA of 3.0 or better with no first quarter course grades less than B, and permission of the Chair, Department of Pharmaceutical Sciences.*

**PSC 6211      PATHOPHYSIOLOGY II      2-0-0-2**

This is the second course in a three-course sequence designed to provide the pharmacy student with a basic understanding of pathophysiologic mechanisms of diseases and normal physiologic compensatory function. This will allow the student to rationally integrate the molecular and functional alterations in cells, tissues, and organ systems associated with disease with the pharmacological targets and basis of drug action introduced in the Integrated Medicinal Chemistry and Pharmacology and Pharmacotherapy course series. This second course will consider the pathophysiology of inflammation and healing, immunity, pain, and organ systems including disorders of the respiratory system, nervous system, and sensory organs.

**PSC 6220      INTEGRATED MEDICINAL CHEMISTRY & PHARMACOLOGY I      5-0-0-5**

This is the first in a three quarter course sequence that introduces and integrates the principles and concepts of medicinal chemistry and pharmacology. This course presents students a basis of understanding of how a drug molecule's chemical and physical properties affect its absorption, distribution, metabolism, and elimination. It also considers the site and mechanisms of action of selected drugs and drug classes, and the characteristic structure-activity relationships influencing drug-target interactions that, in turn, determine their pharmacodynamic effects - including adverse drug effects and interactions. The age/sex/gene-related variations that impact drug action or effectiveness are also discussed in this series.

**PSC 6306      SPECIAL PROJECTS IN PHARMACEUTICAL SCIENCES RESEARCH      1-0-0-1**

This course provides the pharmacy student an opportunity for direct participation in various aspects of pharmaceutical sciences research under the supervision of Pharmaceutical Sciences faculty. Student activities may range from focused, topical review of scientific literature, to hands-on experience with a variety of laboratory techniques and instrumentation.

**PSC 6311      INTEGRATED MEDICINAL CHEMISTRY & PHARMACOLOGY II      5-0-0-5**

This is the second in a three quarter course sequence that integrates the principles and concepts of medicinal chemistry and pharmacology for selected drugs and drug classes. This course provides basic knowledge and builds on students' understanding of the important chemical and physical properties of a drug molecule that influence its absorption, distribution, metabolism and elimination. The course focuses on understanding the structure-activity relationships and drug-target interactions that constitute the pharmacological mechanism of action leading to the desired pharmacodynamic effects. The course series also provides the basis of understanding for adverse drug effects and interactions. The age/sex/gene-related variations that impact drug action or effectiveness are also discussed in this series.

**PSC 6320 PHARMACEUTICS I****4-0-0-4**

This course focuses on learning physical pharmacy concepts and developing skills on integrating physical, chemical and biological principles underlying the design and development, preparation, compounding, packaging and manufacture of therapeutically effective, pharmaceutical dosage forms. This course further emphasizes the influence of physico-chemical properties of drugs and excipients to optimize drug bioavailability and drug delivery characteristics from dosage forms. Topics covered will include key areas of pharmaceuticals which influence the process of drug development, preformulation and formulation strategies, drug solubility and dissolution, solutions and ionic equilibria, pH and buffer systems, isotonicity, osmotic and thermodynamic properties of pharmaceutical systems, drug stability, drug diffusion and solid dosage form characteristics. Relevant pharmaceutical ingredients and contemporary industrial manufacturing methods will also be discussed in this course.

**PSC 6330 PHARMACY DISPENSING & COMPOUNDING LAB****2-2-0-3**

This laboratory course will focus on application of physicochemical properties of drugs and excipients, including appropriate pharmaceutical calculations, relevant to extemporaneous preparation and compounding of conventional and specialized non-sterile drug preparations, typically encountered by practicing pharmacists in compounding pharmacy settings. Students will compound, package, and appropriately label their individually prepared drug products: solutions, gels, suspensions, emulsions, ointments, creams, pastes, lotions, suppositories, troches, lollipops, capsules, and effervescent powders. Flavoring, coloring, and taste-masking strategies to achieve patient compliance will also be incorporated during compounding techniques.

**PSC 6350 PATHOPHYSIOLOGY III****2-0-0-2**

This is the third course in a three-course sequence designed to provide the pharmacy student with a basic understanding of pathophysiologic mechanisms of diseases and normal physiologic compensatory function. This will allow the student to rationally integrate the molecular and functional alterations in cells, tissues, and organ systems associated with disease with the pharmacological targets and basis of drug action introduced in the Integrated Medicinal Chemistry and Pharmacology and Pharmacotherapy course series. This third course will consider the pathophysiology of diseases and systems including neoplasms and cancer, infection, disorders of the musculoskeletal, endocrine, and reproductive systems.

**PSC 6406 SPECIAL PROJECTS IN PHARMACEUTICAL SCIENCES RESEARCH 1-0-0-1**

This course provides the pharmacy student an opportunity for direct participation in various aspects of pharmaceutical sciences research under the supervision of Pharmaceutical Sciences faculty. Student activities may range from focused, topical review of scientific literature, to hands-on experience with a variety of laboratory techniques and instrumentation.

**PSC 6410 INTEGRATED MEDICINAL CHEMISTRY & PHARMACOLOGY III 5-0-0-5**

This is the last of a three quarter course sequence that integrates the principles and concepts of medicinal chemistry and pharmacology for selected drugs and drug classes. This course provides basic knowledge and builds on students' understanding of the important chemical and physical properties of a drug molecule that influence its absorption, distribution, metabolism and elimination. The course focuses on understanding the structure-activity relationships and drug-target interactions that constitute the pharmacological mechanism of action leading to the desired pharmacodynamic effects. The course series also provides the basis of understanding for adverse drug effects and interactions. The age/sex/gene-related variations that impact drug action or effectiveness are also discussed in this series. Basic principles of toxicology are also presented in this final course.

**PSC 6420 PHARMACEUTICS II****4-0-0-4**

This course integrates physical, chemical and biological principles underlying the design, preparation and manufacture of pharmaceutical dosage forms and drug delivery systems. Topics covered include liquid dosage forms, disperse systems and semisolids, transdermal drug delivery systems, parenteral dosage forms, pulmonary and nasal drug delivery systems, pharmaceutical inserts, novel drug delivery systems, and products of biotechnology.

**PSC 6430 STERILE PRODUCTS****1-2-0-2**

This laboratory course builds upon the Pharmacy Dispensing and Compounding Lab with a focus on sterile products from the time of receipt of an order for a sterile product through the preparation and dispensing of the finished product. Pharmacy calculations, chemical interactions and stability of the finished product are reviewed. Students learn requirements for a sterile product preparation area, including equipment in the area, and aseptic techniques for

compounding piggyback medications, large volume parenterals, parenteral nutrition and sterile irrigation solutions. Review of special procedures and equipment for hazardous product preparation, including chemotherapy, will be included. Students will learn the importance of in-line filters, specialized infusion tubing and protecting certain products from environmental exposure. Technologies such as the central line, PIC lines, infusion ports, and peripheral catheters used in administering sterile products, and OSHA standards for healthcare workers and patients, are addressed.

