



2020-2021 Catalog Volume XXX

www.south.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 – 140 Sweeten Creek Road, Asheville, North Carolina 28803

828- 398-2500

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

629-802-3000

Atlanta Learning Site – 2600 Century Parkway NE, Atlanta, Georgia 30345

470-322-1200

South College 2020-2021 General Academic Calendar

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

	Classes Begin	Last Date Late Registration and Drop/Add	Last Date to Drop with W Grade	Final Examinations	Last Date of Term
Fall 2020					
Regular Session (11 weeks ground & online)	Sept 30, 2020	Oct 6, 2020	Nov 17, 2020	Dec 5-11, 2020	Dec 11, 2020
Beginning-quarter (5 weeks)	Sept 30, 2020	Oct 2, 2020	Oct 24, 2020	Nov 2-3, 2020	Nov 3, 2020
Mid-quarter (5 weeks)	Nov 4, 2020	Nov 6, 2020	Nov 28, 2020	Dec 5-11, 2020	Dec 11, 2020
Online Calendar Course (10 Weeks)	Sept 30, 2020	Oct 6, 2020	Nov 17, 2020	Dec 6-7, 2020	Dec 8, 2020
Online Calendar Course (5 Weeks)	Sept 30, 2020	Oct 2, 2021	Oct 24, 2020	Nov 1-2, 2020	Nov 3, 2020
Online Calendar Course (5 weeks)	Nov 4, 2020	Nov 6, 2020	Nov 28, 2020	Dec 6-7, 2020	Dec 8, 2020
Winter 2021					
Regular Session (11 weeks ground & online)	Jan 13, 2021	Jan 20, 2021	Mar 2, 2021	Mar 19-25, 2021	Mar 25, 2021
Beginning-quarter (5 weeks)	Jan 13, 2021	Jan 15, 2021	Feb 6, 2021	Feb 15-16, 2021	Feb 16, 2021
Mid-quarter (5 weeks)	Feb 17, 2021	Feb 19, 2021	Mar 13, 2021	Mar 19-25, 2021	Mar 25, 2021
Online Calendar Course (10 weeks)	Jan 20, 2021	Jan 26, 2021	Mar 9, 2021	Mar 28-29, 2021	Mar 30, 2021
Online Calendar Course (5 weeks)	Jan 20, 2021	Jan 22, 2021	Feb 13, 2021	Feb 21-22, 2021	Feb 23, 2021
Online Calendar Course (5 weeks)	Feb 24, 2021	Feb 26, 2021	Mar 20, 2021	Mar 28-29, 2021	Mar 30, 2021
Spring 2021					
Regular Session (11 weeks ground & online)	Apr 7, 2021	Apr 13, 2021	May 25, 2021	Jun 11-17, 2021	Jun 17, 2021
Beginning-quarter (5 weeks)	Apr 7, 2021	Apr 9, 2021	May 1, 2021	May 10-11, 2021	May 11, 2021
Mid-quarter (5 weeks)	May 12, 2021	May 14, 2021	Jun 5, 2021	Jun 11-17, 2021	Jun 17, 2021
Online Calendar Course (5 weeks)	May 5, 2021	May 7, 2021	May 29, 2021	Jun 6-7, 2021	Jun 8, 2021
Summer 2021					
Regular Session (11 weeks ground & online)	Jun 30, 2021	Jul 7, 2021	Aug 17, 2021	Sept 3-10, 2021	Sept 10, 2021
Beginning-quarter (5 weeks)	Jun 30, 2021	Jul 2, 2021	Jul 24, 2021	Aug 2-3, 2021	Aug 3, 2021
Mid-quarter (5 weeks)	Aug 4, 2021	Aug 6, 2021	Aug 28, 2021	Sept 3-10, 2021	Sept 10, 2021
Online Calendar Course (5 weeks)	Jul 21, 2021	Jul 23, 2021	Aug 14, 2021	Aug 22-23, 2021	Aug 24, 2021

Sessions available to online students (may be available to onground students via advising)

	Class Begin	Last Date Late Registration and Drop/Add	Last Date to Drop with W Grade	Final Examinations	Last Date of Term
Beginning Sept 30, 2020					
10 Weeks	Sep 30, 2020	Oct 6, 2020	Nov 17, 2020	Dec 6-7, 2020	Dec 8, 2020
5 Weeks	Sep 30, 2020	Oct 2, 2020	Oct 24, 2020	Nov 1-2, 2020	Nov 3, 2020
5 Weeks	Nov 4, 2020	Nov 6, 2020	Nov 28, 2020	Dec 6-7, 2020	Dec 8, 2020
Beginning Nov 4, 2020					
10 Weeks	Nov 4, 2020	Nov 10, 2020	Dec 19, 2020	Jan 17-18, 2021	Jan 19, 2021
5 Weeks	Nov 4, 2020	Nov 6, 2020	Nov 28, 2020	Dec 6-7, 2020	Dec 8, 2020
5 Weeks	Dec 9, 2020	Dec 11, 2021	Jan 2, 2021	Jan 17-18, 2021	Jan 19, 2021
Beginning Dec 9, 2020					
10 Weeks	Dec 9, 2020	Dec 15, 2020	Jan 26, 2021	Feb 21-22, 2021	Feb 23, 2021
5 Weeks	Dec 9, 2020	Dec 11, 2021	Jan 2, 2021	Jan 17-18, 2021	Jan 19, 2021
5 Weeks	Jan 20, 2021	Jan 22, 2021	Feb 13, 2021	Feb 21-22, 2021	Feb 23, 2021
Beginning Jan 20, 2021					
10 Weeks	Jan 20, 2021	Jan 26, 2021	Mar 9, 2021	Mar 28-29, 2021	Mar 30, 2021
5 Weeks	Jan 20, 2021	Jan 22, 2021	Feb 13, 2021	Feb 21-22, 2021	Feb 23, 2021
5 Weeks	Feb 24, 2021	Feb 26, 2021	Mar 20, 2021	Mar 28-29, 2021	Mar 30, 2021
Beginning Feb 24, 2021					
10 Weeks	Feb 24, 2021	Mar 2, 2021	Apr 13, 2021	May 2-3, 2021	May 4, 2021
5 Weeks	Feb 24, 2021	Feb 26, 2021	Mar 20, 2021	Mar 28-29, 2021	Mar 30, 2021
5 Weeks	Mar 31, 2021	Apr 2, 2021	Apr 24, 2021	May 2-3, 2021	May 4, 2021
Beginning Mar 31, 2021					
10 Weeks	Mar 31, 2021	Apr 6, 2021	May 18, 2021	Jun 6-7, 2021	Jun 8, 2021
5 Weeks	Mar 31, 2021	Apr 2, 2021	Apr 24, 2021	May 2-3, 2021	May 4, 2021
5 Weeks	May 5, 2021	May 7, 2021	May 29, 2021	Jun 6-7, 2021	Jun 8, 2021
Beginning May 5, 2021					
10 Weeks	May 5, 2021	May 11, 2021	Jun 22, 2021	Jul 11-12, 2021	Jul 13, 2021
5 Weeks	May 5, 2021	May 7, 2021	May 29, 2021	Jun 6-7, 2021	Jun 8, 2021
5 Weeks	Jun 9, 2021	Jun 11, 2021	Jul 3, 2021	Jul 11-12, 2021	July 13, 2021
Beginning Jun 9, 2021					
10 Weeks	Jun 9, 2021	Jun 15, 2021	Jul 27, 2021	Aug 22-23, 2021	Aug 24, 2021
5 Weeks	Jun 9, 2021	Jun 11, 2021	Jul 3, 2021	Jul 11-12, 2021	July 13, 2021
5 Weeks	Jul 21, 2021	Jul 23, 2021	Aug 14, 2021	Aug 22-23, 2021	Aug 24, 2021
Beginning Jul 21, 2021					
10 Weeks	Jul 21, 2021	Jul 27, 2021	Sep 7, 2021	Sep 26-27, 2021	Sep 28, 2021
5 Weeks	Jul 21, 2021	Jul 23, 2021	Aug 14, 2021	Aug 22-23, 2021	Aug 24, 2021
5 Weeks	Aug 25, 2021	Aug 27, 2021	Sep 18, 2021	Sep 26-27, 2021	Sep 28, 2021
Beginning Aug 25, 2021					
10 Weeks	Aug 25, 2021	Aug 31, 2021	Oct 12, 2021	Oct 31-Nov 1, 2021	Nov 2, 2021
5 Weeks	Aug 25, 2021	Aug 27, 2021	Sep 18, 2021	Sep 26-27, 2021	Sep 28, 2021
5 Weeks	Sep 29, 2021	Oct 1, 2021	Oct 23, 2021	Oct 31-Nov 1, 2021	Nov 2, 2021

Other Important Dates

	Fall 2020	Winter 2021	Spring 2021	Summer 2021
Registration Begins	Jul 27, 2020	Oct 26, 2020	Feb 8, 2021	May 3, 2021
In-session Holidays	Nov 26-27, 2020	Jan 18, 2021	May 31, 2021 Jul 5, 2021	Sep 6, 2021

All dates are subject to change. Online terms do not recognize holidays that fall within a session. 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.south.edu.



THE 2020-2021 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.south.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 office of the Registrar. 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 term a Schedule of Classes is made available to students. The Schedule includes all courses to be offered during the term, as well as times and locations. Not all courses listed in the catalog are offered each term. *Students should be aware that courses may be offered in a variety of combined instructional modalities including (but not limited to) onground, online, blended/hybrid, and clinical/internship/externship/practicum/fieldwork/student teaching formats. Some programs may have limited program delivery options. Please see your Academic Advisor for additional information.*

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 Academic & Student Services (Main Campus & Parkside Learning Site) 3904 Lonas Drive, Knoxville, TN 37909, Phone: 865-293-4576; 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; Dean of Academic and Student Services (Atlanta Learning Site), 2600 Century Parkway NE Suite 110, Atlanta GA 30345, Phone (470) 322-1200; Dean of Academics Online (Online), 3904 Lonas Drive, Knoxville, TN 37909, Phone (912) 272-8256.

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 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 and in 2018, a Learning Site was opened in Atlanta, Georgia.

Throughout its history, South College has endeavored to meet the demands of the business communities it serves. 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 or via all delivery modalities. Before applying to South College, please review programs and concentrations available at each campus and via delivery method. Notification of additional programs that are instituted during the year is provided via a catalog addendum.

Doctoral Degree Programs:

Ministry (DMin)
Nursing Practice (DNP)
Concentrations Available in:
Nurse Executive
Family Nurse Practitioner
Pharmacy (PharmD)
Physical Therapy (DPT)

Educational Specialist Program:

Teacher Leadership in Schools (EdS)

Master's Degree Programs:

Master of Arts in Ministry
Master of Business Administration – Professional (MBA)
Concentrations Available in:
Business Analytics
Finance
Health Care Management
Marketing
Project Management
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 Computer Science (MS)
Concentration Available in:
Artificial Intelligence
Master of Science in Criminal Justice (MS)
Concentrations Available in:
Computer Forensics Investigation
Fraud Examination
Public Administration
Master of Science in Cybersecurity
Master of Science in Data Science
Master of Science in Information Technology (MS)
Master of Science in Information Technology Management (MS)
Master of Science in Nursing (MS)
Concentrations Available in:
Adult-Gerontology Acute Care Nurse Practitioner
Family Nurse Practitioner
Nurse Executive
Pediatric Nurse Practitioner
Psychiatric-Mental Health Nurse Practitioner
Master of Science in Software Engineering

Baccalaureate Degree Programs:

Bachelor of Business Administration (BBA)
Concentrations Available in:
Accounting
Business Analytics

- Entrepreneurship
- Finance
- Health Care Administration
- Hospitality Management
- Human Resources
- Management & Leadership
- Marketing
- Project Management
- Social Media Management
- Supply Chain Management
- Bachelor of Science in Computer Science (BS)
 - Concentrations Available in:*
 - Data Science
 - Network Security
 - Software Engineering
 - Mobile & Web Development
 - Artificial Intelligence
 - Blockchain & Cloud Computing
- Bachelor of Science in Criminal Justice (BS)
- Bachelor of Science in Dental Hygiene (BS)
- Bachelor of Science in Elementary (K-5) Education (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) (RT and Non-RT Options)
- Bachelor of Science in Health Science w/Concentration in Radiography (BS)
- Bachelor of Science in Information Technology (BS)
 - Concentrations Available in:*
 - Cybersecurity
 - Data Analytics
 - IT Management
 - Networking
 - Web Design
- Bachelor of Science in Legal Studies (BS)
- Bachelor of Science in Nursing (BS) (Traditional, Accelerated, LPN/BSN, RN/BSN Options)
- Bachelor of Science in Pharmaceutical Science (BS)
- Bachelor of Science in Radiological Science (BS)

Associate Degree Programs:

- Accounting (AS)
- Business Administration (AS)
- Computer Science (AS)
- Criminal Justice (AS)
- Dental Hygiene (AS)
- Diagnostic Medical Sonography (AS)
- Electrical Engineering Technology (AS)
- Health Science (AS)
- Health Science (Pre-Nursing) (AS)
- Health Science (Pre-Pharmacy) (AS)
- Information Technology (AS)
- Investigation and Security (AS)
- Medical Assisting (AS)

Network Administration & Security (AS)
Occupational Therapy Assistant (AS)
Paralegal Studies (AS and AAS)
Physical Therapist Assistant (AS and AAS)
Radiography (AS)
Surgical Technology (AS)
Teaching (AS)

Certificate Programs:

Computed Tomography
Criminal Justice (Graduate Certificate)
Data Science
Dental Assisting
Investigation and Security
Licensed Practical Nurse
Magnetic Resonance Imaging
Medical Assisting
Nuclear Medicine
Paralegal or Paralegal Studies (Post-Degree)
Public Administration for Criminal Justice Professionals (Graduate Certificate)
Software Developer
Surgical Technology

ACCREDITATION AND AUTHORIZATIONS

Regional Accreditation

South College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the doctorate, educational specialist, master’s, baccalaureate, and associate levels, as well as certificates. Questions about the accreditation of South College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website (www.sacscoc.org).

State Authorizations

The South College Main Campus, Parkside Learning Site, and Nashville Learning Site are authorized for operation as a post-secondary institution by the Tennessee Higher Education Commission to confer degrees at the doctorate, educational specialist, master’s, baccalaureate, and associate levels, 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 Master’s, Bachelor’s, 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 (Main Campus) and the Atlanta Learning Site have been authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990 to offer instruction in the programs listed on the Nonpublic Postsecondary Education Commission website (<https://gnpec.georgia.gov/>). The college is approved by the Georgia State Approval Agency for the training of veterans and other eligible persons.

South College is an Out of State Registered Institution with the Bureau for Private Postsecondary Education in California.

South College has received initial approval of a Certificate of Authority from the Pennsylvania Department of Education to operate an educational enterprise in Pittsburgh, PA for the purpose of marketing.

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/>.

Professional Licensure

Important Note for Prospective Students: If considering an academic program that leads to a professional license in your planned state of residence, it is highly recommended that you first seek guidance from the appropriate licensing agency in that state **BEFORE** beginning the academic program located outside that state. South College provides information during the enrollment or orientation process (which you must acknowledge receipt of), but it is important to follow-up yourself by contacting the appropriate licensing board to confirm whether a South College program will meet the requirements for licensure in that state). For onground/hybrid programs, the institution ensures that the program meets requirements for the state in which the campus is located.

Relocation to Another State

Students who consider moving to another state during their enrollment at South College must meet 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 if required for a program or where clinical agreements are not established. The student should contact the appropriate licensing board in his/her new home state to confirm whether a South College program will meet the requirements for licensure in that state.

Programmatic Accreditation/Approval

Various programs have earned programmatic accreditation or approval.

Associate of Science in Accounting

Associate of Science in Business Administration

Bachelor of Business Administration

Master of Business Administration

The School of Business and Technology at South College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. For a list of accredited programs, visit <https://iacbe.org/memberpdf/SouthCollege.pdf>. The current grant of accreditation is through 2025.

Certificate in Dental Assisting

Associate of Science in Dental Hygiene

The Certificate in Dental Assisting program offered at the Nashville campus has been granted the accreditation status of “Approval without Reporting Requirements” and the Associate of Science in Dental Hygiene program offered at the Nashville campus has been granted the accreditation status of “Initial Accreditation” by the Commission on Dental Accreditation. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission’s web address is: <http://www.ada.org/en/coda>.

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 continuing accreditation on July 17, 2020 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)(25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, 727-210-2350, www.caahep.org). The next review is anticipated for 2025.

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) (25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, 727-210-2350, www.caahep.org). The next review is anticipated in 2022.

The South College Associate of Science in Diagnostic Medical Sonography – General Program offered at the Nashville campus was granted the initial 5 year accreditation award on March 15, 2019 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, 727-210-2350, www.caahep.org). The next review is anticipated for 2024.

Bachelor of Science in Elementary Education (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 and the Master of Education Elementary Education (K-5) Initial Licensure program offered at the Knoxville campus are approved by the Tennessee Department of Education.

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 (CAAHEP) (25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, 727-210-2350, www.caahep.org) upon recommendation of the *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 (CAAHEP) (25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, 727-210-2350, www.caahep.org) upon recommendation of the *Medical Assisting Education Review Board (MAERB)*. Reaccreditation affirmation was awarded in August 2015 for a period not to exceed 10 years.

Certificate in Nuclear Medicine

BS Health Science w/Concentration in Nuclear Medicine (RT and NON-RT Tracks)

The South College Certificate in Nuclear Medicine program and the BS Health Science w/Concentration 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). In 2019, the program was awarded continued accreditation for a period of 7 years. The next review is scheduled for 2026.

Master of Science in Nursing/Bachelor of Science in Nursing/Certificate in Practical Nursing

State Authorization (Asheville, Atlanta, Knoxville, Nashville)

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, with full approval granted in May 2019. The Bachelor of Science in Nursing program offered at the Atlanta Learning Site received initial approval from the Georgia Board of Nursing in September 2018.

The South College Certificate program in Practical Nursing offered at the Parkside Learning Site (Knoxville) received initial approval from the Tennessee Board of Nursing in February 2018. Approval for the addition of the Nashville Learning site was granted in November 2018. The Certificate program in Practical Nursing was approved by the Georgia Board of Nursing for the Atlanta Learning Site in May 2019 to begin the first class in June 2020.

Programmatic Accreditation

The Bachelor of Science in Nursing and the Master of Science in Nursing programs offered at South College are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791 (<http://www.ccnaccreditation.org>).

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 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, www.acoteonline.org. (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. Due to the COVID-19 pandemic, scheduling of the next site visit has currently been postponed.

The South College Occupational Therapy Assistant – Knoxville campus program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION ACCREDITATION MANUAL VI.E. Revised July 2019 Section VI - Page 19 National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Accreditation was granted for 7 years with the next site visit to be scheduled during the 2025 academic year.

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

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 Standing Committee on Paralegals (321 N. Clark Street, Chicago, IL 60654-4778, www.americanbar.org) 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).

Certificate in Paralegal Studies

Associate of Science in Paralegal Studies

Bachelor of Science in Legal Studies

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 are approved by the American Bar Association (ABA) Standing Committee on Paralegals (321 N. Clark Street, Chicago, IL 60654-4778, www.americanbar.org).

Associate of 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; website: <http://www.capteonline.org>. The last review was conducted in 2012 with reaccreditation granted through 2022. If needing to contact the program/institution directly, please call 828-398-2527 or email pdement@south.edu.

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). The last review was conducted in 2013 with

reaccreditation granted through 2023. If needing to contact the program/institution directly, please call 629-802-3125 or email sharris@south.edu.

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). In June 2017, the program was awarded continued accreditation for a period of eight years. The next review is anticipated in 2025.

The South College Associate of Science in Radiography program offered at the Nashville campus is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) (20 N. Wacker Drive, Ste. 2850, Chicago, IL 60606-3182, (312) 704-5300, www.jrcert.org). In 2019, the program was awarded accreditation for a period of 3 years. The next review is anticipated in 2021.

The South College Associate of Science in Radiography program offered at the Asheville campus is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850, Chicago, Illinois, 60606-3182; phone (312) 704-5300; www.jrcert.org. The program was considered at the August 27, 2019 meeting of the Joint Review Committee on Education in Radiologic Technology and was awarded Accreditation for period of 8 years. The next site visit is tentatively scheduled for 2026.

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

Master of Health Science in Physician Assistant Studies

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the South College Master of Health Science Physician Assistant Program sponsored by South College. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. 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. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The South College Master of Health Science Physician Assistant Program is a single program with two campuses; one in Knoxville, Tennessee and an extension campus in Atlanta, Georgia.

The ARC-PA has granted Accreditation-Provisional status to the South College – Nashville Physician Assistant Program sponsored by South College – Nashville. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Doctor of Pharmacy

The South College Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 2850, Chicago, IL 60603, 312/664-3575, FAX 866-228-2631, web site 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; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 865-251-1753 or email tnoteboom@south.edu.

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), (25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, 727-210-2350), based upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC-STSA). The program has been placed on Probationary Accreditation as of January 17, 2020. The program is moving forward with requirements to address this status.

The application and self-study for the Associate of Science in Surgical Technology program offered at the Knoxville campus to the Commission on Accreditation of Allied Health Education Programs (www.caahep.org), (25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, 727-210-2350) is being prepared for submission. As required by the accrediting agency, submission must be made four months prior to the institutional visit which is anticipated in January 2021. The results of the visit will then be acted on by the agency in 2021. Accreditation must be awarded to the program prior to graduates being able to attempt the required certification examination to practice as a Surgical Technologist. South College cannot guarantee that accreditation will be awarded.

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
- Better Business Bureau
- Career Education Colleges and Universities
- Carolina Association of Collegiate Registrars and Admissions Officers
- Commission on Accreditation of Allied Health Education Programs
- Commission on the Accreditation in Physical Therapy Education
- Educause
- Georgia Association of Student Financial Aid Administrators
- Georgia Association of Physician Assistants
- Georgia Chamber of Commerce
- International Accreditation Council for Business Education (IACBE)
- Knoxville Area Chamber Partnership
- Knoxville Area Health Science Library Consortium
- Knoxville Bar Association
- Metro Atlanta Chamber of Commerce
- National Association of Legal Assistants, Inc.
- National Association of Student Financial Aid Administrators
- Nashville Chamber of Commerce
- NASPA: Student Affairs Administrators in Higher Education
- National Association of Advisors for the Health Professions
- National League for Nursing
- North Carolina Association of Career Colleges and Schools
- North Carolina Nurses Association
- Physician Assistant Education 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 Independent Colleges and Universities Association
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 initial renovations for this facility in October 2010 with the most recent space addition renovation being completed in 2020. Ample parking is available for students and staff. Included in the over 100,000 square feet available at this location are comfortable classrooms, specialized laboratories with modern equipment, a student center, study areas, faculty/staff offices and work areas, 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, a student center, meeting rooms, a resource center, 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 initial renovations for this facility in 2017 with the most recent space addition renovation being completed in 2020. Over 78,000 square feet of space includes modern lecture classrooms, specialty laboratories equipped with modern equipment, a student center, a computer laboratory, a functioning dental clinic, faculty/staff offices and work areas, and the resource center/library. Parking is provided for students, faculty, and staff.

Located at 2600 Century Parkway NE in Atlanta, GA is an additional learning site of South College. The institution recently completed renovations on this facility in 2018 and 2019, with additional renovation underway for additional added space. The over 50,000 square feet of space includes modern lecture classrooms, specialty laboratories equipped with up-to-date equipment, a student center, a computer laboratory, faculty/staff offices and work areas, and the resource center/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 campus library/resource center facilities provide comfortable study areas for students and faculty. The library website provides efficient access for all students to resources. Librarians develop and enhance current and relevant collections that support the college's curricula. Collections focus on electronic general reference books, electronic periodicals, multi-media software, online services, and other non-print media. Select collections of print reference are maintained where appropriate. The library's resources include access to multidisciplinary full-text periodical databases, ebook databases, the WESTLAW legal research database, medical databases, streaming video content, 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 and at the learning site in Nashville. Students may

purchase books, selected supplies, and clothing. Regular hours of operation are posted. Asheville, Atlanta, and Online students may order books through Barnes and Noble. These are shipped directly 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/campus).

Clinical/internship/practicum/fieldwork/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. Classes begin at various times throughout the year and are delineated in the academic calendar (Onground and Online Courses via General Academic Calendar). 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 through a program-specific Academic Calendar.

Applications for undergraduate general admissions for programs offered at all locations can be completed at <http://www.south.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, DNP, DMin, EdS, MA, MBA, MEd, MHS, MS, 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 *students enrolled at the institution in the fall quarter each year as of October 15 who have never been enrolled in college other than at South College* 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 provide proof of high school graduation from an acceptable high school or the equivalent (GED/HiSET) (except as noted below) and meet one of the following:

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. No proof of high school or the equivalent is required once evidence received and approved.
5. Evidence a 2.5 cumulative high school GPA.

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.

Credentials earned outside the United States must be evaluated by a NACES-member credential evaluation service. Please speak with an Admissions Representative for more information.

General admission to South College does not guarantee admittance to those programs with additional programmatic admission requirements. Please visit the section of the catalog dedicated to the program of choice for information regarding all admission and application procedures.

South College does not accept undocumented foreign nationals.

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 that include possible transfer credits by no later than the end of the first 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 generally admit students on a probationary basis. A student's failure to provide acceptable verification of proof of high school graduation/GED will result in the following:

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

Exceptions to the one quarter period may be granted for unusual situations or circumstances. All exceptions must be approved by the campus Dean or the Vice Chancellor of Student Services.

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

ADMISSION OF TRANSFER STUDENTS (NON-DEGREE HOLDERS)

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 a minimum of 23 quarter/15 semester hours with an overall cumulative grade point average of not less than 2.0 (only college level academic courses are applicable).

Notes: Students who have a course or courses in progress on an unofficial transcript for a current quarter or semester in which they are enrolled may be qualified for admission as long all other requirements are met. Once all in-progress courses are complete, an updated and official transcript must be provided and reevaluated to ensure compliance with all admission requirements.

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.

General admission to South College does not guarantee admittance to those programs with additional programmatic admission requirements. Please visit the section of the catalog dedicated to the program of choice for information regarding all admission and application procedures.

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

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

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 gain confirmation that the specific course(s) taken at South College will 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.

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.

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, fieldwork, 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.

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. Accepted time limits for all courses/programs are available via the South College website under the Admissions tab. 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 staff 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 at non-accredited or vocational institutions will not be accepted. Students transferring from such institutions may attempt to earn credit through the credit by examination process for those courses in which these examinations are available. South College does not award credit for experiential learning or for professional certification.

Acceptance of credits earned at other institutions is limited to 75% 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 final term of coursework must be completed at South College unless approved by the Chief Academic Officer.

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. Only those programs allowing transfer credit include the topic in the catalog information.

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 in limited areas. The Chief Academic Officer, 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 \$100 examination fee for all approved exams.

Challenge examinations are administered electronically via arranged time with the test administrator. 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 unless permission otherwise is granted by the Dean/Department Chair. 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 75% of their total credits through credit by examination, transfer credit, or a combination thereof.

CLEP, Dantes DSST, AP, AICE, IB, and TSIC scores can be submitted for evaluation for course credit. The guidelines for awarding credit are available in the Admissions Department and on the institutional website.

JOINT/DUAL ENROLLMENT FOR HIGH SCHOOL STUDENTS

Through this program for outstanding high school junior or senior students, eligible students may pursue collegiate coursework while completing their high school requirements. Students accepted are allowed to enroll part-time or full-time at the college provided they meet and maintain eligibility requirements and course prerequisites. Students enrolled in South College courses are expected to meet all expectations for successful completion (equivalent to all other students in the courses).

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 the minimum requirement as indicated.

To be considered, 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. Meet general admission requirements.
4. Achieve and maintain a minimum grade point average of 2.5 in high school work completed. An official high school transcript is required at the time of enrollment and may be requested periodically to evidence current grade point average.

Further information about Joint/Dual Enrollment 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 one quarter 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

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). Current F-1 students who transfer from another college/university are not required to submit a TOEFL score.
 - 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 are 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 who are coming to or staying in the United States to attend South College upon receipt of a completed Proof of Financial Ability Form evidencing ability to fund tuition, fees, and living expenses for the first academic year. It is the responsibility of admitted students to follow-up with the Office of the Registrar to ensure receipt of the Form I-20 within the needed period in order to remain in the United States. 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 enrollment.

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.

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 **320** or above on the Quantitative section of the **Wonderlic** or score **90** or above on the Mathematics section (original)/**265** (next generation) of the **Accuplacer Exam**.
2. Score of **19** or above on the Mathematics section of the **ACT Exam**.
3. Score of **600** or above on the Mathematics section of the **SAT Exam**.
4. **Successfully have passed or received transfer credit** for a higher-level mathematics course.
5. Receipt of a B or higher in any non-remedial high school math course as evidenced by official high school transcript.

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.

*Certain undergraduate certificate programs, due to the nature of the program, do not require math and the above does not apply (e.g. Certificate in Dental Assisting, Certificate in Medical Assisting, Certificate in Software Development, Certificate in Data Science).

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 onground classes at South College campuses in Tennessee and North Carolina are asked to submit certain immunization documentation. Students new to South College should 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 at all campuses 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

ONGROUND/HYBRID PROGRAM TUITION RATES

Certificate Programs Table 1 (Beginning Fall Quarter 2020):

CERT Computed Tomography	CERT Dental Assisting	CERT Licensed Practical Nursing
CERT Magnetic Resonance Imaging	CERT Medical Assisting	CERT Nuclear Medicine
CERT Paralegal/Paralegal Studies	CERT Surgical Technology	Special Subject/Joint Enrollment

Associate Programs Table 1 (Beginning Fall Quarter 2020):

AS Accounting	AS Business Administration	AS Criminal Justice
AS Health Science	AS Health Science (Pre-Nursing)	AS Health Science (Pre-Pharmacy)
AS/AAS Medical Assisting	AS/AAS Paralegal Studies	AS Surgical Technology
AS Teaching		

Bachelor's Programs Table 1 (Beginning Fall Quarter 2020):

Bachelor of Business Administration (w/Concentrations)	BS Criminal Justice
BS Elementary Education	BS Legal Studies

Master's Programs Table 1 (Beginning Fall Quarter 2020):

MEd Elementary Education (K-5) Initial Licensure

Table 1 Tuition Rates

Credit Load	2020-2021 Quarterly Tuition
10-20 Credit Hours	\$5500
6-9 Credit Hours	\$3950
1-5 Credit Hours	\$2100
Each Credit Above 20	\$310 per credit

Associate Programs Table 2 (Beginning Fall Quarter 2020):

AS Dental Hygiene	AS Diagnostic Medical Sonography
AS Occupational Therapy Assistant	AS/AAS Physical Therapist Assistant
AS Radiography	AAS Radiologic Technology

Bachelor's Programs Table 2 (Beginning Fall Quarter 2020):

BS Health Science (w/Concentrations in CT, DMS, MRI, NM, RAD)
 BS Health Science (including Post-PTA, Pre-PA, and Pre-PT)
 BS Nursing (Traditional, Accelerated, LPN/BSN)
 BS Nursing (Declared – Pre-Requisite Courses Prior to Major Admission)
 BS Pharmaceutical Science (Pre-Pharmacy) – Until Pharmacy Major Courses
 BS Radiological Science

Table 2 Tuition Rates

Credit Load	2020-2021 Quarterly Tuition
10-20 Credit Hours	\$6975
6-9 Credit Hours	\$4750
1-5 Credit Hours	\$2500
Each Credit Above 20	\$360 per credit

Master of Health Science Physician Assistant Studies (Per Quarter Beginning Fall Quarter 2020)

Credit Load	2020-2021 Quarterly Tuition
10-20 Credit Hours	\$11250
1-9 Credit Hours	# of Credits X \$600

Doctor of Physical Therapy (Per Quarter Beginning Summer Quarter 2020)

Credit Load	2020-2021 Quarterly Tuition
10-20 Credit Hours	\$10,275
1-9 Credit Hours	# of Credits X \$600

Doctor of Pharmacy (Per Quarter Beginning Summer Quarter 2020)

Credit Load	2020-2021 Quarterly Tuition
10-20 Credit Hours	\$11,975
1-9 Credits	# of Credits X \$800

ON-LINE PROGRAM TUITION RATES

Certificate Programs Table 3 (Beginning Fall Quarter 2020):

CERT Data Science CERT Investigation & Security Special Subject/Joint Enrollment
 CERT Software Developer

CERT Criminal Justice (Grad) CERT Public Administration for CMJ Professionals (Grad)

Associate Programs Table 3 (Beginning Fall Quarter 2020):

AS Accounting AS Business Administration AS Computer Science
 AS Criminal Justice AS Electrical Engineering Technology AS Health Science
 AS Health Science (Pre-Nursing) AS Health Science (Pre-Pharmacy) AS Information Technology
 AS Investigation & Security AS Network Administration & Security

Bachelor's Programs Table 3 (Beginning Fall Quarter 2020):

Bachelor of Business Administration (w/Concentrations)
 BS Computer Science (w/Concentrations)
 BS Criminal Justice
 BS Cybersecurity
 BS Information Technology (w/Concentrations)
 BS Nursing (RN/BSN)

Educational Specialist/Master's Programs Table 3 (Beginning Fall Quarter 2020):

EdS Teacher Leadership in Schools
 MA Ministry Studies (Beginning Winter 2021)
 Master of Business Administration (w/Concentrations)
 MEd Teacher as Instructional Leader
 MS Criminal Justice (Including All Concentrations) (Beginning Winter 2021)
 MS Computer Science (Including concentration in Artificial Intelligence) (Beginning Winter 2021)
 MS Cybersecurity (Beginning Winter 2021)
 MS Data Science (Beginning Winter 2021)
 MS Information Technology (Beginning Winter 2021)
 MS Information Technology Management (Beginning Winter 2021)
 MS Software Engineering (Beginning Winter 2020)

Doctoral Programs Table 3 (Beginning Fall Quarter 2021):

Doctor of Ministry (Beginning Winter 2021)

Table 3 Tuition Rates

Credit Load	2020-2021 Quarterly Tuition
10-20 Credit Hours	\$3975
6-9 Credit Hours	\$3200
1-5 Credit Hours	\$2100
Each Credit Above 20	\$310 per credit

Bachelor's Programs Table 4 (Beginning Fall Quarter 2020):

BS Dental Hygiene BS Health Science
 BS Health Science (Post-PTA) BS Health Science (Pre-PA)
 BS Health Science (Pre-PT)

Table 4 Tuition Rates

Credit Load	2020-2021 Quarterly Tuition
10-20 Credit Hours	\$5500
6-9 Credit Hours	\$3950
1-5 Credit Hours	\$2100
Each Credit Above 20	\$310 per credit

Master's Programs Table 5 (Beginning Fall Quarter 2020):

MS Nursing (w/Concentrations)

Doctoral Programs Table 5 (Beginning Fall Quarter 2020):

Doctor of Nursing Practice (Concentrations FNP and NE) (Beginning Winter 2021)

Table 5 Tuition Rates

Credit Load	2020-2021 Quarterly Tuition
10-20 Credit Hours	\$5500
1-9 Credit Hours	\$3950
Each Credit Above 20	\$310 per credit

Fees - All Students

FEES	2020-2021
Application	\$95 PA \$60 Pharmacy and DPT \$50 All Other Programs
Credit by Examination	\$\$100 Approved Courses
Transcript	\$10
Graduation	\$200 (\$300 Pharmacy and DPT)
Technology Fee	\$175 per quarter

Fees - Dental Students

FEES	2020-2021
CERT Dental Assisting Student Fee	\$150 per quarter
AS Dental Hygiene Student Fee	\$400 per quarter

In the event that a new program is implemented after the publication of the catalog and is not specifically listed above, please see the Admissions or Financial Aid department for detailed information.

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 \$100 for all 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 may be billed to each student's account at the time the application for testing is submitted.

Technology Fees – Each student is charged a \$175 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.

First Day Fees - Select courses have the option for textbook delivery via First Day. For these courses, a student is assumed to choose to take part in this textbook delivery option unless he/she chooses to "opt out" prior to the census date of each term. The First Day program provides immediate access to the course textbook by means of electronic access. The associated cost of the First Day text for each class is subject to change on a quarterly basis. To determine the availability of the First Day textbook delivery option for a course, please contact Student Services. To determine the cost of the First Day delivery option for a course, please contact the Bookstore or the Business Office. This program is meant to provide cost savings to students by making the text available below current market prices and by the first day of class. The charges are applied directly to the student's account and are the responsibility of the student to cover. The textbook information for all courses is available via the B&N South College Bookstore website.

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.
3. A full tuition adjustment will be made when a student cancels or drops all classes before the drop/add deadline in any full quarter term. For students whose initial enrollment occurs on a mid-quarter term, a full tuition adjustment will be made when a student cancels or withdraws from all classes in that initial term of enrollment. In both situations, any term or course related fees associated with classes canceled or dropped prior to the drop/add date will also be adjusted from the account. If a student used a book allowance to purchase text books and receives the textbooks, the charge for books will remain on the account.

Online students outside of the states of Tennessee, Georgia, North Carolina are subject to the policy of the main campus (Tennessee).

STATE REFUND POLICY (TENNESSEE/GEORGIA)

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 in any form. 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. Students are strongly encouraged to first speak with the School/Department Advisor in order to gain full understanding of the effects that the withdrawal has on their standing and options for future enrollment.

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

An exception to this order may be made based on Return to Title IV guidelines issued by the Department of Education in the Federal Student Aid Handbook based on the Last Date of Attendance (LDA) and Date of Disbursement (DOD) of federal fund sources.

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 Vice President 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. South College Financial Aid budgets are subject to Cost of Attendance (COA), with total funding from all fund sources not exceeding COA for the budget period. Eligibility for federal and state financial aid is based on need and eligibility as determined by the FAFSA. Some fund sources may be dependent upon the number of hours enrolled in a term, availability of funding, and other requirements such as Grade Point Average, as deemed by the governing body that oversees the awarding of each fund source. 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.

Eligibility for the Federal Pell Grant will be determined as of the drop/add period for each term. The Pell Grant is awarded based on the eligibility of each individual student based on the number of hours for which the student is registered as of the official drop/add date each term. For students who choose to register for a course in which the start and end dates fall after the drop/add date for the full applicable term, the student must register for the course prior to the main term drop/add date in order to be eligible for Pell Grant associated with those hours. For students whose initial enrollment is during a mid-quarter term, Pell Grant eligibility is determined as of the drop/add date of the initial term of enrollment. The addition or removal of courses between that point and the end of the term will not affect Pell Grant awards for that term except in the situation where a student fully withdraws and a Return to Title IV calculation must be conducted. Please see the *Return of Title IV* section of the catalog for further information on eligibility upon withdrawal.

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. Eligibility for Federal Work Study is determined on an award year basis and is subject to the availability of positions and Federal Work Study funding availability.

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 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. Eligibility for Federal Direct Subsidized Loan is also subject to SULA (Subsidized Usage Limit Applies) restrictions for first-time borrowers who have no outstanding balance on a Direct Loan or on a FFEL Program loan on July 1, 2013, or on the date the borrower obtains a Direct Loan after July 1, 2013. For more information on SULA, please visit the 2019-20 Federal Student Aid handbook, Chapter 5 at <https://ifap.ed.gov/fsahandbook/attachments/1920FSAHbkVol3Master.pdf>.

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 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.

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

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

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

South College does not require a covered individual to borrow or secure other funding to meet student financial obligations to the institution due to the delayed disbursement of funding from VA under Chapter 31 or Chapter 33.

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.

Tennessee Education Lottery Scholarship (Tennessee Residents Only)

This program provides monies from the new Tennessee Lottery as scholarships (Tennessee Promise Scholarship, Tennessee Reconnect Scholarship, 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.

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. In order to maintain eligibility for this fund source, students are expected to make monthly payments while they are in school.

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 amount up to the cost of tuition and fees posted to the student ledger card. Please see the South College website for detailed information on eligibility requirements and administration of each (www.south.edu). A student may not receive two institutional fund sources within one term of enrollment. South College reserves the right to discontinue any of institutional Grant program at its discretion.

South College Opportunity Grant

High school seniors who are residents of 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 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. While eligible for the Tennessee Promise Scholarship, students will receive the South College Opportunity Grant. The South College Opportunity Grant is applied toward tuition only.

South College Promise Grant (Asheville and Atlanta)

The South College Promise Grant provides students enrolled at the Asheville and Atlanta campuses with a similar level of tuition support that Tennessee students receive as a part of the TN Promise Scholarship program. TN Promise is a publicly funded state scholarship available to students at eligible institutions like South College. Currently, students

enrolled at the ground campuses outside of Tennessee do not have access to a comparable program in their state. This South College (SC) Promise Grant is offered to provide assistance for recent high school graduates in order to help keep student loan debt to a minimum.

South College Reconnect Grant

The South College TN Reconnect Grant is available to promote educational opportunities for students who are eligible to receive the TN Reconnect Grant through the State of Tennessee. While eligible for the TN Reconnect Grant, students will receive the South College TN Reconnect Grant. The South College TN Reconnect Grant is applied toward tuition only.

South College First Responder Grant

The South College First Responder Grant is available to students who are current or retired first responders, including police officers, detectives, deputy sheriffs, state troopers, highway patrol officers, investigators, inspectors, correctional officers, parole or probation officers, park rangers, fire fighters, paramedics, or emergency medical technicians. Applicants may not receive this Grant if receiving 100% coverage of tuition and fees under any VA educational benefit and grant or scholarship program. Students in the following programs are not eligible for this grant: Doctor of Pharmacy, MHS Physician Assistant Students, or Doctor of Physical Therapy.

South College Military Grant

The South College Military Grant is available to students who are active duty military members or veterans, military spouses, and/or veteran dependents who are eligible for VA Educational Benefits with an *honorable* discharge status, *general-under honorable conditions* discharge status, or active duty status (NOBE) OR dependents of a veteran who is eligible for VA educational benefits. Applicants may not receive this Grant if receiving 100% coverage of tuition and fees under any VA educational benefit and/or institutional grant or scholarship program. Students in the following programs are not eligible for this grant: Doctor of Pharmacy, MHS Physician Assistant Students, or Doctor of Physical Therapy.

South College Closed Institution Transfer Grant

The South College Closed Institution Transfer Grant is available to any eligible student who was enrolled at a Closed Institution that is admitted as a transfer student to South College within 12 months of the Institution closing and who is not receiving 100% coverage of tuition and fees under any VA educational benefit and/or institutional grant or other scholarship program.

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. 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.

Community Partners Grant

The Community Partners Grant is available to students who are currently employed by a South College Community Partner or dependents or a current employee of a Community Partner (dependent is defined as a current spouse or a child under the age of 26) and who are not receiving any other institutional grant offered by South College. Students in the following programs are not eligible for this grant: Doctor of Pharmacy, MHS Physician Assistant Students, or Doctor of Physical Therapy.

South College Teacher Education Grant

The South College Teacher Education Grant is available to any eligible student enrolled in the Master of Education in Teacher as Instructional Leader or Educational Specialist in Teacher Leadership in Schools programs and who is a

currently licensed and employed teacher at a Tennessee elementary/secondary school. Students may not receive this Grant if they are receiving 100% coverage of tuition and fees under any VA educational benefits and/or institutional grant or scholarship program.

South College Graduate Health Care MBA Grant

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

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

Other restrictions/details of the Grant are as follows:

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

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

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 an orientation which will inform students of college policies, programs, and activities.
2. 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 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 online orientation modules for student review in the New Student Orientation course in Canvas. Campus Welcome Sessions are also scheduled each term. Information provided is designed to acquaint new students with academic life and college services. All new students and those students re-entering after an absence of one year or more are asked to participate. Information regarding both the New Student Orientation Course and the Welcome Sessions are provided by the Admissions Department or by the Student Success Advisors.

ADVISING & COUNSELING SERVICES

Students who are experiencing academic concerns should first contact their faculty members who are directly involved in the concern. Concerns not reconciled at this level should then be addressed with the dean/department chair and subsequently the Chief Academic Officer (Parkside Campus), the Dean of Academics (Online), or the Dean of Academic and Student Services (Asheville, Atlanta, Main, or Nashville campuses). Career and job advising can be addressed with the Career Services Coordinator (Main Campus & Parkside Campus), the Student Services Coordinator (Nashville Campus), or the Director of Student Affairs/Success (Asheville or Atlanta campuses, or Online). Students with non-academic concerns should contact the Director of Student Affairs (Main Campus/Parkside Campus or Online) or Director of Student Success (Asheville, Atlanta, or Nashville campuses). Students may request advising via telephone, email, or in-person.

The Student Assistance Plan (SAP) through ComPsych provides South College students and their family members with 24-hour access to licensed clinicians via toll free phone line, chat, or email. These clinicians will immediately triage the situation and then refer the student to a face-to-face counselor for up to three sessions free of charge. ComPsych has a large network of counselors throughout the United States so all of our students (regardless of where they are) have access to counseling. Students may even select counselors based on gender or religious preferences.

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 Director of Student Affairs (Main Campus/Parkside Campus, & Online), Dean of Academic and Student Services (Asheville Campus), Director of Student Success (Atlanta & Nashville campuses) of their specific limitations and, if known, their requested accommodations.

Contact Information:

- Director of Student Affairs (Main Campus & Parkside Campus), 3904 Lonas Drive, Knoxville, TN 37909, Phone: (865) 251-1822
- Dean of Academic and Student Services (Asheville Campus), 140 Sweeten Creek Road, Asheville, NC 28803, Phone: (828) 398-2566
- Director of Student Success (Nashville Campus), 616 Marriott Drive, Suite 550, Nashville, TN 37214, Phone: (629) 802-3000
- Director of Student Success (Atlanta Campus), 2600 Century Parkway NE, Atlanta, GA 30345, Phone: (470) 322-1212
- Director of Student Affairs (Online), 3904 Lonas Drive, Knoxville, TN 37909, Phone: ((865) 392-4733

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 Director of Student Success (Main Campus/Parkside Campus & Online), the Dean of Academic and Student Services (Asheville Campus), and the Director of Student Success (Atlanta & Nashville campuses). 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.

Once an accommodation is approved, Director of Student Success (Main Campus/Parkside Campus & Online), the Dean of Academic and Student Services (Asheville Campus), and the Director of Student Success (Atlanta & Nashville campuses) 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 official listed above at the associated campus will inform the student in writing. In each subsequent quarter, students must submit a request for continued services to the Director of Student Success (Main Campus/Parkside Campus & Online), the Dean of Academic and Student Services (Asheville Campus), and the Director of Student Success (Atlanta & Nashville campuses) prior to the beginning of the quarter.

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, 616 Marriott Drive, Nashville TN 37214, Phone: 629-802-3000. The Vice Chancellor of Student Services 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 Academic and Student Services (Asheville, Atlanta, Main, Parkside, or Nashville campuses) and the Dean of Academics Online (Online) 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 with the Dean of Academic and Student Services (Asheville, Atlanta, Main, Parkside, or Nashville campuses) and the Dean of Academics Online (Online). If the complaint is against either the Dean of Academic and Student Services (Asheville, Atlanta, Main, Parkside, or Nashville campuses), or the Dean of Academics Online (Online), it should be filed with the Chief Academic Officer, 3904 Lonas Drive, Knoxville, TN 37909, Phone: 865-251-1800. 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 Academic and Student Services (Asheville, Atlanta, Main, Parkside, or Nashville campuses) and the Dean of Academics Online (Online) (or the Chief Academic Officer, 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, 616 Marriott Drive, Nashville TN 37214, Phone: 629-802-3000, within fifteen (15) days of receipt of the decision. The Vice Chancellor of Student Services 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: 865-251-1800. 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.

EMAIL COMMUNICATION

South College provides students with an institutional email account. This is considered the student's primary email account while enrolled. All email communication from the institution is sent to the primary email account. Students may add a secondary email account, however, the institution will not send official communication to the secondary account.

STUDENT ACTIVITIES AND ORGANIZATIONS

South College supports and encourages participation in student organizations and campus activities. The college values inclusive participation and leadership development for all students and therefore does not recognize any group of students as an elected or appointed student government. Participation in student organizations, community service and other campus activities provides students with opportunities to develop career related skills such as multi-tasking, prioritizing and teambuilding.

Student Advisory Committee

Each campus has a Student Advisory Committee (SAC). This Committee is comprised of elected or appointed students from each school and department offered at the campus. SAC membership is for one year; to be eligible, students must be in good standing with South College and approved by the Director of Student Affairs/Success. SAC meets quarterly to discuss topics pertinent to student organizations, to exchange ideas about student involvement in the college community, and to provide constructive input to administration and faculty regarding college-wide activities and events.

Other Student Organizations

Each campus offers a variety of student organizations which enhance students' co-curricular experience. Student organizations with missions that specifically support educational goals and career interests can be easily formed and are welcomed at South College. Students interested in starting a club or organization should contact the Director of Student Affairs/Success.

Program, Department, or School-Specific Student Organizations

An academic program, department, or school may endorse or sponsor a program-specific student organization. The purpose of student organizations is to support education and career goals, organize community service projects and student events, and provide appropriate feedback to academic leaders.

Student Organization Approval and Recognition Process

All student organizations must apply and be approved as a recognized organization by South College. Students interested in forming organizations should contact the Director of Student Affairs (Main Campus/Parkside Campus or Online) or the Director of Student Success (Asheville, Atlanta, or Nashville Campus) to obtain the application materials. All student organizations must have a designated faculty/staff advisor. For program-specific organizations, the faculty advisor must be approved by academic leadership. All student and program-specific organizations must submit a mission/purpose, bylaws, and a plan for organizational structure as part of the application. Once the student organization is approved, any changes to the mission, constitution, bylaws, or organizational structure (e.g. new sub committees or subgroups under the umbrella organization) must be approved by the faculty/staff advisor, campus leadership, and academic leadership (for program-specific student organizations only). Completed application materials should be submitted to the Director of Student Affairs/Success for review. Final approval must be granted by campus leadership and by academic leadership (for program-specific student organizations only).

If final approval to establish a student organization is not granted, the student organization may appeal the decision in writing within five (5) business days to the Vice Chancellor of Student Services. The appeal must contain copies of the application, constitution, and by-laws. The Vice Chancellor's decision regarding the appeal is final.

Events, Activities, and Official Statement Approval

Once a student organization is approved, all events, activities, and official statements or declarations must be pre-approved. Preparation and advertisement of events or activities are prohibited until the student organization receives full approval for the event or activity. Student organization officers may obtain the required form to have an activity or event (including fundraising) from the faculty/staff advisor or the Director of Student Affairs/Success. Final approval must be granted by campus leadership. For program-specific student organizations, academic leadership for the respective program must also be obtained.

Annual Renewal Requirement

All student organization shall renew their charter each year. The renewal request will include a summary of accomplishments, financial activity, and a list of the organization's goals for the next year and should be submitted to the faculty/staff advisor and the Director of Student Affairs/Success.

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.

Currently enrolled students and graduates should contact the Director of Career & Alumni Services (Main or Parkside campuses), the Director of Student Success (Asheville, Atlanta, or Nashville), or Director of Student Affairs (Online) 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 Success Advisor/Faculty Advisor works with all students to assist with course scheduling. Students must remain knowledgeable regarding the length of time required to complete their program of study, 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 during the eligibility period. The Director of Student Affairs (Main & Parkside campuses & Online), the Dean of Academic and Student Services (Asheville), or the Director of Student Success (Atlanta & Nashville) should be contacted with questions regarding disability services.

RESOURCE CENTER/LIBRARY SERVICES

South College provides easily accessible resource center/libraries and quality academic services to meet the research needs of its students, faculty, and staff. The Resource Center/Library at each campus is open to accommodate the needs of day and evening students. Specific hours are posted at each location. The library website provides accessibility to all students to the collection and resources, including online students and those participating in off-campus experiential requirements.

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 LYRASIS, 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, NC Live, and GALILEO 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. An online orientation course is also available to all students in Canvas.

WRITING LAB/MATH LAB/TUTORING

The Writing Lab is available to all students and faculty who wish to gain feedback during their writing processes. Writing Lab tutors include English faculty members who are trained to help with any writing assignment or project. Math tutoring is available to all students who wish to improve their math skills. Both faculty and peer tutoring are available.

At the Main Campus and Parkside Campus, schedules and information for both the Writing Lab and the Math Lab campus-based tutoring are listed in the student newsletter, the *Southern Digest*. Schedules are also posted via the campus digital signage. At the Asheville Campus, the schedules are posted via the campus digital signage and in *The Times* quarterly newsletter. At the Nashville Campus, the schedules are posted via the campus digital signage and in the quarterly student newsletter, *The Nashville Note*. At the Atlanta Campus, the schedules are posted via the campus digital signage and in the quarterly student newsletter, *The Peachtree Post*. All tutoring is available to students at no cost. For Online, schedules and information are posted on the Student Portal and through quarterly communication from the Director of Student Affairs.

Smarthinking is an online tutoring resource for students. Students can access individual learning support (at no charge) from expert online tutors across a variety of subjects 24 hours a day, 7 days a week. Students access Smarthinking by clicking on the Smarthinking link in their course menu within Canvas. Some of the areas in which students can receive

help include math, writing, anatomy and physiology, statistics, mock job interviews, resume and cover letter review, and much more. Students chat with a live tutor, have their writing reviewed, ask offline questions, and utilize a variety of academic resources.

BOOKSTORE

A Barnes and Noble/South College Bookstore is maintained at the Main Campus in Knoxville and the Nashville 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://south.bncollege.com>.

Students at the Asheville and Atlanta campuses and Online 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 B&N South College Bookstore website.

HEALTH SERVICES

South College does not provide health services. Referrals to local sources for healthcare services are available in the Department of Student Services.

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. 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. The Atlanta Learning Site is on the Marta Bus Route 47.

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. The Student Handbook is available via the Student Portal and the institutional website.

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.

For each graduation, a **Commencement Bulletin** containing the name, degree/certificate to be awarded, and major field of study of all graduates is published. Likewise, for each Convocation/Pinning ceremony, a **Program** containing the name, degree/certification to be awarded, and major field of study for all graduates may be published.

Campus newsletters provide members of the South College community with information relating to campus news, upcoming activities, and student organization updates. The newsletters are distributed to the student body via email and posted on the Student Portal under the Student Services tab.

Expressions, a student literary magazine, is a collection of student writing and may be 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, campus newsletters, 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 Director of Student Affairs (Main Campus/Parkside or Online) or the Director of Student Success (Asheville, Atlanta, or Nashville campuses). 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. Legal penalties for copyright infringement can include: Infringer paying the annual dollar amount of damages and profits; a penalty ranging from \$200 to \$150,000 for each work infringed; infringer paying all attorney fees and court cost, the Court issuing an injunction to stop the infringing acts, the Court can impound the illegal works; the infringer can go to jail.

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, Atlanta, and Nashville), Director of Student Services (Main Campus/Parkside Campus or Online), Dean of Academics Online (Online), Vice Chancellor of Student Services, and/or the Chief Academic Officer.

Concerns regarding non-academic issues should be brought to the attention of the Director of Student Affairs and/or the Dean of Academic and Student Services (Main Campus/Parkside Campus), the Director of Student Success (Asheville, Atlanta, or Nashville campuses), or the Director of Student Affairs or Dean of Academics (Online).

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 Executive Assistant for the Chancellor (Main Campus/Parkside Campus), Campus President (Asheville, Atlanta, or Nashville campuses), or the Vice Chancellor of Online Operations (Online). Those wishing to make a formal, written complaint should do so utilizing the South College Complaint Form which is available upon request.

Any student wishing to make a formal, written complaint should do so utilizing the South College Complaint Form. This form is made available to students electronically under the Student Services Tab on the Student Portal or from the Director of Student Affairs (Main Campus & Parkside Campus), the Dean of Academics (Online), or the Dean of Academic and Student Services (Asheville, Atlanta, or Nashville Campus). The form can be submitted in person or by e-mailing the designated recipients. All formal complaints will be addressed within 10 business days of submission.

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 Campus President, if applicable, and then to the Chancellor of the college. The appeal should be communicated within five (5) working days after the action of which the student complains that unsatisfactory resolution was reached at the lower level. The Chancellor's decision is final so far as institutional grievance procedures are concerned.

Tennessee/Online Students – Should there be a grievance that cannot be satisfactorily resolved at the institutional level, a student may contact the Tennessee Higher Education Commission, Suite 1900 Parkway Towers, Nashville, TN 37243-3605, (615) 741-5293. website: <https://www.tn.gov/content/tn/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization.html>.

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: studentcomplaint@northcarolina.edu. website: <http://www.northcarolina.edu/complaints>.

Georgia Students – Should there be a grievance that cannot be satisfactorily resolved at the institution level, a student may contact the Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305, Office: (770) 414-3300, website: <https://gnpec.georgia.gov/student-resources>. website: <https://gnpec.georgia.gov/gnpec-student-complaint-rules>.

Complaint Resolution Policies and Procedures for Non-Tennessee Resident Students in State Authorization Reciprocity Agreement States, commonly known as SARA.

Student complaints relating to consumer protection laws that involve distance learning education offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution. Complainants not satisfied with the outcome of the Institution's internal process may appeal, within two years of the incident about which the complaint is made, to the Tennessee Higher Education Commission (<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>). For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of SARA or the laws, standards or regulations incorporated by the SARA Policies and Standards (<http://www.nc-sara.org/content/sara-manual>) have been violated by the institution operating under the terms of SARA. For a list of SARA member States, please visit the NC-SARA website (<http://nc-sara.org/sara-states-institutions>). Students residing in non-SARA states should consult their respective State of residence for further instruction for filing a complaint.

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.south.edu). 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 business hours at the Main campus from the Director of Administrative Support (Main Campus). The log specific to any campus 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 sex discrimination, including sexual harassment, as defined in 34 CFR §106 (et seq.) and explained below. The institution takes steps to increase awareness of sexual harassment, to thoroughly investigate reports of sexual harassment, and to take fair and appropriate actions as warranted. Creating a safe and non-discriminatory campus environment is the shared responsibility of all members of the South College community.

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

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

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

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

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

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

Retaliation Prohibited

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

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

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

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

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

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

Definitions

Definition of Actual Knowledge

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

Definition of Complainant

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

Definition of Respondent

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

Definition of Consent

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

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

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

Definition of Incapacitation

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

Definition of Supportive Measures

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

Definition of Third Party

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

Definition of Witness

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

Definition of Sexual Harassment

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

- a. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity;
- c. Any form of sexual assault. "Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Forcible sex

offenses means any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent; these offenses include:

- a. Rape: The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
 - b. Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
 - c. Sexual Assault with an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
 - d. Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- d. Nonforcible Sex Offenses (Except Prostitution Offenses) means unlawful, nonforcible sexual intercourse; these offenses include:
- a. Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; or
 - b. Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.
- e. “Dating violence” means violence committed by a person-
- a. who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. The length of the relationship.
 - ii. The type of relationship.
 - iii. The frequency of interaction between the persons involved in the relationship.
- f. “Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.
- g. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to— (i) fear for his or her safety or the safety of others; or (ii) suffer substantial emotional distress.