**PSC 6440      BASIC BIOPHARMACEUTICS & PHARMACOKINETICS      3-0-0-3**

This course provides a conceptual and quantitative background in pharmacokinetic theory and applications needed to pursue advanced studies in clinical pharmacokinetics. The impact of drug data such as physicochemical characteristics, dosage forms, and routes of administration as well as the impact of patient factors such as gastrointestinal, hepatic, and renal function on drug disposition are examined and modeled. Pharmacokinetic, pharmacodynamic, and pharmacogenetic factors and parameters are introduced and calculated as they relate to drug absorption, distribution, metabolism, and elimination.

**PSC 6506      SPECIAL PROJECTS IN PHARMACEUTICAL SCIENCES RESEARCH 1-0-0-1**

**PSC 6606      1-0-0-1**

**PSC 6706      1-0-0-1**

**PSC 6806      1-0-0-1**

This course provides the pharmacy student an opportunity for direct participation in various aspects of pharmaceutical sciences research under the supervision of Pharmaceutical Sciences faculty. Student activities may range from focused, topical review of scientific literature, to hands-on experience with a variety of laboratory techniques and instrumentation.

**PSY 1810      GENERAL PSYCHOLOGY      4-0-0-4**

This course explores human behavior with special emphasis on perception, learning, memory, thinking, emotional life, and individual differences in intelligence, aptitude, and personality. Emphasis is placed on the scientific nature of psychological investigations. Research methods are analyzed, and results are related to daily life and everyday problems. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

**PSY 1820      HUMAN GROWTH AND DEVELOPMENT      4-0-0-4**

This course presents the development of normal physical, emotional, intellectual, and social behavior throughout the life span. Major milestones and differences will be noted, relating to infancy, childhood, adolescence, adulthood, and old age. Social, environmental, and health influences on development will be discussed. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

**PSY 1840      EDUCATIONAL PSYCHOLOGY      4-0-0-4**

In this course, students study the psycho-educational aspects of learning as applied to the classroom environment. Students learn how to apply psychological theories to the learning process of pupils and learn how psycho-social variables influence learning. The course also provides students with the basic statistical concepts used in the evaluation of learning. The evaluation of student learning will emphasize performance-based assessment.

**PSY 2800      ABNORMAL PSYCHOLOGY      4-0-0-4**

This class is designed to explore historical and current perspectives on abnormal behavior and the impact of legislation in abnormal psychology. Topics emphasized include perception, attention, psychotherapy, abnormal reactions to frustrations, personality, neural functions, and receptor mechanism. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

**PT 1100      INTRODUCTION TO PHYSICAL THERAPIST ASSISTANT      4-2-0-5**

This course introduces the student to the profession of Physical Therapy. The student learns how to determine vital signs, what are general and universal precautions (OSHA), ethical conduct (for example, HIPPA), standards of physical therapy practice, and to identify the role and responsibilities of a physical therapist assistant. The history of physical therapy and the American Physical Therapy Association (APTA) is discussed. Documentation, medical terminology, and medical record keeping are learned. A basic computer skills module is required as part of this course. Participation in interactive laboratory activities is required.

*Prerequisites: Admission to the PTA program*

**PT 1300 PATHOLOGY FOR THE PTA**

**4-0-0-4**

This course includes the study of disease processes and systemic disorders in the human. The course covers guidelines, precautions, and contraindications for physical therapy interventions for typical diseases, conditions, and illnesses observed in physical therapy practice.

*Prerequisites: Admission to the PTA program*

**PT 1500 FUNCTIONAL ANATOMY & KINESIOLOGY**

**3-6-0-6**

This course is the study of movement as it relates to the human body. The emphasis is on the integration of anatomy, physiology, physics, and geometry in relationship to human movement. Examples of skills learned are palpation, range of motion and goniometry, analysis of gait, and open and closed chain mechanics.

*Prerequisites: Admission to the PTA program*

**PT 1800 THERAPEUTIC MODALITIES**

**3-6-0-6**

Therapeutic Modalities addresses the techniques and effects of physical agents such as heat, cold, ultrasound, compression, traction, hydrotherapy, and electrical stimulation as treatment and/or facilitator for change and healing. The principles of wound care are also presented.

*Prerequisites: PT 1100, PT 1300, and PT 1500 all with a grade of C or better*

**PT 2000 PRINCIPLES OF REHABILITATION**

**4-8-0-8**

This course teaches the principles of neuromotor development. Patient skills required for activities of daily living (ADLs) and the integration of neuromotor control is the primary focus of this course. Neuromuscular facilitation and other rehabilitation techniques are introduced. Basic skills required of a physical therapist assistant such as transfers, positioning, fitting assistive devices, wheel chair training, gait training, massage, body mechanics, patient education, and documentation are learned and demonstrated by the student. Outcomes resulting from a patient's/client's loss of function are also addressed in this course.

*Prerequisites: PT 1100, PT 1300, and PT 1500 all with a grade of C or better*

**PT 2100 THERAPEUTIC EXERCISE & MUSCLE TESTING**

**4-8-0-8**

Therapeutic Exercise and Muscle Testing studies the use of exercise techniques designed to impact the musculoskeletal system in order to increase strength; normalize range of motion, improve balance and coordination in the performance of movement and activities of daily living, correct postural dysfunction, and promote wellness. Students also study data collection techniques appropriate for documenting patient progress.

*Prerequisites: PT 1100, PT 1300, PT 1500, PT 1800, and PT 2000 all with a grade of C*

**PT 2200 CLINICAL EXPERIENCE & DOCUMENTATION**

**0-4-8-4**

Clinical Experience and Documentation teaches the student how to advance a patient through their physical therapy program based on subjective and objective information, to implement appropriate care modalities, to document outcomes under the direction of a physical therapist, and to perform basic patient/client management skills. Clinical site attendance is required in this course.

*Prerequisites: PT 1100, PT 1300, PT 1500, PT 180, and PT 2000 all with a grade of C or better*

**PT 2300 ADVANCED REHABILITATION PRINCIPLES**

**4-8-0-8**

Advanced Rehabilitation Principles continues the study of neuromotor development as well as introducing the student to complex and multi-diagnosed individuals. Special rehabilitation needs due to mental and/or cognitive disorders are studied. **This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.**

*Prerequisites: PT 1100, PT 1300, PT 1500, PT 1800, PT 2000, PT 2100, and PT 2200 all with a grade of C or better*

**PT 2500 PROFESSIONAL SEMINAR**

**3-2-0-4**

Professional Seminar introduces the student to specialty areas in physical therapy. Students have contact with actively practicing clinicians in order to learn or review current concepts and techniques in physical therapy and to promote integration of previously learned material into comprehensive rehabilitation programs for specific patient problems and patient populations.

*Prerequisites: PT 1100, PT 1300, PT 1500, PT 1800, PT 2000, PT 2100, and PT 2200 all with a grade of C or better*

**PT 2600 CLINICAL INTERNSHIP I**

**0-0-40-12**

Clinical Internship I is an unpaid 392 hour clinical internship experience during which the student must perform and





**PTA 2420 CLINICAL EDUCATION I 0-0-12-4**  
The ability to progress a patient based on subjective and objective information, implementing appropriate care modalities, documenting outcomes under the direction of a physical therapist, and performing basic patient/client management skills are required of the student in this course. **Part-time clinical site attendance is mandatory in the course.**

*Prerequisites: PTA 1080, PTA 2000, both with grade of C or better; have a physical exam verifying that the student is in good general health, proof of required immunizations, proof of current CPR certification from the American Red Cross or American Heart Association, and undergo a criminal background check.*

**PTA 2460 ADVANCED HABILITATION/REHABILITATION 4-8-0-8**  
This course introduces the student to the theory and practice of advanced rehabilitation techniques for the complex and multiply-diagnosed individual. Emphasis is on complex and neurological dysfunction as well as those with special rehabilitation needs due to mental and cognitive disorders.

*Prerequisites: PTA 2200, PTA 2420, both with grade of C or better*

**PTA 2510 SPECIAL TOPICS IN PT 4-2-0-5**  
This course introduces the student to specialty areas in physical therapy. Students will have contact with actively practicing clinicians in order to learn or review current concepts and techniques in physical therapy and to promote integration of previously learned material into comprehensive rehabilitation programs for specific patient problems and populations. **This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.**

*Prerequisites: PTA 2200, PTA 2420, both with a grade of C or better*

**PTA 2525 CLINICAL EDUCATION II 1-0-33-12**  
This is a minimum of 330 hours unpaid clinical internship through which students perform and validate their professional competencies under the direction of a licensed physical therapist. In addition, students will be required to attend 10 hours of classroom activities during the quarter.

*Prerequisites: Must have completed all required PTA program courses and proof of current CPR certification from the American Red Cross or American Heart Association.*

**PTA 2535 CLINICAL EDUCATION III 4-0-24-12**  
This is an additional maximum of 240 hour unpaid clinical internship through which students perform and validate their professional competencies under the direction of a licensed physical therapist. In addition, the student will be required to attend 40 hours of classroom activities during the last weeks of the course.

*Prerequisites: PTA 2525 with a grade of C or better*

**PYE 3081 BRAIN-BASED STRATEGIES IN PSYCHOMOTOR DEVELOPMENT AND LEARNING 3-0-0-3**  
This course emphasizes brain-based strategies related to psychomotor development of the child and adolescent and focuses on assessment of skills impacted by developmentally appropriate instructional strategies. Candidates study the connections between physical activity and learning in K-6 students. Field experience requires observations of physical education specialists and guided assistance.

**RAD 1110 FUNDAMENTALS OF HEALTH CARE 4-0-0-4**  
This course provides an overview of radiography foundations, the practitioner's role in health care delivery, ethics, and ethical behavior. Principles, practices, and policies of health care organizations are examined with a focus on human diversity in order to promote better understanding of patients, the patients' families, and professional peers. An introduction to legal terminology, concepts, and principles is also presented. Concurrently, an introduction to the origins of medical terminology, word-building systems, abbreviations, and symbols is discussed.

**RAD 1120 PATIENT CARE & ASSESSMENT 4-0-0-4**  
Basic patient care concepts, including physical, psychological, and educational needs of the patient and family are discussed in this course. Routine and emergency patient care procedures are described, as well as infection control procedures utilizing standard precautions.

**RAD 1230 CLINICAL EDUCATION I****0-0-16-4**

This competency based clinical experience introduces learning opportunities in ancillary areas and imaging technologies at various clinical agencies. Student participation focuses on cognitive, affective, and psychomotor skills in patient assessment and care, and observing/performing medical imaging procedures as presented in RAD 1240 under direct supervision.

*Prerequisite: Program Admission*

**RAD 1240 RADIOGRAPHIC PROCEDURES I****4-0-0-4**

An in-depth discussion of radiographic procedures including abdomino-thoracic and the appendicular skeleton is the focus of this course. Anatomy, patient care, and terminology are correlated with radiographic procedures. Appropriate methodologies regarding patient identification, clinical profiles, nomenclature, standard precautions, and radiographic critique/quality are presented. An accompanying laboratory experience analyzing radiographic evaluation and techniques will occur.

*Prerequisite: Program Admission*

*Co-Requisite: RAD 1230, RAD 1250*

**RAD 1250 RADIOGRAPHIC PROCEDURES I LAB****0-2-0-1**

Under direct supervision, the student will observe, demonstrate, produce, and/or simulate diagnostic quality images of the thoracic-abdominal cavities and the upper/lower extremities. Radiographic identification will also occur.

*Prerequisite: Program Admission*

*Co-Requisite: RAD 1230, RAD 1240*

**RAD 1320 IMAGE PRODUCTION & EVALUATION I****4-0-0-4**

This course is designed to allow the student to develop a knowledge base in factors that govern and influence the production and recording of radiologic images. Imaging receptor and digital imaging with related accessories are emphasized. Class demonstrations/labs demonstrate application of theory.

*Prerequisite: Program Admission*

*Co-Requisites: RAD 1330, RAD 1340, RAD 1350*

**RAD 1330 CLINICAL EDUCATION II****0-0-16-4**

A competency based clinical experience that intensifies the cognitive, affective and psychomotor skill levels of students in the performance of imaging procedures of the axial and appendicular skeleton. Students continue to focus on outcome assessment and mastery of procedures of co-requisites.

*Prerequisite: RAD 1230*

*Co-Requisites: RAD 1340, RAD 1350*

**RAD 1340 RADIOGRAPHIC PROCEDURES II****4-0-0-4**

Routine and radiographic positioning of the biliary, gastrointestinal and urinary tracts, the reproductive and central nervous systems and skull, as well as examinations of the salivary glands, soft-tissue and joint structures are the focuses of this course. Imaging of the breast will be discussed. Also included are medical terminology, topographical anatomy, and special considerations for pediatric patients. Basic computed tomography examination protocols will be discussed. **This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.**

*Prerequisite: RAD 1240, ENG 1200*

*Co-Requisite: RAD 1330, RAD 1350*

**RAD 1350 RADIOGRAPHIC PROCEDURES II LAB****0-2-0-1**

This course is designed to provide the radiography student with instruction in radiographic examinations of the cranial vault, gastrointestinal systems, and biliary system. Special emphasis of radiographic anatomy, surface landmarks, positioning, technique, pathology, and critique of images will be made. This course includes discussion of patient care and medical terminology related to course topics. This course also includes the composition, use, and effects of contrast media on the human body.

*Prerequisite: RAD 1250*

**RAD 1430 CLINICAL EDUCATION III****0-0-32-7**

This course is a competency based clinical practicum requiring higher cognitive, affective, and psychomotor skill levels.