The Title IX Grievance Process

Reporting Policies and Protocols

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

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

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

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

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

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

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

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

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

Reporting

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

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

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

- Institutional Leadership: Vice Chancellor of Institutional Advancement and Effectiveness, Vice Chancellor of Student Services, and Chief Academic Officer
- Dean of Academic and Student Services

- Director of Student Success/Affairs
- Vice President of Talent Management and Human Resources (for employees)

Confidentiality

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

Professional Counselors

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

Determining Confidentiality

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

Release of Information

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

Supportive Measures for Reported Complainants of Sexual Harassment

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

Emergency Removal of Respondent

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

Administrative Leave of Respondent Non-Student Employee

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

Formal Complaint Process

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

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

Informal Resolution Process

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

The informal resolution process is a voluntary, remedies-based process designed to provide parties with an option to resolve disputes with other students in a forum that is separate and distinct from the College’s formal grievance processes under the Title IX Sexual Harassment policy. The purpose of the informal resolution process is to address the conduct which has been reported by the complainant, and place the parties in a position to pursue their academic and non-academic interests in a safe, respectful, and productive educational and working environment. Under this process, there will be no disciplinary action taken against a respondent, and the resolution will not appear on the respondent’s disciplinary record.

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

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

Conflict of Interest

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

an impartial way. If the Title IX Coordinator concludes that the facts and circumstances support the claim of conflict or bias, the pertinent individual(s) will not participate in the case.

Formal Investigation

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

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

Notice of Investigation

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

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

Investigation Guidelines

The following guidelines will govern an investigation:

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

determination as to the formal complaint or allegations therein. In the case of such a dismissal, South College will inform both parties in writing within (14) business day of the decision and the reasons therefor. Should the complainant wish to appeal this decision, he/she should follow the Appeal Process listed in the last section of this policy.

- If the investigation results indicate that a complaint should proceed to a review by the Title IX Conduct Committee, both parties (complainant and respondent) will be informed within (14) business days of the decision. The formal, live hearing by the Title IX Conduct Committee will then occur within (14) business days of the notification. The final investigative report will be provided to both parties and the party's advisor for their review and written response.

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

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

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

The following guidelines will govern the Title IX Conduct Committee:

- The Title IX Conduct Committee will be composed of a minimum of three trained South College officials.
- The Title IX Conduct Committee will be unbiased, charged with reviewing all evidence objectively, and will not make credibility determinations based on an individual's status as a complainant, respondent, or witness.
- The parties will receive the names of the Committee Members in advance of the hearing and will have (2) business days to object to the membership based on alleged bias or conflict of interest. The Title IX Coordinator and appropriate Deputy Title IX Coordinator will jointly decide the merits of the objection and will replace a Committee Member if necessary.
- An audiovisual recording or transcript of the hearing will be available to the parties for inspection and review.
- The decision of the Committee will be based on a preponderance of evidence standard (i.e. "more likely than not").
- The Title IX Coordinator and/or appropriate Deputy Title IX Coordinator will deliver the investigation report and be present throughout the hearing but will not act as a Committee Member and is not a decisionmaker at the hearing.
- The Chair of the Committee will be selected by the Committee Membership. The Chair will ask questions submitted by the parties and may rephrase or omit them based on professional judgement. All Committee Members may ask questions, the Chair may rephrase or filter if necessary.
- The parties, through their advisor if requested, may also be allowed to ask relevant questions at the discretion of the Chair. If a question is deemed not relevant, the Chair will explain the decision to exclude a question as not relevant.
 - Each party's advisor may ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally.
 - Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
 - If a party of witness does not submit to cross-examination at the live hearing, the Committee must not rely on any statement of that party or witness in reaching a determination regarding responsibility, but

the Committee cannot draw any inferences regarding responsibility based solely on the absence or refusal to answer cross-examination or other questions.

- In all cases, whether the respondent is present or not, the evidence in support of the allegations shall be presented and considered. Should the respondent fail to appear for the hearing, a plea of “not in violation” shall be recorded for the respondent’s behalf and the hearing will proceed.
- In all cases, the respondent shall not be deemed responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- Either the complainant or respondent may request to participate in the proceedings via video conferencing. Participation via telephonic conferencing alone is not allowed. At the request of either party, the Committee will provide for the entire live hearing to occur with the parties located in separate rooms with technology enabling the parties to see and hear each other in real time.
- The complainant and the respondent have the right to hear all evidence, present evidence, testify, and have their advisors question witnesses. All initial questions for witnesses must be submitted by the complainant and respondent prior to the hearing; the Title IX Conduct Committee Members determine if the questions are appropriate and control the questioning.
- After the hearing, the Committee will determine by majority vote whether a violation of the Title IX policy has occurred and will notify both parties of the decision reached on each allegation, and the supporting rationale for each, in writing within (14) business days.
- If it is determined that a violation has occurred, both parties will have (3) business days from the time they receive the Committee’s written decision to submit a written impact statement if they choose. An impact statement allows the parties to express what penalty they feel is deserved and what impact that might have on them.
- Within (14) business days of receiving the impact statement(s), the Committee will simultaneously notify all parties in writing of the Committee’s findings, remedies provided, and sanctions imposed, if any, and information about how to file an appeal.

Extensions for Good Cause

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

Remedies to Complainants

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

Sanctions for Sexual Harassment

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

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

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

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

Appeal Process

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

South College's other Title IX Obligations

Training

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

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

Recordkeeping

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

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

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

Modification and Review of Policy

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

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 Student Change Request Form during 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 VA 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.....12-20 quarter hours
Three-Quarter Time.....9-11 quarter hours
Half-Time5-8 quarter hours
Less than Half-Time.....1-4 quarter hours

Graduate:

Full-Time.....8-20 quarter hours
Half-Time4-7 quarter hours
Less than Half-Time.....1-3 quarter hours

Students wishing to enroll in more than 20 quarter hours must have permission of their academic advisor and the Dean of Academic and Student Services (Learning Sites), Dean of Academics Online (Online), or the Chief Academic Officer. Twenty-two undergraduate credits are normally the maximum hours allowed in a quarter with no incompletes, withdrawals, or less than satisfactory grades during the previous quarter. Nine undergraduate credits are normally the maximum hours allowed in a five-week term.

DROPPING AND ADDING COURSES

Students may adjust their schedules by dropping and/or adding courses during the designed drop/add period in the Academic Calendar. 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 designated dates each term, 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 by the last date to drop without a grade penalty date designed in the Academic Calendar. 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 within the Drop/Add period for the associated term. Courses cannot be added after the Drop/Add period indicated on the Academic Calendar.

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

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 to discuss enrollment and the Financial Aid Office to determine the effect of withdrawals on program eligibility.

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 or the Chief Academic Officer for consideration. Any substitution requests for general education courses will be reviewed by the General Education Dean/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 2018)

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 for their current program.

- 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, and a withdrawal passing grade of W.

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 W 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 if the I grade is present at the time that progress is evaluated. Incomplete grades must be cleared by the end of the first week of the subsequent quarter (unless special approval is received from the campus Dean). An incomplete grade not cleared by the deadline will be changed to an F. 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 unless approval is given. 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 for the currently declared program and all transfer credits awarded for declared programs.

Students Who Were Last Enrolled at South College Before October 1, 2018 - 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 ranges 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/form. It is very important that the student report any changes in address to the Registrar's office at the associated campus.

Certificate Programs

Evaluation Checkpoint/ Credit Hours Attempted	Cumulative GPA Required	Cumulative Completion Rate Required	Result if Not Met
1-24.99% of Program Length	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.
25-49.99% of 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.
50%+ of 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

Evaluation Checkpoint/ Credit Hours Attempted	Cumulative GPA Required	Cumulative Completion Rate Required	Result if Not Met
1-35.5 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.
36-71.5 Credits Attempted	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	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 (Asheville & Atlanta campuses), the Director of Student Services (Knoxville campuses & Nashville campus), or the Dean of Academics Online (Online) 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 (Asheville, Nashville, and Atlanta), the Director of Student Services (Knoxville), or the Academic Dean (Online) within three (3) working days of the SAP Committee Hearing. The decision of 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

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
*W	Non-Punitive Withdrawal/Passing
N	Audit/Non-Credit
**I	Non-Punitive/Incomplete
P	Pass

*Withdrawal Recognized by Last Date to Drop Without Grade Penalty via Academic Calendar for the associated term.

** 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 letter grade for the course will be designated by the instructor.

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.

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: W, 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/addendum. 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 designated 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 Director 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 Director 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.

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 may 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), Dean of Academic and Student Services (Learning Sites), or Dean of Academics Online (Online).
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 25% of any undergraduate 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. The student must 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.

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. Graduates are encouraged to pick up their diploma at the annual commencement ceremony but may choose to personally pick it up at the campus or have it mailed to them. If mailing is requested, regular postal services will be utilized. 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.

PRIVACY OF STUDENT RECORDS – FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

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, campus newsletters, *Expressions*, Commencement/Convocation/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. 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)).
11. 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 as described in the Student Services – College Publications/Directory Information section of the catalog.
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.south.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 meet admission requirements and be approved by the registrar's office to move to a start status. The unique username is assigned by the institution and a unique password is chosen by the student. A password of ten characters or longer is required that includes upper/lower case and special character. The student must login and be authenticated to gain access to the Student Portal, Library Resources, Printing, Canvas Learning Management Sites, 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 username and password that the one assigned. Students should never share their South College username and password with others. South College has also implemented use of Azure Multi-Factor Authentication that helps safeguard access to data and applications while maintaining simplicity for users. It provides additional security by requiring a second form of authentication and delivers strong authentication via a range of easy to use authentication methods such as a verification text to mobile or a call.

Secure Testing

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

Policies and Computing Code of Ethics

All students are required to abide by the South College Honor Code, the Student Conduct Standards and Regulations, the South College Computing Code of Ethics, 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 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 <http://helpdesk.south.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.south.edu under Sponsored Programs and Research 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 Faculty and Staff Additional Resources.

DEGREE PROGRAMS

DEGREE REQUIREMENTS

A minimum of six-ten quarters for associate degree and twelve-sixteen for baccalaureate degree programs is usually necessary to complete an undergraduate degree program. The length of doctoral and master's degree programs varies. See program information at the campus of enrollment to determine instructional delivery design – onground, online, or hybrid. If onground, 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 25% 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 including General Education.
4. Abide by all college rules and regulations and settle any financial obligations to the college prior to graduation.
5. 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 Chief Academic Officer (Knoxville), Dean of Academic and Student Services (Asheville, Atlanta, or Nashville), or Dean of Academics Online (Online). **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, normally between 6-12 months. See program information at the campus of enrollment to determine instructional delivery design – onground, online, or hybrid. If onground, students should expect to take day and evening classes to facilitate timely graduation from the college. To receive a certificate, students must meet the following requirements:

1. Earn the required number of quarter hours. At least 25% 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 Chief Academic Officer (Knoxville), Dean of Academic and Student Services (Asheville, Atlanta, or Nashville), or Dean of Academics Online (Online). **Academic programs are subject to change at the discretion of the institution.**

GENERAL EDUCATION DEPARTMENT

MISSION

The South College General Education 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 education courses in the following areas (South College courses listed – students may receive acceptable transfer credit to satisfy requirements for each area):

General Education Requirements*	Associate Programs (minimum required)	Baccalaureate Programs (minimum required)
Written Communication Courses: ENG 1201 English Composition ENG 1211 English Composition with Research	2 courses	2 courses
Oral Communication Course: COM 1261 Effective Speaking	1 course	1 course
Mathematics Courses: MAT 1100 College Algebra MAT 1200 College Algebra w/Statistics & Angles Options: MAT 2501 Statistics MAT 2601 Calculus	1 course Additional courses may be designed by program	2 courses Additional courses may be designed by program
Humanities Courses Offered at South College: ART 1011 Art Appreciation ENG 2351 Introduction to Literature ENG 2451 Introduction to Creative Writing ENG 2452 Introduction to Creative Writing: Fiction ENG 2381 World Literature HUM 1550 Leadership Development HUM 1860 Introduction to Film Studies HUM 2001 Critical Thinking	1 course Additional courses may be designated by program	2 courses Additional courses may be designated by program

General Education Requirements*	Associate Programs (minimum required)	Baccalaureate Programs (minimum required)
Social Sciences Courses Offered at South College: HIS 1031 American History I HIS 1041 American History II POL 2761 American Government PSY 1811 General Psychology PSY 1821 Human Growth & Development PSY 2801 Abnormal Psychology SOC 1861 Introduction to Sociology	1 course Additional credits may be designated by program	3 courses Additional credits may be designated by program
Natural/Basic Science Courses Offered at South College: BIO 1020 Principles of Biology BIO 1110 Anatomy & Physiology I CHM 1010 General Chemistry GEO 1011 Introduction to Geography SCI 1011 Earth & Space Science SCI 1601 Introduction to Physical Science	1 course Additional credits may be designated by program	1 course Additional credits may be designated by program

*Where elective requirements in general education areas are listed for academic programs, the above courses are offered by South College and may be used to fulfill the requirements. Other courses in the designated areas taken at other institutions that are not offered by South College will be evaluated for satisfaction of requirement and if approved, may be used to fulfill elective requirements.

The completion of a general education outcomes assessment examination is required by all degree-seeking undergraduate students during their last quarter of enrollment.

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

- SCC 1010 College Management (2 credits)
- SCC 1031 Computer and Information Literacy (4.5 credits)
- SCC 2120 Professional Development (2 credits)

Challenge exams are available for the following courses relating to general education: MAT 1100 and SCC 1031.

Programs of Study

KNOXVILLE (Main Campus and Learning Site and Online)

Doctoral Degree Programs:

Hybrid – Ministry (DMin)
Hybrid – Nursing Practice (DNP)
Concentrations Available in:
Family Nurse Practitioner
Nurse Executive
Onground - Pharmacy (PharmD)
Hybrid - Physical Therapy (DPT)

Educational Specialist Program:

Online - Teacher Leadership in Schools (EdS)

Master's Degree Programs:

Online - Master of Business Administration (Professional) (MBA)
Concentrations Available in:
Business Analytics
Finance
Health Care Management
Leadership
Marketing
Project Management
Hybrid - Master of Education in Elementary Education (K-5) Initial Licensure (MEd)
Online - Master of Education in Teacher as Instructional Leader (MEd)
Onground - Master of Health Science in Physician Assistant Studies (MHS)
Online – Master of Science in Computer Science
Concentration Available in:
Artificial Intelligence
Online - Master of Science in Criminal Justice (MS)
Concentration Available in:
Computer Forensic Investigation
Fraud Investigation
Public Administration
Online – Master of Science in Cybersecurity
Online – Master of Science in Data Science (MS)
Online - Master of Science in Information Technology (MS)
Online – Master of Science in Information Technology Management (MS)
Online - Master of Science in Nursing (MS)
Concentrations Available in:
Adult-Gerontology Acute Care Nurse Practitioner (Site Clinicals Required)
Family Nurse Practitioner (Site Clinicals Required)
Nurse Executive
Pediatric Nurse Practitioner (Site Clinicals Required)
Psychiatric and Mental Health Nurse Practitioner (Site Clinicals Required)
Online – Master of Science in Software Engineering (MS)

Baccalaureate Degree Programs:

Online or Hybrid - Bachelor of Business Administration (BBA)
Concentrations Available in:
Accounting
Business Analytics
Entrepreneurship

Finance
 Health Care Administration
 Hospitality Management
 Human Resources
 Management & Leadership
 Marketing
 Project Management
 Social Media Management
 Supply Chain Management
Online - Bachelor of Science in Computer Science (BS)
 Concentrations Available in:
 Data Science
 Network Security
 Software Engineering
 Mobile & Web Development
 Artificial Intelligence
 Blockchain & Cloud Computing
Online or Hybrid - Bachelor of Science in Criminal Justice (BS)
Online – Bachelor of Science in Cybersecurity (BS)
Onground - Bachelor of Science in Teacher Education – Elementary (K-5) (BS)
Online or Hybrid - Bachelor of Science in Health Science (BS)
Online or Hybrid - Bachelor of Science in Health Science (Pre-Physical Therapy) (BS)
Online or Hybrid - Bachelor of Science in Health Science (Pre-Physician Assistant) (BS)
Online or Hybrid - Bachelor of Science in Health Science (Post PTA) (BS)
Hybrid - Bachelor of Science in Health Science w/Concentration in Computed Tomography (BS)
Hybrid - Bachelor of Science in Health Science w/Concentration in Diagnostic Medical Sonography (BS)
Hybrid - Bachelor of Science in Health Science w/Concentration in Magnetic Resonance Imaging (BS)
Hybrid - Bachelor of Science in Health Science w/Concentration in Nuclear Medicine (BS) (RT and Non-RT Options)
Hybrid - Bachelor of Science in Health Science w/Concentration in Radiography (BS)
Online - Bachelor of Science in Information Technology (BS)
 Concentrations Available in:
 Cybersecurity
 Data Analytics
 IT Management
 Networking
 Web Design
Onground - Bachelor of Science in Legal Studies (BS)
Hybrid (RN/BSN Option Online) - Bachelor of Science in Nursing (BS) (Traditional, Accelerated, LPN/BSN, RN/BSN Options Available)
Onground - Bachelor of Science in Pharmaceutical Science (BS)

Associate Degree Programs:

Online or Hybrid - Accounting (AS)
Online or Hybrid - Business Administration (AS)
Online – Computer Science (AS)
Online or Hybrid - Criminal Justice (AS)
Onground - Diagnostic Medical Sonography (AS)
Online - Electrical Engineering Technology (AS)
Online or Hybrid - Health Science (AS)
Online or Hybrid - Health Science (Pre-Nursing) (AS)
Online or Hybrid - Health Science (Pre-Pharmacy) (AS)
Online - Information Technology (AS)
Online - Investigation and Security (AS)
Hybrid - Medical Assisting (AS)
Online - Network Administration & Security (AS)

Onground - Occupational Therapy Assistant (AS)
Onground - Paralegal Studies (AS)
Onground - Physical Therapist Assistant (AS)
Onground - Radiography (AS)
Onground – Surgical Technology (AS)
Hybrid or Online - Teaching (AS)

Certificate Programs:

Hybrid - Computed Tomography
Online - Criminal Justice (Graduate Certificate)
Online – Data Science
Online - Investigation and Security
Hybrid - Licensed Practical Nurse
Hybrid - Magnetic Resonance Imaging
Hybrid - Medical Assisting
Onground - Nuclear Medicine (RT and Non-RT Options)
Onground - Paralegal Studies (Post-Degree)
Online - Public Administration for Criminal Justice Professionals (Graduate Certificate)
Online – Software Development

Onground Programs – All courses for programs available onground at indicated campus. Students may elect to take select required courses in online format when available.

Hybrid Programs – Courses in both onground and online formats are required as available for completion of these programs.

Online Programs – All courses for programs are completed in online format.

Programs of Study ASHEVILLE (Learning Site)

Baccalaureate Degree Programs:

Hybrid - Bachelor of Business Administration (BBA)

Concentrations Available in:

Accounting

Health Care Administration

Project Management

Hybrid - Bachelor of Science in Criminal Justice (BS)

Hybrid - Bachelor of Science in Health Science (BS)

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

Hybrid - Bachelor of Science in Health Science (Post PTA) (BS)

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

Onground - Bachelor of Science in Legal Studies (BS)

Hybrid - Bachelor of Science in Nursing (BS) (Traditional Option Available)

Hybrid - Bachelor of Science in Radiological Science (BS)

Associate Degree Programs:

Hybrid - Accounting (AS)

Hybrid - Business Administration (AS)

Hybrid - Criminal Justice (AS)

Onground - Diagnostic Medical Sonography (AS)

Hybrid - Health Science (AS)

Hybrid - Health Science (Pre-Nursing) (AS)

Hybrid - Health Science (Pre-Pharmacy) (AS)

Hybrid - Medical Assisting (AS)

Onground - Occupational Therapy Assistant (AS)

Onground - Paralegal Studies (AAS)

Onground - Physical Therapist Assistant (AS)

Onground – Radiography (AS)

Onground - Surgical Technology (AS)

Certificate Programs:

Hybrid - Computed Tomography

Hybrid - Magnetic Resonance Imaging

Hybrid - Medical Assisting

Onground - Paralegal (Post-Degree)

Onground - Surgical Technology

Onground Programs – All courses for programs available onground at indicated campus. Students may elect to take select required courses in online format when available.

Hybrid Programs – Courses in both onground and online formats are required as available for completion of these programs.

Online Programs – All courses for programs are completed in online format.

Programs of Study Nashville (Learning Site)

Master's Degree Programs

Onground - Master of Health Science in Physician Assistant Studies (MHS)

Hybrid – Master of Science in Nursing (MS)

Concentration Available in:

Baccalaureate Degree Programs:

Hybrid - Bachelor of Business Administration (BBA)

Concentrations Available in:

Accounting

Health Care Administration

Project Management

Hybrid - Bachelor of Science in Criminal Justice (BS)

Hybrid – Bachelor of Science in Dental Hygiene (BS)

Hybrid - Bachelor of Science in Health Science (BS)

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

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

Hybrid - Bachelor of Science in Health Science (Post PTA) (BS)

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

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

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

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

Hybrid - Bachelor of Science in Nursing (BS) (Traditional, Accelerated, LPN/BSN Options Available)

Associate Degree Programs:

Hybrid - Accounting (AS)

Hybrid - Business Administration (AS)

Hybrid - Criminal Justice (AS)

Onground - Dental Hygiene (AS)

Onground - Diagnostic Medical Sonography (AS)

Hybrid - Health Science (AS)

Hybrid - Health Science (Pre-Nursing) (AS)

Hybrid - Health Science (Pre-Pharmacy) (AS)

Hybrid - Medical Assisting (AS)

Onground - Occupational Therapy Assistant (AS)

Onground - Physical Therapist Assistant (AS)

Onground - Radiography (AS)

Certificate Programs:

Hybrid - Computed Tomography

Onground - Dental Assisting

Hybrid - Licensed Practical Nurse

Hybrid - Magnetic Resonance Imaging

Hybrid - Medical Assisting

Onground Programs – All courses for programs available onground at indicated campus. Students may elect to take select required courses in online format when available.

Hybrid Programs – Courses in both onground and online formats are required as available for completion of these programs.

Online Programs – All courses for programs are completed in online format.

Programs of Study Atlanta (Learning Site)

Master's Degree Programs

Onground - Master of Health Science in Physician Assistant Studies (MHS)

Hybrid – Master of Science in Nursing (MS)

Concentration Available in:

Family Nurse Practitioner

Baccalaureate Degree Programs:

Hybrid - Bachelor of Science in Health Science (BS)

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

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

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

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

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

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

Hybrid (Onground Major) - Bachelor of Science in Nursing (BS) (Traditional and LPN/BSN Options)

Associate Degree Programs:

Hybrid (Onground Major) - Diagnostic Medical Sonography (AS)

Hybrid - Health Science (AS)

Hybrid - Health Science (Pre-Nursing) (AS)

Hybrid - Health Science (Pre-Pharmacy) (AS)

Hybrid – Medical Assisting (AS)

Hybrid (Onground Major) - Radiography (AS)

Certificate Programs:

Hybrid - Computed Tomography

Onground – Licensed Practical Nurse

Hybrid - Magnetic Resonance Imaging

Hybrid – Medical Assisting

Onground Programs – All courses for programs available onground at indicated campus. Students may elect to take select required courses in online format when available.

Hybrid Programs – Courses in both onground and online formats are required as available for completion of these programs.

Online Programs – All courses for programs are completed in online format.

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. Students will be able to demonstrate knowledge of the functional areas of business.
2. Students will be able to demonstrate current technology in support of business administration.
3. Students will be able to communicate effectively in written and oral communication formats.
4. Students will be able to recognize financial and accounting data and information.

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.

LEARNING OUTCOMES

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

1. Students will be able to demonstrate knowledge of the functional areas of business.
2. Students will be able to demonstrate current technology in support of business administration.
3. Students will be able to communicate effectively in written and oral communication formats.
4. Students will be able to recognize business policies and strategies for effective decision 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 general 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 accounting firms providing accurate, timely, and relevant financial information needed in today's business environment.

The Business Analytics concentration is designed to prepare students with the knowledge and skills relating to improvement of efficiency and productivity within organizations using data and data modeling. Focus is directed on analyzing large amounts of data to determine the relevant information needed to improve organizational efficiency and effectiveness. Coursework emphasizes analytical and problem-solving skills.

The Entrepreneurship concentration is designed to prepare students with the knowledge and skills relating to the start-up and management of a small business or to examine areas for innovation within an existing business. Focus is directed on the characteristics of entrepreneurs and understanding small business development and management. Coursework emphasizes decision making and problem-solving skills.

The Finance concentration is designed to prepare students with skills necessary for finance careers in financial markets and institutions, investments, or the financial management of organizations. Focus is directed toward the financial elements of business organizations and government units, focuses on investments, corporate finance, financial institutions, and international finance. Coursework emphasizes analytical and problem-solving skills.

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.

The Hospitality Management concentration is designed to prepare students with knowledge and skills relating to supervisory and management roles in the hospitality industry. Focus is directed on managing service-oriented operations that result in a quality customer experience and relationship in the growing hospitality industry. Coursework emphasizes decision making and problem-solving skills.

Students choosing the Human Resource concentration gain 21st 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 Management & Leadership concentration is designed to prepare students with skills in decision-making and problem-solving. Focus is directed to the leadership and management of diverse organizations necessary to attain organizational goals. Coursework emphasizes decision making and problem-solving skills.

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 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.

The Social Media Management concentration is designed to prepare students to oversee and manage the use of social media concepts. Focus is directed to the use of social media and the management of a social media strategy to achieve the desired goals of the organization. Coursework emphasizes decision making and problem-solving skills.

The Supply Chain Management concentration is designed to prepare students with the knowledge and skills to relating to operational and logistic practices in today's business enterprises. Focus is directed on the efficient and effective acquisition, movement, and management of products and services to increase productivity and achieve strategic goals. Coursework emphasizes analytical and problem-solving skills.

LEARNING OUTCOMES

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

1. Apply practical knowledge of the functional areas of business.
2. Apply current technology in support of business administration.
3. Deliver effective written and oral communications.

4. Demonstrate use of business policies and strategies for effective decision making.
5. Integrate financial and operational data and information to inform decision making.
6. Demonstrate collaboration for effective leadership and decision making.

Bachelor of Business Administration with Concentration in Accounting (Additional)

- Independently design a manual and computerized accounting system utilizing all of the steps in the accounting cycle.
- 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 Business Administration with Concentration in Business Analytics (Additional)

- Integrate analytic and quantitative techniques in using data to implement and support organizational decision making.

Bachelor of Business Administration with Concentration in Entrepreneurship (Additional)

- Develop an entrepreneurial or innovative strategic concept applicable within the current economic environment.

Bachelor of Business Administration with Concentration in Finance (Additional)

- Integrate analytic and quantitative techniques to develop and implement well-supported decisions.

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

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

Bachelor of Business Administration with Concentration in Hospitality Management (Additional)

- Apply important terminology, concepts, principles, and theories used in hospitality management when analyzing a business situation.

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

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

Bachelor of Business Administration with Concentration in Management and Leadership (Additional)

- Apply important terminology, concepts, principles, and theories used in management and leadership when analyzing situations.

Bachelor of Business Administration with Concentration in Marketing (Additional)

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

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

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

Bachelor of Business Administration with Concentration in Supply Chain Management (Additional)

- Apply important terminology, concepts, principles, and theories used in supply chain management when analyzing a business situation.

Bachelor of Business Administration with Concentration in Social Media Management (Additional)

- Develop an effective social media strategy that incorporates multiple social media platforms.

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 1001 must be successfully completed.

For Bachelor's programs – Successful completion of 45 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 Online, with core and several major courses also available onground at the Knoxville, Asheville, and Nashville campuses. Students may enroll at the identified campuses for this program, but online course completion is necessary for completion of the program (Hybrid).

**Associate of Science
ACCOUNTING**

Accounting Curriculum.....			93.5 credits
Area I – Core Curriculum.....			39.5 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
Personal Development	SCC 1010	College Management	2
	SCC 2120	Professional Development	2
Science	Approved Science Elective		4
Social Science	Approved Social Science Elective		4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum.....			54 credits
(A minimum grade of C is required in all major courses)			
	ACC 1001	Accounting I	4.5
	ACC 1011	Accounting II	4.5
	ACC 2031	Business Taxation	4.5
	BUS 1381	Business Law I	4.5
	BUS 2051	Foundations of Personal Financial Management	4.5
	BUS 2101	Office Applications Tools	4.5
	BUS 2231	Business Communications	4.5
	BUS 2371	Principles of Management	4.5
	BUS 2601	Business Policy (Capstone)	4.5
	ECO 2751	Principles of Economics I	4.5
	ECO 2761	Principles of Economics II	4.5
	INT 1110	Information Technology Fundamentals	4.5

The Associate of Science in Business Administration degree program is currently offered Online, with core and several major courses also available onground at the Knoxville, Asheville, and Nashville campuses. Students may enroll at the identified campuses for this program, but online course completion is necessary for completion of the program (Hybrid).

**Associate of Science
BUSINESS ADMINISTRATION**

AS Business Administration Curriculum.....			93.5 credits
Area I – Core Curriculum.....			39.5 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5

Personal Development	SCC 1010 SCC 2120	College Management Professional Development	2 2
Science	Approved Science Elective		4
Social Science	Approved Social Science Elective		4.5
Written Communication	ENG 1201 ENG 1211	English Composition English Composition with Research	4.5 4.5
Area II – Major Curriculum.....			54 credits
(A minimum grade of C is required in all major courses)			
	ACC 1001	Accounting I	4.5
	ACC 1011	Accounting II	4.5
	BUS 1381	Business Law I	4.5
	BUS 2051	Foundations of Personal Financial Management	4.5
	BUS 2101	Office Applications Tools	
	BUS 2231	Business Communications	4.5
	BUS 2371	Principles of Management	4.5
	BUS 2391	Principles of Marketing	4.5
	BUS 2601	Business Policy (Capstone)	4.5
	ECO 2751	Principles of Economics I	4.5
	ECO 2761	Principles of Economics II	4.5
	INT 1110	Information Technology Fundamentals	4.5

The Bachelor of Business Administration degree program is currently offered Online, with core and several major courses also available onground at the Knoxville, Asheville, and Nashville campuses. Students may enroll at the identified campuses for this program, but online course completion is necessary for completion of the program (Hybrid). Not all concentrations are available for enrollment at the identified campuses.

Bachelor of BUSINESS ADMINISTRATION

Bachelor of Business Administration Curriculum.....182.5 credits (With Concentrations Please see Below)

Area I – Core Curriculum.....57.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100 MAT 2501	College Algebra Statistics	4.5 4.5
Personal Development	SCC 1010 SCC 2120	College Management Professional Development	2 2
Science	Approved Science Elective		4
Social Science	Approved Social Science Electives		13.5
Written Communication	ENG 1201 ENG 1211	English Composition English Composition with Research	4.5 4.5

Area II – Major Curriculum.....125 credits (With Concentration Please see Below)

(A minimum grade of C is required in all major courses)			
	ACC 1001	Accounting I	4.5
	ACC 1011	Accounting II	4.5

ACC 2031	Business Taxation	4.5
BBA 3001	Introduction to Business Analytics	4.5
BBA 3081	Business Ethics	4.5
BBA 3121	Human Resource Management	4.5
BBA 3201	Corporate Finance	4.5
BBA 3511	Business Research Models	4.5
BBA 4101	Global Business	4.5
BBA 4131	Strategic Planning	4.5
BBA 4901	Current Issues (Capstone)	4.5
BUS 1381	Business Law I	4.5
BUS 2051	Foundations of Personal Financial Management	4.5
BUS 2101	Office Applications Tools	4.5
BUS 2231	Business Communication	4.5
BUS 2371	Principles of Management	4.5
BUS 2391	Principles of Marketing	4.5
BUS 2601	Business Policy	4.5
ECO 2751	Principles of Economics I	4.5
ECO 2761	Principles of Economics II	4.5
INT 1110	Information Technology Fundamentals	4.5
Approved General Electives		30.5
(must be 3000 or 4000 level courses approved)		

If a Concentration is Chosen - the 30.5 hours of required Approved General Electives are revised to the following plus the BBA 4901 course will focus in the chosen area:

Bachelor of Business Administration with Concentration in Accounting (Total 182.5 Credits) – Asheville, Knoxville, Nashville, Online)

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION:

ACC 3001	Intermediate Accounting I	4.5
ACC 3011	Intermediate Accounting II	4.5
ACC 3301	Federal Income Tax	4.5
ACC 3151	Cost Accounting	4.5
ACC 4151	Principles of Auditing	4.5
BBA 4901	Current Issues (Capstone)	4.5

Bachelor of Business Administration with Concentration in Business Analytics (Total 182.5 Credits) - Online

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION:

BBA 4901	Current Issues (Capstone)	4.5
INT 4110	Database Systems	4.5
INT 4210	Relational Databases	4.5
INT 4511	Management Science	4.5
INT 4521	Predictive Analytics	4.5
INT 4531	Business Intelligence	4.5

Bachelor of Business Administration with Concentration in Entrepreneurship (Total 182.5 Credits) - Online

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

BBA 3721	Entrepreneurship & Innovation	4.5
BBA 3771	Developing a Business Plan	4.5
BBA 4051	Operations Management	4.5
BBA 4551	Small Business Management	4.5

BBA 4901	Current Issues (Capstone)	4.5
INT 3101	Introduction to Web Design	4.5

Bachelor of Business Administration with Concentration in Finance (Total 182.5 Credits) - Online

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

ACC 3301	Federal Income Tax	4.5
BBA 3231	Financial Markets & Institutions	4.5
BBA 3501	Managing Financial Investments	4.5
BBA 3801	International Financial Management	4.5
BBA 4301	Advanced Corporate Finance	4.5
BBA 4901	Current Issues (Capstone)	4.5

Bachelor of Business Administration with Concentration in Health Care Administration (Total 180.5 Credits) – Asheville, Knoxville, Nashville, Online

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

BBA 4901	Current Issues (Capstone)	4.5
ECO 3501	Health Economics	4.5
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

Bachelor of Business Administration with Concentration in Hospitality Management (Total 182.5 Credits) - Online

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

BBA 3921	Introduction to Hospitality Management	4.5
BBA 3931	Hospitality Services Marketing	4.5
BBA 3941	Hotel & Lodging Management & Operation	4.5
BBA 4051	Operations Management	4.5
BBA 4861	Strategic Hospitality Management	4.5
BBA 4901	Current Issues (Capstone)	4.5

Bachelor of Business Administration with Concentration in Human Resources (Total 182.5 Credits) – Knoxville, Online

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

BBA 3251	Labor Relations	4.5
BBA 3261	Training & Development	4.5
BBA 4561	Planning & Staffing	4.5
BBA 4571	Personnel Research & Measurement	4.5
BBA 4901	Current Issues (Capstone)	4.5
LGS 3501	Employment Law	4.5

Bachelor of Business Administration with Concentration in Management & Leadership (Total 182.5 Credits) - Online

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

BBA 3101	Organizational Leadership	4.5
BBA 4071	Leading Across Cultures	4.5
BBA 4051	Operations Management	4.5
BBA 4551	Small Business Management	4.5

BBA 3051	Management & Organizational Behavior	4.5
BBA 4901	Current Issues (Capstone)	4.5

Bachelor of Business Administration with Concentration in Marketing (Total 182.5 Credits) – Knoxville, Online

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

BBA 3351	Advertising	4.5
BBA 3361	Personal Selling and Sales Management	4.5
BBA 4001	Marketing Research	4.5
BBA 4451	Consumer Behavior	4.5
BBA 4901	Current Issues (Capstone)	4.5
COM 4011	Public Relations	4.5

Bachelor of Business Administration with Concentration in Project Management (Total 182.5 Credits) – Asheville, Knoxville, Nashville, Online

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

BBA 3611	Project Management	4.5
BBA 3621	Contract Management	4.5
BBA 4051	Operations Management	4.5
BBA 4311	Management Applications Using Spreadsheets	4.5
BBA 4321	Project Management Exam Preparation	4.5
BBA 4901	Current Issues (Capstone)	4.5

Bachelor of Business Administration with Concentration in Social Media Management (Total 182.5 Credits) - Online

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

BBA 3421	Marketing with Social Media	4.5
BBA 3441	Business Use of Social Media	4.5
BBA 4411	Social Media Strategy	4.5
BBA 4431	Effective Social Media	4.5
BBA 4901	Current Issues (Capstone)	4.5
LGS 4101	Law & Technology	4.5

Bachelor of Business Administration with Concentration in Supply Chain Management (Total 182.5 Credits) - Online

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

BBA 3821	Introduction to Supply Chain Management	4.5
BBA 3831	Transportation & Distribution Management	4.5
BBA 3841	Purchasing & Inventory Management	4.5
BBA 3851	Quality Management	4.5
BBA 4051	Operations Management	4.5
BBA 4901	Current Issues (Capstone)	4.5

GRADUATE PROGRAM

Master of BUSINESS ADMINISTRATION (Professional)

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

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

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

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

An online introduction to the program includes an orientation, a review of students' roles and responsibilities in an online instructional environment, important information about accessing South College email and Student Portal accounts, and a discussion and review of South College learning resources and student services.

Course materials and assignments emphasize collaboration, critical thinking, research, and student accountability. The program cumulates with a capstone course which provides a unique opportunity for a thorough investigation of a business dilemma, incorporating principles of accounting, finance, marketing, economics, and management concepts and theories.

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

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

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

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

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

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

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

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

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

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

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

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

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

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

ACADEMIC STANDARDS, STUDENT PROGRESS, AND GRADING

Upon entering the Master of Business Administration program, students are required to confer with the Dean of the School of Business & Technology 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 Business & Technology for approval to reenter the program. Students will only be allowed to be readmitted to the Master of Business Administration program once unless in the case of mitigating circumstances.

The Dean of the School of Business & Technology 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 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.

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 Business Administration 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 Business & Technology.

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 Business & Technology.

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

Probation

A student will be placed on probation if his/her cumulative GPA falls below a 3.00 on a 4.00 scale.

Students with a cumulative GPA below 3.00.

A student with a cumulative GPA below 3.00 at the end of any quarter will receive notification from the Dean of the School of Business & Technology that he/she is on Probation. If the student fails to raise his/her cumulative GPA to a 3.00 at the end of the next quarter, he/she will be dismissed from the Master of Business Administration 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 student's cumulative GPA falls below a 3.00 a second time, he/she will be dismissed from the Master of Business Administration program.

Dismissal

Action whereby a student will be dismissed from the Master of Business Administration program due to failure to adhere to academic and program requirements.

1. 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;
2. A student's cumulative GPA falls below 3.00 for a second time;
3. 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.

Following dismissal, a student may appeal the dismissal by providing the Dean of the School of Business & Technology a written letter of appeal. The appeal will be considered by the associated School of Business Technology and the Dean. If the appeal is approved, the student will be allowed to return to the program for the designed period in a probationary status. All stipulations of the approved appeal must be met in order for the student to be returned to Good Standing. Failure to meet appeal stipulations will result in program dismissal.

GRADUATION REQUIREMENTS

In order for a student to graduate from the Master of Business Administration 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 quarter credit hours of academic course work.
2. Evidence a minimum cumulative grade point average of 3.00 or above for the required coursework.
3. Achieve a letter grade of "C" or better in all academic courses.
4. Complete all required South College and Program documents in preparation for graduation.
5. Honor all professional and financial obligations to South College.

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 and/or the South College Catalog.

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.

The Master of Business Administration (Professional) program (including Concentration courses) are offered Online.

**Master of
BUSINESS ADMINISTRATION
(Professional)**

Curriculum.....45 credits

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

MBA 5500 – Core 1 - Business Law, Ethics, and Statistics 9
 ▪ Business Communications
 ▪ Legal Environment of Business
 ▪ Quantitative Research Techniques and Statistics
 ▪ Business Ethics

MBA 5600 – Core 2 - Management and Leadership 9
 ▪ Management: Human Resource Management
 ▪ Management: Operations/Production Management
 ▪ Management: Organizational Behavior
 ▪ Business Leadership

MAB 5700 – Core 3 - Accounting, Finance, and Economics 9
 ▪ Accounting
 ▪ Business Finance
 ▪ Economics: Macroeconomics
 ▪ Economics: Microeconomics

MBA 5800 – Core 4 – Strategy, Global Business, Systems, and Marketing 9
 ▪ Business Integration and Strategic Management
 ▪ Global Dimensions of Business
 ▪ Information Management Systems
 ▪ Marketing

Choose One Concentration

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

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

Business Analytics Concentration	Finance Concentration
MBA 5611 Introduction to Business Intelligence & Analytics (3 quarter hrs)	MBA 5711 Financial Markets & Institutions (3 quarter hrs)
MBA 5621 Business Analytics Techniques (3 quarter hrs)	MBA 5721 Investment Management (3 quarter hrs)
MBA 5630 Problems in Business Analytics (3 quarter hrs)	MBA 5731 Case Studies in Financial Analysis (3 quarter hrs)

SCHOOL OF COMPUTER SCIENCE & ENGINEERING

The mission of the School of Computer Science and Engineering is to prepare students to become successful professionals across industries utilizing computers and technology for applied solutions, enhancements, and research into new fields. The programs offered emphasize teaching excellence and application of skills that contribute to student development and lifelong learning. The School seeks to contribute to the technical and engineering professions through industry guidance on outcomes and the application of technological advancements in all programs offered.

Certificate

DATA SCIENCE

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

LEARNING OUTCOMES

Through completion of the Data Science Certificate program, students will:

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

Certificate

SOFTWARE DEVELOPER

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

LEARNING OUTCOMES

Through completion of the Software Developer Certificate program, students will:

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

Associate of Science

COMPUTER SCIENCE

The Associate of Science in Computer Science (including all concentrations) is designed to provide organizations with individuals who can critically plan, develop, implement, and manage software solutions in organizations to meet the business needs of customers and/or the organization infrastructure, while understanding the importance of critical thinking, teamwork, and problem-solving.

LEARNING OUTCOMES

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

1. Design a computer-based system, process, component, or program to meet business needs.
 - a. Analyze a problem and identify and define the computing requirements appropriate to its solution.
 - b. Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems.

- c. Apply design and development principles in the construction of software systems.
- d. Utilize current techniques, skills, and tools necessary for computing practice.
2. Communicate effectively with a range of audiences.
3. Recognize the need for and an ability to engage in continuing professional development.

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

INFORMATION TECHNOLOGY

The Associate of Science in Information Technology degree program is designed to provide students with the knowledge and skills needed to critically plan, develop, implement, and manage information technology solutions in organizations to meet the needs of users, while understanding the importance of critical thinking, teamwork, and problem-solving.

LEARNING OUTCOMES

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

1. Apply knowledge of computing requirements and mathematics for technology solutions in business applications.
 - a. Apply knowledge of applications development.
 - b. Develop scripts for information technology applications.
2. Analyze a problem and identify the computing requirements for the appropriate solution. Plan, install, manage, and troubleshoot a computer network.
3. Design and use spreadsheets and database applications for business processes and project tracking.
 - a. Use spreadsheets for business applications and project tracking.
 - b. Design a relational database using Microsoft Access.

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

Through completion of the Associate of Science in Network Administration & Security program, students will:

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 Science

COMPUTER SCIENCE

The Bachelor of Science in Computer Science (including all concentrations) program is designed to provide organizations with individuals who can critically plan, develop, implement, and manage software solutions in organizations to meet the business needs of customers and/or the organization infrastructure, while understanding the importance of critical thinking, teamwork, and problem-solving.

The Artificial Intelligence concentration is designed with focus on machine learning models, heuristics, and probabilistic analysis. The coursework focuses on the current growth and application of AI and its emerging applications.

The Blockchain and Cloud Computing concentration is designed with focus on large-scale networking hardware and software systems deployed over vast networks. The coursework focuses on abstract servers in use for cloud delivery and blockchain transactions, an emerging technology that uses vast computing power that is fully verifiable.

The Data Science concentration is designed with focus on the understanding of large data sets, data types, and abstraction.

The coursework emphasizes extracting data in useful ways and finding new information through data manipulation.

The Mobile and Web Development concentration is designed with focus on applied programming for Web applications and mobile app development. The coursework emphasizes full-stack development for the Web and app deployment on Google Android and iOS devices. Students create a portfolio through this concentration which is essential for this field.

The Network Security concentration is designed with focus on securing network hardware and software. The coursework emphasizes detection of evolving threats to systems through network access and implementation of mitigation strategies.

The Software Engineering concentration is designed with focus on the business analysis, planning, and implementation of software systems. The coursework includes risk analysis, needs analysis, use cases, and mapping.

LEARNING OUTCOMES

Through completion of the Bachelor of Science in Computer Science program, students will:

1. Design a computer-based system, process, component, or program to meet business needs.
 - a. Analyze a problem and identify and define the computing requirements appropriate to its solution.
 - b. Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems.
 - c. Apply design and development principles in the construction of software systems of varying complexity.
 - d. Demonstrate comprehension of the tradeoffs involved in design choices.
 - e. Utilize current techniques, skills, and tools necessary for computing practice.
2. Analyze the local and global impact of computing on individuals, organizations, and society.
3. Describe professional, ethical, legal, security, and social issues and responsibilities related to computing.
4. Demonstrate appropriate written and oral communication of technology concepts to a wide audience.

5. Perform effectively on a team to accomplish a common goal.
6. Recognize the need for and an ability to engage in continuing professional development.

Bachelor of Science CYBERSECURITY

The Bachelor of Science in Cybersecurity program is designed to provide organizations with individuals who can critically analyze, plan, implement, and update security solutions in organizations to meet the business needs of customers and/or the organization infrastructure, while understanding the importance of critical thinking, teamwork, and problem-solving.

LEARNING OUTCOMES

Through completion of the Bachelor of Science in Information Technology program, students will:

1. Secure a computer-based system, process, component, or program to meet business needs.
2. Analyze a problem and identify and define the security risks and requirements appropriate to its solution.
3. Apply mathematical foundations, algorithmic principles, cryptography, and computing theory in the modeling and design of security solutions for software or system architecture.
4. Apply design and development principles in the construction of secure software systems of varying complexity.
5. Demonstrate comprehension of the tradeoffs involved in the application of security.
6. Gather evidence and plan an appropriate response to a cybersecurity attack on a system or organization.
7. Apply current techniques, skills, and tools necessary for cyber defense within an organization.
8. Analyze the local and global impact of computing on individuals, organizations, and society.
9. Describe professional, ethical, legal, security, and social issues and responsibilities related to computing.
10. Demonstrate appropriate written and oral communication of technology concepts to a wide audience.
11. Perform effectively on a team to accomplish a common goal.
12. Recognize the need for and an ability to engage in continuing professional development.

Bachelor of Science INFORMATION TECHNOLOGY

The Bachelor of Science in Information Technology degree program is designed to provide students with the knowledge and skills needed to critically plan, develop, implement, and manage information technology solutions in organizations to meet the needs of users, while understanding the importance of critical thinking, teamwork, and problem-solving.

The Cybersecurity concentration is designed to prepare students with knowledge and skills relating to information and network security roles in all types of industries. Focus is directed on the techniques and technology available to identify, analyze, and decrease information security threats to cyber systems. Coursework emphasizes analytical and problem-solving skills.

The Web Design concentration is designed to prepare students with knowledge and skills relating to roles in web development and design. Focus is directed on programming for the creation, integration and deployment of effective websites and web applications. Coursework emphasizes analytical and problem-solving skills.

The Data Analytics concentration is designed to prepare students with knowledge and skills to examine data, problem-solve, and think critically about how it can be used to benefit both consumers and businesses. Students focus on areas such as management, predictive analytics, business intelligence, databases, and information system design. Coursework emphasizes analytical and problem-solving skills.

The IT Management concentration is designed to prepare students with knowledge and skills relating to management and leadership, business, networks, and information systems (IS) management. Coursework emphasizes analytical and problem-solving skills.

The Networking concentration is designed to prepare student with knowledge and skills relating to network infrastructure, including protocols and algorithms, security techniques and countermeasures, how to perform business audits through the scope of technology, telecommunications processes, and information systems design. Coursework emphasizes analytical and problem-solving skills.

LEARNING OUTCOMES

Through completion of the Bachelor of Science in Information Technology program, students will:

1. Apply knowledge of computing requirements and mathematics for technology solutions in business applications.
 - a. Apply knowledge of applications development.
 - b. Develop scripts for information technology applications.
 - c. Develop computer code for business applications.
 - d. Create, install, and configure virtual machines.
2. Analyze a problem and identify and define the computing requirements for the appropriate solutions.
 - a. Plan, install, manage, and troubleshoot a computer network.
 - b. Apply telecommunications principles to design and configure a network.
 - c. Plan and implement security technology.
3. Design and use spreadsheets and database applications for business processes and tracking.
 - a. Use spreadsheets for business applications and project tracking.
 - b. Design a relational database using Microsoft Access.
 - c. Construct a conceptual database model and write queries for relational databases.
4. Develop an understanding of professional, ethical, legal, security, and social issues and responsibilities. Explain ethical and legal issues impacting information technology.
5. Develop the ability to function effectively on teams to accomplish a common goal.
 - a. Examine the project life cycle, project teams, estimating project times, developing plans, identifying risks, and outsourcing.
 - b. Apply project management techniques to IT projects.
6. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
 - a. Develop information technology solutions by evaluating user requirements in the systems development environment.
 - b. Develop an information technology solution to a real-world problem including design, implementation, and evaluation of the computer-based system.
7. Develop an ability to communicate effectively with a range of audiences. Develop written and oral presentations of information technology solutions appropriate for a wide range of audiences.

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 associate or bachelor's 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 Bachelor's programs – Successful completion of 45 hours of the required curriculum at South College, earning the minimum grades required by the program.

Certificate DATA SCIENCE

The Certificate in Data Science program is offered online.

Certificate in Data Science Curriculum.....40.5 credits

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

**Certificate
SOFTWARE DEVELOPER**

The Certificate in Software Developer program is offered online.

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

The Associate of Science in Computer Science degree program is currently offered Online.

**Associate of Science
COMPUTER SCIENCE**

AS Computer Science Curriculum.....			90 credits
Area I – Core Curriculum.....			46 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Personal Development	SCC 1010	College Management	2
	SCC 2120	Professional Development	2
Science	PHY 2010	General Physics I	4
	PHY 2020	General Physics I Lab	2
Social Science	Approved Social Science Elective		4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum.....			44 credits
	CST 1051	Database Applications	4.5
	CST 1100	Introduction to Software Engineering	4.5
	CST 1200	Data Structures	4.5
	CST 1400	Computer Architecture	4
	CST 1411	Introduction to Networking	4.5
	CST 1800	Operating Systems	4
	CST 2100	Introduction to Algorithms	4.5
	CST 2400	Programming Languages	4.5
	CST 2501	Windows Server	4.5
	INT 2120	Introduction to Scripting	4.5

The Associate of Science in Electrical Engineering degree program is currently offered Online.

**Associate of Science
ELECTRICAL ENGINEERING TECHNOLOGY**

AS Electrical Engineering Technology.....			91.5 credits
Area I – Core Curriculum.....			41.5 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
Personal Development	SCC 1010	College Management	2
	SCC 2120	Professional Development	2
Science	PHY 2010	General Physics I	4
	PHY 2020	General Physics I Lab	2
Social Science	Approved Social Science Elective		4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum.....			50 credits
(A minimum grade of C is required in all major courses)			
	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 Information Technology degree program is currently offered Online.

**Associate of Science
INFORMATION TECHNOLOGY**

AS Information Technology Curriculum.....			92.5 credits
Area I – Core Curriculum.....			44 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5

Personal Development	SCC 1010 SCC 2120	College Management Professional Development	2 2
Science	Approved Science Elective		4
Social Science	Approved Social Science Elective		4.5
Written Communication	ENG 1201 ENG 1211	English Composition English Composition with Research	4.5 4.5
Area II – Major Curriculum			48.5 credits
(A minimum grade of C is required in all major courses)			
	BUS 2101	Office Applications Tools	4.5
	CST 1051	Database Applications	4.5
	CST 1400	Computer Architecture	4
	CST 1411	Introduction to Networking	4.5
	CST 1800	Operating Systems	4
	CST 2501	Windows Server	4.5
	CST 2661	Information Security Principles	4.5
	INT 1110	Fundamentals of Information Technology	4.5
	INT 2110	Introduction to Applications Development	4.5
	INT 2120	Introduction to Scripting	4.5
	INT 2210	System Administration & Maintenance	4.5

The Associate of Science in Network Administration & Security degree program is currently offered Online.

**Associate of Science
NETWORK ADMINISTRATION & SECURITY**

Network Administration Curriculum			94 credits
Area I – Core Curriculum			39.5 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
Personal Development	SCC 1010 SCC 2120	College Management Professional Development	2 2
Science	Approved Science Elective		4
Social Science	Approved Social Science Elective		4.5
Written Communication	ENG 1201 ENG 1211	English Composition English Composition with Research	4.5 4.5
Area II – Major Curriculum			54.5 credits
(A minimum grade of C is required in all major courses)			
	BUS 2101	Office Applications Tools	4.5
	CST 1051	Database Application	4.5
	CST 1400	Computer Architecture	4
	CST 1411	Introduction to Networking	4.5
	CST 1800	Operating Systems	4
	CST 2501	Windows Server	4.5
	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 2661	Information Security Principles	4.5
CST 2670	Computer Security Policies & Procedures	4

The Bachelor of Science in Computer Science (including concentration courses) degree program is currently offered Online.

**Bachelor of Science
COMPUTER SCIENCE**

BS Computer Science Curriculum.....182 credits (With Concentrations Please see Below)

Area I – Core Curriculum.....70.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
	MAT 2550	Pre-Calculus	2
	MAT 2601	Calculus	4.5
	MAT 2700	Discrete Mathematics	4.5
Personal Development	SCC 1010	College Management	2
	SCC 2120	Professional Development	2
Science	PHY 2010	General Physics I	4
	PHY 2020	General Physics I Lab	2
Social Science	Approved Social Science Elective		13.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5

Area II – Major Curriculum.....111.5 credits

CST 1051	Database Applications	4.5
CST 1100	Introduction to Software Engineering	4.5
CST 1200	Data Structures	4.5
CST 1400	Computer Architecture	4
CST 1411	Introduction to Networking	4.5
CST 1800	Operating Systems	4
CST 2100	Introduction to Algorithms	4.5
CST 2400	Programming Languages	4.5
CST 2501	Windows Server	4.5
CST 3110	Computer Programming	4.5
CST 3210	Advanced Computer Programming Concepts	4.5
CST 4000	Analysis of Algorithms	4.5
CST 4800	Software System Evaluation	4.5
CST 4900	Software System Construction	4.5
INT 2120	Introduction to Scripting	4.5
INT 3110	Communications for IT Professionals	4.5
INT 3120	Advanced Mathematical Reasoning for IT	4.5
INT 3130	Business Systems Analysis	4.5
	Programming Language Elective	4.5

General Electives 27
 (may be any 3000 or 4000 level courses approved)

If a Concentration is Chosen - the 27 hours of required Approved General Electives are revised to the following:

Bachelor of Science in Computer Science with Concentration in Data Science (Total 182 Credits) – Online

CST 4101	Big Data Analytics	4.5
INT 4110	Database Systems	4.5
INT 4210	Relational Databases	4.5
INT 4511	Management Science	4.5
INT 4521	Predictive Analytics	4.5
INT 4531	Business Intelligence	4.5

Bachelor of Science in Computer Science with Concentration in Network Security (Total 182 Credits) – Online

CST 4111	Secure Software Design	4.5
INT 3220	Network and Telecommunications	4.5
INT 3310	Cybersecurity	4.5
INT 4120	IT Management	4.5
INT 4130	Virtual Computing	4.5
INT 4220	Advanced Systems Administration	4.5

Bachelor of Science in Computer Science with Concentration in Software Engineering (Total 182 Credits) – Online

BBA 3051	Management and Organizational Behavior	4.5
BBA 3611	Project Management	4.5
BBA 4051	Operations Management	4.5
CST 4121	Requirements Analysis	4.5
INT 3201	Object-Oriented Programming	4.5
INT 4220	Advanced Systems Administration	4.5

Bachelor of Science in Computer Science with Concentration in Mobile and Web Development (Total 182 Credits) – Online

CST 4131	Mobile App Development	4.5
CST 4152	Cloud Service Architecture	4.5
INT 3101	Introduction to Web Design	4.5
INT 3201	Object-Oriented Programming	4.5
INT 3301	Advanced Web Design	4.5
INT 3501	Graphic Editing	4.5

Bachelor of Science in Computer Science with Concentration in Artificial Intelligence (Total 182 Credits) – Online

CST 4141	Machine Learning	4.5
CST 4142	Artificial Intelligence	4.5
CST 4143	Decision Networks and Graphs	4.5
INT 3201	Object-Oriented Programming	4.5
INT 4130	Virtual Computing	4.5
INT 4521	Predictive Analytics	4.5

Bachelor of Science in Computer Science with Concentration in Blockchain & Cloud Computing (Total 182 Credits) – Online

CST 4101	Big Data Analytics	4.5
CST 4151	Blockchain	4.5
CST 4152	Cloud Service Architecture	4.5

INT 3220	Network and Telecommunications	4.5
INT 4220	Advanced Systems Administration	4.5
INT 4521	Predictive Analytics	4.5

The Bachelor of Science in Cybersecurity degree program is currently offered Online.