This clinical experience provides learning opportunities in fluoroscopy of physiological body systems, cystography, advanced extremity, mobile, trauma, and surgical radiographic procedures. Mastery of knowledge from previous clinical practicums with a focus on outcomes assessment will occur. All classes occur at the clinical agencies.

*Prerequisite: RAD 1330*

**RAD 1440 IMAGE PRODUCTION & EVALUATION II 4-0-0-4**

Content for this course is designed to provide a basis for analyzing radiographic images. Included are the importance of minimum imaging standards, discussion of a problem-solving technique for image evaluation, and factors affecting image quality. Actual images will be included for analysis. Computed tomography imaging systems will be introduced.

*Prerequisite: RAD 1320*

**RAD 1450 RADIATION PHYSICS 4-0-0-4**

The emphasis in this course is to provide the student with basic knowledge of atomic structure and terminology. Also presented are the nature and characteristics of radiation, x-ray production, and the fundamentals of photon interactions with matter. The student will establish a knowledge base in radiographic, fluoroscopic, and mobile equipment requirements and design.

*Prerequisite: RAD 1320*

**RAD 2510 PHARMACOLOGY & SPECIAL PROCEDURES 4-0-0-4**

Content is designed to provide basic concepts of special procedures (interventional) and pharmacology. The theory and practice of basic techniques of venipuncture and the administration of diagnostic contrast agents and/or intravenous medications is included. The appropriate delivery of patient care during these procedures is emphasized.

*Prerequisite: RAD 1430*

**RAD 2520 RADIATION PROTECTION & RADIOBIOLOGY 4-0-0-4**

An overview of radiation protection principles and interaction of radiation with living systems is presented in this course. Topics emphasized include radiation effects on molecules, cells, tissues, and the body as a whole, factors affecting biological response, including acute and chronic effects of radiation, and the responsibilities of the radiographer for patients, personnel, and the public. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and health care organizations are incorporated.

*Prerequisite: RAD 1440*

**RAD 2530 CLINICAL EDUCATION IV 0-0-24-5**

During this course, the student becomes a true part of the health care team. Students perform procedures with direct/indirect supervision demonstrating competency of various radiography procedures requiring high levels of cognitive, affective, and psychomotor performance and become involved in more complicated aspects of radiography. Concentration on patient types (inclusive of geriatric and pediatric) is emphasized. All courses occur at clinical agencies to facilitate student diversification of knowledge.

*Prerequisite: RAD 1430*

**RAD 2610 IMAGING & QUALITY ASSESSMENT 4-0-0-4**

The content of this course is designed to introduce quality assessment, knowledge in computing, and information processing. Computer applications in the radiologic sciences related to image capture, display, storage, and distribution are presented. Quality assessment sample parameters are also performed and discussed. Basic computed tomography quality control procedures, parameters, and noise and spatial resolution are discussed.

*Prerequisite: RAD 1450*

**RAD 2620 RADIOGRAPHIC PATHOLOGY 4-0-0-4**

An introduction to theories of disease causation and the pathophysiologic disorders that compromise healthy systems is provided in this course. Etiology, pathophysiologic responses, clinical manifestations, radiographic appearance, and management of alterations in body systems are presented.

*Prerequisite: RAD 2510*

**RAD 2630 CLINICAL EDUCATION V 0-0-24-5**

Clinical Education V is the fifth in the series of courses for clinical education in the practice of radiography. The student becomes a part of the health care team and under the guidance of professional radiographers performs more

complex radiographic procedures and become involved in more complicated aspects of radiography and patient care. All courses in this series will take place in the hospital clinical area. Continued actual patient-technologist contact for the student will occur. Students shall diversify their knowledge in other imaging modalities: rotations may consist of but not limited to nuclear medicine, CT, and ultrasound. This course will also concentrate on special procedure radiography. Students will rotate to different clinical education centers to further diversify their knowledge.

*Prerequisite: RAD 2530*

**RAD 2720 SEMINAR 4-0-0-4**

This is a capstone course focusing on the synthesis of professional knowledge, skills, and attitudes in preparation for professional employment and lifelong learning. The student will demonstrate entry level competencies for professional employment and lifelong learning.

*Prerequisite: All RAD Courses Excluding RAD 2730*

*Co-Requisite: RAD 2730*

**RAD 2730 CLINICAL EDUCATION VI 0-0-24-5**

Clinical Education VI is the final course for clinical education in the practice of radiography. The student becomes a part of the health care team and under the guidance of professional radiographers the student shall perform examinations in a manner befitting their vast training in the expertise of radiographic sciences and patient care practice. They will perform more complicated aspects of radiography and complete all competencies as mandated by the American Registry of Radiologic Technologists. All courses in this series will take place in the hospital clinical area.

*Prerequisite: RAD 2630*

**RAD 3110 COMPUTERIZED/DIGITAL IMAGING 4-0-0-4**

In this course, the student is introduced to digital imaging and picture communication archiving in the imaging sciences. An overview of the history and trends in digital imaging is provided. The components of DICOM and PACS, their effects on medicine, application, and use are explored. CT operation, components, and procedures are included.

*Prerequisite: Department Chair Approval*

**RAD 4210 ADVANCED PATIENT CARE 4-0-0-4**

This course provides instruction in pharmacology, drug administration, and advanced patient care procedures for the imaging professional. The principles of patient care, assessment, education, charting, and emergency response are discussed. Students must complete Advanced Cardiac Life Support (ACLS) successfully to receive a passing grade in this course.

*Prerequisite: Department Chair Approval, RAD 1120*

**RAD 4220 SPECIAL TOPICS 4-0-0-4**

Guides investigation of an advanced topic selected in consultation with a member of the radiologic sciences faculty is the focus of this course.

*Prerequisite: Department Chair Approval*

**RAD 4330 RADIOGRAPHY INTERNSHIP 0-0-12-4**

The open format of this course is designed for the practitioner to gain additional educational experiences in a professional/clinical area of interest. Basic course objectives will be practiced in nature.

*Prerequisites: Department Chair Approval*

**RAD 5410 ESSENTIALS OF RADIOLOGY 3-2-0-4**

This case-based course provides students with a systematic method of interpreting common imaging studies seen in the primary care and emergency setting. Students will learn to appropriately select and correctly interpret imaging modalities including radiography, computerized tomography, ultrasonography, magnetic resonance imaging, and nuclear medicine imaging.

**RCT 3110 COMPUTED TOMOGRAPHY INSTRUMENTATION & PHYSICS 4-0-0-4**

This course focuses on computed tomography physics and instrumentation: Radiation Physics, CT System Principles, Operation, and Components, Image Processing, Image Display, Informatics, and Image Quality.

*Prerequisite: Program Admission*

*Co-Requisites: RCT 3120 and RCT 3130*

**RCT 3120      COMPUTED TOMOGRAPHY PROCEDURES I      4-0-0-4**  
This course focuses on computed tomography procedures and protocols. Imaging pharmacology and contrast agents are also discussed.

*Prerequisite: Program Admission*  
*Co-Requisites: RCT 3110 and RCT 3130*

**RCT 3130      COMPUTED TOMOGRAPHY CLINIC I      0-0-18-6**  
This course provides the student with the opportunities to become competent in performing computed tomography procedures. The course is a competency based practicum.

*Prerequisite: Program Admission*  
*Co-Requisites: RCT 3110 and RCT 3120*

**RCT 3210      COMPUTED TOMOGRAPHY PROCEDURES II      4-0-0-4**  
This course is a continuation of RCT 3120 and focuses on advanced computed tomography procedures and protocols. Imaging pharmacology and contrast agents will also be discussed.

*Prerequisite: RCT 3110, RCT 3120, RCT 3130*  
*Co-Requisites: RCT 3230*

**RCT 3230      COMPUTED TOMOGRAPHY CLINIC II      0-0-18-6**  
This course is a continuation of RCT 3130 and provides the student with the opportunities to become competent in performing advanced computed tomography procedures. The course is a competency based practicum.

*Prerequisite: RCT 3110, RCT 3120, RCT 3130*  
*Co-Requisites: RCT 3210*

**RTE 1010      FOUNDATIONS OF HEALTH CARE      4-0-0-4**  
This course provides an overview of radiography foundations, the practitioner's role in health care delivery, ethics, and ethical behavior. Principles, practices, and policies of health care organizations are examined with a focus on human diversity in order to promote better understanding of patients, the patients' families, and professional peers. An introduction to legal terminology, concepts, and principles is also presented. Concurrently, an introduction to the origins of medical terminology, word-building systems, abbreviations, and symbols is discussed.

**RTE 1110      ESSENTIALS OF PATIENT CARE      4-0-0-4**  
This course explores the basic concepts behind the competent care of patients. Topics include the needs of patients and their families with respect to an array of issues, including psychological, physical and educational challenges. Students will learn proper transfer techniques, history taking skills, procedures pertinent to patient care while utilizing precautions for controlling infection and approaches to managing both routine and emergency situations.

**RTE 1120      IMAGE FORMATION & DISPLAY I      4-0-0-4**  
In this course students acquire a foundation of knowledge regarding the creation and recording of radiographic images, including the factors that dictate the nature and outcomes of the process. Students learn the concepts of photon interaction. This course also outlines the concepts associated with radiation protection for the patient, public, and personnel. Federal and state radiation health and safety requirements as well as those of accreditation agencies and healthcare organizations will be discussed. The application of theoretical concepts is experienced through labs and demonstrations during class sessions.

*Prerequisite: RTE 1010 and RTE 1110 all with a grade of C or better*

**RTE 1200      CLINICAL EXPERIENCE I      0-0-24-8**  
This course provides students the opportunity to learn imaging technology and related skills in various clinical settings. Students focus on the care and assessment of patients, drawing upon cognitive, affective, and psychomotor skills. The clinical learning process concentrates on students' performance of imaging procedures applicable to the axial and appendicular skeleton. Both the observation and performance of medical imaging processes occur under the supervision of registered radiologic technologists. During this quarter, students must attain identified competency levels.

*Prerequisites: RTE 1210, RTE 1220, RTE 1310, and RTE 1320 all with a grade of C or better*

**RTE 1210                      RADIOGRAPHIC POSITIONING                      4-0-0-4**  
In this course, students develop the knowledge and skills of the structure and function, radiographic positioning and routines of radiographic landmarks and the abdominal-thoracic cavity. The course deals with the principles needed to perform routine radiographic procedures of these systems and the relationship of anatomy, patient care, and terminology to radiographic practice is demonstrated. The focus of the course is on patient identification, clinical profiles, nomenclature, universal precautions, and radiographic critique/quality, and the methodologies related to each area. Instruction emphasizes especially pathology, surface landmarks, positioning technique, and radiographic anatomy. *Prerequisites: BIO 1110, BIO 1120, BIO 1130, BIO 1140, RTE 1010, and RTE 1110 all with a grade of C or better*  
*Co-requisite: RTE 1220*

**RTE 1220                      RADIOGRAPHIC POSITIONING I LAB                      0-0-2-1**  
Under direct supervision, students will observe and demonstrate the positioning and production of diagnostic quality radiographs of the thoracic-abdominal cavity in a laboratory setting. Students will critique radiographs for diagnostic quality, anatomy, positioning, and use of appropriate positioning landmarks and technical factors. *Prerequisites: BIO 1110, BIO 1120, BIO 1130, BIO 1140, RT 1010, and RT 1110 all with a grade of C or better*  
*Co-requisite: RT 1210*

**RTE 1300                      CLINICAL EXPERIENCE II                      0-0-24-8**  
This clinical experience centers on the attainment of competencies that require higher levels of cognitive, affective and psychomotor skills. Surgical radiographic procedures, fluoroscopy of physiological body systems, mobile and trauma procedures are incorporated into the learning experiences during this course. Students gain a mastery of knowledge garnered from previous clinical assignments, focusing particularly on objective assessment of their acquired skill levels. These procedures are performed under direct/indirect supervision and involve a more complex level of radiographic practice. *Prerequisites: RTE 1200 with a grade of C or better*

**RTE 1310                      RADIOGRAPHIC POSITIONING II                      4-0-0-4**  
In this course students develop the knowledge and skills of the structure and function, radiographic positioning, and routines of the appendicular skeleton, pelvic girdle, cervical, thoracic, and lumbar spine. Pediatric radiography will also be covered during this course session. The principles needed to perform routine radiographic procedures of these systems are addressed. The relationship of anatomy, patient care, and terminology to radiographic practice is demonstrated. The focus of the course is on patient identification, clinical profiles, nomenclature, universal precautions, and radiographic critique/quality, and the methodologies related to each area. Instruction emphasizes especially pathology, surface landmarks, positioning technique, and radiographic anatomy. **This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course.** *Prerequisites: RTE 1210 and RTE 1220 all with a grade of C or better*  
*Co-requisite: RTE 1320*

**RTE 1320                      RADIOGRAPHIC POSITIONING II LAB                      0-2-0-1**  
Under direct supervision, students observe and demonstrate the positioning and production of diagnostic quality radiographs of the appendicular skeleton, pelvic cavity, cervical, thoracic, and lumbar spine in a laboratory setting. Pediatric radiography is also covered during this course session. Students critique radiographs for diagnostic quality, anatomy, positioning, and use of appropriate positioning landmarks and technical factors. *Prerequisites: RTE 1210 and RTE 1220 all with a grade of C or better*  
*Co-requisite: RTE 1310*

**RTE 1330                      RADIOGRAPHIC POSITIONING III                      4-0-0-4**  
In this course students develop the knowledge and skills of the structure and function, radiographic positioning and routines of the upper and lower gastrointestinal systems, urinary systems, skull and facial radiography, and surgical procedures. In addition, trauma radiography is included during this quarter. This course deals with the principles needed to perform routine radiographic procedures of these systems. The relationship of anatomy, patient care, and terminology to radiographic practice is demonstrated. The focus of the course is on patient identification, clinical profiles, nomenclature, universal precautions, and radiographic critique/quality, and the methodologies related to each area. Instruction emphasizes pathology, surface







certification. *Prerequisite: Department Chair Approval*

**RTE 4210      RADIOLOGY INTERNSHIP (MAMMOGRAPHY)      0-0-24-7**

The open format of this course is designed for the student to gain additional skills/experience necessary in the field of Radiographic Mammography. This course will provide the student an introduction to the radiographic profession of Mammography as well as meet initial criteria standards for registry certification set forth by the Mammography Quality Standards Act (MQSA) and the American College of Radiology (ACR).