**Bachelor of Science
CYBERSECURITY**

BS Cybersecurity Curriculum.....		182 credits
Area I – Core Curriculum.....		70.5 credits
Communications	COM 1261 Effective Speaking	4.5
Computer Literacy	SCC 1031 Computer & Information Literacy	4.5
Humanities	Approved Humanities Electives	9
Mathematics	MAT 1100 College Algebra	4.5
	MAT 2501 Statistics	4.5
	MAT 2550 Pre-Calculus	2
	MAT 2601 Calculus	4.5
	MAT 2700 Discrete Math	4.5
Personal Development	SCC 1010 College Management	2
	SCC 2120 Professional Development	2
Science	PHY 2010 General Physics I	4
	PHY 2020 General Physics I Lab	2
Social Science	Approved Social Science Electives	13.5
Written Communication	ENG 1201 English Composition	4.5
	ENG 1211 English Composition with Research	4.5
Area II – Major Curriculum.....		111.5 credits
(A minimum grade of C is required in all major courses)		
	BUS 2101 Office Applications Tools	4.5
	CST 1051 Database Applications	4.5
	CST 1400 Computer Architecture	4
	CST 1411 Introduction to Networking	4.5
	CST 1800 Operating Systems	4
	CST 2400 Programming Languages	4.5
	CST 2501 Windows Server	4.5
	CST 3111 Digital Forensics	4.5
	CST 3120 User Interface & User Experience Design	4.5
	CST 4000 Analysis of Algorithms	4.5
	CST 4111 Secure Software Design	4.5
	CST 4121 Requirements Analysis	4.5
	CST 4141 Machine Learning	4.5
	CST 4152 Cloud Service Architecture	4.5
	CST 4500 Applied Cryptography	4.5
	CST 4510 Software Reverse Engineering	4.5
	CST 4520 Cyber Defense Strategy	4.5
	INT 1110 Fundamentals of Information Technology	4.5
	INT 2110 Introduction to Applications Development	4.5
	INT 2120 Introduction to Scripting	4.5
	INT 2210 System Administration & Maintenance	4.5

INT 3110	Communications for IT Professionals	4.5
INT 3120	Advanced Mathematical Reasoning for IT	4.5
INT 3310	Cybersecurity	4.5
INT 4130	Virtual Computing	4.5

The Bachelor of Science in Information Technology (including concentration courses) degree program is currently offered Online.

**Bachelor of Science
INFORMATION TECHNOLOGY**

BS Information Technology Curriculum.....181.5 credits (With Concentrations Please see Below)

Area I – Core Curriculum.....57.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Personal Development	SCC 1010	College Management	2
	SCC 2120	Professional Development	2
Science	Approved Science Elective		4
Social Science	Approved Social Science Elective		13.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5

Area II – Major Curriculum.....124 credits

(A minimum grade of C is required in all major courses)

BBA 3081	Business Ethics	4.5
BUS 2101	Office Applications Tools	4.5
BUS 2370	Principles of Management	4.5
CST 1051	Database Applications	4.5
CST 1400	Computer Architecture	4
CST 1411	Introduction to Networking	4.5
CST 1800	Operating Systems	4
CST 2501	Windows Server	4.5
CST 2661	Information Security Principles	4.5
CST 3110	Computer Programming	4.5
INT 1110	Fundamentals of Information Technology	4.5
INT 2110	Introduction to Applications Development	4.5
INT 2120	Introduction to Scripting	4.5
INT 2210	System Administration & Maintenance	4.5
INT 3110	Communications for IT Professionals	4.5
INT 3120	Advanced Mathematical Reasoning for IT	4.5
INT 3130	Business Systems Analysis	4.5
INT 3310	Cybersecurity	4.5
INT 4120	IT Management	4.5
INT 4130	Virtual Computing	4.5
General Electives		35

(must be 3000 or 4000 level courses approved)

If a Concentration is Chosen - the 35 hours of required Approved General Electives are revised to the following:

Bachelor of Science in Information Technology with Concentration in Cyber Security (Total 180.5 Credits)

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

CST 4361	Incident Response & Investigation	4.5
CST 4371	Security Risk Management	4.5
CST 3361	System & Communication Security	4.5
CST 3801	Advanced Cyber Security	4.5
INT 4320	Information Systems Design	4.5
LGS 4101	Law & Technology	4.5

Bachelor of Science in Information Technology with Concentration in Web Design (Total 180.5 Credits)

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

INT 3101	Introduction to Web Design	4.5
INT 3201	Object Oriented Programming	4.5
INT 3301	Advanced Web Design	4.5
INT 3401	Advanced Computer Programming	4.5
INT 3501	Graphics Editing	4.5
INT 4320	Information Systems Design	4.5

Bachelor of Science in Information Technology with Concentration in Data Analytics (Total 180.5 Credits)

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

INT 4110	Database Systems	4.5
INT 4210	Relational Databases	4.5
INT 4320	Information Systems Design (Capstone)	4.5
INT 4511	Management Science	4.5
INT 4521	Predictive Analytics	4.5
INT 4531	Business Intelligence	4.5

Bachelor of Science in Information Technology with Concentration in IT Management (Total 180.5 Credits)

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

BBA 3611	Project Management	4.5
CST 3801	Advanced Cybersecurity	4.5
INT 4220	Advanced Systems Administration	4.5
INT 4310	Current Topics in Information Technology	4.5
INT 4320	Information Systems Design (Capstone)	4.5
LGS 4101	Law & Technology	4.5

Bachelor of Science in Information Technology with Concentration in Networking (Total 180.5 Credits)

General Electives (must be 3000 or 4000 level courses approved) 8

CONCENTRATION

INT 3220	Network & Telecommunications	4.5
INT 3421	Advanced Windows Server	4.5
INT 3431	Wireless Networks	4.5
INT 3441	Network Security	4.5

INT 3451 Network Planning Maintenance	4.5
INT 4320 Information Systems Design (Capstone)	4.5

GRADUATE PROGRAMS

ADMISSIONS REQUIREMENTS

Applicants interested in any Master of Science program offered within the School of Computer Science and Engineering 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:

1. Evidence of completion of a bachelor's degree from an accredited institution of higher education in computer science, information technology, information systems, or a closely related field OR evidence of completion of a bachelor's degree in any field with a completed certificate program or qualifying bootcamp evidencing significant experience in the discipline of computer science or information technology;
2. 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 no more than three courses in the Master of Science program. If a 3.0 graduate grade point average is achieved in the three courses, full admittance will be granted. Applicants not possessing a minimum 2.50 grade point average at the institution awarding the bachelor's degree may include all undergraduate coursework from other institutions in the grade point average calculation. If the applicant has a minimum 2.50 grade point average for all undergraduate coursework, the applicant will be granted conditional admittance.

ADVANCED PLACEMENT AND TRANSFER OF CREDIT

Applicants interested in any Master of Science program offered within the School of Computer Science and Engineering 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 any Master of Science program offered within the School of Computer Science and Engineering, students are required to confer with the assigned advisor to map out their course curriculum and requirements for degree completion. Students are also required to meet each quarter with their advisor for 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 is required to meet with the Dean or Associate Dean for approval to reenter the program. Students will only be allowed to be readmitted once unless in the case of mitigating circumstances.

The Dean of the School of Computer Science and Engineering 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 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.

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 due to failure to adhere to academic standards. Dismissal will occur after review of the student's academic or professional deficiency by the Dean.

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 Computer Science and Engineering.

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

Probation

A student will be placed on probation if his/her cumulative GPA falls below a 3.00 on a 4.00 scale.

Students with a cumulative GPA below 3.00.

A student with a cumulative GPA below 3.00 at the end of any quarter will receive notification from the Dean of the School of Business & Technology that he/she is on Probation. If the student fails to raise his/her cumulative GPA to a 3.00 at the end of the next quarter, he/she will be dismissed. 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 student's cumulative GPA falls below a 3.00 a second time, he/she will be dismissed.

Dismissal

Action whereby a student will be dismissed due to failure to adhere to academic and program requirements.

1. 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;
2. A student's cumulative GPA falls below 3.00 for a second time;
3. 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.

Following dismissal, a student may appeal the dismissal by providing the Dean of the School of Computer Science and Engineering a written letter of appeal. If the appeal is approved, the student will be allowed to return to the program for the designed period in a probationary status. All stipulations of the approved appeal must be met in order for the student to be returned to Good Standing. Failure to meet appeal stipulations will result in program dismissal.

GRADUATION REQUIREMENTS

In order for a student to graduate from a Master of Science degree program offered within the School of Computer Science and Engineering, 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 quarter credit hours of academic course work.
2. Evidence a minimum cumulative grade point average of 3.00 or above for the required coursework.
3. Achieve a letter grade of "C" or better in all academic courses.
4. Complete all required South College and Program documents in preparation for graduation.
5. Honor all professional and financial obligations to South College.

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 and/or the South College Catalog.

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.

**Master of Science
COMPUTER SCIENCE**

This graduate program is designed for those qualified individuals who wish to continue their academic credentials in the field of computer science. The program requires successful completion of 45 total quarter credit hours and is designed to be delivered in an online format. The required coursework balances advanced theory of computation and applied projects utilizing complex software solutions; students will conduct research in the field of computing and complete an applied capstone project.

MISSION

The mission of the Master of Science in Computer Science program is to enhance the theoretical analysis of software and understanding of programming for students with a computer science background. The curriculum is designed to provide organizations with individuals able to analyze, design, implement, validate, and document computer software solutions according to business needs.

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

1. Analyze algorithmic solutions to logic problems based on scalable data processing and operational run time.
2. Construct software solutions to business problems using advanced data structures, programming logic, and algorithms.
3. Describe programming problems using automata and state-based logic diagrams.
4. Research computing problems and apply the latest technology and published findings to provide better solutions.
5. Apply theory, research, and practice to a selected project and prepare a software solution.

**Master of Science
COMPUTER SCIENCE W/CONCENTRATION
ARTIFICIAL INTELLIGENCE**

This graduate program is designed for those qualified individuals who wish to continue their academic credentials in the field of computer science and artificial intelligence. The program requires successful completion of 60 total quarter credit hours and is designed to be delivered in an online format. The required coursework focuses on current and projected models for true machine intelligence including project-based application.

MISSION

The Master of Science in Computer Science with Concentration in Artificial Intelligence program is designed to prepare students with a computer science background for entry level employment in the expanding field of AI. The goal of the program is to provide organizations with individuals who are proficient in machine learning including adaptive algorithms, heuristic optimization, distributed intelligence, and data-driven discovery.

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

1. Analyze algorithmic solutions to logic problems based on scalable data processing and operational run time.
2. Construct software solutions to business problems using advanced data structures, programming logic, and algorithms.
3. Describe programming problems using automata and state-based logic diagrams.
4. Apply machine learning and large-scale data collection to train or construct artificial intelligence solutions to business, individual, or societal needs.
5. Research computing problems and apply the latest technology and published findings to provide better solutions.
6. Apply theory, research, and practice to a selected project and prepare a software solution.

**Master of Science
CYBERSECURITY**

This graduate program is designed for those qualified individuals who wish to continue their academic credentials in the field of cybersecurity. The required coursework consists of 45 quarter credit hours devoted to advanced system analysis and penetration testing through live ethical hacking methods in alignment with the National Security Agency and Department of Homeland Security standards.

MISSION

The Master of Science in Cybersecurity program is designed to prepare students for cyber warfare through intrusion detection, analysis, and lawful countermeasures to protect the data and systems of an organization. The goal of the program is to provide organizations with individuals skilled at penetration testing, vulnerability analysis, and threat detection with a clear understanding of the law and ethics involved in such actions.

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

1. Create appropriate policies and documentation for managing security across an organization's infrastructure.
2. Determine vulnerabilities in an infrastructure or system through analysis, penetration testing, and current threats.
3. Defend a system from attack and employ ethical and legal countermeasures in response.
4. Research computing problems and apply the latest technology and published findings to provide better solutions.
5. Apply theory, research, and practice to a selected project and prepare a security improvement or solution.

Master of Science

DATA SCIENCE

This graduate program is designed for those qualified individuals who wish to continue their academic credentials in the field of data science. The required coursework consists of 45 quarter credit hours focused on advanced mathematics, data gathering, and data mining and culminates in an applied project.

MISSION

The Master of Science in Data Science program is designed for students to advance their study of predictive analytics, business intelligence, and data mining tools to solve problems in engineering, science, and business. This program is designed to provide organizations with analysts that have a deep understanding of mathematics, computing, and tools designed for large scale data sets.

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

1. Apply mathematic foundations to identify and predict trends and suggest correlations across data.
2. Design methods for data collection across wide area networks, infrastructure, existing data sets, and social systems.
3. Develop a narrative for data results based upon analysis and identified trends and correlations.
4. Research computing problems and apply the latest technology and published findings to provide better solutions.
5. Apply theory, research, and practice to a selected project and prepare a data solution.

Master of Science

INFORMATION TECHNOLOGY

This graduate program is designed for those qualified individuals who wish to continue their academic credentials in the field of information technology. The required coursework consists of 45 quarter credit hours mixing advanced theory with applied results; students will conduct research in the field of information technology and complete an applied capstone project.

MISSION

The Master of Science in Information Technology program is designed to prepare students with further study in the planning, integration, and maintenance of information technology solutions using real-world problems. The goal of the program is to provide organizations with individuals who can critically plan, develop, implement, and manage information technology solutions under real-world constraints using the latest technology.

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

1. Analyze business needs, risks, and requirements to design a comprehensive software solution to a set of business problems.
2. Manage information technology projects by incorporating or enhancing networks, databases, operating systems, and applications.
3. Research computing problems and apply the latest technology and published findings to provide better solutions.

4. Apply theory, research, and practice to a selected project and prepare a computer system solution.

Master of Science

INFORMATION TECHNOLOGY MANAGEMENT

This graduate program is designed for those qualified individuals who wish to continue their academic credentials in the field of information technology management. The required coursework consists of 45 quarter credit hours mixing core courses from the MBA with advanced IT concepts and deployment strategy centered on project management.

MISSION

The Master of Science in Information Technology Management program is designed to prepare students to leverage personnel, resources, and available technology to meet the demands of IT projects. The goal of the program is to provide organizations with leaders that possess project management skills to analyze, design, and deploy IT solutions.

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

1. Analyze business needs, risks, and requirements to design a comprehensive software solution to a set of business problems.
2. Lead technology initiatives across an organization.
3. Manage project teams to develop or deploy software solutions in a business setting.
4. Research computing problems and apply the latest technology and published findings to provide better solutions.
5. Apply theory, research, and practice to a selected project and plan a software solution.

Master of Science

SOFTWARE ENGINEERING

This graduate program is designed for those qualified individuals who wish to continue their academic credentials in the field of software engineering. The required coursework consists of 45 quarter credits of advanced study in programming languages and systems analysis centered on real-world projects of diverse scale; students will conduct research in the field of software engineering and complete an applied capstone project.

MISSION

The Master of Science in Software Engineering program is designed to advance the knowledge base of students with either a computer science or information technology background through advanced study in the design and construction of software systems. The goal of the program is to provide organizations with individuals who can analyze a proposed business problem and then suggest and construct a solution based upon requirements and constraints.

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

1. Analyze business needs, risks, and requirements to design a comprehensive software solution to a set of business problems.
2. Develop or deploy software solutions across organizational infrastructure to enhance services or increase efficiency.
3. Construct software solutions to business problems using advanced data structures, programming logic, and algorithms.
4. Research computing problems and apply the latest technology and published findings to provide better solutions.
5. Apply theory, research, and practice to a selected project and prepare a software solution.

PROGRAM DESIGN

The MS programs are completed primarily via an asynchronous online format using the learning management system Canvas in order to provide flexibility and to accommodate the schedules of working professionals. 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 an

information technology project, incorporating principles of systems analysis and design, networking principles, database programming and management, networking principles, data communications, operating systems, information security, and information technology project management.

The Master of Science in Computer Science program is offered Online.

Master of Science COMPUTER SCIENCE		
MS CS Curriculum.....		45 credit hours
CST 5010	Advanced Algorithms	5
CST 5020	Advanced Software Engineering	5
CST 5110	Compilers	5
CST 5120	Computer Architecture	5
CST 5150	Formal Languages	5
CST 5160	Machine Learning	5
CST 5900	Research Methods	5
CST 5910	Capstone Project	5
INT 5190	Database Management	5

The Master of Science in Computer Science w/Concentration in Artificial Intelligence program is offered Online.

Master of Science COMPUTER SCIENCE w/Concentration in Artificial Intelligence		
MS CS w/Con AI Curriculum.....		60 credit hours
CST 5010	Advanced Algorithms	5
CST 5030	Predictive Modeling	5
CST 5050	Evolutionary Computing	5
CST 5130	Neural Networks	5
CST 5140	Swarm Intelligence	5
CST 5150	Formal Languages	5
CST 5160	Machine Learning	5
CST 5170	Computer Vision and Sensors	5
CST 5180	Natural Language Processing	5
CST 5190	Applied Artificial Intelligence	5
CST 5900	Research Methods	5
CST 5910	Capstone Project	5

The Master of Science in Cybersecurity program is offered Online.

Master of Science CYBERSECURITY		
MS Cybersecurity Curriculum.....		45 credit hours
CST 5900	Research Methods	5
INT 5020	Network Architecture	5
INT 5030	Cyber Warfare	5
INT 5140	Risk Analysis	5
INT 5150	Penetration Testing	5
INT 5160	Security Infrastructure	5
INT 5170	Security Policy Management	5
INT 5920	Cybersecurity Capstone Project	5
LGS 5111	Cyber Law and Compliance	5

The Master of Science in Data Science program is offered Online.

Master of Science		
DATA SCIENCE		
MS DS Curriculum.....		45 credit hours
CST 5030	Predictive Modeling	5
CST 5040	Data Mining	5
CST 5130	Neural Networks	5
CST 5140	Swarm Intelligence	5
CST 5190	Applied Artificial Intelligence	5
CST 5900	Research Methods	5
CST 5910	Capstone Project	5
MAT 5111	Probability and Statistics	5
MAT 5211	Regression Analysis	5

The Master of Science in Information Technology program is offered Online.

Master of Science		
INFORMATION TECHNOLOGY		
MS IT Curriculum.....		45 credit hours
CST 5900	Research Methods	5
INT 5010	Data Management	5
INT 5020	Network Architecture	5
INT 5100	IT Project Management	5
INT 5130	System Analysis and Design	5
INT 5160	Security Infrastructure	5
INT 5180	OS and Server Architecture	5
INT 5190	Database Management	5
INT 5910	IT Capstone Project	5

The Master of Science in Information Technology Management program is offered Online.

Master of Science		
INFORMATION TECHNOLOGY MANAGEMENT		
MS ITM Curriculum.....		45 credit hours
CST 5900	Research Methods	5
INT 5010	Data Management	5
INT 5020	Network Architecture	5
INT 5100	IT Project Management	5
INT 5130	System Analysis and Design	5
INT 5140	Risk Analysis	5
INT 5910	IT Capstone Project	5
MBA 5111	Business Organization & Management	5
MBA 5421	Leadership & Innovation	5

The Master of Science in Software Engineering program is offered Online.

Master of Science		
SOFTWARE ENGINEERING		
MS SE Curriculum.....		45 credit hours
CST 5010	Advanced Algorithms	5
CST 5020	Advanced Software Engineering	5
CST 5900	Research Methods	5
CST 5910	Capstone Project	5
INT 5010	Data Management	5
INT 5020	Network Architecture	5

INT 5130	System Analysis and Design	5
INT 5140	Risk Analysis	5
INT 5190	Database Management	5

DEPARTMENT OF DENTAL EDUCATION

Certificate DENTAL ASSISTING (Nashville)

MISSION/PURPOSE

Through quality, comprehensive, evidence-based education, patient-centered clinical and community outreach experiences, the mission of the South College Dental Assisting program is to equip future dental assistants with the skills necessary to become a valuable member of the dental care team.

PROGRAM GOALS AND EXPECTED OUTCOMES

Dental Assisting graduates will:

- Demonstrate knowledge, skills, and competence of an entry-level Dental Assistant.
- Demonstrate patient education skills.
- Effectively communicate with patients and members of the dental team.
- Demonstrate office administrative and management skills.
- Utilize infection control, radiation safety, HIPPA requirements, and emergency protocol to protect self and the public.
- Display high ethical and moral standards, integrity, and professionalism as a member of society and the dental team.
- Demonstrate critical thinking, problem solving, and decision-making skills within the scope of dental assisting.
- Promote Dental Health ideals through service to the community and involvement with professional organizations.
- Successfully complete the State of Tennessee Certifications in Radiology, Coronal Polishing, Sealants Application, and Nitrous Oxide Monitoring.
- Successfully complete the Dental Assisting National Board Examination.

ROLE OF THE DENTAL ASSISTANT IN HEALTH CARE DELIVERY

Dental Assistants are valuable members of the dental care team. They increase the efficiency and assist the dentist in the delivery of oral health care.

Dental Assistants' responsibilities include:

- Assist the dentist during dental treatment procedures
- Prepare patients and the work area for treatments and procedures
- Develop radiographs
- Sterilize dental instruments and equipment
- Hand instruments to dentists during procedures
- Dry patients' mouths using suction hoses and other equipment
- Instruct patients in proper oral hygiene
- Provide patients with post-operative instructions following surgery and dental treatment
- Complete lab tasks, under the direction of a dentist
- Keep records of dental treatment, including review of medical history and acquisition of blood pressure and pulse
- Schedule patient appointments
- Work with patients on billing and payment

Dental assistants can perform the following procedures with state certification:

- Radiograph Acquisition and Processing
- Coronal Polishing
- Sealant Application

- Nitrous Oxide Monitoring

DENTAL ASSISTING REGISTRATION

Registration is granted by each individual state. Dental Assistants practice in accordance with requirements of individual State Dental Practice Acts.

The Dental Assisting graduate will be eligible for registration by the Board of Dentistry and may perform additional procedures for which they have received Board certification including:

- Coronal Polishing
- Nitrous Oxide Monitoring
- Sealant Application
- Dental Radiology

As licensing requirements vary from state to state, it is necessary to contact each licensing authority in a given state for its specific application requirements and procedures.

Typically, state boards have the authority to deny a license to an applicant who has committed an act for which the board could revoke a license. Persons convicted of a felony or serious misdemeanor may be refused licensure, as well as those disciplined on the license application about prior convictions, discipline, etc. Most states conduct background checks on a case-by-case basis and may take into consideration the seriousness of the offense and other factors in making the decision to grant or withhold licensure.

OVERVIEW OF THE DENTAL ASSISTING PROGRAM

The thirty-three-week (3 quarters, 9 months) Dental Assisting program curriculum provides a strong foundation in Prevention and Nutrition, Basic Dental Sciences, Preclinical Dental Skills, Clinical Dental Procedures, Dental Radiography, Dental Specialties, Restorative and Laboratory Materials and Techniques, and Dental Practice Management. Upon completion of the Dental Assisting program, the graduate will be eligible to take the Dental Assisting National Board Examination, gain certification in radiography, coronal polishing, nitrous oxide monitoring, and sealant application, increase the efficiency of the dentist in the delivery of oral health care, and become a valuable member of the Dental care team.

ACCREDITATION

The program in Dental Assisting is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of “Approved without Reporting Requirements.” The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission’s web address is: <http://www.ada.org/en/coda>.

ADMISSION REQUIREMENTS

Applicants interested in this program are required to visit the college and meet individually with an admissions representative and program faculty. Admission is dependent upon class size. The Admissions, Progression and Retention (APR) Committee will make admission recommendations to the Chair of Dental Education for final approval. The Chair 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.

Applicants seeking admissions must:

1. Complete and submit the South College Dental Assisting program application. The Dental Assisting program will have open enrollment with cohort admissions in the Spring and Fall quarters.
2. Meet minimum requirements for South College Undergraduate General Admission OR meet the South College requirements for admission as a transfer student.
3. Commit to full attendance and participation in a rigorous educational program which requires class participation, significant out-of-class preparation time, and clinical education assignments.

Students who have been unsuccessful in the South College Dental Assisting program, or other Dental Assisting programs, will be reviewed on an individual basis. Students who present transcripts indicating failure from two Dental Assisting programs will not be considered for admission or readmission to the South College Dental Assisting 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 Dental Assisting effectively. Health care facilities must meet federal guidelines, and students must also meet these requirements to be allowed to gain clinical experience. All Dental Assisting students must comply with communicable diseases/blood-borne pathogen requirements that the clinical agencies require. Therefore, proof of the following are requirements for the Dental Assisting program applicant:

1. Health history and physical exam certifying ability to function in the required capacity prior to admission.
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 Dental Assisting program.

Students admitted to the Dental Assisting program must demonstrate the following functional capacities as communicated via the Department of Dental Education. Students who believe they will not be able to meet one or more of these requirements without accommodation or modification must notify the Chair of Dental Education and the Director of Student Services, 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 Dental Assisting 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 Dental Assisting program.

Acceptance into a South College 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 ensuring ability to meet these requirements.

ACADEMIC PROGRESSION AND RETENTION IN THE DENTAL ASSISTING CERTIFICATE PROGRAM

Students admitted the Dental Assisting 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.

READMISSION

Readmission to the Dental Assisting program will be made on a case-by-case basis through the Readmissions Committee via review of Application for Readmission. In the case of a failure in a course, or several courses in a given quarter, the student may reapply for program readmission. If readmission is granted, the student will be required to audit the previous quarter prior to failure and construct and participate in a remediation program with the Chair of Dental Education. Once the remediation is complete, the student will enter the next quarter of the program and repeat all failed courses. Readmissions to the program, if granted, will be allowed on a one-time basis. If the student has been out of the program at the time of Application for Readmission for more than one year, the student will be required to begin at Quarter 1 of the Dental Assisting program if readmitted.

GRADING SCALE

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- Below 60 = Failing

PROGRAM TERMINATION

Students accepted into the Dental Assisting program in the Department of Dental Education 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 Dental Assisting program include:

1. Receiving a grade of D, F, W 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 Chair of Dental Education and follow the Program Readmission policy outlined in the Dental Assisting Department Policy and Program Manual.

VOLUNTARY WITHDRAWAL

Students withdrawing from a program may apply for program readmission as delineated by the policy in the Dental Assisting Program and Policy Manual.

REAPPLICATION/READMISSION TO THE PROGRAM

Students will be considered for readmission to the Dental Assisting program only one time on a space available basis.

Students desiring readmission to the first quarter of the Dental Assisting 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.

The Certificate in Dental Assisting program is offered at the Nashville campus (Onground).

Certificate			
DENTAL ASSISTING			
Dental Assisting Certificate.....			48 credits
Quarter 1	RDA 1110	Introduction to Dental Assisting	1
	RDA 1120	Dental Materials	4
	RDA 1130	Dental Science for the Dental Assistant	4
	RDA 1140	Dental Radiography I	4
	RDA 1150	Dental Assisting I	4
Quarter 2	RDA 1210	Dental Practice Management	3
	RDA 1220	Preclinic Dental Science	4
	RDA 1230	Dental Radiography II	4
	RDA 1240	Dental Assisting II	6
Quarter 3	RDA 1310	Review of Dental Assisting	1
	RDA 1320	Dental Assisting III	13

Associate of Science **DENTAL HYGIENE** **(Nashville)**

MISSION/PURPOSE

Through quality, comprehensive, evidence-based education, patient-centered clinical care, and community outreach experiences, the mission of the South College Dental Hygiene program is to equip future dental hygienists with the skills necessary to reach their potential as a dental healthcare provider. The program faculty seek to instill in graduates the desire to continue education, become life-long learners, and contribute to the enhancement of the dental professional.

PROGRAM GOALS AND EXPECTED OUTCOMES

The goal of the Dental Hygiene program is to prepare competent dental hygiene graduates who utilize and integrate knowledge and apply critical thinking skills related to biomedical science, dental science, and dental hygiene science.

1. Provide clinical experiences and opportunities that support and encourage the development of communication and psychomotor skills relevant to the practice of dental hygiene.
2. Prepare dental hygiene graduates to display professionalism along with ethical leadership in the delivery of evidenced based patient care.
3. Prepare dental hygiene graduates to utilize reasoning, judgment, critical thinking skills, and leadership skills necessary to identify problems, develop and implement solutions, and evaluate the effectiveness of these solutions.
4. Consider student's individuality and support their needs and development, which encourage them to reach their full potential as dental healthcare providers.
5. Prepare dental hygiene graduates who can function in the interprofessional health care system and meet the needs of elderly, medically compromised, culturally diverse, disadvantaged, and mentally and physically challenged.

6. Encourage participation in community-based outreach programs to improve the oral health and well-being of others.
7. Instill the desire to continue education by becoming a life-long learner, advancing the practice of dental hygiene through research, and participating in professional associations.

Upon completion of the Dental Hygiene program:

- Dental hygiene graduates will be competent in **teaching** patients about health education strategies for disease prevention and health promotion, and counseling patients about the impact of good nutrition on oral health.
- Dental hygiene graduates will be competent in delivering **patient care** including use of infection and hazard control procedures to prevent transmission of disease and provide a safe environment. Including assessing, treatment planning, and providing preventative and therapeutic dental hygiene care for children, adolescents, adults, geriatric, and special needs patients.
- Dental hygiene graduates will continue education and become life-long learners, advancing the practice of dental hygiene through **research** and participating in professional associations. Dental hygiene students will be competent in producing effective written communication on literature reviews, research, and assignments.
- Dental hygiene graduates will be competent in providing community and public oral health strategies through outreach **service**.

ROLE OF THE DENTAL HYGIENIST IN HEALTH CARE DELIVERY

A Dental Hygienist is a licensed oral healthcare provider, educator, and clinician who provides educational, preventative, and therapeutic services promoting oral health and total health for the control of oral diseases.

While the scope of practice for Dental Hygienists varies from state to state, the routinely performed functions of a licensed Dental Hygienist include:

- Intraoral and extraoral examination, including teeth, oral structures, and soft tissue exam
- Oral cancer and blood pressure screening
- Acquisition and interpreting dental radiographs
- Delivery of local anesthesia and nitrous oxide oxygen sedation
- Calculus and plaque removal from above and below the gum line
- Oral hygiene instructions including the development of personal oral hygiene programs for home care
- Applying caries-preventive agents, such as fluorides and pit and fissure sealants
- Placing temporary fillings, applying periodontal dressings, and removing sutures
- Nutrition and tobacco use counseling
- Educating the public about good oral hygiene habits
- Designing community outreach dental health programs
- Oral health care research, data collection, and tabulation
- Working with special needs patients

DENTAL HYGIENE LICENSURE

Licensure is granted by each individual state. Dental Hygienists practice in accordance with requirements of individual state dental practice acts.

In virtually every state, several steps are required before a license can be granted:

- Graduation from an accredited Dental Hygiene program
- Successful completion of the written National Board Dental Hygiene Examination
- Successful completion of a regional or state clinical board examination
- Successful completion of the Dental Anesthesia Certification Course within the program
- Successful completion of the Nitrous Oxide Monitoring and Administration Certification Course within the program

As licensing requirements vary from state to state, it is necessary to contact each licensing authority in a given state for its specific application requirements and procedures.

Typically, state boards have the authority to deny a license to an applicant who has committed an act for which the board could revoke a license. Persons convicted of a felony or serious misdemeanor may be refused licensure, as well as those disciplined on the license application about prior convictions, discipline, etc. Most states conduct background checks on a case-by-case basis and may take into consideration the seriousness of the offense and other factors in making the decision to grant or withhold licensure.

OVERVIEW OF THE DENTAL HYGIENE PROGRAM

The ten-quarter Dental Hygiene program curriculum provides a strong foundation in the Biomedical Sciences, Dental Sciences, Dental Hygiene Science, and Basic Clinical Education providing the biological basis of the health of the teeth and oral cavity, decay prevention, and dental health maintenance. Upon the completion of the Dental Hygiene program, the graduate will be a member of the healthcare team who provides patient education, clinical and therapeutic services that support and facilitate the maintenance of oral health.

The course of study in the Dental Hygiene program provides a broad-based education in psychology, sociology, biomedical sciences, dental sciences, and dental hygiene sciences with a special emphasis on teaching, community/public health, and research.

PROGRAMMATIC ACCREDITATION

The program in Dental Hygiene is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "Initial Accreditation." The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission's web address is: <http://www.ada.org/en/coda>.

ADMISSION REQUIREMENTS

Applicants interested in this program are required to visit the college and meet individually with an admissions representative and program faculty. Admission is dependent upon class size. Applicants will be reviewed based on minimum requirements for cumulative GPA of required pre-requisite general education courses, cumulative GPA of required pre-requisite science courses, and interview score. The Admissions, Progression and Retention (APR) Committee will make admission recommendations to the Chair of Dental Education for final approval. The Chair 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.

Applicants seeking admissions must:

1. Meet South College General Undergraduate Admission or Admission of Transfer Student requirements.
2. Complete the South College Dental Hygiene program application. The Dental Hygiene program has rolling enrollment with cohort admissions in the Spring and Fall quarters.
3. Have earned a minimum of 2.50 cumulative grade point average in required pre-requisite General Education courses.
4. Have earned a minimum of 2.50 cumulative grade point average in required pre-requisite Science courses.
5. Participation in an interview is required for admission to the program. Interviews will be conducted by the faculty in the South College Dental Hygiene program the quarter before the cohort start date. The applicant must achieve a minimum score of 25 points out of a possible 40 points to be considered for admission. Students who score less than 25 points may apply for admission to the next cohort.
6. Complete all Dental Hygiene Prerequisite Courses: Basic Life Support Certification, ENG1201 English Composition, MAT1100 College Algebra, BIO1011 Foundations of Anatomy, CHM1000 General Chemistry for the Dental Hygienist, PSY1811 General Psychology, and BIO1015 Microbiology and Immunology for the Dental Hygienist with a minimum grade of "C" or better in a maximum of two attempts. Withdrawal grades (W) are considered attempts.
7. Commit to full attendance and participation in a rigorous educational program which requires class participation, significant out-of-class preparation time, and clinical education assignments.

Students who have been unsuccessful in the South College Dental Hygiene program, or other Dental Hygiene programs, will be reviewed on an individual basis. Students who present transcripts indicating failure from two Dental Hygiene programs will not be considered for admission or readmission to the South College Dental Hygiene 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 dental hygiene 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 Dental Hygiene students must comply with communicable diseases/blood-borne pathogen requirements that the clinical agencies require. Therefore, proof of the following are requirements for the dental hygiene program applicant:

1. Health history and physical exam certifying ability to function in the required capacity prior to admission.
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 Dental Hygiene program.

Students admitted to the Dental Hygiene program must demonstrate the functional capacities as communicated via the Department of Dental Education. Students who believe they will not be able to meet one or more of these requirements without accommodation or modification must notify the Chair of Dental Education and the Director Student Services, 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 dental hygiene 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 dental hygiene program.

Acceptance into a South College 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 ensuring ability to meet these requirements.

ACADEMIC PROGRESSION AND RETENTION IN THE DENTAL HYGIENE MAJOR

Students admitted the Dental Hygiene 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.

READMISSION

Readmission to the Dental Hygiene program will be made on a case-by-case basis through the Readmissions Committee via review of Application for Readmission. In the case of a failure in a course, or several courses in a given quarter, the student may reapply for program readmission. If readmission is granted, the student will be required to audit the previous quarter prior to failure and construct and participate in a remediation program with the Chair of Dental Education. Once the remediation is complete, the student will enter the next quarter of the program and repeat all failed courses. Readmissions to the program, if granted, will be allowed on a one-time basis. If the student has been out of the program at the time of Application for Readmission for more than one year, the student will be required to begin at Quarter 1 of the Dental Hygiene program if readmitted.

GRADING SCALE

90-100 =	A
80-89 =	B
70-79 =	C
60-69 =	D
Below 60 =	Failing

PROGRAM TERMINATION

Students accepted into the Dental Hygiene program in the Department of Dental Education 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 Dental Hygiene programs include:

1. Receiving a grade of D, F, or W 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 Chair of Dental Education and follow the Program Readmission policy outlined in the Dental Hygiene Department Policy and Program Manual.

VOLUNTARY WITHDRAWAL

Students withdrawing from a program due may reapply for program readmission as delineated by the policy in the Dental Hygiene Program and Policy Manual.

REAPPLICATION/READMISSION TO THE PROGRAM

Students will be considered for readmission to the Dental Hygiene program only one time on a space available basis.

Students desiring readmission to the first quarter of the Dental Hygiene 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.

The Associate of Science in Dental Hygiene program is offered at the Nashville campus (Onground).

**Associate of Science
DENTAL HYGIENE**

AS Dental Hygiene Curriculum.....126 credits

Area I – Core Curriculum.....44 credits

Communications	COM 1261	Effective Speaking	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100 *	College Algebra	4.5
Science	BIO 1011*	Foundations of Anatomy	4.5
	BIO 1015*	Microbiology & Immunology for the DH	4
	CHM 1000*	General Chemistry for the DH	4
Social Science	PSY 1811*	General Psychology	4.5
	SOC 1861	Introduction to Sociology	4.5
Written Communication	ENG 1201*	English Composition	4.5
	ENG 1211	English Composition with Research	4.5

Area II – Major Curriculum.....82 credits

RDH 1100	Head & Neck Anatomy	4
RDH 1120	General & Oral Pathology	4
RDH 1210	Oral Embryology, Histology, & Dental Anatomy	4
RDH 1220	Dental Materials	4
RDH 1230	Dental Hygiene Practice Preclinical I	5
RDH 1310	Dental Pharmacology	4
RDH 1320	Dental Hygiene Practice Preclinical II	5
RDH 1330	Oral Radiology	4
RDH 1410	Dental Hygiene Clinical Practices I	4
RDH 1420	Biochemistry, Nutrition, Cariology, Disease Prevention, & Patient Education	4
RDH 1430	Pain Management/Anxiety Control & Medical Emergencies	4
RDH 2510	Dental Hygiene Clinical Practices II	4
RDH 2520	Public Dental Health & Epidemiology	4
RDH 2610	Treatment of Special Needs Patients	4
RDH 2620	Periodontology	4
RDH 2630	Dental Hygiene Clinical Practices III	4
RDH 2710	Ethics, Jurisprudence, & Practice Management	4
RDH 2720	Dental Hygiene Clinical Practices IV	4
RDH 2730	Review of Dental Hygiene	4
RDH 2810	Dental Hygiene Clinical Practices V	4

***Course Required as Pre-Requisites for Major Program Admission**

**Bachelor of Science
DENTAL HYGIENE
(Nashville and Online)**

MISSION/PURPOSE

The Bachelor of Science in Dental Hygiene program is designed to meet the continuing education needs of Associate degree in Dental Hygiene graduates. This program offers students a foundation of knowledge that will prepare them for the emerging roles within the dental hygiene profession. Foundation courses include focus on teaching, research, and public health. Emphasis is placed on broadening the career paths for practicing hygienists.

PROGRAM EXPECTED LEARNING OUTCOMES

Upon completion of all Bachelor of Science in Dental Hygiene requirements, the student will be competent in:

- Utilizing critical thinking skills to determine the treatment needs of geriatric and special needs patients.
- Utilizing professional judgement to determine the treatment needs of geriatric and special needs patients.
- Performing leadership theories as they pertain to the dental hygiene practice.
- Performing management theories as it pertains to the dental hygiene practice.
- Analyzing scientific literature as it pertains to dental hygiene.
- Applying scientific literature as it pertains to dental hygiene.
- Applying educational theory to dental hygiene education.
- Applying educational methods to dental hygiene education.
- Applying educational practice instruction to dental hygiene education.
- Applying educational instruction methods to dental hygiene education.
- Applying educational instruction methods to dental hygiene education.

OVERVIEW OF THE BS DENTAL HYGIENE PROGRAM

Following completion of the Associate in Dental Hygiene, the courses needed for completion of the Bachelor of Science in Dental Hygiene may be completed in six quarters. The curriculum provides a strong emphasis on Educational Methodology, Epidemiology, Inter-professional Education and Practice, Evidence-Based Dental Hygiene Practices and Research Methods, and Leadership and Administration. The Capstone Project consists of an extensive literature review with submission in writing and an oral presentation to the Dental Hygiene Faculty.

ADMISSION REQUIREMENTS

Applicants to the South College Bachelor of Science in Dental Hygiene must provide the following:

1. Completed South College application for admissions;
2. Completed admissions application to the Bachelor of Science in Dental Hygiene program;
3. Official transcripts for all undergraduate work completed; and
4. \$50 application fee (online payment or payment via telephone is available).

Applicants must meet the following requirements to be admitted in good standing to the program:

1. Associate of Science in Dental Hygiene or Associate of Science (dental hygiene concentration) from any program accredited by Commission on Dental Accreditation (126 quarter credit hours if earned from South College) or concurrent enrollment in the Associate of Science in Dental Hygiene program at South College admitted to rotation (BS degree will not be awarded without completion of the AS degree and minimum GPA indicated in #3 earned).
2. If not earned from South College, evidence of earned Associate degree from accredited institution and CODA accredited Dental Hygiene program and satisfactory completion of the following are required. If the below hours are not satisfactorily earned, courses to fulfill must be satisfactorily completed at South College.

English Composition	9 quarter hours
College Algebra	4.5 quarter hours
Humanities	4.5 quarter hours
Social Science	9 quarter hours
Communications	4.5 quarter hours
3. Evidence of cumulative 2.0 grade point average for undergraduate dental hygiene courses.

GRADUATION REQUIREMENTS

For a student to graduate from the Bachelor of Science in Dental Hygiene 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. 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 Dean of Academic and Student Services (Nashville).
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 30% 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. The student must 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.

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 and/or the South College Catalog.

ACADEMIC PROGRESSION AND RETENTION IN THE DENTAL HYGIENE MAJOR

Students admitted the Bachelor of Science in Dental Hygiene program are required to earn a minimum grade of "C" in all courses. Students earning less than a "C" in any course will be required to repeat the course prior to graduation.

READMISSION

Readmission to the Bachelor of Science in Dental Hygiene program will be made on a case-by-case basis through the Readmissions Committee via review of Application for Readmission.

GRADING SCALE

90-100 =	A
80-89 =	B
70-79 =	C
60-69 =	D
Below 60 =	Failing

PROGRAM TERMINATION

Students accepted into the Bachelor of Science Dental Hygiene program in the Department of Dental Education 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 Dental Hygiene 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 Chair of Dental Education and follow the Program Readmission policy outlined in the Dental Hygiene Department Policy and Program Manual.

VOLUNTARY WITHDRAWAL

Students withdrawing from a program due may reapply for program readmission as delineated by the policy in the Dental Hygiene Program and Policy Manual.

The Bachelor of Science in Dental Hygiene degree program is currently offered Online, with core and several major courses also available onground at the Nashville campus. Students may enroll at the identified campus for this program, but online course completion is necessary for completion of the program (Hybrid).

**Bachelor of Science
DENTAL HYGIENE**

BS Dental Hygiene Curriculum.....183.5 credits
AS Requirements.....126 credits

Must Be Evidenced as Part of Associate or Required:

English Composition	9 quarter hours
College Algebra	4.5 quarter hours
Humanities	4.5 quarter hours
Social Science	9 quarter hours
Communications	4.5 quarter hours

Area I – Core Curriculum.....13.5 credits

Humanities	Humanities Elective	4.5
Mathematics	MAT 2501 Statistics	4.5
Social Science	Sociology Elective	4.5

Area II – Major Curriculum.....44 credits

HSC 4210	Current Trends/Issues	4
HSC 4320	Epidemiology	4
RDH 3110	Educational Theory & Methods in Dental Hygiene	4.5
RDH 3120	Educational Practices/Instruction in Dental Hygiene	4.5
RDH 3130	Interprofessional Education and Practices	4.5
RDH 3140	Evidence-Based Dental Hygiene Practices & Research Methods	4.5
RDH 3150	Cultural Competency & Dental Hygiene Care for Target Populations	4.5
RDH 3160	Grant Writing	4.5
RDH 4110	Leadership and Administration	4.5
RDH 4120	Capstone Project in Dental Hygiene Education	4.5

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 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 education core of 91.5 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 education 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 education and professional education courses and are offered by the General Education 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 education 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 education 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 education courses will foster personal intellectual development of the preservice student. General education 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 education and education courses offered by the South College General Education 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 the ability to read and think critically to evaluate and solve problems.
4. Demonstrate an understanding of cultural diversity and its impact on today’s schools.
5. Demonstrate effective technology use for gathering and communicating information.
6. Demonstrate creativity in thinking and expression.

The Associate of Science in Teaching degree program is currently offered at the Knoxville campus (Hybrid) or Online.

**Associate of Science
TEACHING**

AS Teaching Curriculum.....91.5 credits

(Minimum Grade of C is required for ALL Courses)

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
History	HIS 1011	American History	4.5
	HIS 1021	World History	4.5
	POL 2761	American Government	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Personal Development	SCC 1010	College Management	2
Science	BIO 1020	Principles of Biology	4
	BIO 1021	Principles of Biology I Lab	2
	SCI 1011	Earth & Space Science	4.5

	SCI 1601	Introduction to Physical Science	4.5
Social Science	PSY 1821	Human Growth & Development	4.5
	SOC 1861	Introduction to Sociology	4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5
Pre-Professional	EDU 1000	Introduction to Teaching	4
	EDU 1010	Educational Psychology	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 lead 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 the 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 two 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 RTI² 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 TEAM Evaluation rubrics to determine teacher effectiveness.

BS candidates must successfully complete 85 hours of field experience prior to student teaching. Field Experience will be completed in the following courses: EDU 1000, EDU 3031, EDU 3051, EDU 3060, EDU 4060, MAT 4010, and MAT 4020. BS pre-service candidates must successfully complete 18 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. 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. To be eligible for licensure recommendation, candidates must pass the edTPA elementary literacy or elementary 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 outcomes and the InTASC Standards 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 outcomes and InTASC Standards. Candidates will

1. understand how learners grow and develop, recognizing that patterns of learning and development vary individually with in and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.
4. understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. understand and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. engage in ongoing professional learning and used evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

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 (Stage 1)*, *Pre-Service Candidate (Stage 2)*, *Pre-Service Clinical Practitioner (Stage 3)*, and *In-Service Program Completer (Stage 4)*. Students and Candidates must meet assessment criteria at each transition point 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 transition point. Pre-Service Candidate is the second transition point 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 the third transition point 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 transition points 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 transition points.

The *Interdisciplinary Studies in Development and Learning of the Child and Young Adolescent* major has multiple assessment measures that occur at four transition points [*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 transition points 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.
- Complete 36 Quarter hours with the required 2.75 grade point average, including completion of EDU 1000, EDU 1010, EDU 2000, and EDU 2010 with grades of C or better in each. A minimum grade of C must be earned in all Core Courses.
- Provide evidence of acceptable score from one of the following: ACT 21 or better, or SAT 1080 or better, or

- Tennessee required minimum passing scores on Praxis I subtests in Reading, Writing, and Mathematics.
- Complete stage 1 key assessments.

Upon completion of the above requirements, 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, submission of required documents, 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.

Pre-Service Candidate (Stage 2) must complete the following requirements to be admitted to Pre-Service Clinical Practitioner (Stage 3) and before starting student teaching:

- Pass the following Praxis Exams:
 - Elementary Education: Content Knowledge (Test Code 5001 or can be taken individually using codes 5002, 5003, 5004, 5005)
 - Teaching Reading: Elementary Education (Test Code 5205)
- Completion of Stage 2 key assessments.
- Grade of B or higher in all major and professional education courses
- Evidence of Liability Insurance.

Upon the successful completion of Stage 2 requirements candidates will be recommended for Pre-Service Clinical Practitioner (Stage 3)

Once admitted to Pre-Service Clinical Practitioner (Stage 3) candidates must complete the following requirements to graduate:

- Create a TN Compass account.
- Successfully submit edTPA.
- Evidence of Liability Insurance.
- Completion of Stage 3 key assessments.
- Exit Interview and Pre-Service Candidate Program Survey.

Candidates who complete the BS Elementary Education K-5 program of study and who have successful completion of Stages 1, 2, and 3, pass all required praxis test, and obtain a passing score on edTPA will be recommendation to the TN Department of Education for the initial teaching license in Elementary Education K-5 by the Dean of the School of Education.

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 Student Teaching 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 timeline for completion. The 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 and TEAM Evaluation rubrics, receives a Warning that work has not met the minimum Target performance and must confer with the Student Teaching Coordinator who then collaborates with the School of Education Student Teaching Supervisor and Mentoring 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 Student Teaching 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 Student Teaching 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 are 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 1000 level education courses at initial entry into the program and prior to Admission to Student Teaching.

STEA or P.E.T – Evidence of Student Tennessee Education Association or Professional Educators of Tennessee 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. STEA or P.E.T. 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 Director 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 (Onground/Hybrid).

**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.....91.5 credits

(Minimum grade of C is required for ALL Core Curriculum courses.)

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer and Information Literacy	4.5
History	HIS 1011	American History	4.5
	HIS 1021	World History	4.5
	POL2761	American Government	4.5
Humanities	Approved Humanities Courses		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Personal Development	SCC 1010	College Management	2
Science	BIO 1020	Principles of Biology I	4
	BIO 1021	Principles of Biology I Lab	2
	SCI 1011	Earth & Space Science	4.5
	SCI 1601	Introduction to Physical Science	4.5
Social Science	PSY 1821	Human Growth & Development	4.5
	SOC 1861	Introduction to Sociology	4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5
Pre-Professional	EDU 1000	Introduction to Teaching	4
	EDU 1010	Educational Psychology	4
	EDU 2000	Introduction to Teaching in Inclusive Classrooms	4
	EDU 2010	Introduction to Instructional Technology	4

Area II – Academic Major Curriculum.....40.5 credits

(Minimum grade of B is required for ALL major courses.)

Core Content Areas: Focused Study in Content Area	24.5 credits
EDU 2411	Literature for the Child & Young Adolescent 4
GEO 1011	Introduction to Geography 4.5
HIS 4030	Concepts/Standards for the Child & Young Adolescent 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
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 Major Core.....48 credits
(Minimum 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 4091	Seminar	3
EDU 4090 B	Enhanced Student Teaching II	9
EDU 4092	Seminar	3

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 RTI² 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 affect 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 courses.

MEd candidates must successfully complete 60 hours of field experience prior to student teaching. Field Experience will be completed in the following courses: EDU 5030, EDU 5040, EDU 5060, and EDU 5070. MEd pre-service candidates must successfully complete 18 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, 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 outcomes and InTASC Standards for their role as beginning exceptional in-service instructional teacher leaders for which they have been prepared.

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

1. understand how learners grow and develop, recognizing that patterns of learning and development vary individually with in and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.
4. understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. understand and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. understand and use a variety of instructional strategies to encourage learners to develop deep

understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. engage in ongoing professional learning and used evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

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 transition points, also known as Stages, during and beyond teacher preparation that include *Pre-Entry Student (Stage 1)*, *Pre-Service Candidate (Stage 2)*, *Pre-Service Clinical Practitioner (Stage 3)*, and *In-Service Program Completer (Stage 4)*. Candidates must meet criteria at each of the transition points, 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 transition point 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 transition point or Stage, monitors academic performance across admission and candidacy competency categories and passing of required Praxis II exams as requirements for admission to clinical practice in student teaching. As of January 1, 2019, Candidates must pass the applicable two 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 transition point 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 transition point 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 transition points 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:

- provide official transcripts from each regionally accredited institution of higher education attended;
- satisfy cumulative Bachelor's degree GPA of 2.75 or 3.0 in the second half of undergraduate coursework;
- complete and submit a TBI Waiver; and
- complete TBI Fingerprinting & Criminal History Records Check; results required in SOE Admissions office prior to first enrollment in education courses;

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 or P.E.T membership);
- achieve a minimum cumulative GPA of 3.00;
- achieve a B, or better, for each course;
- successfully complete pre-Stage 2 Interview and required key assessments.

Upon the successful completion of all requirements for Pre-Entry Student (Stage 1), candidates will be recommended for entry into the Pre-Service Candidate (Stage 2).

Pre-Service Candidate (Stage 2) must complete the following requirements to be admitted to Pre-Service Clinical Practitioner (Stage 3) and before starting student teaching:

- Pass the following Praxis Exams:
 - Elementary Education: Content Knowledge (Test Code 5001 or can be taken individually using codes 5002, 5003, 5004, 5005)
 - Teaching Reading: Elementary Education (Test Code 5205)
- Complete Stage 2 key assessments
- Maintain a G.P.A of 3.0 or higher
- Evidence of Liability Insurance.

Upon the successful completion of Pre-Service Candidate (Stage 2) requirements, candidates will be recommended for Pre-Service Clinical Practitioner (Stage 3).

Once admitted to Pre-Service Candidate (Stage 3) candidates must complete the following requirements to graduate:

- Create a TN Compass account
- Successfully submit and obtained a passing score on edTPA
- Complete Stage 3 key assessment.

Applicants interested in the Master of Education 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.

Candidates who complete the Master of Education in Elementary Education (K-5) Initial Licensure program of study and who have successful completion of Stages 1, 2, and 3, pass all required praxis test, and obtain a passing score on edTPA will be recommended to the TN Department of Education for the initial teaching license in Elementary Education K-5 by the Dean of the School of Education.

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 Student Teaching 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 Vice Chancellor of Institutional Advancement and Effectiveness.

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 mentoring teacher surveys and edTPA and TEAM Evaluation 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 Student Teaching 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 or online at livetext.com. 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 username 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 is used to submit key assessments through the MEd program of study. Students and pre-service candidates will be informed of artifacts that need to be submitted to LiveText.

GRADUATION REQUIREMENTS

In order for a student to graduate from a graduate level program in the School of Education, 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 quarter credit hours of academic course work.
2. Evidence a minimum cumulative grade point average of 3.00 or above for the required coursework.
3. Achieve a letter grade of “B” or better in all academic courses.
4. Complete all required South College and Program documents in preparation for graduation.
5. Pass required Praxis exams and edTPA.
6. Honor all professional and financial obligations to South College.

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 and/or the South College Catalog.

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 Student Teaching 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 Director 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 (Onground).

**Master of Education
Elementary Education (K-5) Initial Licensure**

Master of Education Elementary Education (K-5) Initial Licensure Curriculum.....60 credit hours

Quarter 1	Credit Hours
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
Quarter 2	
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
Quarter 3	
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
Quarters 4-5	
Placement I	
EDU 5095A Enhanced Student Teaching (Grades K-3 or 4-5)	9
EDU 5099A Seminar	3
Placement II	
EDU 5095B Enhanced Student Teaching (Grades K-3 or 4-5)	9
EDU 5099B Seminar	3
Total	60

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 accordance with CAEP Standards, 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:

- completed online South College application;
- official transcripts from a regionally accredited institution of higher education attended for earned bachelor's degree;
- evidence of active teaching license(s);
- evidence of a minimum overall GPA of 2.75 earned in the bachelor's degree or 3.00 for master's degree.

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 as South College indicates meeting requirements only for the state of Tennessee.

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.

GRADUATION REQUIREMENTS

In order for a student to graduate from a graduate level program in the School of Education, 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 quarter credit hours of academic course work.
2. Evidence a minimum cumulative grade point average of 3.00 or above for the required coursework.
3. Achieve a letter grade of “B” or better in all academic courses.
4. Complete all required South College and Program documents in preparation for graduation.
5. Honor all professional and financial obligations to South College.

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 and/or the South College Catalog.

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 Director 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**

Master of Education in Teacher as Instructional Leader Curriculum.....		48 credit 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 (9) 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:

- completed online South College application;
- official transcripts from each regionally accredited institution of higher education attended for earned bachelor's and master's degrees;
- evidence of active teaching license(s);
- evidence of a minimum overall GPA of 3.00 for master's degree;

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 as South College indicates meeting requirements only for the state of Tennessee.

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 Vice Chancellor of Institutional Advancement and Effectiveness.

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.

GRADUATION REQUIREMENTS

In order for a student to graduate from a graduate level program in the School of Education, 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 quarter credit hours of academic course work.
2. Evidence a minimum cumulative grade point average of 3.00 or above for the required coursework.
3. Achieve a letter grade of “B” or better in all academic courses.
4. Complete all required South College and Program documents in preparation for graduation.

- 5. Honor all professional and financial obligations to South College.

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 and/or the South College Catalog.

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 Director 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**

Educational Specialist Teacher Leadership in Schools Curriculum.....		45 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 student must supply proof of a negative TB test, hepatitis B vaccine or waiver (if allowed by clinical affiliate), 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. Student with past convictions are encouraged to contact the credentialing agency(s) to determine eligibility prior to program admission. Contact information may be obtained from the program faculty at the associated campus. 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.

FUNCTION	REQUIREMENT	EXAMPLES OF TASKS
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, 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. In this case, students may not be permitted to continue to progress in the program.

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.

READMISSION

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, Atlanta, and Nashville campuses. Didactic courses are offered in an online format and clinical requirements completed at assigned sites.

**COMPUTED TOMOGRAPHY
(Certificate)**

Curriculum.....		24 credits
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. The MRI 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
- 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, Atlanta, and Nashville campuses. Didactic courses are offered in an online format and clinical requirements completed at assigned sites.

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* Withdrawal (W) grades are considered attempts.
5. Complete (as prerequisites) a minimum of 4 quarter credit hours in patient care and assessment and fundamentals of health care and 4 quarter credit hours in medical terminology.*
6. Complete (as pre-requisite and co-requisite) a minimum of 4.5 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 (Onground).

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 122.5 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 and the diagnostic medical

sonography major 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

The goal of the Diagnostic Medical Sonography Program is to prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

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 available in the Department of Imaging Science at the applicable campus.
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 for Imaging Sciences or equivalent; College Algebra (or higher) or Statistics; College-Level General Physics and Lab; a communications skills course which may be met by a variety of courses including Speech, English, or Composition; Medical Terminology, and Introduction to Imaging Sciences and Patient Care. A minimum grade of "C" or better in a maximum of two attempts is required for each.* Withdrawal (W) grades are considered attempts.
6. As required by the associated campus, complete and document a minimum of 5 clock hours of observation in a hospital sonography department (deadline available from Department of Imaging Science at the associated campus) or complete an on-campus information session. Each campus determines which of these will fulfill requirements based on availability in the associated community.
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 may be 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 (if allowed by clinical affiliate), physical exam certifying ability to function in the required capacity, proof of immunizations (including MMR immunity), and CPR training. Some clinical sites may 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.

The AS Diagnostic Medical Sonography program curriculum below is currently offered at the Knoxville, Atlanta, and Nashville campuses (Onground).

Associate of Science DIAGNOSTIC MEDICAL SONOGRAPHY

AS Diagnostic Medical Sonography Curriculum.....122.5 credits

Area I – Core Curriculum.....47.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
Science	AHS 1010	Medical Terminology	4
	BIO 1030	A&P for Imaging Science	6
	PHY 2010	General Physics	4
	PHY 2020	General Physics Lab	2
Social Science	PSY 1811	General Psychology	4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5

Area II – Major Curriculum.....75 credits

RAD 1125	Introduction to Imaging Science & Patient Care	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

The AS Diagnostic Medical Sonography program curriculum below is currently offered at the Asheville campus (Onground).

**Associate of Science
DIAGNOSTIC MEDICAL SONOGRAPHY**

AS Diagnostic Medical Sonography Curriculum.....122.5 credits

Area I – Core Curriculum.....47.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
Science	AHS 1010	Medical Terminology	4
	BIO 1030	A&P for Imaging Science	6
	PHY 2010	General Physics	4
	PHY 2020	General Physics Lab	2
Social Science	PSY 1811	General Psychology	4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5

Area II – Major Curriculum.....75 credits

RAD 1125	Introduction to Imaging Science & Patient Care	4
DMS 1310	Ultrasound Procedures I	4
DMS 1320	Physics & Instrumentation I	4
DMS 1330	Scanning Lab I	1
DMS 1340	Clinical Education I	6
DMS 1410	Ultrasound Procedures II	4
DMS 1420	Physics and Instrumentation II	4
DMS 1430	Scanning Lab II	1
DMS 1440	Clinical Education II	6
DMS 2110	Ultrasound Procedures III	4
DMS 2120	Scanning Lab III	1
DMS 2140	Clinical Education III	6
DMS 2210	Ultrasound Procedures IV	4
DMS 2240	Clinical Education IV	6
DMS 2310	Ultrasound Procedures V	4
DMS 2340	Clinical Education V	6
DMS 2410	Seminar	4
DMS 2440	Clinical Education VI	6

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, Nashville, and Atlanta 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 for Imaging Sciences or equivalent; College Algebra; Medical Terminology; and Introduction to Imaging Science & Patient Care. A minimum grade of “C” or better in a maximum of two attempts is required in each.* Withdrawal (W) grades are considered attempts.
6. As required by the associated campus, complete and document a minimum of 5 clock hours of observation in a hospital sonography department (deadline available from Department of Imaging Science at the associated campus) or complete an on-campus information session. Each campus determines which of these will fulfill requirements based on availability in the associated community.
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, Asheville, Atlanta, and Nashville campuses (Onground).

**Associate of Science
RADIOGRAPHY**

AS Radiography Curriculum.....			112.5 credits
Area I – Core Curriculum.....			41.5 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Information & Computer Literacy	4.5

Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
Science	AHS 1010	Medical Terminology	4
	BIO 1030	A&P for Imaging Science	6
Social Science	PSY 1811	General Psychology	4.5
Written	ENG 1201	English Composition	4.5
Communication	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum.....			71 credits
	RAD 1125	Intro to Imaging Sciences & Patient Care	4
	RAD 1235	Clinical Education I	4
	RAD 1245	Radiographic Procedures & Pathology I	4
	RAD 1255	Radiographic Procedures & Pathology I Lab	1
	RAD 1265	Physics & Image Production I	4
	RAD 1335	Clinical Education II	4
	RAD 1345	Radiographic Procedures & Pathology II	4
	RAD 1355	Radiographic Procedures & Pathology II Lab	1
	RAD 1365	Physics & Image Production II	4
	RAD 1435	Clinical Education III	5
	RAD 1445	Radiographic Procedures & Pathology III	4
	RAD 1455	Radiographic Procedures & Pathology III Lab	1
	RAD 2535	Clinical Education IV	5
	RAD 2545	Radiation Protection	4
	RAD 2555	Advanced Procedures & Quality Assurance	4
	RAD 2635	Clinical Education V	5
	RAD 2645	Professional Seminar I	4
	RAD 2735	Clinical Education VI	5
	RAD 2745	Professional Seminar II	4

**BACHELOR OF SCIENCE
HEALTH SCIENCE**

Concentration Options: Computed Tomography/Diagnostic Medical Sonography/Magnetic Resonance Imaging/Nuclear Medicine (RT or Non-RT Track)/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, Atlanta, and Nashville campuses (Hybrid).

**Bachelor of Science
HEALTH SCIENCE**

Concentration in Computed Technology

Health Science w/Concentration in CT Curriculum.....186.5 credits

Area I – Core Curriculum.....63.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer and Information Literacy	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Science	AHS 1010	Medical Terminology	4
	BIO 1030	A&P for Imaging Science	6
	CHM 1010	General Chemistry	4
Social Science	PSY 1811	General Psychology	4.5
	SOC 1861	Introduction to Sociology	4.5
	Approved Social Science Elective		4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5

Area II – Major Curriculum

Core Health Science.....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.....99 credits

RAD 1125	Intro to Imaging Sciences & Patient Care	4
RAD 1235	Clinical Education I	4
RAD 1245	Radiographic Procedures & Pathology I	4
RAD 1255	Radiographic Procedures & Pathology I Lab	1
RAD 1265	Physics & Image Production I	4
RAD 1335	Clinical Education II	4
RAD 1345	Radiographic Procedures & Pathology II	4
RAD 1355	Radiographic Procedures & Pathology II Lab	1
RAD 1365	Physics & Image Production II	4
RAD 1435	Clinical Education III	5
RAD 1445	Radiographic Procedures & Pathology III	4
RAD 1455	Radiographic Procedures & Pathology III Lab	1
RAD 2535	Clinical Education IV	5
RAD 2545	Radiation Protection	4
RAD 2555	Advanced Procedures & Quality Assurance	4
RAD 2635	Clinical Education V	5
RAD 2645	Professional Seminar I	4
RAD 2735	Clinical Education VI	5
RAD 2745	Professional Seminar II	4

<i>CONCENTRATION</i>	RAD 4210	Advanced Patient Care	4
	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 curriculum below is currently offered at the Knoxville, Atlanta, and Nashville campuses (Hybrid).

**Bachelor of Science
HEALTH SCIENCE
Concentration Diagnostic Medical Sonography**

BS Health Science w/Concentration in DMS Curriculum Curriculum.....180.5 credits
Area I – Core Curriculum.....69.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Science	AHS 1010	Medical Terminology	4
	BIO 1030	A&P for Imaging Science	6
	CHM 1010	General Chemistry I	4
	PHY 2010	General Physics I	4
	PHY 2020	General Physics I Lab	2
Social Science	PSY 1811	General Psychology	4.5
	SOC 1861	Introduction to Sociology	4.5
	Approved Social Science Elective		4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5

Area II – Major Curriculum

Core Health Science.....24 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
HSC 4310	Health Science Leadership	4

Imaging Science.....87 credits

RAD 1125	Introduction to Imaging Science & Patient Care	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
RAD 4220	Special Topics	4

The Bachelor of Science in Health Science w/Concentration in Diagnostic Medical Sonography curriculum below is currently offered at the Asheville campus (Hybrid).

**Bachelor of Science
HEALTH SCIENCE
Concentration Diagnostic Medical Sonography**

BS Health Science w/Concentration in DMS Curriculum Curriculum.....180.5 credits

Area I – Core Curriculum.....69.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Science	AHS 1010	Medical Terminology	4
	BIO 1030	A&P for Imaging Science	6
	CHM 1010	General Chemistry I	4
	PHY 2010	General Physics I	4
	PHY 2020	General Physics I Lab	2
Social Science	PSY 1811	General Psychology	4.5
	SOC 1861	Introduction to Sociology	4.5
	Approved Social Science Elective		4.5
Written	ENG 1201	English Composition	4.5
Communication	ENG 1211	English Composition with Research	4.5

Area II – Major Curriculum

Core Health Science.....24 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
HSC 4310	Health Science Leadership	4

Imaging Science.....87 credits

RAD 1125	Introduction to Imaging Science & Patient Care	4
DMS 1310	Ultrasound Procedures I	4
DMS 1320	Physics & Instrumentation I	4
DMS 1330	Scanning Lab I	1
DMS 1340	Clinical Education I	6

DMS 1410	Ultrasound Procedures II	4
DMS 1420	Physics and Instrumentation II	4
DMS 1430	Scanning Lab II	1
DMS 1440	Clinical Education II	6
DMS 2110	Ultrasound Procedures III	4
DMS 2120	Scanning Lab III	1
DMS 2140	Clinical Education III	6
DMS 2210	Ultrasound Procedures IV	4
DMS 2240	Clinical Education IV	6
DMS 2310	Ultrasound Procedures V	4
DMS 2340	Clinical Education V	6
DMS 2410	Seminar	4
DMS 2440	Clinical Education VI	6
RAD 3110	Digital Imaging	4
RAD 4210	Advanced Patient Care	4
RAD 4220	Special Topics	4

The Bachelor of Science in Health Science w/Concentration in Magnetic Resonance Imaging is currently offered at the Knoxville, Atlanta, and Nashville campuses (Hybrid).

**Bachelor of Science
HEALTH SCIENCE
CONCENTRATION IN MAGNETIC RESONANCE IMAGING**

Health Science w/Concentration in MRI Curriculum.....192.5 credits

Area I – General Education Curriculum.....65.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Science	AHS 1010	Medical Terminology	4
	BIO 1030	A&P for Imaging Science	6
	PHY 2010	General Physics I	4
	PHY 2020	General Physics I Lab	2
Social Science	PSY 1811	General Psychology	4.5
	SOC 1861	Introduction to Sociology	4.5
	Approved Social Science Elective		4.5
Written	ENG 1201	English Composition	4.5
Communication	ENG 1211	English Composition with Research	4.5

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 4210	Current Trends and Issues	4
HSC 4310	Health Science Leadership	4

Imaging Science Curriculum.....103 Credits

RAD 1125	Introduction to Imaging Science & Patient Care	4
RAD 1125	Intro to Imaging Sciences & Patient Care	4
RAD 1235	Clinical Education I	4
RAD 1245	Radiographic Procedures & Pathology I	4
RAD 1255	Radiographic Procedures & Pathology I Lab	1
RAD 1265	Physics & Image Production I	4
RAD 1335	Clinical Education II	4
RAD 1345	Radiographic Procedures & Pathology II	4
RAD 1355	Radiographic Procedures & Pathology II Lab	1
RAD 1365	Physics & Image Production II	4
RAD 1435	Clinical Education III	5
RAD 1445	Radiographic Procedures & Pathology III	4
RAD 1455	Radiographic Procedures & Pathology III Lab	1
RAD 2535	Clinical Education IV	5
RAD 2545	Radiation Protection	4
RAD 2555	Advanced Procedures & Quality Assurance	4
RAD 2635	Clinical Education V	5
RAD 2645	Professional Seminar I	4
RAD 2735	Clinical Education VI	5
RAD 2745	Professional Seminar II	4
RAD 3110	Computerized Digital Imaging	4
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 (RT Track) is currently offered at the Knoxville campus (Hybrid).

**Bachelor of Science
HEALTH SCIENCE**

Concentration Nuclear Medicine (RT Track)

BS Health Science w/Concentration in Nuclear Medicine Curriculum.....204.5 credits

Area I – Core Curriculum.....77.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Personal Development	SCC 1010	College Management	4
Science	AHS 1010	Medical Terminology	4
	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 I	4
Social Science	PSY 1811	General Psychology	4.5
	SOC 1861	Introduction to Sociology	4.5
	Approved Social Science Elective		4.5
Written	ENG 1201	English Composition	4.5
Communication	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum			
Core Health Science.....			24 credits
	HSC 3110	Introduction to Healthcare Administration	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.....			103 credits
	RAD 1125	Introduction to Imaging Science & Patient Care	4
	RAD 1245	Radiographic Procedures & Pathology I	4
	RAD 1255	Radiographic Procedures & Pathology I Lab	1
	RAD 1265	Physics & Image Production I	4
	RAD 1345	Radiographic Procedures & Pathology II	4
	RAD 1355	Radiographic Procedures & Pathology II Lab	1
	RAD 1365	Physics & Image Production & Evaluation II	4
	RAD 1445	Radiographic Procedures & Pathology III	4
	RAD 1455	Radiographic Procedures & Pathology III Lab	1
	RAD 2545	Radiation Protection	4
	RAD 2555	Advanced Procedures & QA	4
	RAD 2645	Professional Seminar I	4
	RAD 2745	Professional Seminar II	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 Nuclear Medicine (Non-RT Track) is currently offered at the Knoxville campus (Hybrid).

**Bachelor of Science
HEALTH SCIENCE**

Concentration Nuclear Medicine (Non-RT)

BS Health Science w/Concentration in Nuclear Medicine Curriculum.....183.5 credits

Area I – Core Curriculum.....77.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5

Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Personal Development	SCC 1010	College Management	4
Science	AHS 1010	Medical Terminology	4
	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 I	4
Social Science	PSY 1811	General Psychology	4.5
	SOC 1861	Introduction to Sociology	4.5
	Approved Social Science Elective		4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum			
Core Health Science.....			24 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
	HSC 4310	Health Science Leadership	4
Imaging Science.....			84 credits
	RAD 1125	Introduction to Imaging Science & Patient Care	4
	RAD 2545	Radiation Protection	4
	RAD 3110	Digital Imaging	4
	RAD 4210	Advanced Patient Care	4
	RAD 4220	Special Topics	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, Atlanta, and Nashville campuses (Onground).

**Bachelor of Science
HEALTH SCIENCE
Concentration Radiography**

BS Health Science w/Concentration in Radiography Curriculum.....181.5 credits

Area I – Core Curriculum.....67.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Science	AHS 1010	Medical Terminology	4
	BIO 1030	A&P for Imaging Science	6
	CHM 1010	General Chemistry I	4
	Approved General Science Elective		4
Social Science	PSY 1811	General Psychology	4.5
	SOC 1861	Introduction to Sociology	4.5
	Approved Social Science Elective		4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5

Area II – Major Curriculum

Core Health Science.....24 credits

HSC 3110	Introduction to Healthcare Administration	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.....90 credits

RAD 1125	Introduction to Imaging Science & Patient Care	4
RAD 1245	Radiographic Procedures & Pathology I	4
RAD 1255	Radiographic Procedures & Pathology I Lab	1
RAD 1265	Physics and Image Production I	4
RAD 1335	Clinical Education II	4
RAD 1345	Radiographic Procedures & Pathology II	4
RAD 1355	Radiographic Procedures & Pathology II Lab	1
RAD 1365	Physics and Image Production II	4
RAD 1435	Clinical Education III	5
RAD 1445	Radiographic Procedures & Pathology III	4
RAD 1455	Radiographic Procedures & Pathology III Lab	1
RAD 2535	Clinical Education IV	5
RAD 2545	Radiation Protection	4
RAD 2555	Advanced Procedures & QA	4
RAD 2635	Clinical Education V	5
RAD 2645	Professional Seminar I	4
RAD 2735	Clinical Education VI	5
RAD 2745	Professional Seminar II	4
RAD 3110	Computerized/Digital Imaging	4

RAD 4210	Advanced Patient Care Proc	4
RAD 4220	Special Topics	4
RAD 4330	Radiography Internship	7

**Bachelor of Science
RADIOLOGICAL SCIENCE**

OVERVIEW OF BACCALAUREATE PROGRAM

The Bachelor of Science degree program in Radiological Science 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 the imaging sciences 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 degree program in Radiological Science 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 radiologic technology rotation and obtain admission.

The Bachelor of Science in Radiological Science degree program is currently offered at the Asheville campus (Hybrid).

**Bachelor of Science
RADIOLOGICAL SCIENCE**

BS Radiological Science Curriculum			181.5 credits
Area I – Core Curriculum			63.5 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Information and Computer Literacy	4.5

Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Science	AHS 1010	Medical Terminology	4
	BIO 1030	A&P for Imaging Science	6
	General Science Elective		4
Social Science	PSY 1811	General Psychology	4.5
	Approved Social Science Electives		9
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5
Area II – 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 4210	Current Trends & Issues	4
	HSC 4310	Health Science Leadership	4
Area III – Major Curriculum.....			94 credits
	RAD 1125	Intro to Imaging Sciences & Patient Care	4
	RAD 1235	Clinical Education I	4
	RAD 1245	Radiographic Procedures & Pathology I	4
	RAD 1255	Radiographic Procedures & Pathology I Lab	1
	RAD 1265	Physics & Image Production I	4
	RAD 1335	Clinical Education II	4
	RAD 1345	Radiographic Procedures & Pathology II	4
	RAD 1355	Radiographic Procedures & Pathology II Lab	1
	RAD 1365	Physics & Image Production II	4
	RAD 1435	Clinical Education III	5
	RAD 1445	Radiographic Procedures & Pathology III	4
	RAD 1455	Radiographic Procedures & Pathology III Lab	1
	RAD 2535	Clinical Education IV	5
	RAD 2545	Radiation Protection	4
	RAD 2555	Advanced Procedures & Quality Assurance	4
	RAD 2635	Clinical Education V	5
	RAD 2645	Professional Seminar I	4
	RAD 2735	Clinical Education VI	5
	RAD 2745	Professional Seminar II	4
	RAD 3110	Computerized Digital Imaging	4
	RAD 4220	Special Topics	4
	RTE 3200	Advanced Patient Care Procedures	4
	RTE 3400	Understanding Computed Tomography	4
	RTE Elective		7
	RTE 4200	Radiology Internship (CT); OR	
	RTE 4210	Radiology Internship (Mammography); OR	
	RTE 4220	Other Medical Imaging Modality 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 1111 must be successfully completed.

The Associate of Science in Criminal Justice degree program is currently offered at the Knoxville, Asheville, and Nashville campuses (Hybrid), as well as Online. Major courses may only be available in online format.

Associate of Science CRIMINAL JUSTICE

AS Criminal Justice Curriculum.....			93 credits
Area I – Core Curriculum.....			39.5 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
Personal	SCC 1010	College Management	2
Development	SCC 2120	Professional Development	2
Science	Approved Science Elective		4

Social Science	Approved Social Science Electives		4.5
Written	ENG 1201	English Composition	4.5
Communication	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum.....			53.5 credits
	CMJ 1111	Introduction to Criminal Justice	4.5
	CMJ 1121	Law Enforcement Operations	4.5
	CMJ 1231	Criminology	4.5
	CMJ 1241	Substance Abuse	4.5
	CMJ 1351	Court Procedure/Evidence	4.5
	CMJ 2121	Juvenile Justice	4.5
	CMJ 2131	Corrections	4.5
	CMJ 2242	Investigative Techniques	4.5
	CMJ 2251	Organization and Administration	4.5
	CMJ 2362	Criminal Investigations	4.5
	CMJ 2370	Criminal Justice Internship	4
	LGS 1031	Criminal Law	4.5

**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 (Hybrid), as well as Online. Major courses may only be available in online format.

**Bachelor of Science
CRIMINAL JUSTICE**

BS Criminal Justice Curriculum.....			183 credits
Area I – Core Curriculum.....			57.5 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Personal Development	SCC 1010	College Management	2
	SCC 2120	Professional Development	2
Science	Approved Science Elective		4
Social Science	Approved Social Science Electives		13.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum.....			125.5 credits
	CMJ 1111	Introduction to Criminal Justice	4.5
	CMJ 1121	Law Enforcement Operations	4.5
	CMJ 1231	Criminology	4.5
	CMJ 1241	Substance Abuse	4.5
	CMJ 1351	Court Procedure/Evidence	4.5
	CMJ 2121	Juvenile Justice	4.5
	CMJ 2131	Corrections	4.5
	CMJ 2242	Investigative Techniques	4.5
	CMJ 2251	Organization and Administration	4.5
	CMJ 2362	Criminal Investigations	4.5
	CMJ 2370	Criminal Justice Internship	4
	CMJ 3021	Research Methods in Criminal Justice	4.5
	CMJ 3031	Diversity Issues in Criminal Justice	4.5
	CMJ 3041	Communications for Criminal Justice Professionals	4.5
	CMJ 3111	Ethics in Crime & Justice	4.5
	CMJ 3201	Community Corrections	4.5
	CMJ 3401	Technical Writing in Criminal Justice	4.5
	CMJ 4051	Media and Crime	4.5
	CMJ 4101	Forensic Science	4.5
	CMJ 4121	Special Topics in Criminal Justice	4.5
	CMJ 4201	Patterns of Criminal Behavior	4.5
	CMJ 4250	Criminal Justice Responses to Mental Illness	4.5
	LGS 1031	Criminal Law	4.5
	LGS 3101	Constitutional Law	4.5
	LGS 3251	Criminal Procedures	4.5
	Criminal Justice Electives		13.5

**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 1211 must be successfully completed.

The Associate of Science in Investigation and Security degree program is currently offered Online.

**Associate of Science
INVESTIGATION AND SECURITY**

AS Inv & Sec Curriculum			92.5 credits
Core Curriculum.....			44 credits
Business	OTS 2091	Introduction to Word Processing	4.5
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities		Approved Humanities Elective	4.5

Mathematics	MAT 1100	College Algebra	4.5
Personal	SCC 1010	College Management	2
Development	SCC 2120	Professional Development	2
Science		Approved Science Elective	4
Social Science		Approved Social Science Elective	4.5
Written	ENG 1201	English Composition	4.5
Communication	ENG 1211	English Composition with Research	4.5
Major Curriculum.....			48.5 credits
	CMJ 1211	Introduction to Investigation and Security	4.5
	CMJ 1351	Court Procedure/Evidence	4.5
	CMJ 2242	Investigative Techniques	4.5
	CMJ 2362	Criminal Investigations	4.5
	CMJ 2381	Surveillance and Investigative Techniques	4.5
	CMJ 2411	White Collar Investigation	4.5
	CMJ 2511	Criminal Causation & Deviant Behavior	4.5
	CST 2650	Computer Forensics	4
	CST 2670	Computer Security Policies & Procedures	4
	LGS 1031	Criminal Law	4.5
	Approved Elective		4.5

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 1211 must be successfully completed.

The Certificate in Investigation and Security program is currently offered Online.

Certificate INVESTIGATION AND SECURITY

CERT Inv & Sec Curriculum		48.5 credits
CMJ 1211	Introduction to Investigation and Security	4.5
CMJ 1351	Court Procedure/Evidence	4.5
CMJ 2242	Investigative Techniques	4.5
CMJ 2362	Criminal Investigations	4.5
CMJ 2381	Surveillance and Investigative Techniques	4.5
CMJ 2411	White Collar Investigation	4.5
CMJ 2511	Criminal Causation & Deviant Behavior	4.5
CST 2650	Computer Forensics	4
CST 2670	Computer Security Policies & Procedures	4
LGS 1031	Criminal Law	4.5
SCC 1031	Computer & Information Literacy	4.5

PARALEGAL AND LEGAL STUDIES PROGRAMS

Transfer of Legal Specialty Credit and Legal Specialty Credit by Examination of Portfolio Policies

To ensure that the quality and integrity of legal programs are maintained, the following policies apply to Legal Specialty courses:

- At least 40% of approved Legal Specialty courses must be completed at South College.
- Up to 60% of Legal Specialty courses may be submitted for evaluation by Program Director to ensure that the proposed transfer credit can be classified as Legal Specialty, meets the course objectives and practical skills to be developed for the course for which credit is proposed to be awarded, meets the needs of the legal community the program serves, and is comparable to course work offered within the program.
- The program reserves the right to refuse proposed transfer credit of any Legal Specialty course or other course offered by another institution.
- Legal Specialty course credit will not be awarded or accepted in transfer solely on the basis of portfolio or examination.
- A minimum of 16 quarter-credits or 10 semester-credits in total approved Legal Specialty courses must be completed in a traditional classroom format.

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 (Onground).

**Certificate
PARALEGAL STUDIES**

Certificate Paralegal Studies Curriculum.....		58 credits
BUS 1381	Business Law I	4.5
BUS 2381	Business Law II	4.5
LGS 1011	Introduction to Paralegalism	4.5
LGS 1031	Criminal Law	4.5
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

**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 paralegal assistant education program and a North Carolina Bar Qualified Paralegal program. After successful completion of a voluntary state application and state examination, eligible graduates may apply to the North Carolina State Bar Paralegal Certification Board for designation as a North Carolina Certified Paralegal (NCCP).

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 (Onground).

**Certificate
PARALEGAL**

CERT Paralegal Curriculum.....	33 credits
Legal Specialty Credits Required	25 credits
PLS 1020 Legal Research & Writing I	4
PLS 1060 Torts and Remedies	4
PLS 1140 Ethics for Paralegals	4
PLS 1161 Contract Law	4.5
PLS 2020 Domestic Law	4
PLS 2081 Criminal Law	4.5
Legal Specialty Elective Courses*	8 credits
PLS 1030 Legal Research & Writing II	4
PLS 2000 Civil Litigation	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) Legal Specialty electives. These courses are the approved elective courses. All Asheville Certificate Paralegal courses are designated Legal Specialty courses in Asheville.

**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 (Onground).

**Associate of Science
PARALEGAL STUDIES**

AS Paralegal Studies Curriculum.....			97.5 credits
Area I – Core Curriculum.....			44 credits
Business	BUS 2101	Office Applications Tools	4.5
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
Personal	SCC 1010	College Management	2
Development	SCC 2120	Professional Development	2
Science	Approved Science Elective		4
Social Science	Approved Social Science Elective		4.5
Written	ENG 1201	English Composition	4.5
Communication	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum.....			53.5 credits
	BUS 1381	Business Law I	4.5
	LGS 1011	Introduction to Paralegalism	4.5
	LGS 1031	Criminal Law	4.5
	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. After successful completion of a voluntary state application and state examination, eligible graduates may apply to the North Carolina State Bar Paralegal Certification Board for designation 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. PL1011 must be successfully completed.

The Associate of Applied Science in Paralegal Studies degree program is currently offered at the Asheville campus (Onground).

**Associate of Applied Science
PARALEGAL STUDIES**

AAS Paralegal Studies Curriculum.....			97.5 credits
Area I – Core Curriculum.....			44 credits
Business	BUS 2101	Office Applications Tools	4.5
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
Personal Development	SCC 1010	College Management	2
	SCC 2120	Professional Development	2
Science	Approved Science Elective		4

Social Science	Approved Social Science Elective		4.5
Written	ENG 1201	English Composition	4.5
Communication	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum.....			54 credits
	PLS 1011	Introduction to Paralegal Studies	4.5
	PLS 1020*	Legal Research & Writing I	4
	PLS 1030*	Legal Research & Writing II	4
	PLS 1060*	Torts and Remedies	4
	PLS 1161	Contract Law	4.5
	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 2081	Criminal Law	4.5
	PLS 2090*	Real Estate Law	4
	PLS 2200*	Paralegal Internship	4
		Approved Paralegal Elective	4
		(PLS1140* Ethics for Paralegals)	

* These courses are designated Legal Specialty courses in the Asheville AAS Paralegal Studies program.

**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 of appropriate professional and ethical responsibilities as set forth in the Rules of Professional Responsibility and other applicable guidelines, laws, and directives.
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 (Onground).

**Bachelor of Science
LEGAL STUDIES**

BS Legal Studies Curriculum.....			183 credits
Area I – Core Curriculum.....			71 credits
Business	INT 1110	Fundamentals of Information Technology	4.5
	BUS 2101	Office Applications Tools	4.5
	Approved Business Elective		4.5
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Personal Development	SCC 1010	College Management	2
	SCC 2120	Professional Development	2
Science	Approved Science Elective		4
Social Science	Approved Social Science Electives		13.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum.....			112 credits
	BUS 1381	Business Law I	4.5
	LGS 1011	Introduction to Paralegalism	4.5
	LGS 1031	Criminal Law	4.5
	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 3081	Legal Ethics	4.5
	LGS 3101	Constitutional Law	4.5
	LGS 3121	Evidence Law	4.5
	LGS 3201	Bankruptcy Law	4.5
	LGS 3251	Criminal Procedures	4.5
	LGS 3501	Employment Law	4.5
	LGS 4051	Business Organizations	4.5

LGS 4101	Law & Technology	4.5
LGS 4121	Special Topics in Legal Research	4.5
LGS 4201	Mediation & Alternative Dispute Resolution	4.5
Legal Studies Electives		13.5

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 (Onground).

The Asheville Legal Studies program is an ABA Approved Paralegal Education Program and is a North Carolina Bar Qualified Paralegal Studies Program After successful completion of a voluntary state application and state examination, eligible graduates may apply to the North Carolina State Bar Paralegal Certification Board for designation as a North Carolina Certified Paralegal (NCCP).

**Bachelor of Science
LEGAL STUDIES**

BS Legal Studies Curriculum.....			183 credits
Area I – Core Curriculum.....			71 credits
Business	INT 1110	Fundamentals of Information Technology	4.5
	BUS 2101	Office Applications Tools	4.5
		Approved Business Elective	4.5
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities		Approved Humanities Electives	9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Personal Development	SCC 1010	College Management	2
	SCC 2120	Professional Development	2
Science		Approved Science Elective	4
Social Science		Approved Social Science Electives	13.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum.....			112 credits
	PLS 1011	Introduction to Paralegal Studies	4.5
	PLS 1020*	Legal Research & Writing I	4
	PLS 1030*	Legal Research & Writing II	4
	PLS 1060*	Torts and Remedies	4
	PLS 1161	Contract Law	4.5
	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 2081	Criminal Law	4.5
	PLS 2090*	Real Estate Law	4
	PLS 2200*	Paralegal Internship	4
		Approved Paralegal Elective	4

	(PLS 1140* Ethics for Paralegals)	
LGS 3081	Legal Ethics	4.5
LGS 3101	Constitutional Law	4.5
LGS 3121	Evidence Law	4.5
LGS 3201	Bankruptcy Law	4.5
LGS 3251	Criminal Procedures	4.5
LGS 3501	Employment Law	4.5
LGS 4051	Business Organizations	4.5
LGS 4101	Law & Technology	4.5
LGS 4121	Special Topics in Legal Research	4.5
LGS 4201	Mediation & Alternative Dispute Resolution	4.5
	Approved Legal Studies Electives	13.5

* These courses are designated Legal Specialty courses in the Asheville BS Legal Studies program.

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 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 of 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.

Following dismissal, a student may appeal the dismissal by providing the Dean of the School of Legal Studies a written letter of appeal. The appeal will be considered by the associated School of Legal Studies faculty and Dean. If the appeal is approved, the student will be allowed to return to the program for the designed period in a probationary status. All stipulations of the approved appeal must be met in order for the student to be returned to Good Standing. Failure to meet appeal stipulations will result in program dismissal.

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.

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	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.

GRADUATION REQUIREMENTS

In order for a student to graduate from a graduate level program in the School of Legal Studies, 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 quarter credit hours of academic course work.
2. Evidence a minimum cumulative grade point average of 2.33 or above for the required coursework.
3. Achieve a letter grade of "C" or better in all academic courses.
4. Complete all required South College and Program documents in preparation for graduation.
5. Honor all professional and financial obligations to South College.

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 and/or the South College Catalog.

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.

Master of Science CRIMINAL JUSTICE

MISSION

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

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

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

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

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

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

criminal justice field.

Additional for Computer Forensic Examination Concentration

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

Additional for Fraud Examination Concentration

1. Demonstrate an understanding of financial transactions and fraud schemes utilized by individuals.
2. Implement strategies and techniques to uncover, prevent, and deter fraudulent activities within an institution.
3. Discuss the various laws associated with the investigation, evidence, and prosecution of white-collar criminals.

Additional for Public Administration Concentration

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

PROGRAM DESIGN

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

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

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

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

**Master of Science
CRIMINAL JUSTICE**

MS Criminal Justice Curriculum.....48 credits

CMJ 5100	Foundations in Criminal Justice	4
CMJ 5110	Research Design for Criminal Justice	4
CMJ 5200	Quantitative Methods for Criminal Justice	4
CMJ 5210	Theoretical Perspectives on Crime	4
CMJ 5220	Criminal Justice Management	4
CMJ 5300	Investigative Intelligence and Crime Analysis	4
CMJ 5550	Advanced Network Security Principles	4
CMJ 5600	Special Topics & Current Issues in CMJ	4
CMJ 5900	Criminal Justice Capstone	4
 <i>No Concentration</i>		
CMJ Elective		4
CMJ Elective		4
CMJ Elective		4
 <i>Computer Forensic Investigation Concentration</i>		
CMJ 5510	Terrorism	4
CMJ 5530	Computer Crime: Legal Issues	4
CMJ 5540	Internet Crime	4
 <i>Fraud Examination concentration</i>		
CMJ 5710	Fraud Investigation & Deterrence	4
CMJ 5720	Law Related to Fraud Investigation	4
MBA 5210	Accounting Information for Decision Making	4
 <i>Public Administration Concentration</i>		
CMJ 5130	Public Sector Budgeting & Grant Writing	4
CMJ 5140	Strategic Planning & Assessment	4
CMJ 5310	Policy Analysis for Criminal Justice	4

**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**

Curriculum		24 credits
CMJ 5100	Foundations in Criminal Justice	4
CMJ 5110	Research Design for Criminal Justice	4
CMJ 5200	Quantitative Methods for Criminal Justice	4
CMJ 5210	Theoretical Perspectives on Crime	4
	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	

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

Curriculum		24 credits
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

DEPARTMENT OF MEDICAL ASSISTING

MEDICAL ASSISTING

MISSION

In keeping with the mission of the college, the mission of the Medical Assisting program at South College is 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 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.

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 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 must provide the department with a statement of good health, immunization verification, and hepatitis B vaccination record or declination. Clinical agencies may also require students to provide proof of the flu vaccine. Students are responsible for covering the costs associated with physical examinations, and immunizations as well as the cost incurred from an illness or injury while in the Medical Assisting program.

Students must 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. Placement of students with prior convictions is at the discretion of the clinical site(s).

Clinical sites are dispersed. Students may have to travel outside of the local area.

All courses must be completed with a grade of C or better within 2 attempts. Readmission to the program is limited to one-time on a space available basis.

All medical assisting students are required to complete 15 hours of unpaid, supervised observation at a medical practice during the second quarter and a 200-hour unpaid, supervised practicum at a medical practice during the last quarter of their program. Students are required to meet all health guidelines and policies of the affiliating agencies.

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 for more information on eligibility requirements).
2. Failure to produce proof of the following in a timely manner may severely limit practicum placement (possibly increasing the overall length of the program or resulting in program dismissal) 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, Polio, Tetanus, and Varicella/Chicken Pox
 - e. CPR and first aid training.

Students are responsible for costs incurred from injury or illness while in the Medical Assisting program. Fees charged to cover physical exams, CPR certification, and immunizations are the responsibility of the student.

Upon successful completion of the curriculum (39 quarter credit hours) for the Certificate 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). Upon completion of the 91 required credits, the student is awarded the AS in Medical Assisting.

ACCREDITATION

The South College Certificate program in Medical Assisting offered at the Knoxville and Asheville campuses are accredited by the Commission on Accreditation of Allied Health Education Programs (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

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 and Asheville program are qualified to sit for 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 from the American Medical Technologist (AMT) exam. Students graduating from the Nashville or Atlanta campus are eligible to pursue the National Health Career Association (NHA) credential.

ADMISSION REQUIREMENTS

All students must minimally meet the requirements for general admission to South College.

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, workspaces, 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

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.

The following curriculum for the Associate of Science in Medical Assisting degree program is offered at the Knoxville, Asheville, Atlanta, and Nashville campuses (Hybrid).

**Associate of Science
MEDICAL ASSISTING**

AS Medical Assisting Curriculum.....			91 credits
Area I – Core Curriculum.....			46 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
Personal Development	SCC 1010	College Management	2
	SCC 2120	Professional Development	2
Social Science	PSY 1811	General Psychology	4.5
	SOC 1861	Introduction to Sociology	4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5
Elective	Approved Electives		6
Area II – Major Curriculum.....			45 credits
	AHS 1010	Medical Terminology	4
	AHS 1200	A&P for Allied Health	4
	MAS 1850	Medical Law & Ethics for MA	4
	MAS 1870	Pharmacology	4
	MAS 1890	Medical Office Administration	3
	MAS 1930	Medical Insurance & Diagnostic Coding	4
	MAS 2010	Medical Assisting I	6
	MAS 2020	Medical Assisting II	6
	MAS 2050	Medical Assisting Practicum	6
	MAS 2130	Diseases of the Human Body	4

The following curriculum for the Certificate in Medical Assistant degree program is offered at the Knoxville, Asheville, Atlanta, and Nashville campuses (Hybrid).

MEDICAL ASSISTING

CERT Medical Assisting Curriculum.....			39 credits
	AHS 1010	Medical Terminology	4
	AHS 1200	A&P for Allied Health	4
	MAS 1850	Medical Law & Ethics for MA	4
	MAS 1890	Medical Office Administration	3
	MAS 1930	Medical Insurance & Diagnostic Coding	4
	MAS 2010	Medical Assisting I	6
	MAS 2020	Medical Assisting II	6
	MAS 2050	Medical Assisting Practicum	6
	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 essential 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 programs that span the profession and scope of nursing practice.

Entry into the Nursing Profession

- | | |
|--|--------------------|
| • Licensed Practical Nursing (LPN) Certificate Program | Multiple Locations |
| • BSN (Traditional and 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 | | |
| ○ Adult-Gerontology Acute Care Nurse Practitioner | | |
| ○ Pediatric Nurse Practitioner | | |

- Psychiatric-Mental Health Nurse Practitioner
- Doctor of Nursing Practice Graduate Program Online/Hybrid
 - Nurse Executive
 - Family Nurse Practitioner

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 Doctor of Nursing Practice degree received initial approval in February 2020. 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, with full approval granted in May 2019. The Bachelor of Science in Nursing program offered at the Atlanta Learning Site received initial approval from the Georgia Board of Nursing in September 2018.

The South College Certificate program in Practical Nursing offered at the Parkside Learning Site (Knoxville) received initial approval from the Tennessee Board of Nursing in February 2018. Approval for the addition of the Nashville Learning site was granted in November 2018. The Certificate program in Practical Nursing was approved by the Georgia Board of Nursing for the Atlanta Learning Site in May 2019 to begin the first class in June 2020.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs offered at South College are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791 (<http://www.ccnaccreditation.org>).

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) 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:

	Windows	Mac
Processor	i5 or faster	i5 or faster
Display	13 inch display (or larger recommended)	13-inch display (or larger recommended)
Operating System	Windows 10 or higher	Apple OS 10.10 or higher
RAM	8GB (or larger)	8GB (or larger)
Hard Drive	256GB (or larger)	256GB (or larger)
Networking	Wireless: 802.11g (or higher)	Wireless: 802.11g (or higher)
Carrying Case	Quality case suggested for your protection	Quality case suggested for your protection
Warranty	3 Yr. Limited Warranty with Next Business Day On-Site Service is suggested	AppleCare Protection Plan for up to 3 years is suggested
Flash Drive	32GB (or larger) USB Flash Drive	32GB (or larger) USB Flash Drive
Software	Microsoft Office 365 (Available for free download from South College student email account.) Anti-Virus & Malware Software Acrobat Reader	Microsoft Office 365 (Available for free download from South College student email account.) Anti-Virus & Malware Software Acrobat Reader

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 students 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

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, but not all options are available at all campuses. Information on when major rotations begin, and the maximum number of students admitted in each rotation is available by contacting the desired campus.

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 (All BSN Program Options Except RN/BSN)

Cohorts will begin depending upon enrollment and approvals from the associated state board of nursing. All applicants must meet the requirements for general admission to South College. General admission to South College does not guarantee admission to a School of Nursing program. Application deadlines are available in the School of Nursing and the Admissions Department.

Applicants must meet the following requirements to be admitted without stipulation:

1. Submit a School of Nursing application by the applicable deadline.
2. Achieve a minimum ATI TEAS Assessment score at the academic preparedness level of BASIC.
3. Complete all required prerequisite courses. Courses may be in progress at time of application, but to be admitted without stipulation they must be completed.
4. Complete all required general education/core courses with a grade of C or higher.
5. Achieve a minimum 2.50 cumulative grade point average for general education/core prerequisite courses.
6. Achieve a minimum 2.50 cumulative grade point average for required science prerequisite courses.

Applicants who are not in good academic standing from a previous nursing or allied health program (e.g. Medical Assisting, Dental Assisting, EMT, etc.) or who have been dismissed from such a program must submit the required *School of Nursing Mitigating Circumstances* form and provide supporting documentation of the mitigating circumstances to be considered eligible to apply to the South College School of Nursing. Admission is not guaranteed, and the School of Nursing may require a letter from the former program explaining the circumstances.

Applicants who are not in good academic standing from two previous nursing or allied health programs (e.g. Medical Assisting, Dental Assisting, EMT, etc.) or who have been dismissed from two such programs will not be considered for admission or readmission to the South College Nursing program.

TEAS Assessment

TEAS Assessment requirements and procedures:

- Applicants are required to take the ATI TEAS Assessment as part of the application process. The TEAS Assessment schedule and additional information is available in the Admissions Department, Student Services Department, and/or School of Nursing.
- Applicants have two attempts to achieve the required score of BASIC for their desired cohort start date. Two weeks must lapse between the first and second attempt.
- Applicants who have completed the TEAS Assessment within 12 months prior to the date of application, may opt to submit their TEAS Assessment transcript directly from ATI.
- An applicant who has not achieved the required BASIC score on his/her first two attempts, may take the test one additional time within a year from their first attempt, but he/she must wait and apply for the next available cohort start date.
- If an applicant does not achieve the required score in three attempts, he/she may wait one year from the date of the first attempt and begin the application and testing process again.

Competitive Admissions and Ranking Criteria

Admission to the School of Nursing is competitive and dependent upon class size. Applicants are ranked based on an approved ranking system that includes, but is not limited to, GPA and TEAS score.

Transfer Credit Evaluation from Previous Nursing Programs

For a nursing class (or classes) to be considered for transfer into a South College Nursing program, the class must have been completed within the past 18 months prior to the cohort start date. Only nursing courses with a grade of A or B are considered for transfer and a course description or syllabus may be required to evaluate equivalency. Please refer to the transfer timeframes on the South College website.

REQUIREMENTS FOR ADMISSION (Other Than Academic)

Prospective students must meet the following requirements to be admitted without stipulation. Stipulations must be met as described below or the offer of admission may be withdrawn:

1. Take the required drug test before the 1st day of class*.

2. Complete the background check application before the 1st day of class*.
3. Attend the nursing orientation on the scheduled date in its entirety.

*Prospective students who fail either the drug test or background check will be cancelled.

In addition, each prospective 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 minimum requirements for the nursing applicant (additional requirements may apply depending on clinical agency requirements):

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), TDaP (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 HEPLISAV-B (2 in a series one month apart.) 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.
6. 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. 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.

Prospective Students or Students who do not comply with all communicable disease/bloodborne pathogen requirements and accurately maintain their records in the institution's clinical tracking portal will be cancelled or withdrawn.

Prospective students must demonstrate the following functional capacities. Prospective students who believe that they will not be able to meet one or more of these requirements without accommodation or modification must notify the Dean/Associate 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 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.

FUNCTION	REQUIREMENT	EXAMPLES OF TASKS FOR
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.
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 (All BSN Program Options)

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. Final grades are not rounded.
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*.

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 (All BSN Program Options)

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, accelerated, or LPN/BSN option must make application to sit for the National Council Licensure Examination (NCLEX-RN). 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.

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.

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 (All BSN Program Options)

Grounds for termination from the nursing program are as follows. Some behaviors are critical to patient safety and integrity of the discipline; therefore, the following may be grounds for termination from the nursing program:

1. Academic failure which is defined as earning less than a C or less than 80% calculated average of test scores and the final exam, equally weighted, in one nursing course;
2. Failure of quarterly drug calculation competency exam on the second attempt;
3. Failure to comply with rules and/or policies as written in the *School of Nursing Undergraduate Student Handbook*, the *South College Student Handbook*, and/or the *South College Catalog*;
4. Falsification of application or any other information to South College or the School of Nursing;
5. Any violations of academic integrity (cheating, plagiarism, sharing exams, obtaining unauthorized digital copies of exams, or photos of exam questions, test bank questions, etc.);
6. Unsafe, illegal, incompetent, unprofessional, or unethical clinical behavior;
7. Failure to meet attendance policy; and/or

8. Nonpayment of tuition and fees.

VOLUNTARY WITHDRAWAL (All BSN Program Options)

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 (All BSN Program Options)

Students who have voluntarily withdrawn from the nursing program in good academic standing or who are unsuccessful in the South College nursing program may apply for readmission based on the following criteria:

1. Eligibility requirements that allow application for readmission are as follows:
 - Students who have withdrawn from the nursing program voluntarily by the drop/add date are eligible to apply for readmission.
 - Students who are academically unsuccessful in one nursing course are eligible to apply for readmission.
 - Academically unsuccessful is defined as:
 - voluntary or involuntary withdrawal from the nursing program after the drop/add date and who are academically failing the course at the time of the withdrawal.
 - earning a failing grade in a nursing course.
2. Ineligibility requirements that do not allow application for readmission are as follows:
 - Students who are unsuccessful in two nursing courses cumulatively are ineligible for readmission.
 - Students who are academically unsuccessful in any repeated nursing course are ineligible for readmission (students may only repeat a nursing course one time).
 - Students who have been unsuccessful due to clinical failure or cumulative occurrences because 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 who have been unsuccessful in one nursing course and are eligible for readmission must submit a written Letter of Intent to the School of Nursing Admission, Progression and Retention (APR) Committee if interested in requesting readmission. 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. Documentation of any personal mitigating circumstances must also be submitted to the APR Committee.

Factors, including but not limited to, 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 who are eligible for readmission 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. Documentation of any personal mitigating circumstances must be submitted at each level of appeal.

Students who have previously 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.

CURRICULUM FOR 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 applicable geographic 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

Nursing Curriculum.....			180 credits
Area I – Core Curriculum.....			87 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer and Information Literacy	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Personal Dev	SCC 1010	College Management	2
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 1160	Microbiology	4
	BIO 1170	Microbiology Lab	2
	CHM 1010	General Chemistry I	4
	CHM 1020	General Chemistry I Lab	2
	HSC 2051	Nutrition for Health and Disease	4.5
Social Science	PSY 1811	General Psychology	4.5
	PSY 1821	Human Growth and Development	4.5
	SOC 1861	Introduction to Sociology	4.5
Written	ENG 1201	English Composition	4.5
Communications	ENG 1211	English Composition w/Research	4.5
Elective	Approved Electives		7
Area II Major Curriculum.....			93 credits
Quarter 1	NSG 3113	Pathophysiology for Nurses	4
	NSG 3133	Physical Assessment	5
Quarter 2	NSG 3153	Pharmacotherapeutics for Nursing Practice I	5
	NSG 3213	Fundamentals of Nursing	8
	NSG 3233	Mental Health Nursing	6
	NSG 3253	Pharmacotherapeutics for Nursing Practice II	5

Quarter 3	NSG 3313	Adult Health Nursing I	7
	NSG 3332	Maternal Infant Nursing Care	6
	NSG 3352	Nursing Research	4
Quarter 4	NSG 4413	Adult Health Nursing II	7
	NSG 4432	Pediatric Nursing Care	6
	NSG 4452	Policy and Politics	3
Quarter 5	NSG 4513	Adult Health Nursing III	7
	NSG 4533	Community Nursing	5
	NSG 4552	Nursing Management & Leadership	3
Quarter 6	NSG 4613	Adult Health Practicum	5
	NSG 4633	Transition to Professional Practice	7

**CURRICULUM OF THE ACCELERATED BSN OPTION
(Knoxville and Nashville)**

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 campus areas 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*
(Knoxville, Nashville)**

Area I – Core Curriculum.....			87 credits
	Computer Literacy		4.5
	Mathematics		9
	Written Communications		9
	Communications		4.5
	Humanities		9
	Social Science		13.5
	Science/Anatomy & Physiology (with lab)		12
	Science/Microbiology (with lab)		6
	Science/Chemistry (with lab)		6
	Science/Nutrition		4.5
	Electives		9
Area II Major Curriculum.....			93 credits**
Quarter 1	NSG 3113	Pathophysiology for Nurses	4
	NSG 3133	Physical Assessment	5
	NSG 3153	Pharmacotherapeutics for Nursing Practice I	5
Quarter 2	NSG 3213	Fundamentals of Nursing	8
	NSG 3233	Mental Health Nursing	6
	NSG 3253	Pharmacotherapeutics for Nursing Practice II	5
Quarter 3	NSG 3313	Adult Health Nursing I	7
	NSG 3332	Maternal Infant Nursing Care	6
	NSG 3352	Nursing Research	4
Quarter 4	NSG 4413	Adult Health Nursing II	7

	NSG 4432	Pediatric Nursing Care	6
	NSG 4452	Policy and Politics	3
Quarter 5	NSG 4513	Adult Health Nursing III	7
	NSG 4533	Community Nursing	5
	NSG 4552	Nursing Management & Leadership	3
Quarter 6	NSG 4613	Adult Health Practicum	5
	NSG 4633	Transition to Professional Practice	7

*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 (Knoxville, Nashville, Atlanta)

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 campus 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.

ADDITIONAL ADMISSION REQUIREMENTS

Application for admission is open to nurses with LPN licensure who meet the admissions criteria above indicated for all BSN Program Options as well as the following:

1. Proof of a current, unencumbered Licensed Practical Nurse license or in process of becoming licensed as an LPN.
2. Proof of completion of other certification program for LPN license.

Bachelor of Science NURSING LPN/BSN Option* (Knoxville, Nashville, Atlanta)

Nursing Curriculum.....		180 credits	
Area I – Core Curriculum.....		87 credits	
Computer Literacy		4.5	
Mathematics		9	
Written Communications		9	
Communications		4.5	
Humanities		9	
Social Science		13.5	
Science/Anatomy & Physiology (with lab)		12	
Science/Microbiology (with lab)		6	
Science/Chemistry (with lab)		6	
Science/Nutrition		4.5	
NSG 2030 Introduction to Professional Nursing*		4	
Electives		5	
Area II Major Curriculum.....		93 credits	
Quarter 1	NSG 3113	Pathophysiology for Nurses	4
	NSG 3133	Physical Assessment	5

Quarter 2	NSG 3153	Pharmacotherapeutics for Nursing Practice I	5
	NSG 3213	Fundamentals of Nursing*	8
	NSG 3233	Mental Health Nursing	6
Quarter 3	NSG 3253	Pharmacotherapeutics for Nursing Practice II	5
	NSG 3313	Adult Health Nursing I	7
	NSG 3332	Maternal Infant Nursing Care	6
Quarter 4	NSG 3352	Nursing Research	4
	NSG 4413	Adult Health Nursing II	7
	NSG 4432	Pediatric Nursing Care	6
Quarter 5	NSG 4452	Policy and Politics	3
	NSG 4513	Adult Health Nursing III	7
	NSG 4533	Community Nursing	5
Quarter 6	NSG 4552	Nursing Management & Leadership	3
	NSG 4613	Adult Health Practicum	5
	NSG 4633	Transition to Professional Practice	7

*Upon successful completion of NSG 3213 Fundamentals of Nursing (8 Credits), students will receive credits for NSG 2030 Introduction to Professional Nursing (4 Core Credits) and NSG 3153 Pharmacotherapeutics for Nursing Practice I (5 Major Curriculum Credits).

RN to BSN OPTION (Additional Information to the Sections for All BSN Options Above) (Online/Hybrid)

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. 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.

After meeting with an admissions representative, an advising appointment will be scheduled with a Student Success Advisor. The Advisor 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.

NON-TN RESIDENTS

Certain admission restrictions may apply to non-Tennessee residents. Please contact the School of Nursing (865-288-8411 or nursing@south.edu) prior to submitting your application to determine any restrictions that may apply for residents of your state.

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.

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 with clinical requirements completed at approved sites.

**Bachelor of Science
NURSING
RN to BSN Option**

Nursing Curriculum -----			180 credits*
Area I – Core Curriculum-----			95 credits
	Computer Literacy		4.5
	Mathematics		9
	Anatomy & Physiology		12
	English Composition		9
	Humanities		9
	Communications		4.5
	Social Science		13.5
	Elective		33.5
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

**The 45 proficiency credit hours for knowledge validated by RN licensure will be held in escrow until the quarter prior to graduation.

**Certificate
LICENSED PRACTICAL NURSING (LPN)
(Knoxville, Nashville, Atlanta)**

The South College Practical Nursing program is designed to prepare practical nurses for the unique challenges of the 21st century. Major courses are delivered in four consecutive quarters of full-time enrollment (44 weeks). For Atlanta only, 17.5 quarter credits of prerequisite general education/core courses are required prior to consideration for admission to the major 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 courses relating to the challenges of practical nursing in today’s healthcare environments.

The South College School of Nursing Practical Nursing Student Handbook (PN Student Handbook) provides 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.

LEARNING OUTCOMES

Philosophy of the PN Program

The PN program at South College is guided by the core values of caring, diversity, ethics, excellence, holism, patient-centered and integrity (National League for Nursing, 2014b). These values are integrated throughout the program by demonstrating, teaching, and building respect for dignity and the moral wholeness of every person; valuing differences among people, ideas, values, and ethnicities; and by implementing transformative strategies to advance excellence and innovation in practical nursing education. Furthermore, the PN program embraces the integrating concepts for practical nursing education: context & environment, knowledge & science, personal & professional development, quality and safety, relationship-centered, teamwork and collaboration, and systems-based care. These integrating concepts structure the content, competencies, and outcomes for courses and the curriculum.

Student Learning Outcomes of the PN Program

Based on the National League for Nursing Practical/Vocational Nursing Program Outcomes (2014c), the student learning outcomes for the Practical Nursing program at South College are as follows:

1. Human flourishing – Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care (National League for Nursing, 2014d).
2. Nursing judgment – Make judgments in practice, substantiated with evidence, which integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the healthcare team (National League for Nursing, 2014e).
3. Professional identity – Articulate a unique role as a member of the healthcare team, committed to evidence-based practice, caring, advocacy, and safe quality care, to provide optimal care for diverse patients and their families (National League for Nursing, 2014f).
4. Spirit of inquiry – By collaborating with healthcare team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status (National League for Nursing, 2014g).

MINIMUM ACADEMIC REQUIREMENTS FOR ADMISSION

Cohorts will begin depending upon enrollment and approvals from the associated state board of nursing. All applicants must meet the requirements for general admission to South College. General admission to South College does not guarantee admission to the School of Nursing. Application deadlines are available in the School of Nursing and the Admissions Department.

Applicants must meet the following requirements to be admitted without stipulation:

1. Submit a School of Nursing application by the applicable deadline.
2. Achieve a minimum ATI TEAS Assessment score at the academic preparedness level of BASIC.

In addition to the above academic requirements Atlanta LPN applicants must successfully complete College Algebra (MAT 1100), English Composition (ENG 1201), General Psychology (PSY 1811), and Medical Terminology (AHS 1010) with a cumulative GPA of 2.50 or higher. Students may transfer one or more of these courses into South College if they meet the existing South College transfer requirements. The combined GPA of all four courses must be a 2.50 GPA. Courses may be in progress at time of application, but to be admitted without stipulation they must be completed.

Applicants who are not in good academic standing from a previous nursing or allied health program (e.g. Medical Assisting, Dental Assisting, EMT, etc.) or who have been dismissed from such a program must submit the required School of Nursing Mitigating Circumstances form and provide supporting documentation of the mitigating circumstances to be considered eligible to apply to the South College School of Nursing. Admission is not guaranteed, and the School of Nursing may require a letter from the former program explaining the circumstances.

Applicants who are not in good academic standing from two previous nursing or allied health programs (e.g. Medical Assisting, Dental Assisting, EMT, etc.) or who have been dismissed from two such programs will not be considered for admission or readmission to the South College Nursing program.

TEAS Assessment

TEAS Assessment requirements and procedures:

- Applicants are required to take the ATI TEAS Assessment as part of the application process. The TEAS Assessment schedule and additional information is available in the Admissions Department, Student Services Department, and/or School of Nursing.
- Applicants have two attempts to achieve the required score of BASIC for their desired cohort start date. Two weeks must lapse between the first and second attempt.
- Applicants who have completed the TEAS Assessment within 12 months prior to the date of application, may opt to submit their TEAS Assessment transcript directly from ATI.
- An applicant who has not achieved the required BASIC score on his/her first two attempts, may take the test one more time within a year from their first attempt, but he/she must wait and apply for the next available cohort start date.
- If an applicant does not achieve the required score in three attempts, he/she may wait one year from the date of the first attempt and begin the application and testing process again.

Competitive Admissions and Ranking Criteria

Admission to the School of Nursing is competitive and dependent upon class size. Applicants will be ranked based on an approved ranking system that includes, but not limited to, GPA and TEAS score.

Transfer Credit from Previous Nursing Programs

For a nursing class (or classes) to be considered for transfer into a South College Nursing program, the class must have been completed within the past 18 months prior to the cohort start date. Only nursing courses with a grade of A or B are considered for transfer and a course description or syllabus may be required to evaluate equivalency. Please refer to the transfer timeframes on the South College website.

REQUIREMENTS FOR ADMISSION (Other Than Academic)

Prospective students must meet the following requirements to be admitted without stipulation. Stipulations must be met as described below or the offer of admission may be withdrawn:

1. Take the required drug test before the 1st day of class*.
2. Complete the background check application before the 1st day of class*.
3. Attend the nursing orientation on the scheduled date in its entirety.

*Prospective students who fail either the drug test or background check will be cancelled.

In addition, each prospective 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 minimum requirements for the nursing applicant (additional requirements may apply depending on clinical agency requirements):

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), TDaP (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 the HEPLISAV-B, (2 in a series one month apart) 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.
6. 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. 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.

Prospective Students or Students who do not comply with all communicable disease/bloodborne pathogen requirements and accurately maintain their records in the institution's clinical tracking portal will be cancelled or withdrawn.

Prospective students must demonstrate the following functional capacities. Prospective students who believe that 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.

FUNCTION	REQUIREMENT	EXAMPLES OF TASKS FOR
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	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.

PROGRESSION REQUIREMENTS

For a PN student to progress academically, the student must meet the minimum requirements for progression as follows:

1. 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.
2. 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.
3. 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.
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*.

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.

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

Students who have voluntarily withdrawn from the nursing program in good academic standing or who are unsuccessful in the South College nursing program may apply for readmission based on the following criteria:

1. Eligibility requirements that allow application for readmission are as follows:
 - Students who have withdrawn from the nursing program voluntarily by the drop/add date are eligible to apply for readmission.
 - Students who are academically unsuccessful in one nursing course are eligible to apply for readmission.
 - Academically unsuccessful is defined as:
 - voluntary or involuntary withdrawal from the nursing program after the drop/add date and who are academically failing the course at the time of the withdrawal.
 - earning a failing grade in a nursing course.
2. Ineligibility requirements that do not allow application for readmission are as follows:
 - Students who are unsuccessful in two nursing courses cumulatively are ineligible for readmission.
 - Students who are academically unsuccessful in any repeated nursing course are ineligible for readmission (students may only repeat a nursing course one time).
 - Students who have been unsuccessful due to clinical failure or cumulative occurrences because 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 who have been unsuccessful in one nursing course and are eligible for readmission must submit a written Letter of Intent to the School of Nursing Admission, Progression and Retention (APR) Committee if interested in requesting readmission. 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. Documentation of any personal mitigating circumstances must also be submitted to the APR Committee.

Factors, including but not limited to, 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 who are eligible for readmission 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. Documentation of any personal mitigating circumstances must be submitted at each level of appeal.