*Prerequisite: Department Chair Approval*

**RTE 4220      GENERAL MODALITY RADIOLOGY INTERNSHIP      0-0-24-7**

The open format of the course is designed for the student to gain additional skills/experience necessary in a professional/clinical area of interest. Basic course objectives will be practical in nature for the modality of interest. The student in consultation with the instructor will develop valid course objectives.

*Prerequisite: Department Chair Approval*

**RTN 3110      NUCLEAR MEDICINE TECHNOLOGY I      8-0-0-4**  
**Alternate Weeks**

This introductory course provides the student with an introduction to nuclear medicine and the appropriate regulatory agencies that are involved in the field. A review of radiation production and emission and various methods to quantitize radiation are also discussed.

*Prerequisite: Program Admission*

*Co-requisites: RTN 3120, RTN 3130*

**RTN 3120      DIAGNOSTIC PROCEDURES I      8-0-0-4**  
**Alternate Weeks**

This course discusses human anatomy and physiology and nuclear medicine studies associate with the human body systems. Information presented includes procedure indications/contraindications, protocols, radiopharmaceuticals, imaging parameters, evaluation, and radiation safety.

*Prerequisite: Program Admission*

*Co-requisites: RTN 3110, RTN 3130*

**RTN 3130      NUCLEAR MEDICAL TECHNOLOGY CLINIC I      0-0-21/35-7**  
**Alternate Weeks**

An introduction to clinical nuclear medicine is provided. The student will interact with clinical staff and develop professional relationships. Radiation protection, department procedures, and protocols will be introduced and practiced.

*Prerequisite: Program Admission*

*Co-requisites: RTN 3110, RTN 3120*

**RTN 3210      NUCLEAR MEDICINE TECHNOLOGY II      8-0-0-4**  
**Alternate Weeks**

This course is a continuation of RTN 3110 and includes discussion of radiation imaging and non-imaging equipment. Statistical analysis is discussed and applied to nuclear medicine. Diagnostic Nuclear Medicine Gamma Cameras, Computed Tomography, Positron Emission Tomography and Single Photon Emission Computed Tomography instrumentation, quality control/assurance, and computer applications will be discussed.

*Prerequisites: RTN 3110, 3120, 3130*

*Co-requisites: RTN 3220, 3230*

**RTN 3220      DIAGNOSTIC PROCEDURES II      8-0-0-4**  
**Alternate Weeks**

A review of anatomy, cross-sectional anatomy, physiology, and pathology of the human body is provided in this course. General nuclear medicine, PET/CT, and SPECT procedures and protocols of these systems are discussed in detail.

*Prerequisites: RTN 3110, 3120, 3130*

*Co-requisites: RTN 3210, 3230*

**RTN 3230      NUCLEAR MEDICINE TECHNOLOGY CLINIC II      0-0-21/35-7**  
**Alternate Weeks**

This course discusses computer configurations, functions, and applications in nuclear medicine. Participation in a quality control program that includes imaging, non-imaging, and PET/CT systems is introduced. Topics include radiopharmaceutical preparation, calibration, identification, administration, and proper disposal.

*Prerequisites: RTN 3110, 3120, 3130*

*Co-requisites: RTN 3210, 3220*

**RTN 3310      RADIOPHARMACY AND INTERVENTIONAL DRUGS      8-0-0-4**  
**Alternate Weeks**

This course discusses radiopharmacy theory and practice. Concepts regarding radiopharmaceutical preparation, dose calculation, QC, regulations, and radiation safety are presented. Nonradioactive drugs are also discussed.

*Prerequisites: RTN 3210, 3220, 3230*

*Co-requisites: RTN 3320, 3330*

**RTN 3320      RADIONUCLIDE THERAPY      8-0-0-4**  
**Alternate Weeks**

An introduction to radionuclide therapy is presented. Malignant and metastatic treatments will be discussed with the use of radionuclide therapy.

*Prerequisites: RTN 3210, 3220, 3230*

*Co-requisites: RTN 3310, 3330*

**RTN 3330      NUCLEAR MEDICINE TECHNOLOGY CLINIC III      0-0-21/35-7**  
**Alternate Weeks**

This course will introduce the student to various imaging procedures that are being discussed in RTN 3320. The student will demonstrate competency performing malignant and metastatic treatments under direct supervision.

*Prerequisites: RTN 3210, 3220, 3230*

*Co-requisites: RTN 3310, 3320*

**RTN 3410      NUCLEAR PHYSICS      8-0-0-4**  
**Alternate Weeks**

This course provides an introduction to nuclear physics. Students will study the concepts and physical principles that govern radioactivity and the interactions of radiation with matter.

*Prerequisites: RTN 3310, 3320, 3330*

*Co-requisites: RTN 3420, 3430*

**RTN 3420      SEMINAR      8-0-0-4**  
**Alternate Weeks**

This capstone course provides an integration of nuclear medicine theory and clinical practices and emphasizes professional development. A comprehensive review of the program curriculum to prepare students for certification and clinical practice in the field will occur.

*Prerequisites: RTN 3310, 3320, 3330*

*Co-requisites: RTN 3410, 3430*

**RTN 3430      NUCLEAR MEDICINE TECHNOLOGY CLINIC IV      0-0-21/35-7**  
**Alternate Weeks**

This course is the final sequence of clinical education. The student becomes a member of the health care team under indirect supervision. The student must demonstrate competency in nuclear medicine procedures as required by the NMTCB.

*Prerequisites: RTN 3310, 3320, 3330*

*Co-requisites: RTN 3410, 3420*

**SCC 1010      COLLEGE MANAGEMENT      2-0-0-2**

This course is designed to assist students in their adjustment and success in college. The course covers time management, note taking, test taking, textbook reading, learning styles, goal setting, health, and wellness. This course must be taken during the first quarter of enrollment at South College unless written permission is granted by the appropriate

department chair.

**SCC 1020 CAREER MANAGEMENT 2-0-0-2**

This course is designed to assist students in their adjustment and success in their future careers. The course covers career issues related to technology, decision-making, interpersonal relations, finances, health, and wellness. This course must be taken during the first quarter of enrollment at South College unless written permission is granted by the appropriate department chair.

**SCC 1030 COMPUTER AND INFORMATION LITERACY 4-0-0-4**

This course introduces essential concepts necessary to make effective use of computers, the Internet, application software, and digital resources commonly used in academic settings and the workplace. Lab assignments provide students with experience using PC-based computers and key computer resources including the Canvas Learning Management System, library databases, E-mail, the World Wide Web, word processing, spreadsheets, and presentation software.