TERMINATION FROM THE NURSING PROGRAM

Grounds for termination from the nursing program are as follows. Some behaviors are critical to patient safety and integrity of the discipline; therefore, the following may be grounds for termination from the nursing program:

1. Academic failure which is defined as earning less than a C or less than 80% calculated average of test scores and the final exam, equally weighted, in one nursing course;
2. Failure of quarterly drug calculation competence exam on the second attempt;
3. Failure to comply with rules and/or policies as written in the *School of Nursing Undergraduate Student Handbook*, the *South College Student Handbook*, and/or the *South College Catalog*;
4. Falsification of any other information to South College or the School of Nursing;
5. Any violations of academic integrity (cheating, plagiarism, sharing exams, obtaining unauthorized digital copies of exams, or photos of exam questions, test bank questions, etc.);
6. Unsafe, illegal, incompetent, unprofessional, or unethical clinical behavior;
7. Failure to meet attendance policy; and/or
8. Nonpayment of tuition and fees.

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 PROGRAM

The overall curriculum for the PN program at South College is provided below.

The Certificate in Licensed Practical Nursing program curriculum below is currently offered at the Knoxville and Nashville campuses (Hybrid).

Certificate LICENSED PRACTICAL NURSING (Knoxville and Nashville)

Total Curriculum.....59 credits

Quarter 1

NSG 1020	Human Body in Health & Disease for PN	4
NSG 1110	Vocational Relations I	2
NSG 1125	Fundamental Concepts & Skills for Practical Nurses I	6

Quarter 2

NSG 1210	Pharmacology I	3
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	3
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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
Quarter 4		
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

The Certificate in Licensed Practical Nursing program curriculum below is currently offered at the Atlanta campus (Hybrid).

**Certificate
LICENSED PRACTICAL NURSING
(Atlanta)**

Total Curriculum.....80.5 credits

Prerequisite Courses

AHS 1010	Medical Terminology	4
ENG 1201	English Composition	4.5
MAT 1100	College Algebra	4.5
PSY 1811	General Psychology	4.5

Quarter 1 Major

NSG 1020	Human Body in Health & Disease for PN	4
NSG 1110	Vocational Relations I	2
NSG 1125	Fundamental Concepts & Skills for Practical Nurses I	6

Quarter 2 Major

NSG 1211	Pharmacology I	4
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 Major

NSG 2311	Pharmacology II	4
NSG 2320	Mental Health Nursing	3
NSG 2330	Pediatric Nursing	3
NSG 2340	Medical-Surgical Nursing II	6
NSG 2351	Mental Health & Pediatric Simulation	2

Quarter 4 Major

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 2451	Maternal Infant & Medical-Surgical Simulation	2

Graduate Programs

The South College School of Nursing currently offers the Master of Science in Nursing program and the Doctor of Nursing Practice program.

MINIMUM REQUIREMENTS FOR PROGRESSION (All Graduate Programs)

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 Associate Dean/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 respective Program Director. 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 Program Director 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 or upon the first Nursing course failure (final score below 80%). At the end of the quarter, the student will receive notification from the Program Director of Associate Dean of Nursing that s/he 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 graduate 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 or an additional grade below 80% is earned, he/she will be dismissed from the graduate program.
- Dismissal: Action whereby a student will be dismissed from the graduate program due to failure to adhere to academic and program requirements.
1. 2nd course failure (a final grade below 80% in any course);
 2. Failure to raise cumulative GPA to 3.00 or higher by the end of the subsequent quarter;
 3. Cumulative GPA below 3.00 for the second time;
 4. Conduct that 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 (All Graduate Programs)

Students who have voluntarily withdrawn from the nursing program in good academic standing or who are unsuccessful in the South College nursing program may apply for readmission based on the following criteria:

1. Eligibility requirements that allow application for readmission are as follows:
 - Students who have withdrawn from the nursing program voluntarily by the drop/add date are eligible to apply for readmission.
 - Students who are academically unsuccessful in one nursing course are eligible to apply for readmission.
 - Academically unsuccessful is defined as:
 - voluntary or involuntary withdrawal from the nursing program after the drop/add date and

- who are academically failing the course at the time of the withdrawal.
 - earning a failing grade in a nursing course.
2. Ineligibility requirements that do not allow application for readmission are as follows:
- Students who are unsuccessful in two nursing courses cumulatively are ineligible for readmission.
 - Students who are academically unsuccessful in any repeated nursing course are ineligible for readmission (students may only repeat a nursing course one time).
 - Students who have been unsuccessful due to clinical failure or cumulative occurrences because 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 submit a written 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. Documentation of any personal mitigating circumstances must also be submitted to the APR Committee.

Factors, including but not limited to, 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 who are eligible for readmission 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. Documentation of any personal mitigating circumstances must be submitted at each level of appeal.

Students who have previously 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.

ASSOCIATED PROGRAM COSTS (All Graduate Programs)

Nursing students are responsible for all costs associated with required clinical practice experiences.

GRADING SYSTEM (All Graduate Programs)

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

Master of Science NURSING

The Master of Science in Nursing at South College is designed to prepare nurse leaders and clinicians for the unique challenges of the 21st century. Based on the *Essentials of Master's Education in Nursing* (AACN, 2011) and the specialty foci governing documents, the MSN program is designed to prepare master's level nursing leaders and clinicians who are able to critically analyze and identify 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 the 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 degrees 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:
 - o BSN-MSN Track – Bachelor of Science in Nursing degree from an accredited institution of higher education.
 - o Accelerated RN-MSN Track – Associate degree in Nursing from an accredited institution of higher education.

Additional Requirements for Concentrations in Nurse Practitioner (NP) Concentrations

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 associated practicum requirements.
4. Identification of potential clinical sites and preceptors for the NP 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.

TRANSFER OF CREDIT

No more than three (3) graduate level courses will be accepted for transfer credit towards the MS Nursing program. In order to be considered for transfer credit, a course syllabus, an unofficial transcript with the course grade, and a written request must be submitted to the School of Nursing Dean/Associate Dean. The Dean/Associate will evaluate the information to determine course equivalency and communicate the information to the office of the Registrar. Official credit will be awarded for those approved once the official transcript is received by the Registrar's office.

GRADUATION REQUIREMENTS

For a student to graduate from the Master of Science in Nursing 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. 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 may be required to meet catalog requirements at the time of their return. Students may request Dean approval for course substitution. Deviation from any program requirements must be approved by the Chief Academic Officer.
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 3.0 or higher for all coursework taken in the MSN program.
4. The student must complete the Career Services exit program and all outcomes assessment exams prior to graduation.
5. The student must 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.

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 and/or the South College Catalog.

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 nursing program are as follows:

1. Insufficient academic progress or clinical performance defined as failing any two nursing courses;
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. Any violation of Academic Integrity (cheating, plagiarism, sharing exams, obtaining unauthorized digital copies of exams, etc.).
6. Unprofessional, unsafe, or unethical behavior;
7. Failure to meet attendance requirements.
8. Failure to maintain compliance with clinical agency requirements which prevent the student from attending clinical.

**Master of Science
NURSING
Nurse Executive Concentration (Online)**

CONCENTRATION OVERVIEW

Based on *the Essentials of Master’s Education in Nursing* (AACN, 2011), the Nurse Executive Concentration 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 is offered through blended delivery mode. Didactic course content is delivered primarily via an asynchronous online format using the Canvas Learning Management System (Canvas 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 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 are 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.

PROFESSIONAL/STATE LICENSURE

Registered nurses must be licensed by the state in which they intend to practice. Licensure laws and regulations vary from state to state. In order to be admitted to the South College Master of Science in Nursing program, applicants must provide evidence 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 Boards of Nursing.

Nurses may seek Nurse Executive board certification from The American Nurses Credentialing Center (ANCC) or The American Organization for Nursing Leadership (AONL). Requirements for certification include varying combinations of requirements depending upon the certification sought but generally include requirement to hold a current RN license, minimum educational level in nursing, specified time/hours of experience in nursing management/supervision, and continuing education credits if a master’s degree has not been earned.

CURRICULAR TRACKS

MSN with Nurse Executive (NE) Concentration	BSN-MSN	Accelerated RN-MSN
Degree Earned	MSN	MSN
Full-Time Program Length in Quarter	4	10
Part-Time Program Length in Quarter	8	14
Total Credits for the Track	68	147.5
General Education Credits	0	61.5
Undergraduate Nursing Credits	0	18
Core Credits	38	38
NE Specialty Credits	30	30

Note: For applicants that are RNs who wish to pursue a BSN and then MSN, please see the RN/BSN section for requirements and then the BSN-MSN.

At the graduate level, online or distance-based education didactic credits. Six clinical practicum hours are required. 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 Nurse Executive Concentration is 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**

BSN-MSN Curriculum.....	68 credits
MSN Core Curriculum-----	38 credits
NSG 5110 Foundational Concepts & Applications	4
NSG 5120 Theoretical Basis for Advanced Nursing Practice	4
NSG 5140 Advanced Pathophysiology	4
NSG 5210 Advanced Research Methods and Evidence-Based Practice	4
NSG 5220 Healthcare Informatics	4
NSG 5240 Advanced Pharmacology	4
NSG 5310 Role Development in Healthcare Policy	4
NSG 5320 Role Development in Leadership	4
NSG 5340 Health Assessment Didactic	4
NSG 5341 Health Assessment Practicum	2
NE Concentration Curriculum -----	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 Capstone Project	6

**Master of Science
NURSING
Nurse Executive Concentration
Accelerated RN-MSN Track**

Accelerated RN to MSN Curriculum.....	147.5 credits
Foundations Courses -----	79.5 credits
Anatomy & Physiology	12
English Composition	9
Communications	4.5
Humanities	9
Social Science	13.5
Computer Literacy	4.5

Mathematics	4.5
Statistics	4.5
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-----	38 credits
NSG 5110 Foundational Concepts & Applications	4
NSG 5120 Theoretical Basis for Advanced Nursing Practice	4
NSG 5140 Advanced Pathophysiology	4
NSG 5210 Advanced Research Methods and Evidence-Based Practice	4
NSG 5220 Healthcare Informatics	4
NSG 5240 Advanced Pharmacology	4
NSG 5310 Role Development in Healthcare Policy	4
NSG 5320 Role Development in Leadership	4
NSG 5340 Health Assessment Didactic	4
NSG 5341 Health Assessment Practicum	2
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 Capstone Project	6

Master of Science

NURSING

Nurse Practitioner Concentrations: Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Pediatric Nurse Practitioner, and Psychiatric-Mental Health Nurse Practitioner (Hybrid Format – Didactic Courses Online with Optional Campus Immersions)

CONCENTRATIONS OVERVIEW

The South College Nurse Practitioner (NP) concentrations are 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 a particular population focus and a full scope of practice, which includes assessing patients, ordering and interpreting diagnostic tests, making diagnoses, and initiating and managing treatment plans.

The nursing faculty at South College seek to develop NP students to assume future roles, which comprise the assessment, diagnosis, and treatment of acute and chronic illness, as well as preventive health care for individuals and families. Faculty aim to prepare NP 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 advanced practice nurses. The respective board certification examinations are competency-based examinations that provide a valid and reliable assessment of the entry-level clinical knowledge and skills for nurse practitioners. 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 a nationally recognized credential, which can be maintained by continuous licensure and satisfying the specific renewal requirements in place at the time of certification renewal. The National Commission for Certifying Agencies and the Accreditation Board for Specialty Nursing Certification accredits this 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). See the South College webpage for information regarding information for Professional/State licensure.

The NP concentrations 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 are 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. Nurse Practitioner students are 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 health care. The capstone course 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.

Regardless of Concentration, all NP students must complete the same MSN core courses and the associated NP specialty courses.

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 nursing graduate courses that relate to the challenges of managing care in diverse environments. The program's didactic courses are completed primarily via an asynchronous online format using the Canvas learning management system 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 provides flexibility and accommodates the schedules of working nursing professionals. Course materials and assignments emphasize collaboration, critical thinking, research, and student accountability. Faculty 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 roles, the program affords students the opportunity to develop professional competencies in practice settings aligned to the educational preparation.

Before being admitted to the MSN in Nursing with a Nurse Practitioner concentration, 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 obtain an RN license in the state for clinical rotations or provide an exemption provided by the State Board of Nursing.

Whenever necessary, the NP Program Director or the Clinical Coordinator will initiate and facilitate a new clinical affiliation agreement with organizations of the student's choice, provided they meet all requirements. Clinical affiliations are limited to agencies in the U.S. (in states where the institution is approved to offer its programs). 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 NP 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 NP student may engage in a clinical experience at the student's employing agency. However, if the students obtain clinical practice experiences at their workplaces, 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 NP 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 in their current state of residence.
- **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 School of Nursing 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 for MSN FNP Concentration:

MSN with Concentration in Family Nurse Practitioner	BSN-MSN	Accelerated RN-MSN
Degree Earned	MSN	MSN
Full-Time Program Length in Quarters	6	8
Part-Time Program Length in Quarters	11	13
Total Credits for the Track	74	153.5
General Education Credits	0	61.5
Proficiency Credits by Licensure	0	0
Undergraduate Nursing Credits	0	18
FNP Core Credits	38	24
FNP Specialty Credits	36	50

Note: For applicants that are RNs who wish to pursue a BSN and then MSN, please see the RN/BSN section for requirements and then the BSN-MSN.

**Master of Science
NURSING
with Concentration in Family Nurse Practitioner
BSN-MSN Track**

BSN-MSN Curriculum.....	74 credits
MSN Core Curriculum.....	38 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
NSG 5140 Advanced Pathophysiology	4
NSG 5240 Advanced Pharmacology	4
NSG 5340 Health Assessment Didactic	4
NSG 5341 Health Assessment Practicum	2
FNP Concentration Curriculum.....	36 credits
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**

RN to MSN Curriculum.....	153.5 credits
Foundations Courses.....	79.5 credits
Anatomy & Physiology	12
English Composition	9
Communications	4.5
Humanities	9
Social Science	13.5
Computer Literacy	4.5
Mathematics	4.5
Statistics	4.5

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	38 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
NSG 5140 Advanced Pathophysiology	4
NSG 5240 Advanced Pharmacology	4
NSG 5340 Health Assessment Didactic	4
NSG 5341 Health Assessment Practicum	2
Specialization Courses	36 credits
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 Adult-Gerontology Acute Care Nurse Practitioner
BSN-MSN
(60 clinical hours in core, 510 clinical hours in specialization)**

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

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

BSN-MSN Curriculum.....	70 credits
MSN Core Curriculum.....	38 credits
NSG 5110 Foundational Concepts & Applications	4
NSG 5120 Theoretical Basis for Advanced Nursing Practice	4
NSG 5140 Advanced Pathophysiology	4
NSG 5210 Advanced Research Methods and Evidence-Based Practice	4
NSG 5220 Healthcare Informatics	4
NSG 5310 Role Development in Healthcare Policy	4
NSG 5320 Role Development in Leadership	4
NSG 5240 Advanced Pharmacology	4
NSG 5340 Health Assessment Didactic	4
NSG 5341 Health Assessment Practicum	2
AG-ACNP Concentration Curriculum.....	32 credits
NSG 5801 Advanced Practice Pediatric Nursing: The Well Child	5
NSG 5802 Advanced Practice Pediatric Nursing: Acute Conditions	4
NSG 5803 Advanced Practice Pediatric Nursing: Preceptorship I	5
NSG 5804 Advanced Practice Pediatric Nursing: Chronic Conditions	4
NSG 5805 Advanced Practice Pediatric Nursing: Preceptorship II	5
NSG 5806 Pediatric Nurse Practitioner Residency	6
NSG 5807 Pediatric Nurse Practitioner Capstone Project	3

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

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

**Doctor of
NURSING PRACTICE (DNP)**

MISSION

The mission of the DNP program is to prepare advanced practice nurse leaders and clinicians, who are experts in evidence-based practice to provide the highest quality health care for patients, families, communities, and populations.

PROGRAM OVERVIEW

The DNP core courses are designed to be delivered in four consecutive quarters of full-time enrollment with a part-time option available. The total credits hours for the DNP program varies by concentration. Didactic courses are completed via an asynchronous online format using the learning management system Canvas in order to provide a quality, rigorous, and yet flexible learning experience for a diverse student body. Online didactic courses are supplemented by lecture presentations prepared and delivered by clinicians, researchers, and academicians in the nursing profession today. Faculty 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.

Students have access to optional laboratory immersions on-ground at South College and complete their clinical preceptorships at various approved facilities within their home state and/or other states as required by the various specialties.

LEARNING OUTCOMES

Graduates completing the Doctor of Nursing Practice program will accomplish the following outcomes:

DNP Program Outcome	AACN DNP Essentials
1. Synthesize scientific evidence and methods to design, direct, and evaluate strategies to promote and provide effective patient-centered care.	AACN: Essential I, III
2. Incorporate leadership skills and interprofessional team building strategies to improve quality metrics within healthcare systems, organizations, and diverse practice settings.	AACN: Essential II
3. Employ information systems and technology in the delivery of transformative healthcare.	AACN: Essential IV
4. Advocate for evidence-based health policy to improve local, national, and/or global patient and health population outcomes.	AACN: Essential V
5. Utilize effective interprofessional communication and collaborative skills to facilitate improvement in population health.	AACN: Essential VI
6. Apply advanced levels of clinical judgment and systems thinking in designing, delivering, and evaluating evidence-based care for clinical treatment, clinical prevention, and improvement of population health.	AACN: Essential VII, VIII

ADMISSIONS REQUIREMENTS

Applicants to the South College Doctor of Nursing Practice (DNP) Program must provide the following:

1. Completed South College application for admission;
2. Completed admission application to the Doctor of Nursing Practice program; and
3. Official transcripts for all undergraduate and graduate work completed.

Applicants must meet the following requirements to be admitted to the program:

1. 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;

2. Evidence of completion of a Bachelor of Science in Nursing (BSN) degree from an accredited institution of higher education (conditional admission may be granted if completion is projected prior to the beginning of the first DNP course);
3. Evidence of a cumulative 3.0 grade point average for undergraduate nursing courses;
4. Accepted Background Check and Drug Screen and;
5. Each Specialty may have additional requirements.
 - **Additional Requirements for Concentration in Family Nurse Practitioner (FNP)**
 - Minimum of three recommendations from healthcare professionals who can rate the applicant's academic and professional potential.
 - A two-page typed personal statement of professional goals and objectives.
 - A statement of understanding of the FNP practicum requirements.
 - Identification of potential clinical sites and preceptors for the FNP practicum requirements.
 - Minimum of 2000 hours of nursing work experience employed as a registered nurse.

PROFESSIONAL/STATE LICENSURE

Registered nurses must be licensed by the state in which they intend to practice. Licensure laws and regulations vary from state to state. In order to be admitted to the South College Master of Science in Nursing program, applicants must provide evidence 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 Boards of Nursing.

Nurses may seek Nurse Executive board certification from The American Nurses Credentialing Center (ANCC) or The American Organization for Nursing Leadership (AONL). Requirements for certification include varying combinations of requirements depending upon the certification sought but generally include requirement to hold a current RN license, minimum educational level in nursing, specified time/hours of experience in nursing management/supervision, and continuing education credits if a master's degree has not been earned.

The American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP) have developed nationally recognized competencies for the educational preparation of advanced practice nurses. The respective board certification examinations are competency-based examinations that provide a valid and reliable assessment of the entry-level clinical knowledge and skills for nurse practitioners. 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 a nationally recognized credential, which can be maintained by continuous licensure and satisfying the specific renewal requirements in place at the time of certification renewal. The National Commission for Certifying Agencies and the Accreditation Board for Specialty Nursing Certification accredits this 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). See the South College webpage for information regarding information for Professional/State licensure.

STUDENT ADVISING

Students 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.

GRADUATION REQUIREMENTS

For a student to graduate from the Doctor of Nursing Practice 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. 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 may be required to meet catalog requirements at the time of their return. Students may request Dean approval for course substitution. Deviation from any program requirements must be approved by the Chief Academic Officer.
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 3.0 or higher for all coursework taken in the DNP program.
4. The student must complete the Career Services exit program and all outcomes assessment exams prior to graduation.
5. The student must abide by all college rules and regulations and settle any financial obligations prior to graduation.
6. Programs may have additional graduation requirements that must be fulfilled.

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 and/or the South College Catalog.

GRADUATION

Upon successful completion of all program requirements, candidates are recommended for graduation and for the conferring of the Doctor of Nursing Practice 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 DNP Program.

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 two nursing courses;
4. Nonpayment of fees;
5. 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.
6. Falsification of application to South College or the School of Nursing;
7. Any violation of Academic Integrity (cheating, plagiarism, sharing exams, obtaining unauthorized digital copies of exams, etc.).
8. Unprofessional, unsafe, or unethical behavior;
9. Failure to meet attendance requirements;
10. Failure to maintain compliance with clinical agency requirements which prevent the student from attending clinical.

**Doctor of
Nursing Practice with Concentration in Family Nurse Practitioner
BSN to DNP Pathway**

Nursing Program Core Quarter Credits: 59 credits

Concentration Quarter Credits: 32 credits

Total Quarter Credits for Degree: 91 credits

DNP Core Courses.....			59 credits
NSG 5140	Advanced Pathophysiology		4
NSG 5240	Advanced Pharmacology		4
NSG 5340	Health Assessment Didactic		4
NSG 5341	Health Assessment Practicum		2
NSG 6110	DNP Role and Interprofessional Teams		4*
NSG 6120	Theory for Doctoral Nursing Practice		4
NSG 6130	Statistics for Doctoral Nursing Practice		4
NSG 6210	Advanced Research Methods & Evidence-Based Practice		4
NSG 6220	Healthcare Informatics for Doctoral Nursing Practice		4
NSG 6230	Population Health & Emerging Disease		4
NSG 6310	Organizational Leadership		4
NSG 6320	Quality Improvement & Program Evaluation		4
NSG 6410	Healthcare Policy & Finance		4
NSG 6800	DNP Scholarly Project Seminar		1
NSG 6801	DNP Scholarly Project Seminar		1
NSG 6802	DNP Scholarly Project Seminar		1
NSG 6803	DNP Scholarly Project Seminar		1
NSG 6804	DNP Scholarly Project Seminar		1*
NSG 6900	DNP Transition Seminar		4
FNP Concentration Courses.....			32 credits
NSG 7420	Primary Care of Infants, Children, & Adolescents Didactic		6
NSG 7421	Primary Care of Infants, Children, & Adolescents Practicum		6
NSG 7510	Primary Care for Adults in Families Didactic		6
NSG 7511	Primary Care for Adults in Families Practicum		6
NSG 7520	Clinical Applications in Pharmacology for the FNP		2
NSG 7610	Family Nurse Practitioner Practicum		6

The **Post-Master's to DNP** curriculum is designed for nurses who have already earned a Master of Science in Nursing degree in one of the Specialties offered in the BSN to DNP program. For students entering the DNP program who have already earned a Master of Science in Nursing w/Concentration in Family Nurse Practitioner, upon successful completion of NSG 6900 and proof of current national certification and licensure as a Family Nurse Practitioner, students will receive exemption credit for NSG 5140; NSG 5340; NSG 5341; NSG 7420; NSG 7421; NSG 7510; NSG 7511; and NSG 7610.

**Includes an immersion which may be virtual or on campus.*

**Doctor of
Nursing Practice Degree with Concentration in Nurse Executive
BSN to DNP Pathway**

Nursing Program Core Quarter Credits: 59 credits

Concentration Quarter Credits: 31 credits

Total Credits for Degree: 90 credits

DNP Core Courses.....			59 credits
NSG 5140	Advanced Pathophysiology		4
NSG 5240	Advanced Pharmacology		4
NSG 5340	Health Assessment Didactic		4
NSG 5341	Health Assessment Practicum		2
NSG 6110	DNP Role and Interprofessional Teams		4*
NSG 6120	Theory for Doctoral Nursing Practice		4
NSG 6130	Statistics for Doctoral Nursing Practice		4
NSG 6210	Advanced Research Methods & Evidence-Based Practice		4
NSG 6220	Healthcare Informatics for Doctoral Nursing Practice		4
NSG 6230	Population Health & Emerging Disease		4
NSG 6310	Organizational Leadership		4
NSG 6320	Quality Improvement & Program Evaluation		4
NSG 6410	Healthcare Policy & Finance		4
NSG 6800	DNP Scholarly Project Seminar		1
NSG 6801	DNP Scholarly Project Seminar		1
NSG 6802	DNP Scholarly Project Seminar		1
NSG 6803	DNP Scholarly Project Seminar		1
NSG 6804	DNP Scholarly Project Seminar		1*
NSG 6900	DNP Transition Seminar		4
NE Concentration Courses.....			31 credits
NSG 7425	Healthcare Systems Management		6
NSG 7435	Operational Planning & Management		6
NSG 7525	Emerging Issues & Ethical Considerations in Executive Leadership		5
NSG 7535	Financial Management in Healthcare Organizations		6
NSG 7615	Nurse Executive Practicum		8

The **Post-Master's to DNP** curriculum is designed for nurses who have already earned a Master of Science in Nursing degree in one of the Specialties offered in the BSN to DNP program. For students entering the DNP program who have already earned a Master of Science in Nursing w/Concentration in Nurse Executive, upon successful completion of NSG 6900, students will receive exemption credit for NSG 5140; NSG 5340; NSG 5341; NSG 5240, NSG 7425; NSG 7435; NSG 7535; and NSG 7615.

**Includes an immersion which may be virtual or on campus.*

DEPARTMENT OF OCCUPATIONAL THERAPY ASSISTANT

Associate of Science

OCCUPATIONAL THERAPY ASSISTANT

(Knoxville and Nashville)

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 and Nashville campuses 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 and Nashville campuses 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 South College Occupational Therapy Assistant – Knoxville campus program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION ACCREDITATION MANUAL VI.E. Revised July 2019 Section VI - Page 19 National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. (www.acoteonline.org)

NASHVILLE OTA PROGRAM ACCREDITATION STATUS

The South College – Nashville Occupational Therapy Assistant program has applied for accreditation and has been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda,

MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-2682 and its web address is www.acoteonline.org. The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. The on-site evaluation is scheduled for October 26-28th, 2020.

OTA PROGRAM ADMISSION REQUIREMENTS – Knoxville/Nashville 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: Knoxville (865) 251-1800 / Nashville (629) 802-3000 (OR)
<https://www.south.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
 - Meet minimum score requirements required by the OTA program on all sections of the on the college entrance examination
 - Present documentation of a 900 combined score or higher on the SAT I examination
 - Have earned 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 1100, ENG 1201, BIO 1110, BIO 1120, ENG 1211, 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 1100, ENG 1201, ENG 1211, 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 1811, COM 1261, 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 for Spring Quarter** admission and on **August 15 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: Knoxville - 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 Fall of 2019. The OTA program will then begin admitting to the major curriculum twice per year for Spring quarter and Fall quarter starts in 2020 dependent upon qualified applicants.

Nashville – The first cohort for OTA major curriculum courses will begin Fall of 2019. At this time, only one cohort will be admitted annually.

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 for Knoxville/top 20 for Nashville 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 Knoxville or Nashville 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 and Nashville)**

AS Occupational Therapy Assistant Curriculum.....			121 credits
Area I – Core Curriculum.....			45 credits
Communications	COM 1261	Effective Speaking	4.5
Humanities	Approved Humanities Electives		4.5
Mathematics	MAT 1100 *	College Algebra	4.5
Personal Management	SCC 1010	College Management	2
Science	AHS 1010 *	Medical Terminology	4
	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
Social Science	PSY 1811	General Psychology	4.5
Written Communication	ENG 1201 *	English Composition	4.5
	ENG 1211 *	English Composition with Research	4.5
Area II – Major Curriculum.....			76 credits
	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 AS Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA (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). 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).

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 Chair. Review of application materials will begin February 1st for Spring quarter and August 1st for Fall quarter. Applications to the program after the deadline dates will be reviewed if seats are available for the cohort. 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. Complete all required prerequisite courses and earn a minimum grade of "C" or better in each course.
3. Attend a required information/advising session provided by the OTA Department Chair.
4. Submit the Applicant Checklist Form with Signature of Understanding and the OTA Program Application.
5. 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.
6. 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.

Students applying to the OTA program MUST be aware of the following:

1. A felony conviction may affect ability to be placed in a clinical facility for education, to sit for the NBCOT Certification Examination, and/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-if required by the clinical site
 - Current CPR certification
 - Health insurance or signed waiver
 - Criminal background check*
 - Negative drug screen*
 - An additional background check and/or drug test may be required prior to beginning clinical experiences in the program.

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

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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 AS 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)**

AS Occupational Therapy Assistant Curriculum.....			121 credits
Area I – Core Curriculum.....			45 credits
Communications	COM 1261	Effective Speaking	4.5
Humanities	Approved Humanities Electives		4.5
Mathematics	MAT 1100 *	College Algebra	4.5
Personal Management	SCC 1010	College Management	2
Science	AHS 1010 *	Medical Terminology	4
	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
Social Science	PSY 1811	General Psychology	4.5
Written	ENG 1201 *	English Composition	4.5
Communication	ENG 1211 *	English Composition with Research	4.5
Area II – Major Curriculum.....			76 credits
	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 1261 Effective Speaking or PSY 1811 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 177 quarter credit hours in 36 months (effective Summer 2020 for students entering Summer 2019 or later), 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 4.5 quarter hours
Statistics	3 semester or 4.5 quarter hours
English Composition	6 semester or 9 quarter hours
Speech Communication ¹	3 semester or 4.5 quarter hours
Economics ¹	3 semester or 4.5 quarter hours
Electives in Humanities ²	9 semester or 13.5 quarter hours
Electives in Social/Behavior Sciences ³	6 semester or 9 quarter hours
Total	69 semester or 103.5 quarter hours

¹For applicants who have successfully completed a bachelor’s degree, the pre-requisite requirements of speech and economics can be considered for substitution if competency in these content areas can be sufficiently demonstrated throughout the application and/or interview process.

²Electives in Humanities include fine arts, literature, philosophy, religious studies, and foreign language.

³Electives 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.

- 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)**.
- It is strongly preferred the applicant submit three letters of recommendation. Two letters of recommendation are required. 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 pay the fees associated with submitting the PharmCAS application. The PharmCAS application is available at www.pharmcas.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, Suite 1010, 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 with representatives of the Admissions Committee of the South College School of Pharmacy. On-campus interviews are preferred, but the South College School of Pharmacy will consider interviews conducted via video calling software in certain situations. Not all applicants will be extended an offer to interview and offering of an interview is not an indication that the applicant will be accepted. Offers to interview will be determined by the Director of Admissions and the Admissions Committee. The procession for offering an interview will be from those applicants judged most qualified (based on cumulative grade point average 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 offer to interview. Whether a particular applicant will be offered an interview will be affected by how a particular applicant compares to the other applicants in the current pool of applicants. 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 Director of Admissions 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 Director of Admissions 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, 190 South LaSalle Street, Suite 2850, Chicago, IL 60603, 312-664-3575, FAX 866-228-2631, web site www.acpe-accredit.org.

PROFESSIONAL/STATE LICENSURE

Pharmacists must be licensed by the state in which they intend to practice. Licensure laws and regulations for Pharmacists vary from state to state. Statutory and regulatory requirements for initial licensure and license renewal can be found at each state's Board of Pharmacy website. A reference for each state Board of Pharmacy is available at the National Association of Boards of Pharmacy (NABP) website located here – <https://www.nabp.org/download/19739/>. In general, the North American Pharmacist Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE) are required prior to licensure. Exceptions to this can be found here – <https://nabp.pharmacy/programs/mpje/>. Graduation from an ACPE-accredited program is a requirement for licensure in all 50 states and U.S. jurisdictions. The South College School of Pharmacy program is accredited by ACPE. We work diligently with all students in preparation for licensure examinations.

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), 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.

Students participating in clinical learning experiences outside of Tennessee must comply with each state's rules for intern licensure. The South College School of Pharmacy Office of Clinical Education requires that students attain intern licensure prior to any out of state learning experiences. Information on intern licensure requirements can be found at each state's Board of Pharmacy website.

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. Students can carry an incomplete into the subsequent quarter until completed.

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, or if an incomplete has been registered, until the end of the subsequent quarter.¹ To successfully complete a re-examination, a score of 70 percent (70%) or higher must be achieved.

¹ 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.

Students are allowed a maximum of two (2) re-examinations in each didactic year. For Advanced Pharmacy Practice Experiences (APPEs), no more than two (2) makeup rotations are allowed, subject to cause of removal from rotation and logistical considerations set forth in the School of Pharmacy Clinical Education Handbook. 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” and their eligibility for a comprehensive re-examination to remediate a failed course.

Automatic eligibility to remediate a course failure is determined by a course average of 60-69% and fewer than maximum re-exams already taken. Students seeking an exemption from the eligibility requirement may appeal to the course director’s academic department chair, who will make a final decision as to eligibility for remediation of course failure by re-examination. If student is deemed ineligible to remediate a course failure by comprehensive re-examination, they will be placed on a delayed graduation pathway (suspended from the program until next time course is offered whereupon they can repeat the failed course and any other courses in which their final course average was <75% with the subsequent cohort of students). 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 or placed on a delayed graduation pathway, depending on when in the subsequent quarter the re-examination result is determined and where the student is within the program. If dismissed, the student will receive counseling from the Associate Dean for Academic Affairs and Assessment regarding possible readmission pathways. One option is petitioning the Academic Progression and Professional Conduct Committee (APPCC) for readmission with delayed graduation to the School of Pharmacy, without reinstatement of any used allotment of re-examinations to remediate course failures. 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. 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 second option for readmission is via application to the program through PharmCAS for entry with a new cohort and full access to all comprehensive re-examinations allowed for that cohort.

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 education plan (IEP) intended to improve the student's academic performance and meet minimum standards for progression in good standing. In most cases, the IEP 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 unless significant progress is demonstrated or there are documented extenuating circumstances. 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. A total of 177 required credit hours including experiential pharmacy practice experiences (IPPEs/APPEs) for students entering summer 2019 or later.
- b. All required and elective courses with a minimum letter grade of a “C” or with a “Pass” whenever indicated.
- c. All required and elective courses with a cumulative grade point average of 2.50 or above.
- d. All required documents in preparation for graduation.
- e. 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 2020: ESTIMATED PROGRAM COSTS

Tuition (\$11,975 per quarter X 12 quarters)	=	\$143,700
Technology Fee (12 quarters)	=	\$2,100
Books & Supplies ¹	=	\$2,000
Out of Pocket Costs ^{2,3}	=	\$1,000
Graduation Fee	=	\$300

¹Some 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.

²Not eligible for student loan valuation.

³This 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.

CONCENTRATION IN PHARMACEUTICAL SCIENCES & PHARMACY RESEARCH

Guidelines

The Concentration in Pharmaceutical Sciences & Pharmacy Research (CPSPR) offers interested and motivated pharmacy students an opportunity to pursue research interests, gain hands-on research experience, and earn recognition for excellence in basic pharmaceutical sciences research which may provide a competitive advantage for future career and post-graduate educational opportunities. The CPSPR is available to Doctor of Pharmacy students beginning with the Class of 2020.

Prerequisites for Admission to the Concentration in Pharmaceutical Sciences & Pharmacy Research

Pharmacy students with a potential interest in applying for admission to the Concentration in Pharmaceutical Sciences and Pharmacy Research (CPSPR) must enroll in PSC6201 *Introduction to Pharmaceutical Sciences Research* offered in the second quarter of the Doctor of Pharmacy Program. This 1 credit hour elective course will provide an introductory overview of pharmaceutical sciences and pharmacy practice research, research support capabilities in the South College School of Pharmacy, and the research interests and activities of science and practice faculty that are open to student participation.

Enrollment in PSC6201 *Introduction to Pharmaceutical Sciences Research* is limited to P1 pharmacy students who earn a first quarter GPA of 3.0 or better with no individual first-quarter course grade less than a B.

Admission to the Concentration in Pharmaceutical Sciences & Pharmacy Research

Students enrolled in PSC6201 *Introduction to Pharmaceutical Sciences Research* that determine that they want to participate in the CPSPR must identify and consult with a faculty research mentor and complete an application for acceptance into the CPSPR. The application must be submitted to the CPSPR program coordinator not later than the last day of class of the Fall Quarter of the Doctor of Pharmacy Program. The application requires the signature of the student, the designated faculty research mentor, the research mentor's department chair, and the approval signature of the CPSPR program coordinator.

Applicants will be accepted into the program based upon consideration of their first and second quarter GPA (3.0 minimum), as well as grades earned in individual courses in the first and second quarter of the Doctor of Pharmacy program (B minimum). The student and their selected research mentor will be notified of successful acceptance into the program, pending posting of Fall Quarter Grades, by December 15 or as soon as possible prior to the start of the subsequent Winter Quarter. It should be understood that the maximum number of students from each matriculating class accepted into the program will be limited by the maximum number of students that can be accommodated by available research mentors and/or School of Pharmacy research resources. Based upon these factors, the number of students accepted into the CPSPR may vary with each newly admitted class.

Course of Study

The Concentration in Pharmaceutical Sciences & Pharmacy Research requires successful completion of a minimum of 18 credit hours of approved research and research-related electives, including the APPE course PPR6932 *Pharmaceutical Sciences Research*, for which the student must prepare and submit a research manuscript to an appropriate journal for publication (acceptance for publication is not required) to successfully complete the CPSPR. The minimum credit hour requirement for the Concentration includes a minimum of eleven (11) additional research-related elective credit hours above the elective requirements of the Pharm.D. curriculum.

Requirements of the CPSPR vs the Pharm.D. Curriculum		
	Pharm.D. Curriculum	CPSPR
Elective Credit Hours Required	7	14
APPE Research Elective	Not Required	4
Total Required Electives	7	18

Requirements of the CPSPR vs the Pharm.D. Curriculum		
Availability of non-APPE Electives	Quarters 6-8 (P2 Year)	Quarters 2-8 (P1-P2 Year)
Research Manuscript Required	No	Yes

Prior to submission of an application for admission to the CPSPR, the student's identified faculty research mentor will develop an individualized course sequence that will meet the requirements for completion of the CPSPR and consider the student researcher's proposed line of investigation, and availability and sequence of applicable SOP electives that meet the needs of the individual student researcher.

Example Course Sequence for a Pharmaceutical Sciences Concentration	Credit Hours
Quarter 2:	
PSC6201 <i>Introduction to Pharmaceutical Sciences Research</i> *	1
Accepted into the CPSPR.	
Quarter 3:	
PSC6306 <i>Special Projects in Pharmaceutical Sciences Research</i>	1
Quarter 4:	
PSC6406 <i>Special Projects in Pharmaceutical Sciences Research</i>	1
Quarter 5:	
PSC6506 <i>Special Projects in Pharmaceutical Sciences Research</i>	1
*PSC6012 <i>Independent Study in Pharmaceutical Sciences</i> ** (or other PSC or PPR elective TBD)	2-3
Quarter 6:	
PSC6606 <i>Special Projects in Pharmaceutical Sciences Research</i>	1
*PSC6013 <i>Independent Study in Pharmaceutical Sciences</i> ** (or other PSC or PPR elective TBD)*	2-3
Quarter 7:	
PSC6706 <i>Special Projects in Pharmaceutical Sciences Research</i>	1
*PSC or PPR elective (TBD)	2-3
Quarter 8:	
PSC6002 <i>Independent Research</i>	2
Quarter 9 or 10:	
PPR6932 APPE – <i>Pharmaceutical Sciences Research</i>	4
Total Credit Hours	18-21

* These courses may be scheduled as needed to assure achievement of 18 credit hour minimum for the concentration.

** Independent Study Courses are specialized courses providing individualized instruction to students in the Concentration in Pharmacy Research, which specifically address a didactic need in the student's area of research, not offered by any other SOP elective.

During quarters 5-8, students in the CPSPR may be enrolled in two electives as long as one of the electives is a research Special Projects or Independent Research elective. The elective courses completed as part of the CPSPR will be applied toward completion of the seven (7) elective credit hours required for the Doctor of Pharmacy curriculum.

Performance Expectations for Students Accepted into the Concentration in Pharmaceutical Sciences & Pharmacy Research

Students accepted into the CPSPR must maintain a GPA of 3.0 in the Doctor of Pharmacy program in every quarter and earn not less than a B in any course taken as a component of the CPSPR. Failure to maintain this standard will require that the student withdraw from the CPSPR.

Students may voluntarily withdraw from the CPSPR at the completion of any quarter, for any reason. In the event of a student's withdrawal from the CPSPR, the student may, with the agreement of the faculty research mentor, continue with any active research; but without specific benefits achieved through successful completion of the CPSPR.

In the event of failure of any elective attempted as part of the CPSPR, the affected student is subject to the applicable reexamination and academic progression policies of the School of Pharmacy.

Graduating students who successfully complete the CPSPR will be formally recognized by presentation of honor cords or other appropriate regalia and an award signifying “Excellence in Pharmaceutical Sciences and Pharmacy Research.” Additionally, their official transcript will denote “Concentration in Pharmaceutical Sciences and Pharmacy Research.”

DOCTOR OF PHARMACY

FIRST PROFESSIONAL YEAR

(For Students Entering Summer 2020 or Later)

Quarter One		Quarter Hours
	PSC 6110 Biochemistry	5
	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 6141 Pharmacy Calculations	3
	PSC 6120 Pathophysiology I	3
	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 6210 Pathophysiology II	3
	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

SECOND PROFESSIONAL YEAR

(For Students Entering Summer 2019 or Later)

Quarter One		
	PPR 6510 Pharmacy Practice IV-Research Methods and Biostatistics	3
	PPR 6550 Drug Information Retrieval and Evaluation	3
	PPR 6561 Introductory Pharmacy Practice Experience III	3
	PPR 6570 Pharmacotherapy I	4
	PPR 6590 Clinical Abilities Lab I	2
	PPR 6650 Clinical Pharmacokinetics and Pharmacogenomics	3
Quarter Two		
	PPR 6631 Self-Care I	2
	PPR 6640 Pharmacy Practice VI-Pharmacoeconomics and Outcomes Assessment	3
	PPR 6670 Pharmacotherapy II	4
	PPR 6680 Pharmacotherapy III	4
	PPR6690 Clinical Abilities Lab II	2
	PPR/PSC Elective*	2
Quarter Three		
	PPR 6751 Self-Care II	3
	PPR 6760 Clinical Seminar I	1

	PPR 6770	Pharmacotherapy IV	4
	PPR 6780	Pharmacotherapy V	2
	PPR 6790	Clinical Abilities Lab III	2
	PPR/PSC	Elective*	3
<i>Quarter Four</i>			
	PPR 6540	Pharmacy Practice V-Pharmacy Management	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 6861	APPE Readiness	1
	PPR 6870	Pharmacotherapy VI	4
	PPR 6890	Clinical Abilities Lab IV	2
	PPR/PSC	Elective*	2

*List of didactic course electives

- Didactic course electives have a prerequisite requirement of completion of the entire first professional year of study. There are limited didactic elective course offerings that may not hold this prerequisite and will be available to first professional year students. The School of Pharmacy will inform students of didactic elective course offerings that are eligible for first professional year student enrollment prior to student registration each quarter.

PSC 6001	Introduction to Pharmaceutical Analysis	3
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 6014	Introduction to Biologics and Biosimilars	3
PSC 6015	Selected Topics in Natural Product Chemistry	2
PSC 6016	Principles of Clinical Research: An Introduction	2
PSC 6017	Design, Management, and Monitoring of Clinical Trails I	3
PSC 6018	Design, Management, and Monitoring of Clinical Trails II	3
PSC 6019	Regulation of Pharmaceutical Products	3
PSC 6201	Introduction to Pharmaceutical Sciences Research	1
PSC 6X02	Independent Research	2
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 6025	Applying Infectious Disease Principles to the Acute Care Patient	3
PPR 6026	Treating Cardio Disease in Acute Care Patients	3
PPR 2027	Advanced Community Pharmacy Topics	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 (5 electives are required)**	20
PPR 6992	Pharmacy Practice X–Curriculum	
	Summative Evaluation (Required) (Quarter Four)	4
	Third Professional Year Required Hours	40

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 five (5) 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

MISSION/PURPOSE

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, and thereby serve the diverse needs of their communities. A comprehensive curriculum is maintained, which includes verifying the competence and professionalism of students. 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.

PROGRAM GOALS AND EXPECTED OUTCOMES

1. Graduates will be competent physical therapist assistants who work under the supervision of physical therapists.
 - Students/graduates will demonstrate effective written and oral communication skills.
 - Student/graduates will implement appropriate physical therapy treatments based on the plan of care established by a licensed physical therapist.
 - 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.
 - Graduates will pass the national physical therapist assistant examination.
2. The program will maintain a comprehensive curriculum developed and taught by qualified faculty in accordance with accreditation standards.
 - Faculty will continually develop and improve a comprehensive didactic curriculum that utilizes evidence-based practices.
 - Faculty will continually develop and improve a comprehensive clinical education plan that results in the achievement of "Entry-Level" competency in all areas by graduation.
 - The program will maintain adequate physical and monetary resources to facilitate a learning environment.
 - 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.
 - 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.
 - Faculty and students will participate in community service activities.
 - 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 National Physical Therapy Examination – Physical Therapist Assistant (NPTE-PTA) administered by the Federation of State Boards of Physical Therapy is a requirement for professional practice in most states. 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, Nashville, and Asheville 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. 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, Nashville, or Asheville metropolitan areas 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 4th and 7th quarters of the program. The fee for the 4th quarter covers the cost for CPR training, which is required for clinical participation. The fee for the 7th 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. Negative 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 transcripts have been received to verify pre-requisites have been completed.

ACCREDITATION

The AS Physical Therapist Assistant program offered at the Knoxville/Nashville and Asheville campuses are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

*The Commission on Accreditation in Physical Therapy Education
1111 North Fairfax Street Alexandria, VA 22314
Telephone: 703-706-3245
E-mail: accreditation@apta.org Website: 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 15 semester (23 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 1201, ENG 1211, BIO 1110/1120, BIO 1130/1140, AHS 1010, COM 1261, and MAT 1200).
2. Complete and submit the South College AS PTA Program Application and Checklist.

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 (all postsecondary attempts counted) unless approved by department chair.
6. 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%.
7. 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:

FUNCTION	REQUIREMENT	EXAMPLES OF TASKS FOR PTA
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	Adequate to allow completion of	Class discussions and presentations; research

FUNCTION	REQUIREMENT	EXAMPLES OF TASKS FOR PTA
Skills	course work and effective verbal and written communication with patients' families, other professionals, and others.	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 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 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 2210. A drug screening is required before beginning any clinical experience at a hospital or nursing home. Failure to provide substantive documents of these requirements 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:

Letter Grade	Q.P.	Percentage Score Range
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 made available to students during PTA 1010 and is also available from a program advisor.

The Associate of Science in Physical Therapist Assistant degree program is offered at the Knoxville, Nashville, and Asheville campuses.

**Associate of Science
PHYSICAL THERAPIST ASSISTANT**

AS Physical Therapist Assistant Curriculum.....			122 credits
Area I – Core Requirements.....			45 credits
Communications	COM 1261	Effective Speaking	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1200	College Algebra with Angles and Statistics	4.5
Personal Dev	SCC 1010	College Management	2
Science	AHS 1010	Medical Terminology	4
	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
Social Science	Approved Psychology Elective		4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum.....			77 credits
	PTA 1010	Introduction to PTA	5
	PTA 1030	Pathophysiology	4
	PTA 1500	Functional Anatomy & Kinesiology	6
	PTA 1800	Therapeutic Modalities	6
	PTA 2010	Principles of Rehabilitation	8
	PTA 2100	Therapeutic Exercise & Muscle Testing	8
	PTA 2210	Clinical Experience & Documentation	4
	PTA 2300	Advanced Rehabilitation Principles	8
	PTA 2501	Professional Seminar	4
	PTA 2600	Clinical Internship I	12
	PTA 2800	Clinical Internship II	12

*COM 1261 Effective Speaking **OR** PSY 1811 General Psychology **OR** Humanities Elective may be completed after beginning PTA major coursework but prior to taking PT 2210.

**Bachelor of Science
HEALTH SCIENCE
(Post Physical Therapist Assistant)
(Knoxville, Asheville, Nashville, Online)**

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 Doctor 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 Doctor 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)**

BS Health Science (Post-PTA) Curriculum.....184 credits

The following core courses/credits (or their equivalent) must have been completed as part of the PTA Program or they are required.

English Composition	9 quarter hours (6 semester hours)
College Algebra	4.5 quarter hours (3 semester hours)
Anatomy & Physiology	12 quarter hours (8 semester hours)
Humanities	4.5 quarter hours (3 semester hours)
Psychology/Sociology	4.5 quarter hours (3 semester hours)
Speech	4.5 quarter hours (3 semester hours)

PTA Course Hour Credit (must have AS/AAS degree to receive credit)46 credits

Core Curriculum54 credits

Mathematics	MAT 2501	Statistics	4.5
Humanities	Approved Humanities Elective		4.5
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	9	
Major Curriculum		45 credits
	BBA 3121 Human Resource Management	4.5	
	ECO 3501 Health Economics	4.5	
	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	
	Approved Upper Division Elective	16	
	BBA 3051 Management & Org. Behavior		
	BBA 3081 Managing Business Ethics		
	COM 4011 Public Relations		
	HSC 3140 Immunology		
	HSC 3240 Human Genetics & Genomics		
	HSC 3310 Cross-Sectional Anatomy		
	HSC 4320 Epidemiology		
	RAD 4220 Special Topics		

SCHOOL OF PHYSICAL THERAPY

DOCTOR OF PHYSICAL THERAPY

(Knoxville/Hybrid)

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 21st 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 doing so, 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 intermediate clinical experience in quarter 7, and an 11-week terminal clinical experience in quarter 8. These final two experiences are often 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; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 865-251-1753 or email tnoteboom@south.edu.

PHYSICAL THERAPIST LICENSURE

Licensure as a Physical Therapist is regulated by the Federation of State Boards of Physical Therapy while individual states are typically overseen by a State Board of Physical Therapy. All 50 states require graduation from a CAPTE accredited program as well as passing the NPTE in order to obtain a license and practice as a Physical Therapist. The South College DPT program is a CAPTE accredited program which aims to prepare graduates to sit for the National Physical Therapy Examination (NPTE). Some states have unique licensure requirements. For example, a jurisprudence exam is required in some states to test the graduate's knowledge of state laws, rules, and practice acts that govern physical therapy practice. Some require satisfactory background checks. These unique requirements are not associated with preparation in the South College program. The following link provides contact information for individual state licensing authorities:

<https://www.fsbpt.org/FreeResources/LicensingAuthoritiesContactInformation.aspx>

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 (4.5 quarter hours/3 semester hours);
- General Psychology (4.5 quarter hours/3 semester hours)
- Abnormal or Developmental Psychology (4.5 quarter hours/3 semester hours)
- English Composition or Writing (4.5 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

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. The program works 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 (such as California where South College is approved as an Out-Of-State Registered Institution). 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. All states are SARA members except for California. While we monitor the laws in each state, authorization of distance education is a dynamic environment and prospective students should check 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.

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 a satisfactory and current physical examination;
3. Provide proof of TB Tine Test (positive results will require the student to receive a chest x-ray and further evaluation);
4. Provide proof of Hepatitis B vaccine and positive Hep B Ab;
5. Provide proof of MMR vaccine or immunity;
6. Provide Varicella history or vaccination;
7. Influenza vaccine (required annually to be given during influenza season: October through May);
8. Provide proof of Tetanus, Diphtheria, & Pertussis (Tdap) vaccine within the last 10 years; and,
9. 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 obtained through the American Heart Association;
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 in the DPT Student Handbook.

ESTIMATED PROGRAM COSTS (Effective June 2020)

June 2019 Tuition (\$10,275 per quarter X 8 quarters)	= \$82,200
Technology Fee (\$175 per quarter X 8 quarters)	= \$ 1,400
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
Supplemental Application Fee	= \$ 60
Graduation Fee	= \$ 300
Subtotal Estimated Costs	= \$86,820
Housing Costs for Onsite Lab Intensives (\$50 X 90 training days)	= \$ 4,500 e,f
Total Estimated Costs for DPT Program	= \$91,320

^a 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.

^b Estimated costs for textbooks and tablet clinical applications are based on current course requirements.

^c 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.

^d Rates vary depending on state of residence (generally range from \$0 – \$10 per year).

^e 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.

^f Students are required to make their own lodging arrangements for Lab Intensive sessions. Knoxville provides many lodging options for students. Block room pricing is available at one are hotel starting at \$89/night single or double occupancy. Several extended stay hotels are available in the area 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.

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 DPT Student Resource page in Canvas.

DOCTOR OF PHYSICAL THERAPY CURRICULUM

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

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

Quarter Seven

DPT 6630	Professional Competencies II	2
DPT 6720	Physical Therapy Practice II	15
DPT 6730	Business Management	2

Quarter Eight

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

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, F, or I.

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 may be placed on academic 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 may 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 may 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 withdraws from any course during the term, therefore, not successfully completing all required courses for a given quarter, unless an alternate degree plan has been approved.
3. 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.
4. A student's cumulative GPA falls below 3.0 for a second time at the end of a quarter.
5. 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.
6. Inability to be removed from probation status in the time frames established in the DPT Student Handbook.
7. 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.

In certain cases, dismissed students may be offered a guaranteed seat in the next cohort. This alternative to reapplying to the program through the regular admissions process is offered on a case-by-case basis and subject to the decision of the Dean after evaluation of the student's performance to date. Should a student be granted a guaranteed seat, a reinstatement plan will be developed prior to the student restarting the program. This plan will outline what courses the student must audit (at no charge) versus what courses must be repeated at the full tuition cost. The reinstatement plan typically requires all courses in which the student earned a "C" or lower to be repeated. Students can elect to repeat all courses should they so desire. NOTE - audited courses do not replace previous course grades nor do they count toward credit hours enrolled for a given quarter. Therefore, the student should consult with the Financial Aid Department to determine how the reinstatement plan affects the aid package. Courses repeated for credit will replace the previous grade and impact GPA. Reinstated students must achieve the minimally accepted GPA (3.0) at the conclusion of their first quarter in which they return. Progression on academic probationary status is not permitted for reinstated students.

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/Atlanta

The Master 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, 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 Master 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 Master 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 Master 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.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **South College Master of Health Science Physician Assistant Program** sponsored by **South College**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

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**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

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.

STATE LICENSURE

PAs must be licensed by the state in which they intend to practice before seeing patients. State laws and regulations for Physician Assistants vary from state to state. Statutory and regulatory requirements for initial licensure and license renewal for each state can also be found via this link – <https://www.aapa.org/download/19739/>. As indicated via this site, graduation from an ARC-PA accredited program meets initial licensure requirements for all states (not required currently by Minnesota) and the passing of the PANCE national certification exam is required. Another resource is <https://www.nccpa.net/stateboards>. The South College Knoxville/Atlanta PA program is ARC-PA accredited and we work diligently with all students in preparation for the PANCE.

PROGRAM ADMISSION REQUIREMENTS

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. All students are required to have Current Basic Life Support (BLS) from the **American Heart Association**. South College will provide this training during orientation or during 1st quarter classes. Most clinical sites do not recognize other institutions. No substitutions are allowed.

Prerequisite Courses

- Human 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, Human Biology, or General Zoology; 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.

TRANSFER OF CREDIT

Applicants to the program should be aware that all courses within the professional didactic and clinical curriculum are required. The Master of Health Science Physician Assistant program at South College does not recognize 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 Master 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, (Director of Student Affairs, 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 Director 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 Director of Student Services/Affairs (865-251-1800).

ACCOMMODATIONS

Students requesting special services (including accommodations for disabilities) from the college should contact the Director of Student Services/Affairs 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, ACLS, and PALS certifications;
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 KNOXVILLE/ATLANTA (Effective October 2020)^a

Tuition (\$11,250 per quarter) x 9 quarters	= \$101,250
Technology fee (9 quarters)	= \$ 1,575
Professional uniforms	= \$ 150

Textbooks (didactic and clinical years)	= \$ 2,300
Medical equipment	= \$ 1,500 ^b
Smartphone	= \$ 199 ^c
Laptop	= \$ 800
AAPA student membership (for 3 years)	= \$ 75
TAPA student membership (for 3 years)	= \$ 150
Background Checks and Drug Screening	= \$ 200 ^d
Housing costs for clinical year rotations	= \$ 1,800 ^e
Health insurance to cover immunization, coverage for needle sticks and physical examinations	= \$ 500 ^f
Clinical tracking expenses	= \$ 90 ^g
Transcript Fee	= \$ 10
Graduation Fee	= \$ 200

Total Estimated Cost for entire Master of Health Science Program = \$ 110,799^a

^a 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.

^b Medical Supply costs are dependent on personal selection of equipment; students will have the opportunity to purchase equipment during the orientation at South College.

^c There are additional costs, which vary according to personal choice, for a required service plan.

^d Approximate cost required for credentialing. Typically done one per year, however, rotation sites may require additional checks or screens.

^e Housing costs are based on clinical sites that are over 50 miles from Knoxville.

^f 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.

^g 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 Master 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 Program Director 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 Master 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.

Program faculty make the final decision regarding the graduation of each of the Program's students. Thus, if a student is determined by the faculty to be unprepared for clinical practice, he or she will not be recommended for graduation, regardless of mathematical calculation of grades and/or GPA.

Each candidate for the Master 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.

The program completion date is the same as the program graduation date each year. All above graduation requirements must be finalized by the end of business on the day before graduation. Graduation occurs following the clinical learning year in mid-December on the following dates:

December 12, 2020 December 18, 2021 December 17, 2022

Graduation dates are subject to change in the event of extenuating circumstances.

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 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 may be appealed to the Chancellor. Please see the South College Student Handbook for information appealing to the Chancellor.

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:

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	0-69%

Students enrolled in the Master 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 Master 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.

- Students with unexcused absences will be brought before the Student Progress Committee.

Testing:

- Absence will typically be defined as being 15 or more minutes late for a scheduled class or laboratory session.
- 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.
- Make-up exams will not be given in the case of an “Unexcused Absence.”
- 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

Quarter I	SCI 5100	Gross Anatomy (Lecture and Lab)	6 quarter credits
	SCI 5111	Neuroanatomy	3 quarter credits
	SCI 5120	Human Physiology	3 quarter credits
Quarter II	PAS 5160	Health Assessment and Physical Examination	6 quarter credits
	SCI 5201	Medical Pathology and Genetics	4 quarter credits
	PAS 5241	Public Health	3 quarter credits
	PAS 5261	Clinical Assessment and Management I	6 quarter credits
	PAS 5270	Pharmacotherapeutics I	3 quarter credits
Quarter III	PAS 5430	Clinical Laboratory Medicine	2 quarter credits
	PAS 5340	Women’s Health	3 quarter credits
	PAS 5351	Evidence Based Medicine	2 quarter credits
	PAS 5360	Clinical Assessment and Management II	6 quarter credits
	PAS 5370	Pharmacotherapeutics II	3 quarter credits
Quarter IV	PAS 5380	Essentials of Cardiology	2 quarter credits
	PAS 5512	Professional Issues and Health Policy	2 quarter credit
	RAD 5411	Essentials of Radiology	3 quarter credits
	PAS 5313	Psychiatry and Behavioral Medicine	1 quarter credits
	PAS 5420	Clinical Pediatrics	3 quarter credits
Quarter V	PAS 5440	Emergency Medicine	4 quarter credits
	PAS 5461	Clinical Assessment and Management III	4 quarter credits
	PAS 5470	Pharmacotherapeutics III	2 quarter credit
	PAS 5230	Medical Nutrition	2 quarter credits
	PAS 5521	Clinical Geriatrics	3 quarter credits
	PAS 5531	Fundamentals of Surgery	5 quarter credits
	HSC 5542	Health Care Ethics and Law	1 quarter credit
PAS 5551	Research Design and Methodology	1 quarter credit	
PAS 5561	Didactic Summative Evaluation	4 quarter credits	

Clinical Learning Phase

PAS 5610	Internal Medicine	9 quarter credits
PAS 5620	General Surgery	9 quarter credits
PAS 5630	Family Medicine/Geriatrics	9 quarter credits
PAS 5640	Emergency Medicine	9 quarter credits
PAS 5650	Women's Health	9 quarter credits
PAS 5660	Pediatrics	9 quarter credits
PAS 5671	Clinical Psychiatry & Behavioral Medicine	9 quarter credits
PAS 5680	Elective	9 quarter credits
PAS 5691	Clinical Summative Review	3 quarter credits
PAS 5701	Capstone Research Project	3 quarter credits

Nashville

The Master 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, 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 Master 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, Nashville Campus Master 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, who will mature into leaders within the medical community.

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 that are designed to achieve our mission and vision for educating the next generation of highly qualified physician assistants.

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 Master 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.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Provisional** status to the **South College Master of Health Science Physician Assistant Program** sponsored by **South College, Nashville Campus**. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

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.

STATE LICENSURE

PAs must be licensed by the state in which they intend to practice before seeing patients. State laws and regulations for Physician Assistants vary from state to state. Statutory and regulatory requirements for initial licensure and license renewal for each state can also be found via this link – <https://www.aapa.org/download/19739/>. As indicated via this site, graduation from an ARC-PA accredited program meets initial licensure requirements for all states (not required currently by Minnesota) and the passing of the PANCE national certification exam is required. Another resource is <https://www.nccpa.net/stateboards>. The South College Nashville PA program is ARC-PA accredited and we work diligently with all students in preparation for the PANCE.

PROGRAM ADMISSION REQUIREMENTS

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, Nashville Campus school code for the School of Physician Assistant Studies is 4148. 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. All students are required to have Current Basic Life Support (BLS) from the **American Heart Association.** South College will provide this training during orientation or during 1st quarter classes. Most clinical sites do not recognize other institutions. No substitutions are allowed.

Prerequisite Courses

- Human 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.

TRANSFER OF CREDIT

Applicants to the program should be aware that all courses within the professional didactic and clinical curriculum are required. The Master of Health Science Physician Assistant program at South College does not recognize 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 Master 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, (Director of Student Services, South College, 616 Marriott Drive, Nashville, TN 37214) 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 Director 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 629-802-3000. Candidates with questions about Disability Services should contact the Director of Student Services at 629-802-3050.

ACCOMMODATIONS

Students requesting special services (including accommodations for disabilities) from the college should contact the Director of Student Services (629-802-3050) 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. Students enrolled at the Nashville Campus 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. Students are financially responsible for any services rendered by Neighborhood Health. 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:

8. Provide proof of current BLS certification;
9. Provide proof of updated annual TB PPD or tine test;
10. Provide proof of blood-borne pathogen orientation course; and
11. 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 NASHVILLE (Effective October 2020)^a

Tuition (\$11,250 per quarter) x 9 quarters	= \$101,250
Technology fee (9 quarters)	= \$ 1,575
Professional uniforms	= \$ 150
Textbooks (didactic and clinical years)	= \$ 2,300
Medical equipment	= \$ 1,500 ^b
Smartphone	= \$ 199 ^c
Laptop	= \$ 800
AAPA student membership (for 3 years)	= \$ 75
TAPA student membership (for 3 years)	= \$ 150
Background Checks and Drug Screening	= \$ 200 ^d
Housing costs for clinical year rotations	= \$ 1,800 ^e
Health insurance to cover immunization, coverage for needle sticks and physical examinations	= \$ 500 ^f
Clinical tracking expenses	= \$ 90 ^g
Transcript Fee	= \$ 10
Graduation Fee	= \$ 200

Total Estimated Cost for entire Master of Health Science Program = \$ 110,799^a

^a 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.

^b Medical Supply costs are dependent on personal selection of equipment; students will have the opportunity to purchase equipment during the orientation at South College.

^c There are additional costs, which vary according to personal choice, for a required service plan.

^d Approximate cost required for credentialing. Typically done one per year, however, rotation sites may require additional checks or screens.

^e Housing costs are based on clinical sites that are over 50 miles from Knoxville.

^f 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.

^g 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 Master 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 Program Director may be appealed to the Dean of Academic and Student Services and then 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 Master 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.

Program faculty make the final decision regarding the graduation of each of the Program's students. Thus, if a student is determined by the faculty to be unprepared for clinical practice, he or she will not be recommended for graduation, regardless of mathematical calculation of grades and/or GPA.

Each candidate for the Master 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.

The program completion date is the same as the program graduation date each year. All above graduation requirements must be finalized by the end of business on the day before graduation. Graduation occurs following the clinical learning year in mid-December on the following dates:

December 18, 2021 December 17, 2022

Graduation dates are subject to change in the event of extenuating circumstances.

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 Academic or Clinical Services, and finally by the Program Director. The findings of these reviews are then presented to the Committee by the Director of Academic or Clinical Services. 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 Academic Curriculum, 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 Academic Curriculum, 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.

- *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.
- *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:

- A student fails (grade below a 70%) any didactic course or clinical rotation;
- 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 or higher at the end of the next didactic quarter or clinical rotation;
- A student's cumulative GPA falls below 3.0 for a second time (at the end of a didactic quarter or clinical rotation);
- A student fails to achieve the plans and outcomes listed in a remediation worksheet;
- A student fails to successfully complete the Capstone research project, Didactic Summative review, and Clinical Summative Review, with a minimum grade of 80%;
- 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;
- 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 Program Director. The decision of the Program Director 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 may be appealed to the Chancellor. Please see the South College Student Handbook for information appealing to the Chancellor.

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:

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	0-69%

Students enrolled in the Master 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 Master 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:

- Attendance for all scheduled lectures, laboratory sessions, and student meetings is mandatory for didactic students.
- Call Back Clinical Learning Days are mandatory for all clinical learning students.
- 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.
- 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.
- Time missed for a medical appointment must be documented with a dated, signed note from the medical provider.
- Students with unexcused absences will be brought before the Student Progress Committee.

Testing:

- Absence will typically be defined as being 15 or more minutes late for a scheduled class or laboratory session.
- Instructors may offer “make-up exams” in the event of an “Excused Absence” with the permission of the Director of Academic Curriculum, within a reasonable period of time.
- Make-up exams will not be given in the case of an “Unexcused Absence.”
- 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 Academic Curriculum.

Master of Health Science in Physician Assistant Studies Curriculum

Didactic Learning Phase

Quarter I	SCI 5100	Gross Anatomy (Lecture and Lab)	6 quarter credits
	SCI 5111	Neuroanatomy	3 quarter credits
	SCI 5120	Human Physiology	3 quarter credits
	PAS 5160	Health Assessment and Physical Examination	6 quarter credits
Quarter II	SCI 5201	Medical Pathology and Genetics	4 quarter credits
	PAS 5241	Public Health	3 quarter credits
	PAS 5261	Clinical Assessment and Management I	6 quarter credits
	PAS 5270	Pharmacotherapeutics I	3 quarter credits
Quarter III	PAS 5430	Clinical Laboratory Medicine	2 quarter credits
	PAS 5340	Women’s Health	3 quarter credits
	PAS 5351	Evidence Based Medicine	2 quarter credits
	PAS 5360	Clinical Assessment and Management II	6 quarter credits
	PAS 5370	Pharmacotherapeutics II	3 quarter credits
	PAS 5380	Essentials of Cardiology	2 quarter credits
	PAS 5512	Professional Issues and Health Policy	2 quarter credit

Quarter IV	RAD 5411	Essentials of Radiology	3 quarter credits
	PAS 5313	Psychiatry and Behavioral Medicine	1 quarter credits
	PAS 5420	Clinical Pediatrics	3 quarter credits
	PAS 5440	Emergency Medicine	4 quarter credits
	PAS 5461	Clinical Assessment and Management III	4 quarter credits
	PAS 5470	Pharmacotherapeutics III	2 quarter credit
Quarter V	PAS 5230	Medical Nutrition	2 quarter credits
	PAS 5521	Clinical Geriatrics	3 quarter credits
	PAS 5531	Fundamentals of Surgery	5 quarter credits
	HSC 5542	Health Care Ethics and Law	1 quarter credit
	PAS 5551	Research Design and Methodology	1 quarter credit
	PAS 5561	Didactic Summative Evaluation	4 quarter credits
<i>Clinical Learning Phase</i>			
	PAS 5610	Internal Medicine	9 quarter credits
	PAS 5620	General Surgery	9 quarter credits
	PAS 5630	Family Medicine/Geriatrics	9 quarter credits
	PAS 5640	Emergency Medicine	9 quarter credits
	PAS 5650	Women's Health	9 quarter credits
	PAS 5660	Pediatrics	9 quarter credits
	PAS 5671	Clinical Psychiatry & Behavioral Medicine	9 quarter credits
	PAS 5680	Elective	9 quarter credits
	PAS 5691	Clinical Summative Review	3 quarter credits
	PAS 5701	Capstone Research Project	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

OVERVIEW

The Associate of Science degree program in Health Science is designed to provide students interested in healthcare a broad educational experience. The Health Science option provides a degree avenue for many practicing healthcare professionals including surgical technologists, paramedics, pharmacy technicians, and medical office professionals. The Pre-Nursing option is designed for those wishing to pursue admittance to a Bachelor of Science in Nursing program. The Pre-Pharmacy option is designed for those seeking admittance to a Doctor of Pharmacy program. The curriculum requires completion of a variety of general education courses, as well as foundational courses in anatomy and physiology, biology, and chemistry. With completion of this program, students may choose to continue their education to a specific health professional area or pursue entry-level health care positions. Example positions include chemical technicians, food science technician, pharmaceutical sales, and biological technicians. 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.
 - Anatomy & Physiology
 - Biology
 - Chemistry
- 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 of science 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, Atlanta, and Nashville campuses (Hybrid) and Online.

Associate of Science HEALTH SCIENCE

AS Health Science Curriculum.....			96.5 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5

Personal Development	SCC 1010 SCC 2120	College Management Professional Development	2 2
Science	AHS 1010 BIO 1020 BIO 1021 BIO 1110 BIO 1120 BIO 1130 BIO 1140 BIO 1150 BIO 1160 BIO 1170 CHM 1010 CHM 1020 PHY 2010 PHY 2020 HSC 2051	Medical Terminology Principles of Biology I Principles of Biology I Lab Anatomy & Physiology I Anatomy & Physiology I Lab Anatomy & Physiology II Anatomy & Physiology II Lab Pathophysiology Microbiology Microbiology Lab General Chemistry I General Chemistry I Lab General Physics I General Physics I Lab Nutrition in Health and Disease	4 4 2 4 2 4 2 4 4 2 4 2 4 2 4.5
Social Science	Approved Social Science Electives		4.5
Written Communication	ENG 1201 ENG 1211	English Composition English Composition with Research	4.5 4.5
Electives	Approved Electives		12.5

The Associate of Science in Health Science (Pre-Nursing) degree program is offered at the Knoxville, Asheville, Nashville, and Atlanta campuses (Hybrid) and Online.

**Associate of Science
HEALTH SCIENCE (PRE-NURSING)**

AS Health Science (Pre-Nursing) Curriculum.....92 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer and Information Literacy	4.5
Humanities	Approved Humanities Elective		9
Mathematics	MAT 1100 MAT 2501	College Algebra Statistics	4.5 4.5
Personal Dev	SCC 1010	College Management	2
Science	BIO 1110 BIO 1120 BIO 1130 BIO 1140 BIO 1160 BIO 1170 CHM 1010 CHM 1020 HSC 2051	Anatomy & Physiology I Anatomy & Physiology I Lab Anatomy & Physiology II Anatomy & Physiology II Lab Microbiology Microbiology Lab General Chemistry I General Chemistry I Lab Nutrition for Health and Disease	4 2 4 2 4 2 4 2 4.5
Social Science	PSY 1811 PSY 1821	General Psychology Human Growth and Development	4.5 4.5

	SOC 1861	Introduction to Sociology	4.5
Written	ENG 1201	English Composition	4.5
Communications	ENG 1211	English Composition w/Research	4.5
Elective	Approved Electives		12

The Associate of Science in Health Science (Pre-Pharmacy) degree program is offered at the Knoxville, Asheville, Atlanta, and Nashville campuses (Hybrid) and Online.

**Associate of Science
HEALTH SCIENCE (Pre-Pharmacy)**

AS Health Science (Pre-Pharmacy) Curriculum.....112 credits

Communications	COM 1261	Effective Speaking	4.5
Humanities	Approved Humanities Elective		13.5
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
	MAT 2550	Pre-Calculus	2
	MAT 2601	Calculus	4.5
Personal Development	SCC 1010	College Management	2
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
	Social Science	Approved Economics Elective	
Approved Social Science Elective		9	
Written	ENG 1201	English Composition	4.5
Communication	ENG 1211	English Composition w/Research	4.5

Bachelor of Science HEALTH SCIENCE

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, the program 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. The Pre-Physical Therapy option is designed to provide the foundational courses for students wishing to pursue admittance to a Physical Therapy program. The Pre-Physician Assistant option 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 go on to graduate study, opportunities exist for positions in the biological, life, or health sciences.

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

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.
- Students will demonstrate effective communication skills.

Student Learning Outcome # 3

- Students will demonstrate an understanding of the trans-disciplinary workplace and issues in health care fields and 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.

The Bachelor of Science in Health Science degree program is offered at the Knoxville, Asheville, Atlanta, and Nashville campuses (Hybrid) and Online.

**Bachelor of Science
HEALTH SCIENCE**

BS Health Science Curriculum.....		183 credits	
Area I – Core Curriculum.....		136.5 credits	
Communications	COM 1261 Effective Speaking	4.5	
Computer Literacy	SCC 1031 Computer & Information Literacy	4.5	
Humanities	Approved Humanities Electives	9	
Mathematics	MAT 1100 College Algebra	4.5	
	MAT 2501 Statistics	4.5	
	MAT 2550 Pre-Calculus	2	
	MAT 2601 Calculus	4.5	
Personal Dev	SCC 1010 College 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 2051 Nutrition in Health and Disease	4.5	
	Social Science	PSY 1811 General Psychology	4.5
		PSY 1821 Human Growth & Development	4.5
SOC 1861 Introduction to Sociology		4.5	
Written	ENG 1201 English Composition	4.5	
Communication	ENG 1211 English Composition with Research	4.5	
Area II – Major Curriculum.....		46.5 credits	
	CHM 3010 Biochemistry	4	

CHM 3020	Biochemistry Lab	2
ECO 3501	Health Economics	4.5
HSC 3110	Introduction to Healthcare Administration	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 4310	Health Science Leadership	4
HSC 4320	Epidemiology	4

The Bachelor of Science in Health Science degree program is offered at the Knoxville, Nashville, and Atlanta campuses (Hybrid) and Online.

**Bachelor of Science
HEALTH SCIENCE (PRE-PHYSICAL THERAPY)**

BS Health Science (Pre-PT Curriculum).....181 credits

Area I – Core Curriculum.....120 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Personal Development	SCC 1010	College Management	2
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 2051	Nutrition in Health and Disease	4.5
	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 (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 2601	Calculus	4.5
Social Science	PSY 1811	General Psychology	4.5
	PSY 2801	Abnormal Psychology	4.5
	Approved Social Science Elective		4.5
Written	ENG 1201	English Composition	4.5
Communication	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum.....			61 credits
	BBA 3121	Human Resource Management	4.5
	ECO 3501	Health Economics	4.5
	HSC 3110	Introduction to Healthcare Administration	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 3051	Mgt & Organizational Behavior	4.5
	BBA 3081	Managing Business Ethics	4.5
	COM 4011	Public Relations	4.5
	RAD 4210	Advanced Patient Care	4
	RAD 4220	Special Topics	4

The Bachelor of Science in Health Science degree program is offered at the Knoxville, Nashville, Asheville, and Atlanta campuses (Hybrid) and Online.

**Bachelor of Science
HEALTH SCIENCE (PRE-PHYSICIAN ASSISTANT)**

BS Health Science (Pre-PA) Curriculum.....			182 credits
Area I – Core Curriculum.....			121.5 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Electives		9
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
Personal Development	SCC 1010	College Management	2
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 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
Electives	Approved Lower Division Electives (Chosen from below or Approved Transfer)		24
	AHS 1010	Medical Terminology	4
	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
	HSC 2051	Nutrition in Health and Disease	4.5
	PHY 2010	General Physics I	4
	PHY 2020	General Physics I Lab	2
Social Science	Approved Social Science Electives		13.5
Written	ENG 1201	English Composition	4.5
Communication	ENG 1211	English Composition with Research	4.5
Area II – Major Curriculum			60.5 credits
	ECO 3501	Health Economics	4.5
	HSC 3110	Introduction to Healthcare Administration	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 (Chosen from below or Approved Transfer)		16
	BBA 3051	Mgt & Organizational Behavior	4.5
	BBA 3081	Business Ethics	4.5
	BBA 3121	Human Resource Management	4.5
	COM 4011	Public Relations	4.5
	RAD 4210	Advanced Patient Care	4
	RAD 4220	Special Topics	4

Bachelor of Science PHARMACEUTICAL SCIENCE (PRE-PHARMACY)

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 education 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 (Hybrid).

Bachelor of Science			
PHARMACEUTICAL SCIENCE (PRE-PHARMACY)			
BS Pharmaceutical Science (Pre-Pharmacy) Curriculum.....			180 credits
Area I – Core Curriculum.....			112 credits
Communications	COM 1261	Effective Speaking	4.5
Humanities	Approved Humanities Elective		13.5
Mathematics	MAT 1100	College Algebra	4.5
	MAT 2501	Statistics	4.5
	MAT 2550	Pre-Calculus	2
	MAT 2601	Calculus	4.5
Personal Development	SCC 1010	College Management	2
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
Social Science	Approved Economics Elective		4.5
	Approved Social Science Elective		9
Written	ENG 1201	English Composition	4.5
Communication	ENG 1211	English Composition w/Research	4.5
Area II – Major Curriculum.....			68 credits
ADMISSION TO DOCTOR OF PHARMACY PROGRAM REQUIRED IN ORDER TO ADVANCE TO MAJOR			
Quarter One			
	PSC 6110	Biochemistry	5
	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 6141	Pharmacy Calculations	3
	PSC 6120	Pathophysiology I	3
	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 6210	Pathophysiology II	3
	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

DEPARTMENT OF SURGICAL TECHNOLOGY

Certificate

SURGICAL TECHNOLOGY

(Asheville)

The Certificate Surgical Technology program is designed as a four-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 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.

GOALS/LEARNING OUTCOMES

The goal of the South College Surgical Technology program is to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

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.

Upon completion of the program, graduates will be eligible to sit for the Certified Surgical Technologist Certification Examination as administered by The National Board of Surgical Technology and Surgical Assisting.

PROGRAMMATIC ACCREDITATION

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), (25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763, 727-210-2350), based upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC-STSA). The program has been placed on Probationary Accreditation as of January 17, 2020. The program is moving forward with requirements to address this status.

ADMISSION

Student applying to this program must:

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

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

The Certificate in Surgical Technology program is offered at the Asheville campus.

Certificate

SURGICAL TECHNOLOGY

Certificate Surgical Technology Curriculum.....	56 credit hours
AHS 1200 Anatomy & Physiology for Allied Health	4
STE 1000 Introduction to Surgical Technology	3
STE 1100 Patient Care Concepts I	3
STE 1101 Patient Care Concepts I Lab	2

STE 1105	Surgical Clinical Care I	7
STE 1200	Patient Care Concepts II	3
STE 1201	Patient Care Concepts II Lab	2
STE 1205	Surgical Procedures I	5
STE 1300	Surgical Procedures II	5
STE 1305	Surgical Clinical Care II	7
STE 1405	Surgical Clinical Care III	7
STE 1500	Microbiology for the Surgical Technologist	3
STE 2100	Surgical Procedures III	5

Associate of Science

SURGICAL TECHNOLOGY

(Asheville)

The Associate of Science in Surgical Technology program requires successful completion of 95.5 total quarter credit hours; and, is designed to be completed in six quarters over 18 months by full-time students. The curriculum requires a variety of general education courses, as well as foundational courses in anatomy and physiology, pharmacology, and microbiology for the Surgical Technologist.

GOALS/LEARNING OUTCOMES

The goal of the South College Surgical Technology program is to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

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 REQUIREMENTS

Student applying to this program must:

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

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

The Associate of Science in Surgical Technology curriculum below is offered at the Asheville campus.

**Associate of Science
SURGICAL TECHNOLOGY**

Associate of Science in Surgical Technology Curriculum.....			95.5 credit hours
Area I – Core Curriculum.....			43.5 credits
Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5

Mathematics	MAT 1100	College Algebra	4.5
Personal Development	SCC 1010	College Management	2
	SCC 2120	Professional Development	2
Science	AHS 1200	Anatomy & Physiology for Allied Health	4
	MAS 1870	Pharmacology	4
Social Science	Approved Social Science Elective		4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition w/Research	4.5
Area II – Major Curriculum.....			52 credits
	STE 1000	Introduction to Surgical Technology	3
	STE 1100	Patient Care Concepts I	3
	STE 1101	Patient Care Concepts I Lab	2
	STE 1105	Surgical Clinical Care I	7
	STE 1200	Patient Care Concepts II	3
	STE 1201	Patient Care Concepts II Lab	2
	STE 1205	Surgical Procedures I	5
	STE 1300	Surgical Procedures II	5
	STE 1305	Surgical Clinical Care II	7
	STE 1405	Surgical Clinical Care III	7
	STE 1500	Microbiology for the Surgical Technologist	3
	STE 2100	Surgical Procedures III	5

Associate of Science

SURGICAL TECHNOLOGY

(Knoxville)

The Associate of Science in Surgical Technology program requires successful completion of 95.5 total quarter credit hours; and, is designed to be completed in six quarters over 18 months by full-time students. The curriculum requires a variety of general education courses, as well as foundational courses in anatomy and physiology, pharmacology, and microbiology for the Surgical Technologist.

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 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.

GOALS/LEARNING OUTCOMES

The goal of the South College Surgical Technology program is to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

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.

PROGRAMMATIC ACCREDITATION

The Surgical Technology program offered at the Knoxville campus is seeking accreditation 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, and (727) 210-2350. Accreditation must be

awarded to the program prior to graduates being able to attempt the required certification examination to practice as a Surgical Technologist.

ADMISSION

Student applying to this program must:

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

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

The Associate of Science in Surgical Technology program curriculum below is offered at the Knoxville campus.

**Associate of Science
SURGICAL TECHNOLOGY**

Associate of Science in Surgical Technology Curriculum.....95.5 credit hours

Area I – Core Curriculum.....43.5 credits

Communications	COM 1261	Effective Speaking	4.5
Computer Literacy	SCC 1031	Computer & Information Literacy	4.5
Humanities	Approved Humanities Elective		4.5
Mathematics	MAT 1100	College Algebra	4.5
Personal Development	SCC 1010	College Management	2
	SCC 2120	Professional Development	2
Science	AHS 1200A	Anatomy & Physiology for Allied Health	2
	AHS 1200B	Anatomy & Physiology for Allied Health	2
	STE 1050	Pharmacology	4
Social Science	Approved Social Science Elective		4.5
Written Communication	ENG 1201	English Composition	4.5
	ENG 1211	English Composition w/Research	4.5

Area II – Major Curriculum.....52 credits

STE 1000	Introduction to Surgical Technology	3
STE 1100	Patient Care Concepts I	3
STE 1101	Patient Care Concepts I Lab	2
STE 1105	Surgical Clinical Care I	7
STE 1200	Patient Care Concepts II	3
STE 1201	Patient Care Concepts II Lab	2
STE 1205	Surgical Procedures I	5
STE 1300	Surgical Procedures II	5
STE 1305A	Surgical Clinical Care II	3.5
STE 1305B	Surgical Clinical Care II	3.5
STE 1405	Surgical Clinical Care III	7
STE 1500	Microbiology for the Surgical Technologist	3
STE 2100	Surgical Procedures III	5

DEPARTMENT OF THEOLOGY AND MINISTRY

In support of the South College mission, the mission of the Department of Theology and Ministry is to equip ministry leaders for effective leadership in a variety of settings, including the local church or parish, institutional chaplaincy, faith-based non-profit ministry organizations, and specialized fields of ministry such as youth and family ministry, worship ministry, and others. The programs offered are designed to enhance effectiveness through practical theological reflection, personal and spiritual growth, and the development of ministry strategies and skills appropriate to the students' settings.

South College seeks to contribute to the ministry community through professional involvement and applied intellectual contributions through the programs provided. South College is committed to providing students with practical programs of study and stimulating classroom experiences that integrate real-world applications that lead to the development of critical thinking, problem solving, and applied skills necessary for graduates to succeed in their ministry settings.

While South College is a private and non-sectarian institution, the Department of Theology and Ministry adopts a broad-based Christian perspective for its approach to theology and the practice of ministry. The general theological perspective of the Department and its faculty aligns with the Nicene Creed, which is accepted as authoritative in some manner by nearly all Christian denominations and traditions. Persons of other religions (or none) are welcome to enroll in its degree programs and will not be discriminated against based on their personal beliefs and theological convictions.

ADVANCED PLACEMENT AND TRANSFER OF CREDIT

All courses for the Doctor of Ministry program must be completed at South College except for those circumstances when a M.Div. or MA degree in biblical, theological, or ministry studies with at least 54 quarter hour credits (36 semester hour credits) from an accepted accredited institution is approved during the admissions process.

All courses in the Master of Arts in Ministry curriculum are required and must be completed at South College. Transfer credit, experiential learning, and advanced placement from another institution cannot be recognized.

ACADEMIC STANDARDS, STUDENT PROGRESS, AND GRADING

Upon entering a program in the Department of Theology and Ministry, students are encouraged to confer with their Advisor as needed. Students' 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 Department of Theology and Ministry Advisor oversees each student's academic record for all coursework at the end of each quarter and students not eligible for progression to the next quarter will be notified. If a student voluntarily withdraws from the program, a formal application for re-entry is required and program requirements in effect at that time must be met. A student's deficiencies that may impact his or her academic standing, which may include warning, probation, or dismissal from the program, are monitored by the Department Advisor.

Categories of Academic Standing for Students are:

- **Good Standing:** Status of a student who has met academic requirements in a satisfactory manner.
- **Warning:** Status of a student whose academic performance places him or her in jeopardy of falling below the minimum stated standard grade of B on any course assessment during the quarter.
- **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 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 Department Advisor recommends dismissal and forwards the recommendation to the Department Chair.

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 Chair of the Department of Theology and Ministry.

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

Warning

A student 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.

Probation

A student will be placed on probation if his or 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 Chair of the Department of Theology and Ministry that he or she is on Probation. If the student fails to raise his or her cumulative GPA to a 3.00 at the end of the next quarter, he or she may be dismissed from the program. If the student raises his or her cumulative GPA to a 3.00 or higher at the end of the next quarter, he or she will be removed from Probation. If a student's cumulative GPA falls below a 3.00 a second time, he or she will be dismissed from the program.

Dismissal

Action whereby a student may be dismissed from the 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 has a cumulative GPA of less than 3.00 at the end of any quarter and then fails to raise his or her cumulative GPA to a 3.00 or higher at the end of the next quarter
- A student's cumulative GPA falls below 3.00 for a second time
- 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 himself or herself or his or 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 Percentage Score Range

A	4.00	90-100%
B	3.00	80-89%
C	2.00	70-79%
D	1.00	60-69%
F	0.00	below 60%

Students 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. Plus and minus grades are not awarded.

GRADUATION REQUIREMENTS

In order for a student to graduate from any program offered in the Department of Theology and Ministry, he or she must be in a good academic standing, have had satisfactory progress in all quarters of the academic program, and satisfactorily complete the following:

- Successfully complete the required quarter credit hours of academic course work.
- Evidence a minimum cumulative grade point average of 3.00 or above for the required coursework.
- Achieve a letter grade of "B" or better in all academic courses.
- Complete all required South College and Program documents in preparation for graduation.
- Honor all professional and financial obligations to South College.

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 and/or the South College Catalog.

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.

Master of Arts MINISTRY

OVERVIEW

The **Master of Arts in Ministry** degree program is designed to prepare students for effective ministry leadership as reflective practitioners with foundational theological, theoretical, and practical knowledge. Graduates will be better able to serve and lead in ministry with demonstrated skills in biblical interpretation, theological reflection, communication, leadership, counseling, and spiritual direction. The program requires satisfactory completion of 54 total quarter credit hours and is designed to be delivered in six consecutive quarters over a period of 1.5 years (18 months) for full-time students. Part-time students may enroll in a minimum of one class per quarter.

MISSION

The mission of the Master of Arts in Ministry degree program is to equip students with foundational theological, theoretical, and practical knowledge required for effective ministry leadership in a context of change and diversity. Graduates will be better able to serve and lead in ministry with demonstrated skills in biblical interpretation, theological reflection, communication, leadership, counseling, and spiritual formation.

ADMISSION REQUIREMENTS

Students interested in the Master of Arts in Ministry program are required to confer with an admissions representative and complete an application. The following items are required for consideration of admission:

- completed online South College application;
- official transcripts from each regionally or approved accredited institution of higher education attended for earned bachelor's degree;
- evidence of a minimum overall GPA of 2.75 earned in the bachelor's degree or 3.00 for a graduate degree
- a letter of recommendation from someone who supervises the student's ministry (such as the pastor, non-profit director, denominational official, or board chair); and
- interview with the program director.

Conditional Admission

Students with an undergraduate GPA of less than 2.74 may be considered for conditional admission. If they achieve a GPA of 3.00 or higher after the first quarter, they may be admitted as regular enrolled students.

International Student Admission

International students may be citizens of the United States with foreign academic credentials, permanent residents of the US, or non-resident students who must study from their home country. South College cannot issue paperwork for students in the Master of Arts in Ministry program to obtain a student (F-1) visa.

In order to be considered for admission, international students must meet the admissions requirements for the MA in Ministry program, subject to the following:

- **Official College and/or University Transcript(s):** Official transcripts (written in English or translation, if not originally in English) of students' college or university work must be sent directly from the college or university to the Admissions Office at South College. If original documents are not available, certified copies will be accepted. South College will consider the three-year international bachelor's for admission to the Master of Arts

in Ministry. The acceptance of the three-year international bachelor's degrees is contingent upon the students' foreign credential evaluation (from an approved evaluation agency). The evaluation must indicate: "That the degree prepares the student for graduate level studies" OR "Given the relatively high proportion of coursework completed in the major field of study, the foreign degree program has prepared this student to meet minimum graduate admission eligibility standards." If the evaluation indicates that the three-year bachelor's degree does not prepare the student for graduate level studies, the student must complete a degree equivalent to a US bachelor's degree prior to entering the MA in Ministry program. The following countries will be considered for three-year bachelor's degrees: Bologna Process participating countries, Australia, Canada, New Zealand, India, and Vietnam.

- English Language Proficiency Documentation: Since all instruction, reading, and research in the Master of Arts in Ministry is in English, it is essential that all international students be able to understand and speak English fluently. In light of this, the college requires for graduate admission a paper-based TOEFL score of 575, computer-based TOEFL score of 233, or an Internet-based TOEFL score of 90 for students whose native language is not English, or whose primary language of instruction on the undergraduate level was not English. A student's TOEFL requirement may be waived if he or she has scored above the minimum score for acceptance on either the GMAT or GRE.

It is highly recommended that international students applying to South College submit an application at least four months prior to the desired date of enrollment.

PROGRAM DESIGN

The Master of Arts in Ministry program is completed primarily via an asynchronous online format using Canvas as the learning management platform that provides flexibility to accommodate schedules of working ministry leaders. The curriculum equips students to reflect biblically and theologically about the primary practices of ministry. Students have the opportunity to gain foundational understanding of the First and New Testaments and develop skill in interpreting biblical texts. In addition, they engage key theological doctrines and consider their application in their ministry settings. Students also enhance their understanding of leadership in church or faith-based organization settings, develop oral, written, and social media communication skills, develop pastoral counseling skills, and develop understanding of personal spiritual growth. Finally, students grow in their awareness of their own personal strengths and limitations as leaders, as well as in their appreciation of the differences in the people they are called to serve and lead.

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.

LEARNING OUTCOMES

The Master of Arts in Ministry program is designed to equip students for entry and advancement in full-time or bi-vocational ministry leadership in a variety of settings, including local churches or parishes, institutional chaplaincy, and faith-based non-profit organizations.

- Goal 1: Theological Reflection. Students interpret scriptural insights, theological concepts and social-cultural understandings and relate them to specific ministry practices.
 - *Objective 1.1:* Students demonstrate an understanding of the literary, historical, and cultural contexts of the Bible and its relation to ministry.
 - *Objective 1.2:* Students articulate theological concepts related to the practice of ministry.
 - *Objective 1.3:* Students articulate an understanding of the diversity of North American society and culture and its impact on faith communities and ministry.
- Goal 2: Personal Growth. Students demonstrate spiritual maturity and integrity that integrates their personal lives, academic studies, and vocation.
 - *Objective 2.1:* Students articulate their personal calling and a candid assessment of their personal strengths and limitations.
 - *Objective 2.2:* Students engage the disciplines of personal and spiritual growth.
 - *Objective 2.3:* Students articulate and follow the highest personal and professional ethical standards.
 - *Objective 2.4:* Students are able to guide the spiritual and personal growth of others in community.

- Goal 3: Ministry Skills. Students practice the skills of ministry leadership effectively both independently and collaboratively with volunteers and other ministry professionals.
 - *Objective 3.1:* Students lead confidently and competently with smaller teams and/or the whole congregation/organization.
 - *Objective 3.2:* Students communicate biblical and theological perspectives effectively in oral, written, interpersonal and digital settings.
 - *Objective 3.3:* Students provide biblically and theologically informed pastoral counseling and spiritual guidance to others.

The Master of Arts in Ministry Studies program is offered online.

Master of Arts MINISTRY

MA Ministry Curriculum.....		54 credit hours
MIN 5110	Contemporary Ministry	9
MIN 5210	First Testament Context and Theology	4.5
MIN 5220	Leadership in Ministry	4.5
MIN 5310	New Testament Context and Theology	4.5
MIN 5320	Communication Skills for Ministry	4.5
MIN 5410	Theology Survey	4.5
MIN 5420	Spiritual Formation	4.5
MIN 5510	Culture, Diversity, and Ministry	4.5
MIN 5520	Introduction to Pastoral Counseling	4.5
MIN 5610	Community and Discipleship	4.5
MIN 5620	Ministry Practicum	4.5

Doctor of MINISTRY

OVERVIEW

The **Doctor of Ministry** degree program is designed to prepare students for effective ministry leadership as reflective practitioners with foundational theological, theoretical, and practical knowledge. Graduates will be better able to serve and lead in ministry with demonstrated skills in biblical interpretation, theological reflection, communication, leadership, counseling, and spiritual direction. The program requires satisfactory completion of 99 total quarter credit hours (45 hours beyond the MA Ministry program) and is designed to be delivered in eleven consecutive quarters (5 quarters beyond the MA Ministry program) for full-time students. Part-time students may enroll in a minimum of one class per quarter. Admission to this program may occur at each online term.

MISSION

The mission of the Doctor of Ministry degree program is to provide students with advanced theological, theoretical, and practical knowledge required by the growing demands of religious leadership. Building on the foundation of the MA in Ministry or other graduate programs in theology and ministry, graduates are equipped to provide executive level leadership in ministry as “reflective practitioners” with a demonstrated ability to reflect theologically on the practice of ministry and to articulate their understanding for the benefit of others as mentors, coaches, or trainers.

ADMISSION REQUIREMENTS

Students interested in the Doctor of Ministry program are required to confer with an admissions representative and complete an application. The following items are required for consideration of admission:

- completed online South College application,
- official transcripts from each regionally or approved accredited institution of higher education attended for earned bachelor’s and graduate degrees,
- evidence of earning a M.Div. or MA degree in biblical, theological, and ministry studies with at least 54 quarter hour credits (36 semester hour credits) from an accepted accredited institution,
- evidence of a minimum overall GPA of 2.75 earned in the bachelor’s degree and 3.00 for a graduate degree, and

- interview with the program director.

Students with graduate degrees in biblical, theological and ministry studies totaling fewer than 54 quarter hour credits (36 semester hour credits) will need to complete additional coursework in the Master of Arts in Ministry program in order to achieve the required number of credits for admission.

Conditional Admission

Students with a graduate GPA of less than 3.00 may be considered for conditional admission. If they achieve a GPA of 3.00 or higher after the first quarter, they may be admitted as regular enrolled students.

International Student Admission

International students may be citizens of the United States with foreign academic credentials, permanent residents of the US, or non-resident students who must study from their home country. South College cannot issue paperwork for students in the Doctor of Ministry program to obtain a student (F-1) visa.

In order to be considered for admission, international students must meet the admissions requirements for the Doctor of Ministry program, subject to the following:

- Official College and/or University Transcript(s): Official transcripts (written in English or translation, if not originally in English) of students' college or university work must be sent directly from the college or university to the Admissions Office at South College. If original documents are not available, certified copies will be accepted. The certification must clearly state that the degree completed is equivalent to a two-year graduate degree from a North American institution.
- English Language Proficiency Documentation: Since all instruction, reading, and research in the Doctor of Ministry program is in English, it is essential that all international students be able to understand and speak English fluently. In light of this, the college requires for graduate admission a paper-based TOEFL score of 575, computer-based TOEFL score of 233, or an Internet-based TOEFL score of 90 for students whose native language is not English, or whose primary language of instruction on the undergraduate level was not English. A student's TOEFL requirement may be waived if he or she is enrolling in a bilingual cohort or has scored above the minimum score for acceptance on either the GMAT or GRE.

It is highly recommended that international students applying to South College submit an application at least four months prior to the desired date of enrollment.

PROGRAM DESIGN

The Doctor of Ministry 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 ministry leaders.

The Doctor of Ministry program is a cohort-based program. Students are admitted to a specific cohort and take the Seminar and Issues courses prescribed for the cohort. The cohorts and corresponding Seminar and Issues Course currently available include:

- Pastoral Ministry: MIN6220 Seminar in Pastoral Ministry; MIN6320 Issues in Pastoral Ministry
- Community Ministry: MIN6223 Seminar in Community Ministry; MIN6323 Issues in Community Ministry
- Worship Leader: MIN6224 Seminar in Worship Ministry; MIN6324 Issues in Worship Ministry
- Youth and Family Ministry: MIN6225 Seminar in Youth and Family Ministry; Issues in Youth and Family Ministry

While students should plan to take all courses with their cohort, they may take remaining courses with another cohort if necessary.

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 STUDENT LEARNING OUTCOMES

The Doctor of Ministry degree is designed to equip ministry leaders with advanced theological, theoretical, and practical knowledge needed to provide executive level leadership in their specific ministry settings. Graduates can become

“ministry mentors” who are proficient in articulating practical theological perspectives, analyzing, and describing problems and opportunities in their setting, and using research to develop and implement solutions and initiatives that reflect knowledge of best practices.

- Goal 1: Students demonstrate *reflective practice* by integrating theological reflection with the practice of ministry and articulating it for the benefit of others.
 - *Objective 1.1:* Students articulate the biblical foundation for the practices of ministry related to their specific callings.
 - *Objective 1.2:* Students address the theological issues generated by the practice of ministry.
 - *Objective 1.3:* Students are equipped to teach and mentor emerging leaders within their field of ministry.

- Goal 2: Students engage practices of personal and spiritual growth that promote longevity in ministry.
 - *Objective 2.1:* Students demonstrate mature understanding of their unique skills and gifts, strengths, and weaknesses.
 - *Objective 2.2:* Students articulate the ethical standards of ministry leaders in their settings.
 - *Objective 2.3:* Students model sustaining personal and spiritual practices.
 - *Objective 2.4:* Students articulate a sustainable professional career trajectory.

- Goal 3: Students practice ministry skills required by advanced levels of leadership and responsibility.
 - *Objective 3.1:* Students practice the skills of effective conflict mediation and reconciliation.
 - *Objective 3.2:* Students demonstrate an advanced level of leadership in individual, small group, and large group/organizational settings appropriate to their calling.
 - *Objective 3.3:* Students identify and address challenges and opportunities in their ministry settings.

- Goal 4: Students utilize research in ministry and analysis of information to guide decision-making and problem-solving.
 - *Objective 4.1:* Students conduct research using digital and print resources and locate resources that inform analysis and decision making for their ministries.
 - *Objective 4.2:* Students develop a ministry initiative that addresses a specific need or opportunity in their ministry settings.

The Doctor of Ministry program is offered Online.

Doctor of MINISTRY

Doctor of Ministry Curriculum.....99 credit hours

**See 1st 54 credits required in the Master of Arts in Ministry Curriculum Above
Remaining 45 credits required listed Below**

	MIN 6110	Orientation to Advanced Ministry Studies	9
	MIN 6210	Theology of Ministry	4.5
	MIN 6220	Seminar in Pastoral Ministry	4.5
OR	MIN 6222	Seminar in Chaplaincy	
OR	MIN 6223	Seminar in Community Ministry	
OR	MIN 6224	Seminar in Worship Ministry	
OR	MIN 6225	Seminar in Youth and Family Ministry	
	MIN 6310	Ministry Research	4.5
	MIN 6320	Issues in Pastoral Ministry	4.5
OR	MIN 6322	Issues in Chaplaincy	
OR	MIN 6323	Issues in Community Ministry	
OR	MIN 6324	Issues in Worship Ministry	

OR	MIN 6325	Issues in Youth and Family Ministry	
	MIN 6410	Conflict Mediation and Reconciliation	4.5
	MIN 6420	Personal and Professional Development	4.5
	MIN 6510	Ministry Capstone Project	9

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 6000-7000 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.

Contact/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 credit hours in lecture; the second and third numbers indicate the number of hours in lab/internship/clinical/practicum/student teaching/fieldwork; 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 1001 ACCOUNTING I 4.5-0-0-4.5

This foundation course is designed to acquaint the accounting or business student with the basics of accounting for assets, liabilities, equity, revenues, and expenses. Includes is a study of the accounting cycle, including recording transactions, adjusting entries, trial balances, preparation of financial statements, and internal control.

ACC 1011 ACCOUNTING II 4.5-0-0-4.5

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 study cost accounting systems, cost management systems, planning and control systems, and how to use accounting information in decision making.

Prerequisite: ACC 1001 with a grade of C or better

ACC 2031 BUSINESS TAXATION 4.5-0-0-4.5

This course introduces the student to common taxation issues that normally confront small businesses. The tax issues that are addressed include an introduction to federal and state income, payroll, state and local sales, and property. Accurate completion of the appropriate tax forms is emphasized.

Prerequisite: ACC 1001 with a grade of C or better

ACC 2501 ACCOUNTING INFORMATION SYSTEMS 3.5-1-0-4.5

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.

Prerequisites: ACC 1011 with a grade of C or better

ACC 3001 INTERMEDIATE ACCOUNTING I 4.5-0-0-4.5

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. The course also includes a detailed study on accounts receivable, inventory, and noncurrent assets. Considerable emphasis is placed on accounting theory, reinforced by application of this theory to accounting problems and financial analysis.

Prerequisites: ACC 1001 with a grade of C or better

ACC 3011 INTERMEDIATE ACCOUNTING II 4.5-0-0-4.5

Intermediate Accounting II is a continuation of Intermediate Accounting I that includes a detailed study of investments, debt financing, equity financing, leases, income tax allocation, employee compensation, contingencies, earnings per share, and error corrections. The accounting theory and financial analysis behind these topics is discussed and applied to real-world situations.

Prerequisite: ACC 3001 with a grade of C or better

ACC 3151 COST ACCOUNTING 4.5-0-0-4.5

This course is a study of cost accounting that emphasizes job order costing, process costing, standard 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 1011 with a grade of C or better

ACC 3301 FEDERAL INCOME TAX 4.5-0-0-4.5

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 2031 with a grade of C or better

ACC 4151 PRINCIPLES OF AUDITING 4.5-0-0-4.5

This course explains and reviews the theory and practice of financial statement audits. Topics include materiality, risk, audit evidence, ethics, and legal obligations, as well as substantive tests and tests of control in revenue, expenditure, payroll, and the financing cycles.

Prerequisite: ACC 3011 with a grade of C or better

ACC 4200 ACCOUNTING INTERNSHIP 0-0-4-4

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 4501 GOVERNMENTAL ACCOUNTING 4.5-0-0-4.5

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 3011 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: Permission of the Dean

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: Permission of the Dean

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 1200 ANATOMY & PHYSIOLOGY FOR ALLIED HEALTH 4-0-0-4

OR

AHS 1200A ANATOMY & PHYSIOLOGY FOR ALLIED HEALTH 2-0-0-2

AHS 1200B ANATOMY & PHYSIOLOGY FOR ALLIED HEALTH 2-0-0-2

Anatomy and Physiology for allied health 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.

The course 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 as related to the particular allied health area.

ART 1011 ART APPRECIATION 4.5-0-0-4.5

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.

BBA 3001 INTRODUCTION TO BUSINESS ANALYTICS 4.5-0-0-4.5

This course introduces students to basic mathematical and statistical techniques important as a tool in analysis and decision making. The course provides students with opportunities to apply these techniques, develop problem solving solutions, and communicate the decisions using numerical data.

Prerequisite: SCC 1031 and BUS 2101 with a grade of C or better.

BBA 3051 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR 4.5-0-0-4.5

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: BUS 2371 with a grade of C or better

BBA 3081 BUSINESS ETHICS 4.5-0-0-4.5

This course is an issue-oriented study into normative ethical conduct with an emphasis on the constantly changing business environment.

Prerequisite: BUS 2371 with a grade of C or better

BBA 3101 ORGANIZATIONAL LEADERSHIP 4.5-0-0-4.5

This course is designed to promote understanding of various leadership theories, leadership styles, and practices within for-profit and non-profit organizations and what is needed to assess situations and motivate teams/groups. Topics examined also include effective communication, organizational ethics, and workplace culture.

Prerequisites: BBA 3051 with a grade of C or better

BBA 3121 HUMAN RESOURCE MANAGEMENT 4.5-0-0-4.5

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: BUS 2371 with a grade of C or better

BBA 3201 CORPORATE FINANCE 4.5-0-0-4.5

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 2051 with a grade of C or better

BBA 3231 FINANCIAL MARKETS & INSTITUTIONS 4.5-0-0-4.5

This course promotes understanding of the role that financial institutions and markets play in the business environment.

Applications of principles from finance and economics are emphasized as the connection between financial markets, financial institutions, and the economy is emphasized. On the financial markets side, students learn the term structure of interest rates, stocks, principals of derivatives, and currencies. On the institutions side, students learn about commercial banks, investment banks, insurance companies, mutual funds, and the Federal Reserve Systems, as well as their role in the economy.

Prerequisites: BUS 2051 and BBA 3201 with a grade of C or better

BBA 3251 LABOR RELATIONS 4.5-0-0-4.5

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 3121 with a grade of C or better

BBA 3261 TRAINING AND DEVELOPMENT 4.5-0-0-4.5

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.

Prerequisite: BBA 3121 with a grade of C or better

BBA 3351 ADVERTISING 4.5-0-0-4.5

This course provides an overview of advertising and promotion with focus on comparisons of traditional advertising tool and new media options. Emphasis is given to key subjects such as marketing research, media planning, creative strategies for traditional and non-traditional markets, advertising agency practices, and competitive positioning. Students are challenged to think critically about the effectiveness of conventional wisdom in advertising and real-world applications of these concepts.

Prerequisite: BUS 2391 with a grade of C or better

BBA 3361 PERSONAL SELLING & SALES MANAGEMENT 4.5-0-0-4.5

Sales promotion is now recognized as one of the most effective tools available in the selling and marketing of products and services. This course builds on student's Principles of Marketing course by providing an insight into sales and sales promotion – two essential elements of the marketing communications mix. From the sales management perspective this course focuses upon the key areas of sales management – such as the role of personal selling; personal selling skills; and sales force management, recruitment, motivation, and control. The sales promotion element of the course concentrates on the techniques, purpose, and benefits.

Prerequisite: BUS 2391 with a grade of C or better

BBA 3421 MARKETING WITH SOCIAL MEDIA 4.5-0-0-4.5

This course focuses on marketing applications of social media and other emerging media channels. Topics include the planning, integration, and execution of social media into the overall marketing plans of a business. Also examined is how to evaluate the impact, effectiveness, and design of various social media marketing strategies.

Prerequisites: BUS 2391 and INT 1110 with a grade of C or better

BBA 3441 USING SOCIAL MEDIA IN BUSINESS 4.5-0-0-4.5

This course focuses on the many different types of social media and their use in a business setting to achieve business objectives. The scope and intent of the most popular social media platforms are explored, as well as the reasons that in today's environment a social media presence is a necessity.

Prerequisites: BUS 2391 and INT 1110 with a grade of C or better

BBA 3501 MANAGING FINANCIAL INVESTMENTS 4.5-0-0-4.5

This course emphasizes the development and management of investment portfolios in today's changing investment environment - from new investment vehicles, techniques, and strategies to regulations and taxes. Focusing on both individual and securities and on portfolios of securities, students learn how to implement investment goals in light of risk-return tradeoffs.

Prerequisite: BBA 3201 with a grade of C or better

BBA 3511 BUSINESS RESEARCH 4.5-0-0-4.5

This course examines the principles of quantitative and qualitative research in the business environment. Topics include research questions, survey design, survey administration, interviews, data collection, data analysis, and interpretation of results.

Prerequisite: BUS 2371 with a grade of C or better

Suggested Prerequisite: BUS 2601

- BBA 3611 PROJECT MANAGEMENT 4.5-0-0-4.5**
 This course examines the project life cycle, project teams, estimating project times, developing plans, identifying risks, and outsourcing.
Prerequisites: BUS 2371 with grades of C or better
- BBA 3621 CONTRACT MANAGEMENT 4.5-0-0-4.5**
 This course examines the essentials of business contracts and the contract management lifecycle. Topics include commercial contracts, costs, pricing, payment, negotiation, and bidding.
Prerequisites: BUS 2371 with grades of C or better
- BBA 3721 ENTREPRENEURSHIP AND INNOVATION 4.5-0-0-4.5**
 This course is designed to promote understanding of what it means to be an entrepreneur and how to identify and evaluate business opportunities. Students learn to develop business concepts into innovative solutions to real world problems that begin the entrepreneurial process.
Prerequisites: BUS 2371 and BBA 3201 with a grade of C or better
- BBA 3771 DEVELOPING A BUSINESS PLAN 4.5-0-0-4.5**
 This course focuses on the development of a business plan for a new venture. The business plan includes the accounting, financing, organization, marketing, and management requirements to start a new business. Students end the course by presenting the completed business plan.
Prerequisites: BBA 3721 with a grade of C or better
- BBA 3801 INTERNATIONAL FINANCIAL MANAGEMENT 4.5-0-0-4.5**
 This course focuses on the financial management of firms that operate in the increasingly globalized business environment. Emphasizing broad concepts and real-world practices rather than extensive quantitative material, the course offers a concise introduction to international finance and provides a clear, conceptual framework for analyzing key financial decisions in multinational firms. The approach of the course is to treat international financial management as a natural and logical extension of the principles learned in the introductory financial management course.
Prerequisites: BBA 3201 with a grade of C or better
- BBA 3821 INTRODUCTION TO SUPPLY CHAIN MANAGEMENT 4.5-0-0-4.5**
 This course provides focuses on developing general knowledge of supply chain management, with a focus on the functions necessary for goods and services to be delivered to customers. Topics include the roles employees and managers must accomplish to ensure an effective supply chain exists in their organization.
Prerequisites: BUS 2371 and BBA 3201 with a grade of C or better
- BBA 3831 TRANSPORTATION & DISTRIBUTION MANAGEMENT 4.5-0-0-4.5**
 This course explores the function and importance of transportation and distribution of goods to customers. Focus is placed on the infrastructure of the freight transportation system, modes of transportation, transportation regulations, and public policy.
Prerequisites: BBA 3821 and BBA 4051 with a grade of C or better
- BBA 3841 PURCHASING & INVENTORY MANAGEMENT 4.5-0-0-4.5**
 This course provides a comprehensive view on the importance of purchasing and inventory control in the supply chain management field. Emphasis is placed on the purchasing process in terms of price/cost analysis, vendor selection, vendor relationships, and inventory decisions and control.
Prerequisites: BBA 3821 and BBA 4051 with a grade of C or better
- BBA 3851 QUALITY MANAGEMENT 4.5-0-0-4.5**
 This course will provide a fundamental exploration of quality control and continuous improvement processes and techniques. The course includes the principles and practices of benchmarking, statistical process control, SixSigma, and Lean. Students select a project and develop and apply the correct tools to demonstrate improvement.
Prerequisite: BBA 4051 and BBA 3821 with a grade of C or better.

- BBA 3921 INTRODUCTION TO HOSPITALITY MANAGEMENT 4.5-0-0-4.5**
 This course introduces students to the hospitality and tourism industry and emphasizes the necessary customer service and communication skills that are essential to ensure delivery of quality services. Students are provided with a thorough overview of the tourism and hospitality industry, along with the critical management principles that underlie efficient operations.
Prerequisites: BUS 2371 with a grade of C or better
- BBA 3931 HOSPITALITY SERVICES MARKETING 4.5-0-0-4.5**
 This course emphasizes the features of services marketing with a focus on the importance of building and maintaining customer relationships. Brand management and marketing strategies for the hospitality industry that result in quality service and customer relationships are examined. Special emphasis is placed on the use of social media.
Prerequisite: BUS 2391 with a grade of C or better
- BBA 3941 HOTEL & LODGING MANAGEMENT & OPERATIONS 4.5-0-0-4.5**
 This course introduces students to the basics of facilities management in core lodging segments, focusing on operational procedures, guest relations, and interaction between operational departments. The course highlights the importance of customer service and operational efficiencies to improve profitability and organizational results.
Prerequisites: BBA 3921 and BBA 4051 with a grade of C or better
- BBA 4001 MARKETING RESEARCH 4.5-0-0-4.5**
 Marketing Research introduces the concepts and applications of market research through the marketing management approach. This course emphasizes basic methodologies, as well as introduces a variety of techniques, and demonstrates how research applies to strategy, including marketing, advertising, sales, and product design and development.
Prerequisite: BUS 2391 with a grade of C or better
- BBA 4051 OPERATIONS MANAGEMENT 4.5-0-0-4.5**
 This course introduces the student to the fundamental processes of managing and controlling a variety of operations. Topics that are covered include forecasting of demand, capacity and location planning, inventory management, scheduling jobs and projects, and quality assurance and control. The course is pragmatic with increased coverage of service operations rather than the more traditional manufacturing approach.
Prerequisites: BUS 2371 with a grade of C or better
- BBA 4071 LEADING ACROSS CULTURES 4.5-0-0-4.5**
 This course is designed to promote understanding of various organizational cultures and cross-cultural leadership skills. Topics examined include how cultures impact global communication, working relationships, and leadership styles, as well as strategies and frameworks for understanding the importance of leading within and across multicultural environments.
Prerequisites: BBA 3051 and BBA 3101 with a grade of C or better
- BBA 4101 GLOBAL BUSINESS 4.5-0-0-4.5**
 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 2601 with a grade of C or better
- BBA 4131 STRATEGIC PLANNING 4.5-0-0-4.5**
 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.
Prerequisite: BUS 2601 with a grade of C or better

- BBA 4200 BUSINESS INTERNSHIP 0-0-4-4**
 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 and Permission of Dean
- BBA 4301 ADVANCED CORPORATE FINANCE 4.5-0-0-4.5**
 The objective of this course is to develop an understanding of the decisions financial managers face. Topics include corporate investment decisions (project valuation, acquisitions) and decisions that involve financing those investments (raising capital, payout policy), as well as related issues in risk management, corporate governance, and executive compensation.
Prerequisites: BBA 3201 and BBA 3231 with a grade of C or better
- BBA 4311 MANAGEMENT APPLICATIONS USING SPREADSHEETS 4.5-0-0-4.5**
 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: BUS 2101 & MAT 2501 with grades of C or better
- BBA 4321 PROJECT MANAGEMENT EXAM PREPARATION 4.5-0-0-4.5**
 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 4411 SOCIAL MEDIA STRATEGY 4.5-0-0-4.5**
 This course focuses on the use of social media strategically to create value for an organization. Emphasis is placed on strategic collaboration, tactical execution, and measurement of social media efforts. Students learn by doing in assignments focusing on social media management and measurement tools, a social media audit, a social media strategy and tactical plan, and crisis management. Media covered include Facebook, Twitter, Instagram, Pinterest, LinkedIn, and an array of niche social media platforms.
Prerequisites: BUS 2371 and BBA 3441 with a grade of C or better
- BBA 4431 EFFECTIVE SOCIAL MEDIA 4.5-0-0-4.5**
 This course focuses on the use of social media platforms to build a competitive advantage. Emphasis is placed on the integration and application of social media technologies. Students are introduced to the practices used in implementing social media for the purposes of organizational growth.
Prerequisites: BUS 2371 and BBA 3441 with a grade of C or better
- BBA 4451 CONSUMER BEHAVIOR 4.5-0-0-4.5**
 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 2391 with a grade of C or better
- BBA 4551 SMALL BUSINESS MANAGEMENT 4.5-0-0-4.5**
 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: BUS 2371 with a grade of C or better
- BBA 4561 PLANNING AND STAFFING 4.5-0-0-4.5**
 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 3121 with a grade of C or better

BBA 4571 PERSONNEL RESEARCH & MEASUREMENT 4.5-0-0-4.5

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 3121 with a grade of C or better

BBA 4861 STRATEGIC HOSPITALITY MANAGEMENT 4.5-0-0-4.5

This course examines the current trends in hospitality management with an emphasis on innovation, growth, and revenue growth. A project-based class, students identify opportunities for innovation and develop a competitive proposal that results in organizational growth and increased profitability.