**SCC 2120 PROFESSIONAL DEVELOPMENT 2-0-0-2**

This course is designed to prepare the graduating student for successful employment through development of interviewing skills, cover letters, communication skills, job success strategies, professional appearance, personal and business ethics, goal setting, and financial management. The course includes a simulated interview and a comprehensive field-specific outcomes assessment exam. This course must be taken the quarter immediately prior to graduation unless written permission is granted by the appropriate department chair.

**SCC 2150 INTERPERSONAL COMMUNICATION 2-0-0-2**

This course covers the human relations skills essential to work with a variety of people. The course teaches skills on how to resolve conflicts and diffuse anger, to communicate effectively in the workplace, and to enhance professional relationships at all levels, especially with supervisors and co-workers. This course should be taken concurrently with SCC 2120.

**SCI 1010 EARTH AND SPACE SCIENCE 4-0-0-4**

Through this course, students will gain an understanding of the earth and its surrounding space through the study of geology, oceanography, meteorology, and astronomy.

**SCI 1600 INTRODUCTION TO PHYSICAL SCIENCE 4-0-0-4**

Through this course, students gain an understanding of the principles of physical science, such as motion, force, work, and energy, as well as basic concepts of physics and chemistry.

*Prerequisite: MAT 1500 with a grade of C or better*

**SCI 4020 SCIENCE CONCEPTS AND STANDARDS FOR THE CHILD AND YOUNG ADOLESCENT 4-0-0-4**

Science concepts and standards essential to knowledge and skills expected for K-6 students are examined along with practice in designing, implementing, and assessing instructional units/lessons reflecting a constructivist philosophy and accommodating diverse learning styles.

*Prerequisite: Approval by Education Advisor*

**SCI 5100 GROSS ANATOMY 4-4-0-6**

This course provides a comprehensive study of human gross anatomy. A regional approach is used to study organ systems, extremities, and trunk. The clinical significance of topographical and radiological anatomical features is emphasized.

Lectures are complemented by laboratory study of anatomic models, simulated and dissection, surface anatomy, and critical thinking issues. Laboratory sessions will utilize Netter 3D dissection software to reinforce topics presented in lecture, with limited gross dissection.

**SCI 5111 NEUROANATOMY 3-0-0-3**

This course consists of an in-depth study of neuroanatomy and physiology, neurological development, psychosocial aspects of neurological disability, and treatment principles. Discussions focus on common acute and chronic neurological disabilities and case studies, as well as recent medical advances in the prevention and treatment of neurological problems.

**SCI 5120 HUMAN PHYSIOLOGY 3-0-0-3**  
This course will provide the students with a detailed overview of medical physiology. Students will attain knowledge of the normal functions of the human body that is essential for clinical medicine. Emphasis is placed on homeostasis and the integration among organ systems. Pathophysiology alterations in body function that occur with disease states are also discussed. Specific topics covered in the course include cellular structure, homeostasis, signal transduction mechanisms, neurophysiology and the nervous system, the cardiovascular system, and circulation and the respiratory systems.

**SCI 5201 MEDICAL PATHOLOGY AND GENETICS 4-0-0-4**  
This course is designed to provide Physician Assistant students with fundamental principles and cognitive knowledge in Medical Pathology and Genetics in preparation for their professional careers as clinicians. The course provides an understanding of the essential nature of a broad representation of human diseases, with a focus on the structural and functional changes in cells, tissues, and organs caused by each disease, as well as the molecular and genetic mechanisms underlying these diseases.

**SOC 1860 INTRODUCTION TO SOCIOLOGY 4-0-0-4**  
This course is an introduction to the study of human social development, its organizations, and its institutions. It teaches the student to look at our society and others from a sociological perspective. Specific areas covered are group dynamics, social deviance, gender equality, racial and ethnic relations, the family, religion, and education. **This course fulfills the Writing Across the Curriculum requirements for a Writing Intensive course.**

**SOC 2900 CULTURAL DIVERSITY 4-0-0-4**  
This course is designed to examine the issues of culture and cultural diversity with a focus on the differences and similarities of the major ethnic groups within the dominant North American culture. Emphasis is placed on the analysis of communication patterns, written and spoken, of all groups. Students will analyze and research the elements associated with different cultures. The overriding purpose of this course is to provide the student with materials on cultural diversity that are experiential in nature.

**SPN 1010 BEGINNING SPANISH 4-0-0-4**  
In this course, students begin with the basic introduction to the use of spoken Spanish, the writing of core vocabulary, and verb conjugations in the present tense. As skill levels progress, students learn to read and understand usage, write paragraphs, and converse with other speakers of the language.

**STE 1010 INTRODUCTION TO SURGICAL TECHNOLOGY 2-0-0-2**  
This course presents an introduction to the field of Surgical Technology. Content topics include the history of the surgical technologist, medical terminology, professional, legal, ethical and moral responsibilities of the surgical technologist, health care organizations as well as environmental safety in the surgical field and the importance of teamwork in the operating room setting. This course also discusses the physical, psychological, social, and spiritual needs of the patients.  
*Co-requisites: ST 1100 and ST 1101*

**STE 1100 PATIENT CARE CONCEPTS I 3-0-0-3**  
This course presents an overview of the perioperative milieu, emphasizing surgical asepsis, sterilization, and instrument and room preparation as well as microbiology and the process of infection and its role in the surgical arena. Content topics include principles of asepsis, decontamination, disinfection, and sterilization of instrumentation and supplies. Procedures for scrubbing, gowning, and gloving are discussed with demonstration. Patient care concepts include anesthesia, anesthetics, post-operative anesthesia and perioperative pharmacology. This course parallels the practical laboratory demonstrations of ST 1101.  
*Co-requisites: ST 1010 and ST1101*

**STE 1101 PATIENT CARE CONCEPTS I LAB 0-4-0-2**  
In this course, students demonstrate the ability to perform the basic functions of a surgical technologist in scrubbing, gowning, gloving, and opening supplies. The student will identify various types of instruments, and demonstrate patient preparation for surgery. While demonstrating these skills, the principles of asepsis are followed. Students are videotaped demonstrating the above skills.  
*Co-requisites: STE 1100 and STE 1010*

**STE 1200 PATIENT CARE CONCEPTS II****3-0-0-3**

This course continues the theoretical study and practical application of the skills necessary for the surgical technologist to provide quality patient care. Patient care concepts and topics include pre-operative, intra-operative and post-operative routines, pre-operative physical preparation of the patient including patient transport, positioning, skin preparation, and draping. Additional topics include hemostasis, wound management, and wound healing, applications of suturing, suture types, and needle characteristics. These concepts are related to the surgical technologist's role in the perioperative environment. This course also discusses energy sources in the operating room and how physics plays a role in the surgical arena. The lab portion of this course provides for practical demonstration of the discussed skills.