Prerequisites: BBA 3941 and BBA 4051 with a grade of C or better

BBA 4901 CURRENT ISSUES 4.5-0-0-4.5

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 1011 INTRODUCTION TO FOUNDATIONS OF ANATOMY 4.5-0-0-4.5

This course introduces the structures and function of the human body including the basic characteristics of life, homeostasis, organizational levels, cells, tissues, organs, and organ systems.

BIO 1015 MICROBIOLOGY & IMMUNOLOGY FOR THE DENTAL HYGIENIST 4-0-0-4

This course 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 Monera, Protista, fungi, bacteria, and viruses are also considered.

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 includes 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 0-2-0-2

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 0-2-0-2

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 1030 ANATOMY & PHYSIOLOGY FOR IMAGING SCIENCE 4-2-0-6

This course is designed to provide basic information for the study of the structure and function of the human body, including human body systems, as required for the Imaging Sciences. Topics include homeostasis of the human body, cells, tissues, anatomy and physiology of the integumentary system, the skeletal system, the muscular system, the nervous system, major glands and hormones of the endocrine system, the cardiovascular system, the respiratory system, the digestive system, and the urinary system. Upon completion, the student is expected to demonstrate a basic understanding of anatomy and physiology and their interrelationships.

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 0-2-0-2

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 0-2-0-2

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 0-2-0-2

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. The role of microorganisms in food and beverage production are explored and the common pathogenic microbes are identified.

Prerequisites: BIO 1110 and 1120 or BIO 1022 and 1023, grade of C or better required

Co-requisite: BIO 1160

BUS 1381 BUSINESS LAW I 4.5-0-0-4.5

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 2051 FOUNDATIONS OF PERSONAL FINANCIAL MANAGEMENT 4.5-0-0-4.5

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 2101 OFFICE APPLICATION TOOLS 4.5-0-0-4.5

This course emphasizes the efficient and effective use of word processing and spreadsheets to complete various business tasks using Microsoft Word and Excel. Students build, format, and modify Word documents, as well as create, modify, analyze, and format Excel worksheets, and apply these skills to complete modern business projects. Completing the Microsoft Office Specialist Associate Certification exams for Word and Excel is required.

Prerequisite: SCC 1031 with a grade of "C" or higher

BUS 2231 BUSINESS COMMUNICATIONS 4.5-0-0-4.5

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 1201

BUS 2371 PRINCIPLES OF MANAGEMENT 4.5-0-0-4.5

The latest major approaches and techniques of management are studied in this course including planning, systems management, new organizational concepts, computer influences, controlling, and quantitative measurement.

BUS 2381 BUSINESS LAW II 4.5-0-0-4.5

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 2391 PRINCIPLES OF MARKETING 4.5-0-0-4.5

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.

BUS 2601 BUSINESS POLICY 4.5-0-0-4.5

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.

Prerequisite: Permission of Dean or Chair

BUS 5000 BUSINESS FOUNDATIONS 4.5-0-0-4.5

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

CHM 1000 GENERAL CHEMISTRY FOR THE DENTAL HYGIENIST 4-0-0-4

Fundamental chemistry concepts and principles are presented in this course. 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.

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 1100 with a grade of C or better

Co-Requisite: CHM 1020 if a required course

CHM 1020 GENERAL CHEMISTRY I LAB 0-2-0-2

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 1100 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, acids and bases, chemical periodicity, and chemical bonding.

Prerequisite: CHM 1010 & CHM 1020 with a grade of C or better

Co-Requisite: CHM 1040

CHM 1040 GENERAL CHEMISTRY II LAB 0-2-0-2

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, electromagnetic spectrum, properties of acids and bases, and chemical bonding.

Prerequisite: CHM 1010 & CHM 1020 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 0-2-0-2

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 group derivatives, and reaction mechanisms.

Prerequisites: CHM 2010 & CHM 2020 with a grade of C or better

Co-Requisite: CHM 2040

CHM 2040 ORGANIC CHEMISTRY II LAB 0-2-0-2

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 0-2-0-2

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 1111 INTRODUCTION TO CRIMINAL JUSTICE 4.5-0-0-4.5

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 1121 LAW ENFORCEMENT OPERATIONS 4.5-0-0-4.5

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 1211 INTRODUCTION TO INVESTIGATION AND SECURITY 4.5-0-0-4.5

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 1231 CRIMINOLOGY 4.5-0-0-4.5

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 is paid to the consideration of crime as a social phenomenon.

Prerequisite: CMJ 1111 with a grade of C or better or concurrent enrollment

Suggested Prerequisite: PSY 1811 or concurrent enrollment

CMJ 1241 SUBSTANCE ABUSE 4.5-0-0-4.5

This course provides an examination of drugs, abuse, and the evaluation of drug use in this country. The course also considers drug laws and the responses of the criminal justice system and society toward drug offenders.

Prerequisite: CMJ 1111 with a grade of C or better or concurrent enrollment

CMJ 1351 COURT PROCEDURES/EVIDENCE 4.5-0-0-4.5

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 1111 with grade C or better, CMJ 1121 with a grade of C or better or concurrent enrollment

CMJ 2121 JUVENILE JUSTICE 4.5-0-0-4.5

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 1111 with grade C or better

Suggested Prerequisites: PSY 1811, SOC 1861

CMJ 2131 CORRECTIONS 4.5-0-0-4.5

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 1111 and CMJ 1231, both with grade C or better
Suggested Prerequisites: PSY 1811, SOC 1861

CMJ 2242 INVESTIGATIVE TECHNIQUES 4.5-0-0-4.5

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.

Prerequisite: CMJ 1111, CMJ 1351, both with grade C or better

CMJ 2251 ORGANIZATION/ADMINISTRATION 4.5-0-0-4.5

This course familiarizes students with the organization and administration of the various criminal justice agencies. Consideration is given to theories of administrative management and supervision.

Prerequisite: CMJ 1111 and CMJ 1121 with grade C or better

CMJ 2362 CRIMINAL INVESTIGATIONS 4.5-0-0-4.5

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 2243 with grade C or better

CMJ 2370 CRIMINAL JUSTICE INTERNSHIP 0-0-4-4

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 locate and arrange the internship with the appropriate facility. The performance of the student is 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 2381 SURVEILLANCE AND INVESTIGATIVE TECHNIQUES 4.5-0-0-4.5

This course exposes students to the wide range of techniques and investigations utilized by loss prevention agents, asset protection operatives and private sector investigators. Focus is placed 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 are examined and discussed from legal, ethical, and practical perspectives. Students learn through interactive exercises, simulations, and scenarios how to apply the techniques presented in the course curriculum.

CMJ 2411 WHITE COLLAR INVESTIGATIONS 4.5-0-0-4.5

The course examines how white-collar crime is defined and its effects on contemporary society. Students learn how white-collar crimes differ to other types of criminal activity and who perpetrates white collar crime. This course introduces students to how white-collar crimes are investigated, prosecuted, punished, and deterred.

CMJ 2511 CRIMINAL CAUSATION AND DEVIANT BEHAVIORS 4.5-0-0-4.5

This course offers a detailed look at crime from both a sociological and psychological perspective. Students learn what may some people to criminal behavior. The course also introduces students to the strategies for how criminal behavior may be prevented from a psychological perspective.

CMJ 3021 RESEARCH METHODS IN CRIMINAL JUSTICE 4.5-0-0-4.5

This course is designed to provide an introduction to social science research methods as applied to Criminal Justice and Criminology. The course introduces students to the research process, as well as, a variety of data collection techniques used in criminological research. Students are 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 3031 DIVERSITY ISSUES IN CRIMINAL JUSTICE 4.5-0-0-4.5

This course examines race, religion, gender, and other diversity issues within the criminal justice system. Students 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 3041 COMMUNICATION FOR CRIMINAL JUSTICE PROFESSIONALS 4.5-0-0-4.5

This course is designed to provide an introduction to Spanish and other communication terms for criminal justice professionals. Students 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 3111 ETHICS IN CRIME & JUSTICE 4.5-0-0-4.5

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 3201 COMMUNITY CORRECTIONS 4.5-0-0-4.5

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 3401 TECHNICAL WRITING IN CRIMINAL JUSTICE 4.5-0-0-4.5

Technical Writing in Criminal Justice is a study of the process of technical writing and written communication.

Students 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 3501 FRAUD EXAMINATION 4.5-0-0-4.5

This course examines the crime of fraud and how fraudulent acts are used to commit theft. Concepts such as forensic accounting, corporate corruption and embezzlement are explored. Students also learn the basics of fraud investigation and how these crimes are detected and litigated in both civil and criminal courts.

Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean

CMJ 4051 MEDIA AND CRIME 4.5-0-0-4.5

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 4101 FORENSIC SCIENCE 4.5-0-0-4.5

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 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 are also discussed.

Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean

CMJ 4121 SPECIAL TOPICS IN CRIMINAL JUSTICE 4.5-0-0-4.5

This course is a survey course examining controversial issues facing the criminal justice system. Attention is directed to opposing viewpoints on systemic, legal, professional, punishment, and social justice issues. This course cumulates with a research paper on the student's selected topic.

Prerequisites: Approval of the Dean

CMJ 4201 PATTERNS OF CRIMINAL BEHAVIOR 4.5-0-0-4.5

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 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 4250 CRIMINAL JUSTICE RESPONSES TO MENTAL ILLNESS 4.5-0-0-4.5

This course examines methods to recognize mental illnesses and the appropriate response for criminal justice professionals. Students learn how to describe the signs and symptoms of a variety of psychiatric illnesses, substance use disorders, and developmental disabilities. This course also introduces students to methods to assess and de-escalate crisis situations involving individuals with mental illnesses.

Prerequisites: CMJ 2370 with a grade of C or better or with approval of the Dean

CMJ 4341 COMPUTER CRIME 4.5-0-0-4.5

This course is a study of investigative techniques that are utilized in processing digital evidence. Students in the course 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 4401 TERRORISM 4.5-0-0-4.5

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 4451 VIOLENCE IN THE FAMILIES 4.5-0-0-4.5

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 4501 PRIVATE INVESTIGATIONS & SECURITY 4.5-0-0-4.5

The organization of security systems in public and private agencies and institutions are explored in this course. The class includes 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 4551 CRIME ANALYSIS/POLICE TECHNOLOGY 4.5-0-0-4.5

The course examines information technology in law enforcement. Through the criminal justice lens, the class focuses on police communication technology used by police to predict, investigate, and prevent crime. The course introduces 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 4600 CRIMINAL JUSTICE PRACTICUM 0-0-4-4

In this course, students complete a supervised practical experience with a criminal justice agency. The sponsoring agency can be any law enforcement, public safety, community corrections, victim's advocacy provider or private contractor that provides services to a criminal justice agency. 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 criminal justice setting.

Prerequisites: CMJ 2370 with a grade of C or better and Approval of 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 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 is 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 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 is 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 is 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 provides 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 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 is 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 study the relationship of criminal behavior to modern society. Emphasis is 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 study organizational theory, administrative processes, and personnel management in the criminal justice workplace. Emphasis is 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 examine the role of crime analysis and intelligence led policing strategies in monitoring the occurrence of crime. Emphasis is 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 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 examine the historical foundations of ethics and morality for society in general, and how these concepts effect the administration of justice. Emphasis is 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 explore the major theoretical concepts of incapacitation, rehabilitation, deterrence, and restorative justice. Emphasis is placed on policy making and the ethical administration of justice in the correctional subsystem.

CMJ 5510 TERRORISM 4-0-0-4
This course examines terrorism and acts of violence for political motives from historical and contemporary perspectives. Students 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 is 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 examine theories related to hackers and other digital criminals. Emphasis is 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 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 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 examine contemporary issues and controversies in the United States justice system. The focus of this course is on examining research on the contemporary issues facing today's police, courts, and corrections subsystems.

CMJ 5710 FRAUD EXAMINATION 4.5-0-0-4.5
This course explores the principles and methodology of fraud detection and deterrence. Students learn the ways fraud occurs, methods of identifying the risk of exposure to loss from fraud, and appropriate prevention, detection, and investigation techniques and strategies. To facilitate an understanding of the topics discussed, practical exercises and activities are used to conduct investigative research, evaluate relevant laws, and evidentiary procedures related to financial crimes.

CMJ 5720 LAW RELATED TO FRAUD 4.5-0-0-4.5
This course provides an overview of the legal system, including the structure of the court system and how frauds are prosecuted and resolved. The rules of evidence, including hearsay, impeachment, and privileges are discussed, as well as the roles of the expert witnesses and lay witnesses. Additionally, students explore white collar crime and focus on the legal ramifications of fraud related to tax, bankruptcy, and securities.

CMJ 5900 CAPSTONE SEMINAR 4-0-0-4
This seminar brings 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 are challenged to use concepts and components of all previous coursework to successfully complete the course.

COM 1261 EFFECTIVE SPEAKING 4.5-0-0-4.5
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 4011 PUBLIC RELATIONS 4.5-0-0-4.5

This course introduces the student to the theory and practice of public relations. The student learns about its function within organizations, its influence in national and international business, its impact on the public, and its function in society. The student studies the history of public relations, the range of responsibilities that PR practitioners assume, and the significant issues that have shaped the practice.

Course Discontinued after Fall 2020

CST 1041 SPREADSHEET APPLICATIONS 4.5-0-0-4.5

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 1031 with a grade of C or better

Suggested Prerequisites: ACC 1001

CST 1051 DATABASE APPLICATIONS 3.5-1-0-4.5

This course teaches students how to use database software. Students use educational versions of actual applications software in solving typical business problems.

Prerequisite: SCC 1031 with a grade of C or better

CST 1100 INTRODUCTION TO SOFTWARE ENGINEERING 2.5-2-0-4.5

This course explores the foundational history and change impact of computers in the context of the business environment. Topics introduced include foundational problem solving, algorithm development, software applications, and programming using a procedural language.

CST 1200 DATA STRUCTURES 2.5-2-0-4.5

This course explores techniques for representing information for processing in a programming language. Examples of the data structures covered include objects, classes, lists, trees, and graphs. An overview of programming language syntax and semantics is also provided.

Prerequisite: INT2120 with a grade of C or better

CST 1400 COMPUTER ARCHITECTURE 3-1-0-4

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 1031 with a grade of C or better

CST 1411 INTRODUCTION TO NETWORKING 3.5-1-0-4.5

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 1031 with a grade of C or better

CST 1800 OPERATING SYSTEMS 3-1-0-4

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 learns to install, configure, manage, and troubleshoot Windows 7 Professional installations in a hands-on environment.

Emphasis is placed on integrating client computers into an existing network.

Prerequisite: SCC 1031 with a grade C or better

CST 2100 INTRODUCTION TO ALGORITHMS 2.5-2-0-4.5

This course introduces procedural solutions to solve computer problems. Sorting, searching, and hashing techniques are the focus as examples of algorithmic design and inherent tradeoffs in solving problems with computing.

Prerequisite: CST 1200 with a grade of C or better

CST 2201 AWS DEVELOPER 2.5-2-0-4.5

This course involves practical development in the Amazon Web Services platform in preparation for certification as a developer. Students learn to develop applications using Amazon's framework including databases, client-side coding, and server-side coding. Topics include CloudFormation, SaaS, IoT, the Amazon data platform, server load management, and foundational machine learning tools.

Prerequisite: CST 2100 with a grade of C or better

CST 2400 PROGRAMMING LANGUAGES 2.5-2-0-4.5

This course explores pointers, memory management, and advanced programming language structures that are made possible by using high-level programming languages. Includes is a survey of different languages to explore options for operator overloading, iterators, multiple inheritance, polymorphism, templates, and virtual functions.

Prerequisite: CST 2100 with a grade of C or better

CST 2501 WINDOWS SERVER 3.5-1-0-4.5

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 learns 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+ 3-1-0-4

This course provides students with the technical skills required for the maintenance of both hardware and software utilized in commonly used computer equipment.

Prerequisite: SCC 1031 with a grade of C or better

CST 2610 CCNA 4-0-0-4

This course 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 1031 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 learns 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 3-1-0-4

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 learns 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 also learns 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 3-1-0-4

This course is designed to provide the student with an introduction to digital investigations and digital evidence collection. Computer forensics analysis includes 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 1031 with a grade of C or better

CST 2661 INFORMATION SECURITY PRINCIPLES 3.5-1-0-4.5

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

Security Professional (CISSP) certification knowledge areas. Focus is on developing appropriate security measures and protection for information and hardware that use, store, and transmit that information.

Prerequisite: SCC 1031 with a grade of C or better

CST 2670 COMPUTER SECURITY POLICIES & PROCEDURES 4-0-0-4

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

CST 3110 COMPUTER PROGRAMMING 2.5-2-0-4.5

This course explores the necessity for computer programming applications for business applications. Students continue using an object-oriented language introduced in Applications Development.

Prerequisites: INT 2110/CST 2100, INT 2120, and INT 3120 with grades of C or better

CST 3111 DIGITAL FORENSICS 1.5-3-0-4.5

This course involves the investigation of computer-related crimes with the goal of obtaining evidence to be presented in a court of law. Student learns the principles and techniques for digital forensics investigation and the spectrum of available computer forensics tools.

Prerequisite: INT 3110 with a grade of C or better

CST 3120 USER INTERFACE & USER EXPERIENCE DESIGN 1.5-3-0-4.5

This course explores a design-centric approach to user interface and user experience design, and offers practical, skill-based instruction centered around a visual communications perspective. This includes both coding of the UI/UX elements and the visual layout and design.

Prerequisite: CST 2201 with a grade of C or better

CST 3210 ADVANCED COMPUTER PROGRAMMING CONCEPTS 2.5-2-0-4.5

This course explores the development of software systems. Students continue using an object-oriented language to develop applications that solve real-world problems.

Prerequisites: CST 3110 and INT 3120 with grades of C or better

CST 3361 SYSTEM & COMMUNICATION SECURITY 2.5-2-0-4.5

This course focuses on basic operating system security through securing communication between networked systems. Students learn to implement transport layer security (TLS) and a public key infrastructure (PKI).

Prerequisite: INT 3310 with a C or better

CST 3501 PROGRAMMING IN JAVA 1.5-3-0-4.5

This course focuses on programming and application development using the selected programming language. Topics include formal specification of syntax and semantics, list processing, string manipulation, statement types, control structures, and interface procedures for this language.

Prerequisite: CST 2201 with a grade of C or better

CST 3502 PROGRAMMING IN C++ 1.5-3-0-4.5

This course focuses on programming and application development using the selected programming language. Topics include formal specification of syntax and semantics, list processing, string manipulation, statement types, control structures, and interface procedures for this language.

Prerequisite: CST 2201 with a grade of C or better

CST 3801 ADVANCED CYBER SECURITY 2.5-2-0-4.5

This course builds upon knowledge already acquired in the areas of system architecture and operating systems and focuses on the core issues of information security. Students learn fundamental concepts of information security including data encryption, security awareness, legal and ethical issues, operational issues, security policies, and attack types; while expanding on the coverage to include security domains, forensics, security services, threat analysis, and vulnerabilities assessments.

Prerequisite: CST 2610 with a grade of C or better

CST 4000 ANALYSIS OF ALGORITHMS 2-2.5-0-4.5

This course covers techniques for the evaluation and design of efficient algorithms including evaluating options and tradeoffs for sorting, search trees, heaps, and hashing. Additional advanced algorithm techniques are introduced including divide-and-conquer, dynamic programming, greedy algorithms, amortized analysis, graph algorithms, and shortest paths.

Prerequisite: CST 2201 with a grade of C or better

CST 4101 BIG DATA ANALYTICS 3.5-1-0-4.5

This course focuses on the grounding principles of data science to gather information from extremely large data sets.

Topics introduced include hypothesis testing, information extrapolation, regression analysis, forecasting, and A/B testing.

Prerequisite: CST 4000 with a grade of C or better

CST 4111 SECURE SOFTWARE DESIGN 3.5-1-0-4.5

This course explores threats to software information resources and fundamentals for securing applications with appropriate countermeasures. Topics include cryptography, identification, authentication, access control, and intrusion detection and prevention

Prerequisite: CST 4000 with a grade of C or better

CST 4121 REQUIREMENTS ANALYSIS 3.5-1-0-4.5

This course details the process of establishing software requirements to build systems correctly. Topics include use cases, stakeholder analysis, iterative prototyping, and the formalized statement and management of software system requirements.

Prerequisite: CST 4000 with a grade of C or better

CST 4131 MOBILE APP DEVELOPMENT 3.5-1-0-4.5

This course focuses on the unique challenges of developing software applications for mobile devices. Topics include accessing device capabilities, operating systems, and native functions on mobile platforms.

Prerequisite: CST 4000 with a grade of C or better

CST 4141 MACHINE LEARNING 3.5-1-0-4.5

This course examines methods to develop intelligent systems that can analyze data and focuses on modern examples of machine learning in action through examination of Siri, Amazon Alexa, and Google Home. Theoretical foundations and essential algorithms for foundational machine learning are also covered.

Prerequisite: CST 4000 with a grade of C or better

CST 4142 ARTIFICIAL INTELLIGENCE 3.5-1-0-4.5

This course examines how systems are classified as behaving "intelligently" by resulting in the correct path or answer in complex environments. This includes coverage of optimal pathways and influence, knowledge representation, reasoning, and learning. Additional topics include natural language processing, computer vision, and robotics.

Prerequisite: CST 4000 with a grade of C or better

CST 4143 DECISION NETWORKS & GRAPHS 3.5-1-0-4.5

This course covers normative approaches to uncertainty in artificial intelligence and includes a survey of probabilistic and causal modeling of artificial intelligence with Bayesian networks and influence diagrams.

Prerequisite: CST 4142 with a grade of C or better

CST 4151 BLOCKCHAIN 3.5-1-0-4.5

This course covers the foundational principles of blockchain and the blockchain ecosystem. Topics include security of blockchain, resource requirements, current applications, and estimated blockchain frontiers.

Prerequisite: CST 4000 with a grade of C or better

CST 4152 CLOUD SERVICE ARCHITECTURE 3.5-1-0-4.5

This course covers the architecture behind cloud technology and how to leverage it within an application. The types of cloud computing including public, private, and hybrid cloud computing are explored. Additional topics include a comparison of cloud computing to standard client server technologies.

Prerequisite: CST 4000 with a grade of C or better

CST 4361 INCIDENT RESPONSE & INVESTIGATION 2.5-2-0-4.5

This course explores incident analysis and response techniques within the context of an enterprise. Student learn basic digital forensic terminology and how incident response activities inform and augment digital investigations.

Prerequisite: INT 3310 with a C or better

CST 4371 SECURITY RISK MANAGEMENT 2.5-2-0-4.5

In this course, students apply the principles of risk management to solve real-world security problems and learn how risk management influences organizational security programs. Topics explored include how the concepts of threat, impact, relevance, and likelihood are woven together to develop balanced, effective security controls.

Prerequisite: INT 3310 with a C or better

CST 4500 APPLIED CRYPTOGRAPHY 3-1.5-0-4.5

This course focuses on the function of cryptographic systems and how to correctly use them in real-world applications.

This includes discussion of two-party communication with a shared secret key and the effects of an adversary who eavesdrops and tampers with traffic. The course also discusses public-key techniques that let two parties generate a shared secret key.

Prerequisite: CST 4000 with a grade of C or better

CST 4510 SOFTWARE REVERSE ENGINEERING 3-1.5-0-4.5

This course examines the process of recovering the design, requirement specifications and functions of a product from an analysis of its code. The purpose of reverse engineering is to facilitate the maintenance work by improving the understandability of a system and to produce the necessary documentation or integration for a legacy system.

Prerequisite: CST 4000 with a grade of C or better

CST 4520 CYBER DEFENSE STRATEGY 3-1.5-0-4.5

This course focuses on communication of a cyber defense review and ongoing strategy to both technical and non-technical audience. The course topics focus on security and risk mitigation as part of corporate strategy. Topics in the course include black-box and white-box security, prioritization of vulnerabilities, breach preparation, risk assessment, and infrastructure analysis.

Prerequisite: CST 4000 with a grade of C or better

CST 4800 SOFTWARE SYSTEM EVALUATION 1.5-3-0-4.5

This course covers project planning, requirements analysis, design, and specification of a computing problem chosen by the student and instructor that is solvable with a software system; completion of this course leads to implementation of the solution in CST 4900.

Prerequisite: CST 4000 with a grade of C or better (should be taken in next to last quarter)

CST 4900 SOFTWARE SYSTEM CONSTRUCTION 1.5-3-0-4.5

This course covers computer system implementation, testing, verification, and validation of results for the problem solution composed in CST 4800. Students are expected to have a working software system or prototype upon exiting this course.

Prerequisite: CST 4800 with a grade of C or better (should be taken in last quarter)

CST 5010 ADVANCED ALGORITHMS 3-2-0-5

This course focuses on the fundamental design and use of algorithms, as well as methods of algorithmic design, analysis, and implementation. Specific topics include run time notation, computational geometry, amortization, randomization, fingerprinting, parallelism, linear and dynamic programming, and approximation. Students apply algorithms to strings, optimization, sorting, streaming algorithms, and data structures.

Prerequisites: Program Admission

- CST 5020 ADVANCED SOFTWARE ENGINEERING 3-2-0-5**
 This course focuses on advanced techniques for designing and developing integrated software systems. Topics include the full lifecycle of software design and development including requirements analysis, design, testing, and maintenance/upgrading. Students focus on project design and quality management, including dependability, reliability, safety, and security.
Prerequisites: Program Admission
- CST 5030 PREDICTIVE MODELING 3-2-0-5**
 This course focuses on concepts and application of predictive analytics and modeling, which is the most common data mining technique. Core paradigms for the application of predictive modeling, including classification and prediction are covered. Specific topics include k-nearest neighbors, classification and regression trees (CART), and Bayesian classifiers.
Prerequisites: Program Admission
- CST 5040 DATA MINING 3-2-0-5**
 This course focuses on the core concepts, methods, and application of data mining. Primary methods of pattern discovery and cluster analysis, including hierarchical methods, density-based methods, and grid-based methods for partitioning, are covered. Topics include scalability of data set processing, dividing massive data sets into learning and testing sets, evaluating patterns, unsupervised learning, and validating findings.
Prerequisites: Program Admission
- CST 5050 EVOLUTIONARY COMPUTING 5-0-0-5**
 This course focuses on the history, theory, and application of evolutionary algorithms including Genetic Algorithms (GA), Genetic Programming (GP), and Evolutionary Strategy (ES). Concepts of representation, operational input, and application of these algorithms are covered. Topics include the level of operational control in these algorithms, as well as applicability of each to specific problem sets.
Prerequisites: Program Admission
- CST 5110 COMPILERS 3-2-0-5**
 This course focuses on the operation of compilers for modern programming languages. Students explore how compilers apply algorithms, formal language theory, programming languages, software engineering, and computer architecture to translate high level languages to machine code. Topics include one-pass and multiple-pass compilers, symbol table management, lexical analysis, parsing techniques, syntax-directed translation, semantic analysis, run-time storage management, and code generation.
Prerequisites: CST 5010, CST 5020
- CST 5120 COMPUTER ARCHITECTURE 3-2-0-5**
 This course focuses on the function of hardware elements and cohesive integration of hardware for computer functionality. Students explore how processors manage hardware components to efficiently execute instructions. Topics include techniques used in CPU design such as superscalar design, out-of-order execution, and cache hierarchies.
Prerequisites: Program Admission
- CST 5130 NEURAL NETWORKS 3-2-0-5**
 This course focuses on the foundational concepts and application of neural networks for machine learning. Students study how neural networks learn to perform a specific task from examples of desired input/output behavior. Topics include ill-structured domains, neural network architectures, learning algorithms, and application of neural networks.
Prerequisites: Program Admission
- CST 5140 SWARM INTELLIGENCE 3-2-0-5**
 This course focuses on distributed intelligence gathering for artificial intelligence from disparate input. Students study how sensor systems perform search and knowledge representation. Topics include application in areas of computer vision, wide area networks, and distributed data collection and processing, as well as sensor network distribution, data transmission, data verification, and interpolation.
Prerequisites: Program Admission

CST 5150 FORMAL LANGUAGES 3-2-0-5
This course focuses on the mathematical framework for language description and computation. Students learn practical applications of automata to linguistics and state-based computation. Topics include computability theory and complexity theory.

Prerequisites: Program enrollment

CST 5160 MACHINE LEARNING 3-2-0-5
This course focuses on the application of statistics, linear algebra, optimization, and algorithms to create autonomous systems to process data. Students study the application of machine learning to areas such as business intelligence, homeland security, and structural monitoring. Topics include applicable models and algorithms for machine learning and their practical application.

Prerequisites: Program Admission

CST 5170 COMPUTER VISION AND SENSORS 3-2-0-5
This course focuses on the concepts and techniques of image processing and computer vision. Students study how sensor input compares to human vision and how data translation can approximate input to readable data. Topics include image formation, filtering, edge detection, segmentation, morphological processing, object detection, and 3D vision.

Prerequisites: Program Admission

CST 5180 NATURAL LANGUAGE PROCESSING 3-2-0-5
This course focuses on the concepts of computational linguistics, commonly called Natural Language Processing (NLP). Students study how computer systems process, interpret, and communicate in human language. Topics include algorithms for interpreting and responding in human language, methods for evaluating results, and machine learning to acquire task knowledge for NLP.

Prerequisites: Program Admission

CST 5190 APPLIED ARTIFICIAL INTELLIGENCE 3-2-0-5
The course focuses on the core concepts of machine learning, data science and artificial intelligence, and their application to real-world problems. AI solutions in practice and near-future applications are discussed. Topics include case studies of applied AI with an in-depth look at the theory and algorithmic processing behind each one.

Prerequisites: Program Admission

CST 5900 RESEARCH METHODS 5-0-0-5
This course focuses on research methodology for computer science and information technology. Students learn foundational principles of experiment design, data collection and validation, evaluating research sources, and presenting results. This course is designed to prepare students for their capstone experience by selecting a project area, establishing the problem set, and compiling existing research on the relevant topics.

Prerequisites: Should be taken in second-to-last quarter before capstone course.

CST 5910 CAPSTONE PROJECT 5-0-0-5
This course is designed to provide a framework for the individual student capstone project, in which students apply knowledge from across the curriculum with the research completed in prior courses to produce a comprehensive project deliverable. This course should be taken in the final quarter of the program and provides students with a portfolio project.

Prerequisites: CST 5900

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 0-1-0-1**
 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 1340 CLINICAL EDUCATION I 0-0-6-6**
 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 1350 CLINICAL EDUCATION I 0-0-4-4**
 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 0-1-0-1**
 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 1440 CLINICAL EDUCATION II 0-0-6-6**
 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 1450 CLINICAL EDUCATION II 0-0-4-4**
 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 0-1-0-1

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 2140 CLINICAL EDUCATION III 0-0-6-6

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 1440 with a grade of C or better

DMS 2150 CLINICAL EDUCATION III 0-0-7-7

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 2240 CLINICAL EDUCATION IV 0-0-6-6

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 2140 with a grade of C or better

DMS 2250 CLINICAL EDUCATION IV 0-0-7-7

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 2340 CLINICAL EDUCATION V 0-0-6-6
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 2240 with a grade of C or better

DMS 2350 CLINICAL EDUCATION V 0-0-7-7
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 2440 CLINICAL EDUCATION VI 0-0-6-6
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 2340 with a grade of C or better

DMS 2450 CLINICAL EDUCATION VI 0-0-7-7
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: Successful completion of Quarter 2 courses

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 2 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 systems. 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: Successful completion of Quarter 1 courses

DPT 6251 THERAPEUTIC INTERVENTIONS 3-1-0-4

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

Prerequisite: Successful completion of Quarter 1 courses

DPT 6310 MUSCULOSKELETAL PRACTICE III 3-2-0-5

This is the third 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 cervical-thoracic spine and temporomandibular joint 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 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 cervical and thoracic spine 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 2 courses

DPT 6320 MUSCULOSKELETAL PRACTICE IV 2-2-0-4

This is the final 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 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 upper 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 2 courses

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

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

Prerequisite: Successful completion of Quarter 2 courses

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. 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 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 setting. Students work with simulated patient scenarios to practice, self-assess, and self-reflect on their own interviewing skills.

Prerequisite: Successful completion of Quarter 3 courses

**DPT 6451 PATHOLOGICAL GAIT: PHYSICAL THERAPY, ORTHOTIC, AND 2-1-0-3
PROSTHETIC PRINCIPLES**

This course builds on the foundational sciences of anatomy, biomechanics, and kinesiology for the performance of advanced movement analyses of pathological gait and other basic functional movements. Conditions requiring lower quarter orthotic and prosthetic intervention will be presented, along with detailed management of patients with these conditions, including pre/post op care, examination/evaluation, device design and prescription, and proper fitting and training with devices. Outcome measures commonly performed in patients with gait deficits will be covered in this course. Lab activities emphasize pathological movement analysis, motion analysis technology, and rehabilitation for the person utilizing orthotics or prosthetics.

Prerequisite: Successful completion of Quarter 3 courses

DPT 6512 MANAGEMENT OF THE AGING ADULT 2-1-0-3

This course introduces students to the physiologic changes of aging and the sociologic and economic consequences of an aging population. Significant time is dedicated to the natural aging process and how complicating factors such as chronic disease, malnutrition and other factors negatively impact the aging adult. Emphasis is placed on the positive and negative effects of lifestyle on preventing or accelerating decline, and the physical therapist's role in this progression. Students learn to evaluate, treat, and manage common diseases and disorders in the aging adult population. Topics range from degenerative processes, metabolic changes, osteoporosis, genitourinary conditions, endocrine dysfunction, cancer, arterial and venous insufficiency, pressure injuries, neuropathic wounds, and end of life discussion. Lab intensive hours are

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 6 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

DPT 6671 ADVANCED CLINICAL PRACTICE – EXAMINING THE COMPLEX 3-0-0-3
PATIENT

This course explores 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 necessitating contact with other healthcare professionals regarding a client's health status. A proposed examination and a proposed patient management provides framework for 1) 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, 2) Professional communication with the client and other health care professionals, and 3) Patient case presentations in this course as a means of applying differential diagnostic principles and promoting clinical decision-making.

Prerequisite: Successful completion of Quarter 5 courses

DPT 6720 PHYSICAL THERAPY PRACTICE II 0-0-15-15

This 12-week intermediate clinical experience 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 are encouraged to complement focused lab time and learning opportunities in addition to 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 6730 BUSINESS MANAGEMENT 2-0-0-2

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 gain knowledge of health care management and leadership, strategic planning, human resources, finance, legal and ethical issues, organization structures and fiscal management as they relate to physical therapy practice. This 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 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 6 courses

DPT 6820 PHYSICAL THERAPY PRACTICE III 0-0-14-14

This 11-week terminal clinical experience 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 are encouraged to complement focused lab time and learning opportunities in addition to 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 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 2751 PRINCIPLES OF ECONOMICS I 4.5-0-0-4.5

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 develop an understanding of business cycles, the monetary system, fiscal policy, and economic theories.

ECO 2761 PRINCIPLES OF ECONOMICS II 4.5-0-0-4.5

In the continuation of this series, students 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.

ECO 3501 HEALTH ECONOMICS 4.5-0-0-4.5

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 2751 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. Students participate in five hours of classroom observations during this course.

EDU 1010 EDUCATIONAL PSYCHOLOGY 4-0-0-4

In this course, students are involved in the 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.

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 classrooms at the elementary level.

EDU 2010 INTRODUCTION TO INSTRUCTIONAL TECHNOLOGIES 4-0-0-4

This course introduces students to instructional technology. Students 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 2411 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.

Prerequisite: ENG 2351

EDU 3011 INSTRUCTIONAL TECHNOLOGY FOR EFFECTIVE TEACHING 4-0-0-4

In this course, candidates’ knowledge and skills are assessed relating 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.

Prerequisite: Approval by Education Advisor and Admission to Teacher Education program

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.

Prerequisite: Approval by Education Advisor and Admission to Teacher Education program

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. Candidates participate in ten hours of classroom observations during this course.

Prerequisite: Approval by Education Advisor, & Admission to Teacher Education program

EDU 3041 ASSESSMENT FOR STUDENT ACHIEVEMENT 4-0-0-4

This course 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 create digital records of K-5 learner performance to inform their planning and practice with grading programs used in schools today. The candidate implements assessments in an ethical manner and minimize bias to enhance student learning.

Prerequisite: Approval by Education Advisor, and Admission to Teacher Education program

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. Candidates participate in ten hours of classroom observations during this course.

Prerequisite: Approval by Education Advisor, and Admission to Teacher Education program

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. Candidates demonstrate and apply understanding of the elements of literacy critical for purposeful oral, print, and digital communication. Candidates participate in five hours of classroom observation during this course.

Prerequisite: Approval by Education Advisor, and Admission to Teacher Education program

EDU 4041 APPLICATION AND REFLECTION OF PLANNING, INSTRUCTION, AND ASSESSMENT FOR ALL LEARNERS 4-0-0-4

Candidates 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 are explored as well as the roles of metacognition and reflection to inform instructional decision making.

Prerequisite: Approval by Education Advisor, and Admission to Teacher Education program

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. During their twenty-five hours of field experience, candidates demonstrate and apply understanding of the elements of literacy critical for purposeful oral, print, and digital communication.

Prerequisite: EDU 3060, Approval by Education Advisor, and Admission to Teacher Education program

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-5 student's reading strengths and areas of improvement needs and provides experience in designing and implementing appropriate reading interventions.

Prerequisite: EDU 3060, Approval by Education Advisor, & Admission to Teacher Education program

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. Candidates participate in ten hours of field experience during this course.

Prerequisite: EDU 3060, EDU 4060, Approval by Education Advisor, & Admission to Teacher Education program

EDU 4090A ENHANCED STUDENT TEACHING I & II 0-0-9-9
EDU 4090B 0-0-9-9

The student teacher experiences guided practice during enhanced student teaching that links theory taught in major and pedagogy courses to successful application in real world practice. Student teachers assume Enhanced Student Teaching responsibilities in Placements I and II, in either grades K-3 or 4-5. They demonstrate the 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 monitoring student learning, and exhibit professional dispositions and commitments as they work with K-5 students. 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. To be recommended for licensure in the state of Tennessee, student teaching candidates must submit and obtain a passing score on their edTPA.

Prerequisites: Completion of Transition Assessment Points I and II, all required Praxis II tests, and approval by program advisor

Co-Requisite: EDU 4091 & EDU 4092

EDU 4091 SEMINAR 3-0-0-3

This seminar provides opportunity for candidates to meet with their student teaching supervisor in pre-conferences to review lessons prior to instruction and in post conference to review their level of effectiveness based on their instruction and environment and focus on their impact on student learning. During this course, candidates participate in professional development activities in the areas of curriculum development, instructional strategies, and implementation of assessment. Clinical supervisors monitor candidates progress in the completion of their edTPA.

Co-Requisite: EDU 4090A

EDU 4092 SEMINAR 3-0-0-3

This seminar provides opportunity for candidates to meet with their student teaching supervisor in pre-conferences to review lessons prior to instruction and in post conference to review their level of effectiveness based on their instruction and environment and focus on their impact on student learning. During this course, candidates participate in professional development activities in the areas of professional ethics, classroom management, planning, assessment, data analysis, and interventions.

Co-Requisite: EDU 4090B

EDU 5010 LEADERS OF LEARNING 4-0-0-4

This course provides graduate students with the knowledge, skills, and dispositions, and issues commonly encountered when addressing the needs of exceptional students. Issues include diversity; federal and state legislative mandates; individualized educational plans; identification; assessment; characteristics; differentiation; and social issues and concerns. A specific focus is placed on inclusive classrooms, teaching students with disabilities in general education settings, and making adaptation and/or accommodations in order to keep students with exceptionalities in the general education setting. Students research the teacher's role in teaching students who face learning and social challenges, and other relevant and practical issues unique to educating exceptional students. In addition, students examine and develop their personal educational philosophies regarding diversity, beliefs about students and inclusion.

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. This course also 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 write a complete action research proposal that addresses an issue in education. The candidate identifies the education issue, the

action he/she intends to implement that will change the issue, data collection method(s) that will be used to measure the change, and methods to analyze and interpret the collected data.

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 foundational skills, comprehension strategies, explicit instruction, and use of data to support learning as components of building a community of independent learners. Candidates participate in classroom observations that show the integration of knowledge and skills across grade levels. Candidates demonstrate and apply understanding of the elements of literacy critical for purposeful oral, print, and digital communication for grades K-2. Candidates participate in five hours of classroom observations during 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 classroom observations that show the integration of knowledge and skills across grades. Candidates must also demonstrate and apply understandings of major mathematical concepts, algorithms, procedures, application, and practices in varied contexts and connections within and among mathematical domains for grades K-2. Candidates participate in five hours of classroom observations during this course.

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 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 demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science for grades K-2. Candidates also demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry for grades K-2.

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 3-5 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 which allows candidates to demonstrate and apply understanding of the elements of literacy critical for purposeful oral, print, and digital communication for grades 3-5. The required twenty-five hours of field experience enables candidates to apply what they are learning as they carry out small group tutoring and whole class instruction.

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 which allows for demonstration and application of understandings of major mathematical concepts, algorithms, procedures, application, and practices in varied contexts and connections within and among mathematical domains for grades 3-5. The required twenty-five hours of field experience enables candidates to apply what they have learned as they carry

out small group tutoring and whole class instruction.

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 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 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.

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 demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science for grades 3-5. Candidates also demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry for grades 3-5.

EDU 5095A ENHANCED STUDENT TEACHING (GRADES K-3 OR 4-5) 0-0-9-9

Student teaching enhances candidates' content, pedagogical and professional knowledge as they enter the real world of practice. Student teachers apply their acquired 21st 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. To graduate and be recommended for licensure in the state of Tennessee, student teaching candidates must submit and obtain a passing score on submitted edTPA.

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) 0-0-9-9

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 21st 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. To graduate and be recommended for licensure in the state of Tennessee,

student teaching candidates must submit and obtain a passing score on submitted edTPA.

Prerequisite: Satisfactory completion of EDU 5095A

Co-Requisite: EDU 5099B Seminar

EDU 5099B 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 complete 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 addresses topics essential in developing knowledge and skills needed for successful teacher leadership. Candidates refine their philosophy of education as they study leadership topics aligned with professional leadership standards. Particular focus is given to case studies and the Teacher Leader Model Standards as sources for reflection in order to establish a plan for improvement. Candidates use their school community for observations essential to completing inquiry tasks.

Prerequisite: Approval of Program Advisor

EDU 5320 METHODS IN DEVELOPING ACTION RESEARCH

4-0-0-4

This course introduces candidates to research from the perspective of a discerning consumer. Candidates then apply what they have learned by initiating a review of literature to discern effective teacher leader practices for enhancing student learning. Candidates analyze their strengths and needs as a means of determining potential topics for research. Candidates use their school community for observations and interactions essential to completing inquiry tasks.

Prerequisite: Approval of Program Advisor

EDU 5330 TEACHER AS LEARNER

4-0-0-4

This course introduces the candidate to adult learning theory along with strategies that leaders can use for school improvement. Candidates use the strategies they are learning as a backdrop for analyzing their current level of leadership performance and to determine a plan of action for further research and self-improvement in knowledge and skill. Candidates use their school community for observations essential to completing inquiry tasks.

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.

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.

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.

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.

EDU 5399 PRACTICUM 0-0-12-12
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 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 their, Action Research Project, to the 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.

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
Practitioner inquiry plays a vital role in the success one has in the classroom. This class explores the role of action research in professional growth, as well as the role that action research plays in student learning. Through this class, candidates become skilled at conducting literature searches and conducting action research.

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 course introduces students to research from the perspective of a discerning consumer. Students then apply what they have learned by initiating a review of literature to discern effective teacher leader practices for enhancing student learning. Students analyze their strengths and needs as a means of determining potential topics for research. Students use their school community for observations and interactions essential to completing inquiry tasks. This course involves the writing of a literature review concerning a problem or question related to student achievement within a school. The literature review becomes 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 data courses 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 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 1201 ENGLISH COMPOSITION 4.5-0-0-4.5

This course introduces students to the drafting and revision process with consideration of purpose and audience. Students learn to hone their writing skills across several rhetorical patterns including developing theses, topic sentences, paragraphs, and essays. Students draw upon critical thinking skills in order to effectively evaluate and respond to fiction and non-fiction texts in a clear and effective manner.

ENG 1211 ENGLISH COMPOSITION WITH RESEARCH 4.5-0-0-4.5

In this course, students continue practice of the writing process through inquiry and research to add an original perspective to a current academic argument. Students also continue application of rhetorical conventions, such as sound reasoning and audience analysis, through well-organized writing.

Prerequisite: ENG 1201 with a grade of C or better

ENG 2351 INTRODUCTION TO LITERATURE 4.5-0-0-4.5

This course focuses on the analysis and study of poetry and fiction. Emphasis is placed on literary interpretation, structural analysis, and variations in thematic approach.

Prerequisite: ENG 1211 with a grade of C or better

ENG 2381 WORLD LITERATURE 4.5-0-0-4.5

This course offers a basic survey of world literature from 1650 through the Twentieth Century. The purpose of this course is to introduce the student to a selection of groundbreaking and/or influential literary works which embody and consider the values, ideas, and beliefs that have helped shape the modern Western and non-Western world.

Prerequisite: ENG 1211 with a grade of C or better

ENG 2451 INTRODUCTION TO CREATIVE WRITING 4.5-0-0-4.5

ENG 2451 is an introductory level creative writing course focused on mentoring student writers in developing skills for understanding and analyzing the art and craft of writing fiction, literary nonfiction, and poetry. In addition to writing original work, students work to develop critical editorial skills through the reading of professional writers to articulate how work is successful and to apply these skills to their own work. Writing as the craft of personal expression is emphasized through participation in writing workshops and craft-oriented written exercises.

Prerequisite: ENG 1201 with a grade of C or better

ENG 2452 INTRODUCTION TO CREATIVE WRITING: FICTION 4.5-0-0-4.5

ENG 2452 is an introductory level creative writing course focused on mentoring student writers in developing skills for understanding and analyzing the art and craft of writing fiction. In addition to writing original work, students work to develop critical editorial skills through the reading of professional writers to articulate how work is successful and to apply these skills to their own work. Writing as the craft of personal expression is emphasized through participation in writing workshops and craft-oriented written exercises.

Prerequisite: ENG 1201 with a grade of C or better

ENT 1010 ENGINEERING FUNDAMENTALS**3-1-0-4**

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 1100

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 1100

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 1031 and ENG 1201

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**3-1-0-4**

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**3-1-0-4**

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**3-1-0-4**

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 1011 INTRODUCTION TO GEOGRAPHY 4.5-0-0-4.5

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 1031 AMERICAN HISTORY I 4.5-0-0-4.5

This course provides a basic overview of the major events and issues that have shaped American society from Pre-contact America through Reconstruction so that students understand the importance of American history and its relevance to making informed decisions in contemporary life.

HIS 1041 AMERICAN HISTORY II 4.5-0-0-4.5

This course provides a basic overview of the major events and issues that have shaped American society from Post-Reconstruction America through Modern Day/Globalization so that students understand the importance of American history and its relevance to making informed decisions in contemporary life.

Prerequisite: HIS 1031

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-5 students are examined along with practice in designing, implementing, and assessing instructional units/lessons reflecting a constructivist philosophy and accommodating diverse learning styles. Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History within a framework of informed inquiry.

Prerequisites: Admission to the Teacher Education & Approval by Education Advisor

HSC 2051 NUTRITION IN HEALTH AND DISEASE 4.5-0-0-4.5

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 HEALTHCARE 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 and 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 2501 with a grade of C of 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.

Prerequisite: Department Chair Approval, ENG 1211, MAT 2501

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.

Prerequisites: Department Chair Approval, ENG 1211

HSC 4310 HEALTH SCIENCE LEADERSHIP 4-0-0-4
This course provides a historical prospective 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 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 1550 LEADERSHIP DEVELOPMENT 4.5-0-0-4.5

HUM1550 focuses on creating a personal definition of leadership and identifying the strengths and skills necessary to develop as a leader through a reflective review of research-based leadership models. Students analyze leaders they have known or admired to determine how each individual motivated a team toward improvement. To develop a personal leadership philosophy, students explore the models and philosophies of leadership to determine their own strengths and preferences that will help them decide which model best supports their leadership skill in critical thinking, clear communication, and conflict management. Through practical case studies, students demonstrate their understanding of the best use of effective leadership.

HUM 1860 INTRODUCTION TO FILM STUDIES 4.5-0-0-4.5

HUM1860 is an introductory level film studies course intended to familiarize students with film history and film studies terminology, as well as provide the opportunity to review films/excerpts from four of the most popular film genres today (Action/Adventure, Horror, Science-Fiction, and Mockumentary). The course experience is a combination of reading articles/non-fiction, viewing pre-selected films, and writing about those films.

HUM 2001 CRITICAL THINKING 4.5-0-0-4.5

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.

INT 1110 FUNDAMENTALS OF INFORMATION TECHNOLOGY 4.5-0-0-4.5

This course examines the tools and applications for IT used in organizations. Topics include human-computer interaction, information management, networking, programming, and web technologies.

Prerequisite: SCC 1031 with a grade of C or better

INT 2110 INTRODUCTION TO APPLICATIONS DEVELOPMENT 2.5-2-0-4.5

This course introduces programming for problem solving. Online laboratory exercises include writing computer code in a logical, structured manner following best practices. Topics include classes and objects, hierarchies, and interactive communication.

Prerequisite: INT 1110 with a grade of C or better

INT 2120 INTRODUCTION TO SCRIPTING 2.5-2-0-4.5

This course examines the programming concepts and fundamentals including data types, variable, loops, input, and output. Online laboratory exercises include developing simple scripts.

Prerequisite: INT 1110 with a grade of C or better

INT 2210 SYSTEMS ADMINISTRATION & MAINTENANCE 2.5-2-0-4.5

This course introduces students to system administration and maintenance as well as platform technologies. The laboratory reinforces practical skills in configuring computer systems, deploying enterprise applications, managing user permissions, and remote administration.

Prerequisite: CST 1400 with a grade of C or better

INT 3101 INTRODUCTION TO WEB DESIGN 2.5-2-0-4.5

This course introduces students to basic web design using text-based programming languages. Enhancing web pages using text formatting, color, graphics, images, and multimedia is also emphasized

Prerequisite: CST 1411 or CST 2610 with a grade of C or better

INT 3110 COMMUNICATIONS FOR INFORMATION TECHNOLOGY PROFESSIONALS 4.5-0-0-4.5

This course examines effective communication methods for communication within organizations. Topics include informative reports, employee communication, writing for the web, and proposals.

Prerequisite: INT 1110 with a grade of C or better

INT 3120 ADVANCED MATHEMATICAL REASONING FOR TECHNOLOGY 2.5-2-0-4.5

This course examines commonly used applications of mathematics in the technology profession. Topics include sets, logic, binary and other number systems, linear equations, sequences and series, trigonometry, and vectors.

Prerequisite: MAT 1100 with grade of C or better

INT 3130 BUSINESS SYSTEMS ANALYSIS 2.5-2-0-4.5

This course examines the foundations of systems development, planning, analysis, design, and implementation and maintenance. Topics include the systems development environment, systems selection, data requirements, data structure, forms and reports, interfaces, and dialogues.

Prerequisite: INT 1110 and INT 2110 with grades of C or better

INT 3201 OBJECT ORIENTED PROGRAMMING 2.5-2-0-4.5

In this course, emphasis is placed on object-oriented programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger.

Prerequisite: INT 3101 with a grade of C or better

INT 3210 WEBSITE DESIGN APPLICATIONS FOR IT 2.5-2-0-4.5

This course examines the fundamentals of web design including the environment, tools, cascading style sheets, planning a successful site, images, publishing, and maintaining. Additional topics include website optimization, multimedia, and responsiveness. Online laboratory exercises focus on the html document, coding, attributes, and cascading style sheets.

Prerequisite: INT 2110 with a grade of C or better

INT 3220 NETWORK & TELECOMMUNICATIONS 2.5-2-0-4.5

This course examines data communications and networking theory for telecommunications and networking technologies. Topics include structures, hardware, software, communications theory, telecommunications networks, and evaluation of connectivity options.

Prerequisites: CST 1411 and INT 1110 with grades of C or better

INT 3301 ADVANCED WEB DESIGN 2.5-2-0-4.5

This course is designed to enhance skills and knowledge of the professional Web author by using GUI (Graphical User Interface) applications for creating and managing Web sites and pages. The student will use a variety of techniques, tools, and activities designed to develop pages for the commercial/professional Web developer standard. The student will plan, design, develop, and test fully compliant Web pages which conform to the specification given.

Prerequisite: INT 3101 with a grade of C or better

INT 3310 CYBERSECURITY 3.5-1-0-4.5

This course examines core issues of information security including data encryption, legal and ethical issues, operational issues, security awareness, security policies, and threat analysis. Topics include threat analysis, assessing vulnerabilities, and developing policies and practices.

Prerequisite: CST 1400 with a grade of C or better

INT 3401 ADVANCED COMPUTER PROGRAMMING 2.5-2-0-4.5

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.

Prerequisite: INT 3201 with a grade of C or better

INT 3421 ADVANCED WINDOWS SERVER 2.5-2-0-4.5

This course provides the skills and knowledge necessary to design and implement a Windows Server 2012 R2 infrastructure in a business environment. This course covers the knowledge and skills needed to provide an enterprise solution that supports manual and automated server installations in a physical and virtual environment including the supporting file and storage services. Students learn the skills necessary to provide enterprise networking solutions such as DHCP, IPAM, VPN, and DirectAccess.

Recommended Prerequisite: CST 2501 with a C or better

INT 3431 WIRELESS NETWORKS 2.5-2-0-4.5

This course covers advanced topics in networking with an emphasis on securing wireless and IP networks. Students analyze algorithms and protocols, improve existing solutions, and evaluate existing solutions using theoretical analysis and simulations. Students become familiar with modern networking architectures.

Prerequisite: CST 2501 with a C or better

INT 3441 NETWORK SECURITY 2.5-2-0-4.5

In this course, student gain an overview of network security defense techniques and countermeasures and develop communication and analytical skills through the discussion and debate of a variety of topics, such as cryptanalysis and attacks, safety of wireless connections, intrusion detection methods, and access control. Students engage in assignments designed to provide practical applications of content, such as the design and configuration of firewalls, traffic analysis and filtering, intrusion detection, statistical anomaly detection, and wireless security.

Prerequisite: Permission of the Dean

INT 3451 NETWORKING PLANNING MAINTENANCE 4.5-0-0-4.5

In this course, students learn about the specifics of planning, maintaining, and auditing data communications and networks in an organization. Students engage in assignments focusing on business planning, long- and short-term planning, operations, maintenance, and forecasting. They also explore topological design, network synthesis, and network realization.

Prerequisite: Permission of the Dean

INT 3501 GRAPHICS EDITING 2.5-2-0-4.5

In this course, students are introduced to photo editing, image enhancement, workflow, compositing images using current photo editing software, with images from digital cameras and other digital media. Topics covered include editing, raw conversions, density correction, color correction, color theory, layers retouching, special effects, and various text effects. Students complete a variety of assigned exercises as well as create personal projects.

Prerequisite: INT 3301 with a grade of C or better

INT 4110 DATABASE SYSTEMS 2.5-2-0-4.5

This course examines the application and implementation of relational database structures. Topics include design, development, implementation, and maintenance of relational databases.

Prerequisite: CST 1051 with a grade of C or better

INT 4120 INFORMATION TECHNOLOGY MANAGEMENT 4.5-0-0-4.5

This course examines information technology management. Topics include managing IT teams, virtual teams, project scope, project scheduling, and analytics. The reasons for IT project failure and risk mitigation are also included in this course.

Prerequisite: INT 3130 with a grade of C or better

INT 4130 VIRTUAL COMPUTING 2.5-2-0-4.5

This course examines virtualization technology. Topics and laboratories include building virtual networks, implementing high-availability clusters, enhancing performance and security, and managing virtual data centers.

Prerequisite: INT 3220 with a grade of C or better

INT 4210 RELATIONAL DATABASES 2.5-2-0-4.5

This course examines SQL (Structured Query Language) for managing relational databases and performing operation on data within the database. Online laboratory exercises include populating databases, running queries,

Prerequisites: INT 4110 with a grade of C or better

INT 4220 ADVANCED SYSTEMS ADMINISTRATION 3.5-1-0-4.5

This course covers the design, management, and maintenance of virtual enterprise and datacenter infrastructure. Topics include request tracking, monitoring, configuration management, and scripting to administer and defend systems using documented, repeatable processes.

Prerequisites: INT 2120, INT 2210/INT 3130, INT 3310, and INT 4130 with grades of C or better

INT 4310 CURRENT TOPICS IN INFORMATION TECHNOLOGY 4.5-0-0-4.5

This course examines current topics in information and communications technologies. Sample topics include artificial intelligence, machine learning, information privacy, social media impact, and global information technology development.

Prerequisites: Permission of Dean

INT 4320 INFORMATION SYSTEMS DESIGN (CAPSTONE) 2-2.5-0-4.5

This course is an integrative capstone course implementing information technology concepts from undergraduate coursework by designing an information technology solution to a business problem. Examples of course projects could include design and development of a database, network design, software support, or decision support applications.

Prerequisites: Permission of Dean

INT 4511 MANGEMENT SCIENCE 4.5-0-0-4.5

This course covers various approaches to solving business problems from a managerial perspective. Many optimization techniques are surveyed with an emphasis on the why and how of these models as opposed to a detailed theoretical approach. Students develop optimization models which relate to their areas of interest. Emphasis is placed on input requirements and interpretation of results

Prerequisites: INT 4110 and INT 4210 with a grade of C or better

INT 4521 PREDICTIVE ANALYTICS 2.5-2-0-4.5

This course introduces the techniques of predictive modeling and analytics in a data-rich business environment in order to predict future business outcomes and associated risks. Multivariate and other techniques to implement predictive models for a variety of practical business applications are covered.

Prerequisite: INT 4511, INT 4110, and INT 4210 with a grade of C or better

INT 4531 BUSINESS INTELLIGENCE 2.5-2-0-4.5

This course introduces the student to the concepts of business intelligence (BI) as components and functionality of information systems. It explores how business problems can be solved effectively by using operational data to create data warehouses, and then applying various tools and analytics to gain new insights into organizational operations.