*Prerequisites: STE 1010, STE 1100, and STE 1101 all with a grade of C or better*

*Co-requisites: STE 1201 and STE 1210*

**STE 1201 PATIENT CARE CONCEPTS II LAB****0-4-0-2**

In this course, students demonstrate the ability to perform as a surgical technologist in the sterile scrub role and non-sterile role during basic surgical procedures in the skills lab. This includes setting up a back table and mayo stand to prepare for a procedure, performing surgical counts of sponges, sharps, and instruments, prepping and draping the patient, proper handling of instrumentation, supplies, medications and fluids. During demonstration of these skills, the principles of asepsis are followed during pre, intra, and postoperative activities.

*Prerequisites: STE 1010, STE 1100, and STE 1101 all with a grade of C or better*

*Co-requisites: STE 1200 and STE 1210*

**STE 1210 SURGICAL CLINICAL CARE I****0-0-6-2**

This course introduces the student to the roles and responsibilities of the perioperative team members. Emphasis is placed shadowing the circulator and anesthesia provider as a member of the non-sterile team. This includes assisting in patient transfer and transport, opening sterile supplies and instrumentation. The student will be assigned a surgical preceptor and will begin participating as a sterile member of the operating room team while in an observation and second scrub role. The student will also learn the daily operation of decontamination and sterile processing of instrumentation and equipment. These clinical experiences take place at various hospitals and out-patient surgery centers.

*Prerequisites: STE 1010, STE 1100, and STE 1101*

*Co-requisites: STE 1200 and STE 1201*

**STE 1310 SURGICAL CLINICAL CARE II****0-0-15-5**

This course continues to develop the skills related to the roles and responsibilities of the surgical technologist during surgical procedures. During this quarter the student will perform as a member of the sterile team. Emphasis is placed on critical thinking and technical skills while demonstrating surgical competencies as required.

*Prerequisites: STE 1200, STE 1201, and STE 1210 all with a grade of C or better*

*Co-requisite: STE 1320*

**STE 1320 SURGICAL PROCEDURES I****3-0-0-3**

This course introduces the student to concepts of diagnostic procedures, endoscopic procedures, general surgery procedures, genitourinary surgery procedures, and ophthalmic surgery procedures. Emphasis is placed on the relevant anatomy and physiology related to the diagnostic or surgical interventions the patient undergoes. Topics include diagnostic studies, preoperative testing, anesthesia considerations, positioning principles, and methods to determine needed supplies, equipment and instrumentation for these procedures. The sequence of events for these types of surgeries is also discussed along with pre, post and intra-operative responsibilities of the surgical technologist in the scrub role (STSR).

*Prerequisites: STE 1200, STE 1201, and STE 1210 all with a grade of C or better*

*Co-requisite: STE 1310*

**STE 1400 SURGICAL PROCEDURES II****8-0-0-8**

This course continues with a comprehensive study of surgical procedures in the following areas: obstetric and gynecologic, ENT, oral/maxillofacial, orthopedic, and peripheral vascular surgeries. Emphasis will be placed on the relevant anatomy and physiology related to the diagnostic or surgical interventions the patient undergoes. Topics will include how to prepare the necessary equipment, supplies and instrumentation for these procedures. The sequence of events, for these types of surgeries, will be discussed along with how pre-, post-, and intra-operative procedures will impact the Surgical Technologist.

*Prerequisites: STE 1200, STE 1210, STE 1320, and STE 1310 (with a grade of "C" or better)*

*Co-requisite: STE 1410*

**STE 1410      SURGICAL CLINICAL CARE III**

**0-0-15-5**

This course continues to develop the student's understanding of the roles and responsibilities of the surgical technologist during surgical procedures. Emphasis is placed on more complex cases, while improving speed and accuracy. The student is precepted by a Surgical Technologist or a Registered Nurse working in scrub or circulating roles. These clinical experiences take place at various local hospitals.

*Prerequisites: Successful completion of STE 1200, STE 1201, STE 1210, STE 1320, and STE 1310 (with a grade of C or better)*

*Co-requisite: STE 1400*

**STE 1500      MICROBIOLOGY FOR SURGICAL TECHNOLOGISTS**

**2-2-0-3**

Microbiology for the surgical technologist is designed to give the student an understanding of basic microbiology and how disease-causing organisms may affect their patient or their patient's course of post-operative treatment. Emphasis is placed on how to integrate this knowledge into the student's practice as a surgical technologist in the surgical environment. Factors possibly contributing to infection and approaches for providing the best aseptic practices pre-, post-, and intra-operatively are discussed. This course also has a 2-hour/week-laboratory component.

**STE 2110      SURGICAL CLINICAL CARE IV**

**0-0-24-8**

This course concludes the development of the student's skills and understanding of the roles and responsibilities of the surgical technologist during surgical procedures. Emphasis is placed on complex surgical specialties allowing the student to demonstrate the necessary skills required for perioperative patient care. The student is precepted by a Surgical Technologist or a Registered Nurse working in scrub or circulating roles. These clinical experiences take place at various local hospitals. A clinical coordinator visits these clinical sites to check on the students' progress as they work with various preceptors. Upon satisfactory completion of this course, the student is prepared in clinical care for an entry-level position.

*Prerequisites: STE 1200, STE 1210, STE 1320, STE 1310, STE 1400, and STE 1410 with a grade of C or better*

*Co-requisite: STE 2110*

**STE 2120      SURGICAL PROCEDURES III**

**4-0-0-4**

This course continues with a comprehensive study of surgical procedures in the following areas: cardio, thoracic/pulmonary, plastics & reconstructive, pediatric and neurosurgical procedures. Emphasis will be placed on the relevant anatomy and physiology related to the diagnostic or surgical interventions the patient undergoes. Topics will include how to prepare the necessary equipment, supplies and instrumentation for these procedures. The sequence of events for these types of surgeries will be discussed along with how pre-, post-, and intra-operative procedures impact the Surgical Technologists.

*Prerequisites: STE 1010, STE 1100, STE 1101, STE 1200, STE 1210, STE 1310, STE 1320, STE 1400, and STE 1410*

*Co-requisite: STE 2110*

# ADMINISTRATION AND FACULTY

## BOARD OF TRUSTEES

South College operates through a Board of Trustees comprised of members from the board of directors of the college and from leaders in the community not associated with the college. The members of the Board of Trustees, other than those who serve as members of the board of directors, shall have no equity interest in the institution. Continuity in membership ensures the stability of the institution.

1. The members of the Board of Trustees shall serve terms of service that vary from one to six years.
2. The Board shall be maintained for the following purposes:
  - a. To establish broad institutional policies consistent with the college's priorities.
  - b. To assist in measuring the financial resources of the college and to assure adequate support of the institution's programs.
  - c. To assist in establishing the mission/purpose of the institution and assure it is supported and fulfilled.
  - d. To assist in establishing a method of evaluating the total effectiveness of the institution.

## MEMBERS OF THE BOARD OF TRUSTEES FOR 2017-2018

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