Prerequisites: INT 4511, INT 4110, and INT 4210 with a grade of C or better

INT 5000 PROBABILITY AND STATISTICS 3-2-0-5

This course focuses on the mathematical foundations of probability theory and statistical data analysis. Students are instructed on how to perform statistical analysis for research and predictive probability for data management and optimization. Topics include zero-one laws, probability inequalities, weak and strong laws of large numbers, central limit theorems, rates of convergence, Bayesian probability modeling, hierarchical and mixture models, tree models, Gaussian processes, and nonparametric Bayesian strategies.

Prerequisites: Program Admission

INT 5050 REGRESSION ANALYSIS 3-2-0-5

This course focuses on mathematical regression models and the least squares criterion. Students study simple and multiple linear regression, regression diagnostics, confidence intervals, and testing. Topics include parameters, regression, analysis of variance, variable selection, and model building.

Prerequisites: MAT 5000

INT 5010 DATA MANAGEMENT 3-2-0-5

This course focuses on the collection, storage, management, interpretation, and security of data in a networked software application. Students examine the need for data accessibility and availability with the reliance upon data across organizations. Topics include the design, development, management, querying and reporting of data in databases and data warehouses.

Prerequisites: Program Admission

INT 5020 NETWORK ARCHITECTURE 3-2-0-5

This course focuses on the principles and concepts of networking planning, deployment, and communication protocols. Students examine standard and emerging networks and protocols for an understanding of practical network applications. Topics include data link, network, and transport protocols.

Prerequisites: Program Admission

INT 5030 CYBER WARFARE 3-2-0-5

This course focuses on response and prevention of malware and cyber threats in an organization. Students examine how to harden resources exposed to external traffic and how to mitigate risks of insider threats. Topics include computer network defense, data protection, privacy, Security Information and Event Management (SIEM), and Governance, Risk and Compliance (GRC).

Prerequisites: Program Admission

INT 5100 IT PROJECT MANAGEMENT 3-2-0-5

This course focuses on the management of information technology projects for business solutions. Students learn about the product lifecycle from inception to deployment including team management and leadership. Topics include project planning, scheduling, scope, resource allocation, and performance measurement.

Prerequisites/Corequisites: MBA 5110, INT 5130

INT 5131 SYSTEM ANALYSIS AND DESIGN 3-2-0-5

This course focuses on the advanced design and construction of software systems. Students learn formal techniques for doing analysis, design, and implementation, use design tools, formally define system requirements, model data with entity-relationship diagrams, and model processes with data flow diagrams and use cases. Topics include data dictionaries, prototyping, agile development, extreme programming, rapid application development (RAD), Scrum and Unified Modeling Language (UML).

Prerequisites: Program Admission

INT 5140 RISK ANALYSIS 3-2-0-5

This course focuses on vulnerability and risk assessment in software system planning. Students study how to mitigate both project uncertainties which can negatively impact project outcomes and information security risks which can lead to compromise. Topics include secure software design, scope management, outcome assurance, risk identification, and risk mitigation.

Prerequisites: Program Admission

INT5150 PENETRATION TESTING 3-2-0-5

This course focuses on the use of tools and expertise to strategically test a system to evaluate its level of security, known as penetration testing. Students study how to use the Trusted System Evaluation Criteria for system evaluation and utilize available penetration testing tools. Topics include countermeasures, threat detection and removal, access control, confidentiality testing, network testing, and database testing.

Prerequisites: INT 5030

INT 5160 SECURITY INFRASTRUCTURE 3-2-0-5

This course focuses on the mitigation of risks to critical system infrastructure for organizations at a local and distributed level including automated systems, integrated vehicles, devices, drones, and industrial control systems. Students examine system vulnerabilities and determine strategies for risk mitigation using defense-in-depth methodologies. Topics include Supervisory Control and Data Acquisition (SCADA) systems, Distributed Control Systems (DCS), and Programmable Logic Controller (PLC) systems, and the NIST Draft Framework.

Prerequisites: Program Admission

INT 5170 SECURITY POLICY MANAGEMENT 3-2-0-5

This course focuses on the determining vulnerability and assessing risk to shape security policies for an organization. Students study how to prioritize resources to establish a policy that is usable for an organization while maintaining security on critical infrastructure and resources. Topics include analytical methodologies for risk assessment, behavior analytics using statistical predictive models, system dynamics modeling, and decision analysis to determine likely attack vectors.

Prerequisites: Program Admission

INT 5180 OS AND SERVER ARCHITECTURE 3-2-0-5

This course focuses on the functionality and configuration of operating systems on local machines and network servers. Students study how to manage OS resources for software applications and configure servers for application deployment.

Topics include operating system structure, communication, memory management, reliability, file systems, virtual machines, security, and management.

Prerequisites: Program Admission

INT 5190 DATABASE MANAGEMENT 3-2-0-5

This course focuses on the design and use of Database Management Systems (DBMSs) to manage data applications. Students study the roles and requirements of database programmers and database administrators for enterprise deployment of a centralized data storage and management system. Topics include scope, scale, security, and design for DBMS use and management.

Prerequisites: Program Admission

INT 5910 IT CAPSTONE PROJECT 5-0-0-5

This course is designed to provide a framework for the individual student capstone project, in which students apply knowledge from across the curriculum with the research completed in prior courses to produce a comprehensive project deliverable. This course should be taken in the final quarter of the program and provides students with a portfolio project.

Prerequisites: CST 5900

INT 5920 CYBERSECURITY CAPSTONE PROJECT 5-0-0-5

This course is designed to provide a framework for the individual student capstone project, in which students apply knowledge from across the curriculum with the research completed in prior courses to produce a comprehensive project deliverable. This course should be taken in the final quarter of the program and provides students with a portfolio project.

Prerequisites: CST 5900

LGS 1011 INTRODUCTION TO PARALEGALISM 4.5-0-0-4.5

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 1031 CRIMINAL LAW 4.5-0-0-4.5

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 1011 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 1011 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 1011 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 1011 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 1011 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 1011 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.

Prerequisites: LGS 1050 with a grade of C or better

LGS 2070 COMPUTERS IN THE LEGAL OFFICE 3-1-0-4

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 1011 or concurrent enrollment

LGS 2100 PARALEGAL INTERNSHIP 0-0-4-4

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 3081 LEGAL ETHICS 4.5-0-0-4.5

Ethical and professional issues faced by legal assistants and others in the legal environment are the focus of this course. Students are 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 3101 CONSTITUTIONAL LAW 4.5-0-0-4.5

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 3121 EVIDENCE LAW 4.5-0-0-4.5

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 3201 BANKRUPTCY LAW 4.5-0-0-4.5

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 3251 CRIMINAL PROCEDURES 4.5-0-0-4.5

Emphasized in this course is the examination of the history and philosophy of the criminal justice systems and procedures in the United States. Students 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 3501 EMPLOYMENT LAW 4.5-0-0-4.5

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 4051 BUSINESS ORGANIZATIONS 4.5-0-0-4.5

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 4081 INTELLECTUAL PROPERTY 4.5-0-0-4.5

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 4101 LAW AND TECHNOLOGY 4.5-0-0-4.5

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 4121 SPECIAL TOPICS IN LEGAL RESEARCH 4.5-0-0-4.5

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 4131 ADVANCED CIVIL LITIGATION 4.5-0-0-4.5

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 are 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 3121

LGS 4201 MEDIATION & ALTERNATIVE DISPUTE RESOLUTION 4.5-0-0-4.5

This course involves the study of procedural and substantive legal principles of alternative forms of dispute resolution. Students 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 4501 ADMINISTRATIVE LAW 4.5-0-0-4.5

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 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 4551 ENVIRONMENTAL LAW 4.5-0-0-4.5

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 0-0-4-4

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

LGS 5111 CYBER LAW AND COMPLIANCE 5-0-0-5

This course focuses on laws, policies, ethics, and compliance issues concerning information security. Students study how these apply to information collected and communicated on network systems and stored on digital resources. Topics include international security laws and legal principles, privacy, and compliance.

Prerequisites: Program Admission

LGS 5400 LEGAL ASPECTS OF MANAGEMENT 4-0-0-4

This course will examine legal issues related to the effective management of public and private partnerships, corporations, and 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 successful and lawful management of employees.

MAS 1850 MEDICAL LAW AND ETHICS FOR MEDICAL ASSISTING 4-0-0-4

This course is designed to facilitate student transition into the Medical Assisting 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.

MAS 1870 PHARMACOLOGY 4-0-0-4

This course provides 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: AHS 1200 or BIO 1110/1130, with a grade of C or better

MAS 1890 MEDICAL OFFICE ADMINISTRATION 2-1-0-3

This course provides a competency-based approach to administrative office procedures as practiced in the physician's office or ambulatory care facility. Students learn techniques, methods, and software systems relevant to patient reception, scheduling, and records management. Assessment of psychomotor skills and affective behavior competencies are a focus of this course.

MAS 1930 MEDICAL INSURANCE AND DIAGNOSTIC CODING 4-0-0-4

This course provides an overview of the various types of medical insurance and diagnostic and procedural coding for the medical office, including ICD-9, ICD-10, and HCPCS.

Recommended Prerequisite: AHS 1010, AHS 1200

MAS 2010 MEDICAL ASSISTING I 5-1-0-6

This course introduces the student to basic medical and clinical laboratory skills. Competency-based principles and methods in venipuncture, capillary puncture, chemistry, urinalysis, and microbiology are learned. In addition, hematology, coagulation, and immunology relating to the role are emphasized. Assessment of psychomotor skills and affective behavior competencies are a focus of this course.

MAS 2020 MEDICAL ASSISTING II 4-2-0-6

Medical Assisting II is designed to provide the student with both theory and practical application of basic and advanced clinical procedures, specialty examinations, emergency medical procedures, and diagnostic testing. Assessment of psychomotor skills and affective behavior competencies is a focus of this course.

Prerequisites: AHS 1010, AHS 1200, MAS2010, all with grade of "C" or better; Must obtain CPR/First Aid Certification through American Heart Association by the end of the quarter.

MAS 2050 MEDICAL ASSISTING PRACTICUM 0-0-6-6

During this 180-hour unpaid practicum experience, students 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: AHS 1010, AHS 1200, MAS 1890, MAS 1930, MAS 2010, and MAS 2020 and approval from the Department Chair

Co-Requisites: MAS 1850, SCC 2120

MAS 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 1200 with a grade of C or better.

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 1100 COLLEGE ALGEBRA 4.5-0-0-4.5

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 1200 COLLEGE ALGEBRA W/STATISTICS AND ANGLES 4.5-0-0-4.5

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. This course will also focus on the metric system, basic principles of geometry, an intro to trigonometry including sine, cosine, tangent, Pythagorean Theorem, inverse-square law, and an introduction to probability, and statistics.

Prerequisite: MAT 1000 with a grade of C or better or exemption

MAT 2501 STATISTICS**4.5-0-0-4.5**

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 1100 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 2601 Calculus. The topics covered in this course include polynomials, factoring, exponents, basic algebraic equations, inequalities, radicals, linear equations, quadratic equations, exponential & logarithmic functions, and trigonometry.

Prerequisite: MAT 1100 with a grade of C or better or exemption

MAT 2601 CALCULUS**4.5-0-0-4.5**

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 2700 DISCRETE MATHEMATICS**4.5-0-0-4.5**

This course covers discrete structures that are used throughout computer science and information technology. Topics include logic, proofs, sets, relations, functions, counting, and probability, with an emphasis on application.

Prerequisite: MAT 2501

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-5 students are examined along with practice in designing, implementing, and assessing instructional units/lessons reflecting a constructivist philosophy and accommodating diverse learning styles. Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts and connections with in and among mathematical domains. Candidates participate in five hours of classroom observation during this course.

Prerequisite: Admission to the Teacher Education program & 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 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. Candidates also demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts and connections with in and among mathematical domains during the twenty-five hours of field experience.

Prerequisites: MAT 4010, Admission to the Teacher Education program & Approval by faculty advisor

MAT 5110 PROBABILITY AND STATISTICS**5-0-0-5**

This course focuses on the mathematical foundations of probability theory and statistical data analysis. Students are instructed on how to perform statistical analysis for research and predictive probability for data management and optimization. Topics include zero-one laws, probability inequalities, weak and strong laws of large numbers, central limit theorems, rates of convergence, Bayesian probability modeling, hierarchical and mixture models, tree models, Gaussian processes, and nonparametric Bayesian strategies.

Prerequisites: Program Admission

MAT 5210 REGRESSION ANALYSIS**5-0-0-5**

This course focuses on mathematical regression models and the least squares criterion. Students study simple and multiple linear regression, regression diagnostics, confidence intervals, and testing. Topics include parameters, regression, analysis of variance, variable selection, and model building.

Prerequisites: MAT 5110

MBA 5111 BUSINESS ORGANIZATION AND MANAGEMENT 5-0-0-5
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 5421 LEADERSHIP AND INNOVATION 5-0-0-5
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 5111

MBA 5500 BUSINESS LAW, ETHICS, & STATISTICS 9-0-0-9
This course examines the legal and ethical environment of business needed to ensure that managerial decision making meets the expectations of government and market participants. Topics also include the use of statistics/statistical techniques and effective communication skills for management that allows managers to persuade, motivate, and build collaboration within the organization more effectively.
Prerequisite: BUS 5000 if Required

MBA 5526 SOCIAL MEDIA MARKETING STRATEGY 3-0-0-3
This course focuses on strategic planning for social media marketing campaigns. Emphasis is placed on planning, developing, and integrating social media tools to engage target markets using social media channels.
Prerequisites: MBA 5800

MBA 5546 SERVICE MARKETING STRATEGIES 3-0-0-3
This course examines marketing strategies for services. Theories, principles, applications, and case studies for the service industry are examined. Major topics include customer specifications, aligning service design and standards, delivering, performing, and managing service requirements.
Prerequisite: MBA 5800

MBA 5556 PROMOTION MANAGEMENT 3-0-0-3
This course examines planning, executing, and evaluating marketing campaigns. Major topics include print, electronic, and digital media production, marketing segmentation, consumer behavior, public relations, and relationship building.
Prerequisite: MBA 5800

MBA 5600 MANAGEMENT & LEADERSHIP 9-0-0-9
The course focuses on developing knowledge and skills for management and leadership. Topics include organizational behavior, production management, and human resource management within the context of managerial decision making, as well as fundamentals of leading organizations.
Prerequisite: BUS 5000 if Required

MBA 5611 INTRODUCTION TO BUSINESS INTELLEGENCE & ANALYSIS 3-0-0-0
This course is an introduction to Business Intelligence and Analytics with an emphasis on improving management decision making. Topics include architecture, dashboards, analytical applications, tools, standardization, and successful integration. Descriptive analytics for visualizing and exploring data, and data modeling are introduced.
Prerequisite or Co-requisite: MBA 5500

MBA 5621 BUSINESS ANALYTICS TECHNIQUES 3-0-0-3
This course continues the study of descriptive analytics and introduces predictive analytics and prescriptive analytics. The main focus of this course is the process of transforming data into actions through analysis and insights in the context of organizational decision making and problem-solving. Software packages and add-ins are used to solve business problems. Topics include statistical inference, trendlines, regression analysis, data mining, risk analysis, and linear optimization.
Prerequisites: MBA 5500

MBA 5631 PROBLEMS IN BUSINESS ANALYTICS 3-0-0-3
This course examines cases in analytics of companies that have used business analytics for competitive advantage. Problems focus on applying the skills needed to use analytic tools, data access, and data management. Applications using data modeling, optimization, risk analysis, and forecasting are used to solve real-world business problems.
Prerequisites: MBA 5500

MBA 5700 ACCOUNTING, FINANCE, & ECONOMICS 9-0-0-9
This course focuses on the quantitative side of business, accounting, finance, and economics. Business organization outcomes are primarily evaluated based on results. The aspects of each discipline that are required by managers to make effective decisions and interpret their results are examined.
Prerequisite: BUS 5000 if Required

MBA 5711 FINANCIAL MARKETS & INSTITUTIONS 3-0-0-3
This course examines the risks faced by investors interacting through financial institutions and markets. Topics include interest rates, security valuation, the Federal Reserve System, monetary policy, money markets, bond markets, stock markets, and commercial banks.
Prerequisite or Co-requisite: MBA 5500

MBA 5721 INVESTMENT MANAGEMENT 3-0-0-3
This course examines the concepts, theories, and techniques underlying the development of investment policies and strategies. Topics include the investment environment, trading arenas, mutual funds, risk, return, optimization of portfolios, and index models.
Prerequisites: MBA 5711

MBA 5731 CASE STUDIES IN FINANCIAL ANALYSIS 3-0-0-3
This course examines capital markets, investor expectations, and managerial decision making. Through the use of actual company information, students apply concepts such as financial analysis, financial forecasting, cost of capital, capital budgeting, and resource allocation to prepare recommendations and write business reports. Spreadsheet analysis of financial data is used for data-driven decision making.
Prerequisites: MBA 5721

MBA 5800 STRATEGY, GLOBAL BUSINESS, SYSTEMS, & MARKETING 9-0-0-9
This course examines strategic decision making from the perspective of marketing, technology, and the global economy. Critical aspects for the development and implementation of a business strategy are included.
Prerequisite: BUS 5000 if Required

MBA 5826 QUANTITATIVE ANALYSIS FOR DECISION MAKING 3-0-0-3
This course is a survey of quantitative tools and techniques used in the operation and management of organizations. Students use software to develop models, analyze, and apply to business situations.
Prerequisite: MBA 5500

MBA 5836 PROJECT MANAGEMENT 3-0-0-3 This course focuses on the concepts contained in A Guide to the Project Management Body of Knowledge, (PMBOK® Guide) including the five process groups and ten knowledge areas. This course is designed to assist students in preparing for the Project Management Professional (PMP) exam. PMP and PMBOK are registered marks of the Project Management Institute, Inc.
Prerequisites: MBA 5826

MBA 5846 ADVANCED TOPICS IN PROJECT MANAGEMENT 3-0-0-3
This course continues the study of project management as a process approach. Major topics include project scope, project time, project cost, project risk, and project quality. Students analyze and evaluate case studies using current software for effective project management.
Prerequisite: MBA 5836

MBA 5905 LEADING TEAMS IN BUSINESS 3-0-0-3
This course examines the principles of leading well-functioning teams by analyzing the variety of interrelated practices underlying groups. Emphasis in the course is on building teams, leading teams, effective team meetings, trust, and problem solving. Topics also include communication and managing conflict and change.
Prerequisite: BUS 5000 if required or Permission of the Dean

MBA 5915 HEALTH ECONOMICS 3-0-0-3
This course examines the application of economic principles to the allocation of scarce resources in health care. Economic theory is applied to understand the problems of organization, delivery, and financing of health services. Topics include methods from microeconomics to study how different aspects of the health care system function and to assess the implications for different policies designed to improve that functioning.
Prerequisite: BUS 5000 if required or Permission of the Dean

MBA 5925 INTERPRETATION & PRESENTATION OF BUSINESS RESULTS 3-0-0-3
This course focuses on the skills needed to communicate results of models and other data to organizations and individual stakeholders. Emphasis is placed on techniques and tools to presenting information in an understandable manner and also to educate and persuade the audience. Verbal communication skills are emphasized.
Prerequisite: BUS 5000 if required or Permission of the Dean

MBA 5935 INTRODUCTION TO HEALTH POLICY & MANAGEMENT 3-0-0-3
This course examines healthcare needs which are challenging to manage and constantly evolving. An overview of healthcare policymaking that examines current policy-related issues, research, and evaluation methods is presented, including international and local perspectives. Students develop an understanding of health policy as it related to decision-making for organizations and society.
Prerequisite: BUS 5000 if required or Permission of the Dean

MBA 5945 EFFECTIVE INTERPERSONAL LEADERSHIP IN BUSINESS 3-0-0-3
This course is designed to assist students in the development of an understanding of oneself and one's personal leadership through self-reflection and assessments. The student uses this knowledge to improve abilities in motivation, inspiration, and support of people in the organization.
Prerequisite: BUS 5000 if required or Permission of the Dean

MBA 5955 CURRENT TOPICS IN HEALTHCARE MANAGEMENT 3-0-0-3
This course examines current trends and issues affecting healthcare with a focus on the U.S. healthcare system. Emphasis is placed on current events in health policy, delivery systems, quality, costs, and sustainability for the purpose of understanding and developing potential solutions.
Prerequisite: BUS 5000 if required or Permission of the Dean

MIN 5110 CONTEMPORARY MINISTRY 9-0-0-9
This course provides an orientation to graduate studies and the MA in Ministry program. Students clarify their professional ministry objectives by focusing on vocation/calling, personal gifting, strengths, and limitations. The course also introduces the academic skills required to successfully complete the program of study and those needed to serve in ministry effectively, including reading, research and writing, critical thinking skills, computer skills, constructive conversation, personal organization and time management, and planning a course of studies.
Prerequisites: Program Admission

MIN 5210 FIRST TESTAMENT CONTEXT AND THEOLOGY 4.5-0-0-4.5
This course provides a survey of the Hebrew scriptures, or First Testament, its literary forms and historical and cultural context. Students are also introduced to a variety of theological themes including creation, humanity, sin, covenant, sacrifices, law, and prophecy. Special attention is given to the relevance of the First Testament for ministry today.
Prerequisites: MIN 5110

MINS220 LEADERSHIP IN MINISTRY 4.5-0-0-4.5
This course provides an overview of the basic models of leadership drawn from biblical and theological sources, as well as contemporary leadership theory in business, non-profit, and ministry settings. Students develop an understanding of their own personal leadership styles from the perspective of leadership development theory and examine the various roles

and tasks of leadership. Attention is also given to racial/ethnic, gender, and socio-economic factors in diversity, power dynamics, conflict, and trust and credibility.

Prerequisites: MIN 5110

MIN 5310 NEW TESTAMENT THEOLOGY AND RESEARCH 4.5-0-0-4.5

This course surveys the literature in the New Testament in its literary, historical, and cultural contexts. Also addressed are a variety of theological themes in the New Testament including the person and work of Jesus Christ, the Holy Spirit, discipleship, community, and mission. Special attention is given to the relevance of the New Testament for ministry today.

Prerequisites: MIN 5110

MIN 5320 COMMUNICATION SKILLS FOR MINISTRY 4.5-0-0-4.5

This course includes an introduction to theory of communication and skills for ministry leaders. The theoretical foundations draw on biblical and theological resources, as well as contemporary communication theory. A variety of communication forms are addressed, including preaching, teaching, one-on-one, small groups, writing, and social media. Attention is also given to the communication needs of different audiences and to the dynamics of cross-cultural communication.

Prerequisites: MIN 5110

MIN 5410 THEOLOGY FOR MINISTRY 4.5-0-0-4.5

This course offers students an introduction to the study of theology and a survey of the main topics of systematic theology, including the nature and character of the Triune God, revelation and the Bible, theological anthropology, Christology and salvation, the Holy Spirit, the Church, and eschatology. Particular attention is given to the significance of Christian doctrines for ministry today.

Prerequisites: MIN 5110

MIN 5420 SPIRITUAL FORMATION 4.5-0-0-4.5

This course presents an overview of the Christian life and a survey of key historical figures and developments in the Catholic and Protestant spiritual traditions. The issue of pastoral identity is addressed including exploration of the primary spiritual disciplines of prayer, study, worship, solitude, fellowship, and service from the perspective of leadership in ministry. Attention is also given to teaching and guiding others in spiritual formation.

Prerequisites: MIN 5110

MIN 5510 CULTURE, DIVERSITY, AND MINISTRY 4.5-0-0-4.5

This course examines diversity in North American culture and in ministry. Beginning with biblical and theological perspectives on diversity, the course addresses racial/ethnic diversity, gender, class and socio-economic status, religious diversity, and sexual orientation. The implications of diversity for the practice of ministry are carefully considered and students develop personal strategies for engaging people of different backgrounds.

Prerequisites: MIN 5110

MIN 5520 INTRODUCTION TO PASTORAL COUNSELING 4.5-0-0-4.5

This course covers the basic theory, principles, and techniques of counseling and its application to professional counseling settings. Also considered are the various theories of counseling and issues, e.g., counselor self-evaluation (moral), ethical, and legal, in the practice of pastoral counseling.

Prerequisites: MIN 5110

MIN 5610 COMMUNITY AND DISCIPLESHIP 4.5-0-0-4.5

This course surveys the biblical and theological foundations of community and discipleship, and the process of spiritual transformation. Specific attention is given to strategies for gathering and leading small groups and to effective practices in making disciples. Students develop personal strategies for small groups and discipleship in their own ministries.

Prerequisites: MIN 5110

MIN 5620 MINISTRY PRACTICUM 0-0-4.5-4.5

Students practice ministry skills under the supervision of a ministry mentor. The scope of the practicum varies depending on the previous ministry experience of the student and focuses on the development of skills appropriate to the setting. Particular attention is given to the integration of foundational theology and theory with the practice of ministry. Students

- MIN 6310 MINISTRY RESEARCH 4.5-0-0-4.5**
 This course is designed to assist students develop skills in conducting research to support ministry in their settings. Students learn to conduct demographic and psychographic research about their surrounding community and region, congregational history and profile, and best ministry practices. Additionally, students learn about how to conduct qualitative research with human subjects following protocols established by the South College Institutional Review Board (IRB). Specific attention is given to using research tools available in the South College library and the Logos platform.
Prerequisites: MIN 6110
- MIN 6320 ISSUES IN PASTORAL MINISTRY 4.5-0-0-4.5**
 This course explores critical issues in pastoral ministry in churches and parishes today. Using case study methods, students learn to identify problems and opportunities and to develop solutions and strategies that are relevant for their settings. Students are encouraged to develop or clarify their own positions on issues confronting pastors today.
Prerequisites: MIN 6110, MIN 6220
- MIN 6322 ISSUES IN CHAPLAINCY 4.5-0-0-4.5**
 This course examines critical issues in chaplaincy ministry, particularly in healthcare institutions. Using case study methods, students learn to identify problems and opportunities and to develop solutions and strategies that are relevant for their own settings. Students are encouraged to develop or clarify their own positions on issues confronting healthcare chaplains today.
Prerequisites: MIN 6110, MIN 6222
- MIN 6323 ISSUES IN COMMUNITY MINISTRY 4.5-0-0-4.5**
 This course explores critical issues in community ministry. Using case study methods, students learn to identify problems and opportunities and to develop solutions and strategies that are relevant for their settings. Students are encouraged to develop or clarify their own positions on issues confronting community ministry leaders today.
Prerequisites: MIN 6110, MIN 6223
- MIN 6324 ISSUES IN WORSHIP MINISTRY 4.5-0-0-4.5**
 This course examines critical issues in worship ministry. Using research and case study methods, students learn to identify problems and opportunities and to develop solutions and strategies that are relevant for their settings. Students are encouraged to develop or clarify their own position on issues confronting worship leaders today.
Prerequisites: MIN 6110, MIN 6224
- MIN 6325 ISSUES IN YOUTH AND FAMILY MINISTRY 4.5-0-0-4.5**
 This course examines critical issues in youth and family ministry. Using research and case study methods, students learn to identify problems and opportunities and to develop solutions and strategies that are relevant for their settings. Students are encouraged to develop or clarify their own positions on issues confronting youth pastors today.
Prerequisites: MIN 6110, MIN 6225
- MIN 6410 THEOLOGY OF MINISTRY 4.5-0-0-4.5**
 This course provides students with an opportunity to develop their own theology of ministry and begin laying the academic foundations for their capstone project. Biblical and theological resources for a theology of ministry are examined and students explore different models of integrating theology and ministry.
Prerequisites: MIN 6110
- MIN 6420 PERSONAL AND PROFESSIONAL DEVELOPMENT 4.5-0-0-4.5**
 This course surveys the complex issues related to personal growth and professional development of the ministry leader. A number of issues, such as the minister's personal and family life and relations with members of the congregation or ministry, with peers, and the wider community, are addressed. Particular attention is given to issues of financial and sexual integrity. The course also assists students with career advisement, including development of a professional resume and ministry portfolio.
Prerequisites: MIN 6110
- MIN 6510 MINISTRY CAPSTONE PROJECT 9-0-0-9**
 Students in the capstone course complete a comprehensive, synthesizing project applying the knowledge and skills learned in courses that comprise the degree program. Projects must have theoretical/academic and applied components

and identify a specific ministry problem or opportunity and propose a solution. The presentation includes the following sections: a statement of the theological foundations for the initiative, a review of relevant literature addressing the initiative, a comprehensive profile of the ministry setting, and a detailed description of the solution or initiative to be undertaken.

Prerequisites: Completion of all other program requirements; to be taken in the last quarter of the program

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.

Prerequisites: 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.

Prerequisites: MRI 3110, MRI 3120, MRI 3130

Co-Requisites: MRI 3210

NSG 1020 HUMAN BODY IN HEALTH & DISEASE FOR PRACTICAL NURSING 4-0-0-4

This course provides an introduction to the structure and function of the major organ systems and an overview of the basic mechanisms of disease. Systems covered include nervous, sensory, endocrine, lymphatic, respiratory, cardiovascular, digestive, urinary, integumentary, and reproductive. Fluid balance, human development, and genetics are introduced.

NSG 1110 VOCATIONAL RELATIONS I 2-0-0-2

Vocational Relations I provides an introduction to Practical Nursing. This general survey course assists the student in understanding the scope and practice of practical nursing while integrating 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 examine multiple aspects of nursing including, but not limited to, self-assessment of learning style and skills, resources for practical nursing students, legal and ethical considerations in nursing practice, communication, culture, spirituality, critical thinking, health care team and teamwork.

(Distance Learning Format)

Prerequisite: Admission to the PN Program or faculty consent

Co-requisite: NSG 1125

NSG 1125 FUNDAMENTAL CONCEPTS & SKILLS FOR PRACTICAL NURSES I 3-3-0-6

Fundamental Concepts & Skills for Practical Nurses I is the first of two Fundamentals courses which introduce basic concepts and fundamental skills that a practical nurse (PN) needs in current practice at the major settings where they are employed including hospitals, long-term care facilities, clinics, medical offices, home care agencies, and surgery centers. Six contextual threads are woven throughout Fundamentals I and II, including patient-centered care; critical thinking and clinical judgement; communication; teamwork and collaboration; patient education; and cultural sensitivity and competence. The Fundamentals I and II courses emphasize the importance of evidence-based practice and the use of best practices. This course introduces use of the nursing process. Concepts evolve from simple to complex and cover hygiene; infection prevention and control; vital signs; mobility and immobility; safety; nursing process; and documentation.

Prerequisite: Admission to the PN Program or faculty consent

Co-requisite: NSG 1110

NSG 1210 PHARMACOLOGY I 2-1-0-3

Pharmacology I is the first of three Pharmacology course that are designed to provide the right level and depth of pharmacology content for the practical nursing students. Content include current information on new drugs, procedures, regulations and issues that provide a strong foundation of essential knowledge for the safe, effective administration of drugs. Dosage calculation and medication administration, nursing process and patient education are emphasized throughout the course. Software programs may be used to provide simulative real-life experience to aid student learning.

Prerequisite: Successful completion of first quarter of PN courses

Co-requisites: NSG 1220, NSG 1230, NSG 1240

NSG 1211 PHARMACOLOGY I 3-1-0-4

Pharmacology I is the first of three Pharmacology course that are designed to provide the right level and depth of pharmacology content for the practical nursing students. Content include current information on new drugs, procedures, regulations and issues that provide a strong foundation of essential knowledge for the safe, effective administration of drugs. Dosage calculation and medication administration, nursing process and patient education are emphasized throughout the course. Software programs may be used to provide simulative real-life experience to aid student learning.

Prerequisite: Successful completion of first quarter of PN courses

Co-requisites: NSG 1220, NSG 1230, NSG 1240

NSG 1220 FUNDAMENTAL CONCEPTS & SKILLS FOR PRACTICAL NURSES II 3-2-1-6

This second of the Fundamentals courses continues the sequence to more complex skills with emphasis on practice and repetition in lab setting. The course expands the skills practice to incorporate increased use of nursing process and problem solving. This course continues the six contextual threads woven throughout the two Fundamentals courses, including patient-centered care; critical thinking and clinical judgement; communication; teamwork and collaboration; patient education; and cultural sensitivity and competence. This course builds to a simulation scenario requiring teamwork, collaboration, problem solving, communication, critical thinking, problem solving and decision making in the context of skills proficiency demonstration.

Prerequisite: Successful completion of first quarter of PN courses

Co-requisites: NSG 1220, NSG 1230, NSG 1240

NSG 1230 GERIATRIC NURSING & ISSUES AT THE END OF LIFE 2-0-0-2

This course explores the changing demographic of today's world and the immense challenge it presents to health care providers and society as a whole. Practical nurses must be well prepared to recognize and respond appropriately to the needs of our aging population. The goal of this course is to give the beginning nurse a balanced perspective on the realities of aging and to broaden the beginning nurse's viewpoint regarding aging people so that their needs can be met in a compassionate, caring, and professional manner. The course features extensive coverage of cultural issues, clinical situations, delegation, home health care, health promotion, patient teaching and complementary and alternative therapies. Because of the role of Practical Nurses in the geriatric population the issues of grief, loss and end of life will be explored in depth.

Prerequisite: Successful completion of first quarter of PN courses

Co-requisites: NSG 1210, NSG 1220, NSG 1240

NSG 1240 MEDICAL SURGICAL NURSING I 3-0-2-5

Medical Surgical Nursing I is the first of three medical surgical nursing courses which cover common medical surgical disorders with emphasis on those most prevalent in current society. These courses prepare practical nursing students to

practice nursing within a variety of settings, such as hospitals, long-term care facilities, rehabilitation institutes, ambulatory clinics, psychiatric agencies, physicians' offices, and home care agencies. Special consideration is given to the elderly population, chronic illnesses, and conditions encountered in long-term care settings. This course builds on, but does not repeat, content presented in Fundamentals. The need for critical thinking, development of clinical judgment, use of evidence-based practice, best practice, performance improvement, patient safety, quality, core measures, QSEN concepts, NCLEX core competencies, and TJC National Patient Safety Goals are highlighted throughout course. NLN core competencies for practical nurses are integrated into content.

Prerequisite: Successful completion of first quarter of PN courses

Co-requisites: NSG 1210, NSG 1220, NSG 1230

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 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 2310 PHARMACOLOGY II 2-1-0-3

Pharmacology II is the second of three Pharmacology courses that are designed to provide the right level and depth of pharmacology content for the practical nursing students. Content include current information on new drugs, procedures, regulations and issues that provide a strong foundation of essential knowledge for the safe, effective administration of drugs. Dosage calculation and medication administration, nursing process and patient education are emphasized throughout the course. Software programs may be used to provide simulative real-life experience to aid student learning.

Prerequisite: Successful completion of second quarter of PN courses

Co-requisites: NSG 2320, NSG 2330, NSG 2340, NSG 2350

NSG 2311 PHARMACOLOGY II 3-1-0-4

Pharmacology II is the second of three Pharmacology courses that are designed to provide the right level and depth of pharmacology content for the practical nursing students. Content include current information on new drugs, procedures, regulations and issues that provide a strong foundation of essential knowledge for the safe, effective administration of drugs. Dosage calculation and medication administration, nursing process and patient education are emphasized throughout the course. Software programs may be used to provide simulative real-life experience to aid student learning.

Prerequisite: Successful completion of second quarter of PN courses

Co-requisites: NSG 2320, NSG 2330, NSG 2340, NSG 2350

NSG 2320 MENTAL HEALTH NURSING 2-0-1-3

This course introduces concepts of psychiatric and mental health care. Trends and issues from past and current mental health care and systems are discussed. Ethical and legal issues, sociocultural issues, theories and therapies, drug, complementary and alternative therapies are considered. Therapeutic skills of assessment, communication, relationship and environment are detailed. Students investigate issues and care throughout the life span. Simulations, case studies, projects and presentations help nurses gain a working understanding of these complex patients.

Prerequisite: Successful completion of second quarter of PN courses

Co-requisites: NSG 2310, NSG 2330, NSG 2340, NSG 2350

NSG 2330 PEDIATRIC NURSING 2-0-1-3

This course begins with the Infant following the newborn period. Issues of growth and development and nutrition are studied for normal as well as children needing hospitalization and nursing care in various healthcare settings. Nursing care of common conditions seen in children are reviewed as well as communicable diseases, bioterrorism, natural disasters, and emotional and behavioral conditions in childhood.

Prerequisite: Successful completion of second quarter of PN courses

Co-requisites: NSG 2310, NSG 2320, NSG 2340, NSG 2350

NSG 2340 MEDICAL SURGICAL NURSING II 3-0-3-6
Medical Surgical Nursing II continues the content for the PN student who must be educated for work within a variety of settings. Common medical surgical disorders are covered with emphasis on those most prevalent in current society. Special consideration is given to the elderly population, chronic illnesses, and conditions encountered in long-term care settings. This course builds, on but does not repeat, content presented in Fundamentals and Medical Surgical I courses. This course focuses on building and expanding critical thinking and clinical judgement. Emphasis continues on integrating the principles of evidence-based practice, best practice, performance improvement, patient safety, quality core measures, QSEN concepts. NLN core competencies for practical nurses are expanded across the content. Complex nursing practice such as care of patients on mechanical ventilation, complex wound care, and intravenous therapy and medication administration within the TN scope of practice.
Prerequisite: Successful completion of second quarter of PN courses
Co-requisites: NSG 2310, NSG 2320, NSG 2330, NSG 2350

NSG 2350 MENTAL HEALTH & PEDIATRIC SIMULATION 0-0-1-1
Clinical simulation provides a controlled environment in which students can practice the nursing process and sharpen their critical thinking and decision-making skills before caring for real patients in the clinical setting. Students are challenged to work in teams, communicate, and intervene for patients in carefully designed scenarios. Care planning, electronic medical record review and real-time documentation, SBAR communication, therapeutic communication and technical nursing skills are enhanced in these scenarios. Concepts of safety, quality, best practices, patient centered care, cultural competence and developmentally appropriate care are integrated. A critical component of simulation is debriefing after each simulation which promotes reflection and self-assessment of the experience. Scenarios are developed to prepare students for real world encounters in mental health and pediatric nursing.
Prerequisite: Successful completion of second quarter of PN courses
Co-requisites: NSG 2310, NSG 2320, NSG 2330, NSG 2340

NSG 2351 MENTAL HEALTH & PEDIATRIC SIMULATION 0-0-2-2
Clinical simulation provides a controlled environment in which students can practice the nursing process and sharpen their critical thinking and decision-making skills before caring for real patients in the clinical setting. Students are challenged to work in teams, communicate, and intervene for patients in carefully designed scenarios. Care planning, electronic medical record review and real-time documentation, SBAR communication, therapeutic communication and technical nursing skills are enhanced in these scenarios. Concepts of safety, quality, best practices, patient centered care, cultural competence and developmentally appropriate care are integrated. A critical component of simulation is debriefing after each simulation which promotes reflection and self-assessment of the experience. Scenarios are developed to prepare students for real world encounters in mental health and pediatric nursing.
Prerequisite: Successful completion of second quarter of PN courses
Co-requisites: NSG 2310, NSG 2320, NSG 2330, NSG 2340

NSG 2410 PHARMACOLOGY III 2-0-0-2
Pharmacology III is the final of three pharmacology courses in the practical nursing program. It intended to provide students with an independent individualized online learning experience. Integration of complex knowledge and skills with the acuity of long term and transitional care builds safety and quality into practice. Advanced Pharmacology includes online learning activities using simulation and simulation software that prepares the practical nursing student for transition into practice. Simulation includes bar coding, electronic medical records, timed responses for realistic priority setting, and decision consequences. (*Distance Learning Format*)
Prerequisite: Successful completion of first three quarters of PN courses
Co-requisites: NSG 2420, NSG 2430, NSG 2450

NSG 2420 MATERNAL INFANT NURSING 2-0-2-4
This course begins with human reproduction and explores maternal-newborn nursing and women's health. Fetal development, prenatal care, complications of pregnancy and birth, labor and delivery are detailed for nursing care. Care of the preterm, term, and post-term infant are covered along with nursing care for perinatal injury and congenital malformations. Sixty hours of Clinical and 15 hours of simulation experiences are associated with this course.
Prerequisite: Successful completion of first three quarters of PN courses
Co-requisites: NSG 2410, NSG 2430, NSG 2440, NSG 2450

NSG 2430 VOCATIONAL RELATIONS II**2-0-0-2**

Vocational Relations II prepares the students for the transition to practice. Topics detailed include conflict resolution and management styles, advanced communication formats that improve patient safety and satisfaction. Employability skills are integrated into this course. Advance communication skills for the healthcare environment, such as TeamSTEPPS, is introduced to the students as structured teamwork teaching strategies and tools to enhance performance and patient safety. (*Distance Learning Format*)

Prerequisite: Successful completion of first three quarters of PN courses

Co-requisites: NSG 2410, NSG 2420, NSG 2440, NSG 2450

NSG 2440 MEDICAL SURGICAL NURSING III**2-0-4-6**

Medical Surgical Nursing III continues the content for the PN students who must be educated to work within a variety of settings. High volume, high risk and problem prone disorders are covered with focus on those most prevalent in current society. Special consideration is given to increasingly complex care in diverse settings including home and community care for chronic stable patient and end of life care. This course builds on content presented in earlier courses. This course continues to build and expand student skills of critical thinking and clinical judgement. Emphasis is on evidence-based practice, best practice, performance improvement, patient safety and quality, teamwork, communication, and documentation for complex patients. This course includes a focus on IV therapy skills specifically dealing with medication administration via peripheral intravenous access, role of the LPN with central intravenous access, and state practice acts and scope of practice for LPN regarding intravenous therapy.

Prerequisite: Successful completion of first three quarters of PN courses

Co-requisites: NSG 2410, NSG 2420, NSG 2450

NSG 2450 MATERNAL INFANT & MEDICAL SURGICAL SUMULATION**0-0-1-1**

Clinical simulation provides a controlled environment in which students can practice the nursing process and sharpen their critical thinking and decision-making skills before caring for real patients in the clinical setting. Students are challenged to work in teams, communicate, and intervene for patients in carefully designed scenarios. Care planning, electronic medical record review and real-time documentation, SBAR communication, therapeutic communication and technical nursing skills are enhanced in these scenarios. Concepts of safety, quality, best practices, patient centered care, cultural competence and developmentally appropriate care are integrated. A critical component of simulation is debriefing after each simulation which promotes reflection and self-assessment of the experience. Scenarios are developed to prepare students for real world encounters in Maternal Infant and complex challenging Medical Surgical practice.

Prerequisite: Successful completion of second quarter of PN courses

Co-requisites: NSG 2410, NSG 2420, NSG 2430, NSG 2440

NSG 2451 MATERNAL INFANT & MEDICAL SURGICAL SUMULATION**0-0-2-2**

Clinical simulation provides a controlled environment in which students can practice the nursing process and sharpen their critical thinking and decision-making skills before caring for real patients in the clinical setting. Students are challenged to work in teams, communicate, and intervene for patients in carefully designed scenarios. Care planning, electronic medical record review and real-time documentation, SBAR communication, therapeutic communication and technical nursing skills are enhanced in these scenarios. Concepts of safety, quality, best practices, patient centered care, cultural competence and developmentally appropriate care are integrated. A critical component of simulation is debriefing after each simulation which promotes reflection and self-assessment of the experience. Scenarios are developed to prepare students for real world encounters in Maternal Infant and complex challenging Medical Surgical practice.

Prerequisite: Successful completion of second quarter of PN courses

Co-requisites: NSG 2410, NSG 2420, NSG 2430, NSG 2440

NSG 3113 PATHOPHYSIOLOGY FOR NURSING**4-0-0-4**

Pathophysiology for Nurses focuses on the basic understanding of pathophysiology related to human illness with an emphasis placed on cellular alterations in organ systems as they relate to selected disease states. Opportunities will be presented that provide for the use of critical thinking processes to analyze diverse client presentations of selected illness for symptomatology, pathophysiology, and health care implications

Prerequisites: Admission to the Nursing Program

Co-Requisites: NSG3133, NSG 3153

NSG 3133 PHYSICAL ASSESSMENT 3-1-1-5

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 and communication skills, the student will begin to collect, organize, and analyze complex client assessment data. The nursing process is considered within each topic, as appropriate. Students practice and apply theoretical knowledge and competencies in the simulation laboratory and then integrate the knowledge and competencies while assessing clients in the healthcare setting. Throughout the course, students demonstrate competence of health assessments and vital signs and are validated through skill performance assessments.

Prerequisites: Admission to the Nursing Program

Co-Requisites: NSG3113, NSG 3153

NSG 3153 PHARMACOTHERAPEUTICS FOR NURSING PRACTICE I 4-1-0-5

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 adverse 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. Students practice and apply theoretical knowledge and competencies in the simulation laboratory. Throughout the course, students demonstrate competence of medication administration and validated through skill performance assessment.

Prerequisites: Admission to the Nursing Program

Co-Requisites: NSG3113, NSG 3133

NSG 3213 FUNDAMENTALS OF NURSING 5-1-2-8

Fundamentals of Nursing provides students with the opportunities to learn and develop basic competencies necessary to facilitate the optimal well-being of the client within the healthcare setting in a safe, legal, and ethical manner. The role of the professional nurse and communication is emphasized. Students learn to implement the nursing process and to integrate, at a beginning level, essential competencies to promote holistic care of clients. Health promotion, disease prevention, and restorative nursing care are considered within each topic, as appropriate. The concepts evolve from simple to complex and include critical thinking, hygiene, activity, vital signs, infection control, client education, urinary and bowel elimination, stress and adaptation, sensory alterations, surgical care, rest and sleep, pain and comfort, nutrition, safety, skin integrity and wound care, oxygenation and perfusion, loss and grief, spirituality, cultural and sensitivity. Students practice and apply theoretical knowledge and competencies in the simulation laboratory and then integrate the knowledge and competencies while providing care to clients in the healthcare setting. Throughout the course, students demonstrate competence of fundamental principles of nursing practice and validated through skill performance assessments.

Prerequisites: Successful completion of all first quarter Nursing courses

Co-Requisites: NSG 3233, NSG 3253

NSG 3233 MENTAL HEALTH NURSING 4-0-2-6

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, neurobiological 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 quarter nursing courses.

Co-Requisites: NSG 3213, NSG 3253

NSG 3253 PHARMACOTHERAPEUTICS FOR NURSING PRACTICE II 4-1-0-5

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 adverse 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. Students practice and apply theoretical knowledge and competencies in the simulation laboratory. Throughout the course, students demonstrate competence of medication administration and validated through skill performance assessment.

Prerequisites: Successful completion of first quarter nursing courses.

Co-Requisites: NSG 3213, NSG 3233

NSG 3313 ADULT HEALTH NURSING I**5-0-2-7**

Adult Health Nursing I (AHI) utilizes classroom and clinical experiences to care for patients with acute and chronic health problems. AHI includes the concepts of; caring, collaboration, communication, competence, cultural sensitivity, community, and environment along with clinical skills to facilitate the wellbeing of individuals within the context of illness and prepare the student as a provider of care. In the clinical setting, students care for patients with select medical and/or surgical problems in various settings, state knowledge of pathophysiology and psychosocial dynamics, apply the nursing process, utilize information technology, interact with other health care professionals, practice clinical decision making and critical inquiry while caring for culturally diverse, ill adults. Physiological concepts in AHI include alterations in fluid/electrolytes and acid base balance, respiratory, cardiovascular, endocrine, renal and urinary systems.

Prerequisites: Successful completion of all first and second quarter Nursing courses

Co-Requisites: NSG 3332, NSG 3352

NSG 3332 MATERNAL INFANT NURSING CARE**4-0-2-6**

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 3313, 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. (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 3313, NSG 3332

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)

Prerequisite: Admission to the Nursing Program

NSG 3510 PHYSICAL ASSESSMENT**3-1-0-4**

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 4-1-1-6

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 3-0-1-4

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 4-0-2-6

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

NSG 4533 COMMUNITY NURSING**4-0-1-5**

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: NSG 4513, 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 4513, NSG 4533

NSG 4613 ADULT HEALTH PRACTICUM**0-0-5-5**

This course is designed to expand the scope of nursing practice for senior nursing students. Course and clinical activities provided to traditional students focus on leadership and management aspects of the professional nurse. Clinicals are scheduled with selected nurse preceptors in acute-care settings. The emphasis is on the role of the nurse in providing nursing care within the healthcare setting. A variety of populations and settings are used in the experiential learning component of this course.

Prerequisites: Successful completion of first five quarters of nursing courses

Co-Requisite: NSG 4633

NSG 4633 TRANSITION TO PROFESSIONAL PRACTICE**6-1-0-7**

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 4613

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**4-0-2-6**

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-requisites: NSG 5110 or NSG 5120

NSG 5140 ADVANCED PATHOPHYSIOLOGY 4-0-0-4

This course focuses on advanced concepts in pathophysiology and disruptions in normal body functioning for individuals across the lifespan. In-depth theoretical and clinical principles of diseases encountered in primary care settings, as well as health disparities resulting from genetic, environmental, and stress-related causes are examined. Emphasis is placed on assessment findings, diagnostic testing, and interventions specific to selected health problems that form the basis for clinical decisions.

Prerequisite: Admission to the MSN or DNP program as applicable

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 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 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 4-0-2-6

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 course focuses on developing advanced knowledge and understanding of the actions of drugs to ensure use of 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 or DNP program as applicable

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 4-0-2-6
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: MSN - NSG 5110 or faculty consent, DNP – NSG 6110 or faculty consent

Co-Requisite: NSG 5341

NSG 5341 HEALTH ASSESSMENT PRACTICUM 0-0-2-2
This lab is for designed to advance skills in comprehensive physical, psychosocial, and developmental assessment across the lifespan. Analysis and synthesis of this data in order to develop critical thinking skills and diagnostic reasoning is evaluated.

Prerequisite: MSN - NSG 5110 or faculty consent, DNP – NSG 6110 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: NSG 5110 or faculty consent

NSG 5430 NURSE EXECUTIVE PRACTICUM 0-0-6-6

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.

Prerequisites: 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.

Prerequisites: NSG All required core and NSG 5130, NSG 5230, NSG 5330

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.

Prerequisites: 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 0-0-6-6
PRACTICUM

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.

Prerequisites: 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.

Prerequisites: 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 0-0-6-6

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.

Prerequisites: 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 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 0-0-6-6

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, midsenescence 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

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

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

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

Co-Requisite: NSG 5701

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

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

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

Co-Requisite: NSG 5700

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

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

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

Co-Requisite: NSG 5703

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

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

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

Co-Requisite: NSG 5702

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

This course focuses on skill development in diagnostic and treatment modalities utilized in acute & critical care settings. Content includes fluid replacement, hemodynamic monitoring, defibrillation, and ventilation, as well as analysis of relevant laboratory data and interpretation of radiographs and ECGs. Laboratory practice includes procedures such as suturing, intubation, and line insertion.

Prerequisites: NSG 5110, NSG 5340, NSG 5341

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

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

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

Co-Requisite: NSG 5706

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

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

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

Co-Requisite: NSG 5705

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

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

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

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

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

Prerequisite: NSG5110, NSG5120, permission of program director

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

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

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

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

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

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

NSG 5804 ADVANCED PRACTICE PEDIATRIC NURSING: CHRONIC CONDITIONS 4-0-0-4

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

NSG 5805 ADVANCED PRACTICE PEDIATRIC NURSING: PRECEPTORSHIP II 0-0-5-5

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

NSG 5806 PEDIATRIC NURSE PRACTITIONER RESIDENCY 0-0-6-6

This course focuses on the development and application of knowledge and skill in the advanced practice role under minimal supervision of an approved preceptor in a practice setting. Emphasis is on the management of children and families with chronic and acute health problems.

NSG 5807 PEDIATRIC NURSE PRACTITIONER CAPSTONE PROJECT 3-0-0-3

This capstone is the culminating project that demonstrates mastery of all major concepts learned in the program. Students are expected to work with approved clinical preceptors to identify pediatric patients with complex health condition as the focal point for this scholarly capstone project. This capstone project prepares students to manage patients in the ever-evolving complex healthcare environment.

Prerequisites: NSG5110, NSG5120, permission of program director

NSG 5901 PSYCHOPHARMACOLOGY 3-0-0-3

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

Prerequisite: NSG 5240

NSG 5902 PSYCHIATRIC THEORY & ASSESSMENT 2-0-0-2

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

Prerequisites: NSG 5110, NSG 5340, NSG 5341

NSG 5903 MODELS OF COUNSELING & PSYCHOTHERAPY 3-0-0-3

In this course, the variety of therapeutic modalities available for the treatment of mental health disorders across the lifespan are examined, including individual, family, and group psychotherapy. The role of the advanced practice nurse as psychotherapist is a focus. Therapeutic approaches across the lifespan and modifications of psychotherapeutics intervention with special populations are presented.

Prerequisite: NSG 5110

NSG 5904 MODELS OF COUNSELING & PSYCHOTHERAPY PRACTICUM 0-0-4-4

This course allows the learner to apply psychotherapeutic modalities in the treatment of mental health disorders across the lifespan. Learners gain experience in individual, family, and group psychotherapy with individuals across the lifespan. Clinical experiences emphasize advanced health assessment techniques and skills common to patient evaluation and the application of safe, effective, evidence-based psychotherapy practices with a broad range of individuals.

Prerequisite: NSG 5110

Co-Requisites: NSG 5902, NSG 5903

**NSG 5905 MODELS OF CARE ACROSS THE LIFESPAN:
CHILDREN, ADOLESCENTS, & YOUNG ADULTS 3-0-0-3**

This course explores psychiatric/mental health disorders which are typically experienced by children, adolescents, and young adults. Postulated pathophysiologic origins of disease/disorder are linked to symptom expression and accurate diagnosis of common psychiatric/mental health disorders. Assessment, diagnosis, and treatment of selected disorders using a combination of psychopharmacology and psychotherapy, informed by evidence-based, safe, effective, ethical, and legal practices, are emphasized.

Prerequisites: NSG 5110, NSG 5140, NSG 5240, NSG 5901, NSG 5340, NSG 5341, NSG 5902

Co-Requisite: NSG 5906

**NSG 5906 MODELS OF CARE ACROSS THE LIFESPAN:
CHILDREN, ADOLESCENTS, & YOUNG ADULTS PRACTICUM 0-0-4-4**

In this course, students gain experiences in the assessment, diagnosis, and treatment of a variety of psychiatric/mental health disorders common to children, adolescents, and young adults. Emphasis is placed on comprehensive assessment,

accurate diagnosis, and formulation of a safe, effective treatment plan, informed by evidence-based, ethical, and legal practices serves as the foundation of clinical experiences.

Prerequisites: NSG 5110, NSG 5140, NSG 5240, NSG 5901, NSG 5340, NSG 5341, NSG 5902

Co-Requisite: NSG 5905

NSG 5907 MODELS ACROSS THE LIFESPAN: ADULTS & OLDER ADULTS 3-0-0-3

This course explores psychiatric/mental health disorders which are typically experienced by adults and older adults, including acute and crisis conditions needing immediate attention and care. Postulated pathophysiologic origins of disease/disorder are linked to symptom expression and accurate diagnosis of common psychiatric/mental health disorders. Assessment, diagnosis, and treatment of selected disorders using a combination of psychopharmacology and psychotherapy, informed by evidence-based, safe, effective, ethical, and legal practices, are emphasized.

Prerequisites: NSG 5110, NSG 5140, NSG 5240, NSG 5901, NSG 5340, NSG 5341, NSG 5902

Co-Requisite: NSG 5908

NSG 5908 MODELS OF CARE ACROSS THE LIFESPAN: 0-0-4-4
ADULTS & OLDER ADULTS PRACTICUM

In this course, student gain experiences in the assessment, diagnosis, and treatment of a variety of psychiatric/mental health disorders common to adults and older adults. Emphasis is placed on comprehensive assessment, accurate diagnosis, and formulation of a safe, effective treatment plan, informed by evidence-based, ethical, and legal practices serves as the foundation of clinical experiences.

Prerequisites: NSG 5110, NSG 5140, NSG 5240, NSG 5901, NSG 5340, NSG 5341, NSG 5902

Co-Requisite: NSG 5907

NSG 5909 MODELS OF CARE ACROSS THE LIFESPAN: 3-0-0-3
INDIVIDUALS, COUPLES, FAMILIES, & GROUPS

This course integrates content learned in previous courses and considers the role of the advanced practice psychiatric/mental health nurse practitioner (PMHNP) as it relates to the advanced practice roles of direct clinical practice as an expert clinician, manager of care, guidance and coaching, consultant, evidence-based practice, leader, collaborator, and ethical decision-maker.

Prerequisites: NSG5110, NSG5140, NSG5240, NSG5901, NSG5340, NSG5341, NSG5902, NSG5903, NSG5904, NSG5905, NSG5906, NSG5907, NSG5908

Co-Requisite: NSG5910

NSG 5910 MODELS OF CARE ACROSS THE LIFESPAN: 0-0-5-5
INDIVIDUALS, COUPLES, FAMILIES, & GROUPS PRACTICUM

This course requires the learner to explore the role of the advanced practice psychiatric/mental health nurse practitioner (PMHNP) as it relates to the advanced practice roles of direct clinical practice as an expert clinician, manager of care, guidance and coaching, consultant, evidence-based practice, leader, collaborator, and ethical decision-maker. Clinical experiences focus on exposure to these areas.

Prerequisites: NSG5110, NSG5140, NSG5240, NSG5901, NSG5340, NSG5341, NSG5902, NSG5903, NSG5904, NSG5905, NSG5906, NSG5907, NSG5908

Co-Requisite: NSG5909

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

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

Prerequisites: NSG 5110, NSG 5120, permission of program director

NSG 6110 DNP ROLE AND INTERPROFESSIONAL TEAMS 4-0-0-4

As an introductory course to the DNP program, students examine the DNP essentials, as well as current trends and future directions of the DNP role within the context of a diverse, global healthcare environment. This includes focus on role

socialization, inter-professional collaboration, and clinical and leadership abilities as an advanced practice nurse. Students are also introduced to the options and requirements for the DNP Scholarly Project.

Prerequisite: Admission to the DNP program

NSG 6120 THEORY FOR DOCTORAL NURSING PRACTICE 4-0-0-4

This course focuses on a critical analysis of concepts and theoretical frameworks that allow methods of analyzing scientific evidence and effecting its translation into best practices. Emphasis is placed on the ethical, financial, and logistical implications of evidence-based practice within the most commonly used theories and frameworks for practice-related research. The conventions of scholarly writing are explored and utilized as a dissemination method for translational research.

Prerequisite: Admission to the DNP program

NSG 6130 STATISTICS FOR DOCTORAL NURSING PRACTICE 4-0-0-4

This course focuses on the foundational logic and appropriate application of commonly used statistical techniques reported health profession research literature. Content areas include the collecting, classifying, analyzing, utilizing, and making inferences about statistical data applications. Descriptive and inferential statistics including both univariate and multivariate parametric and nonparametric tests are included.

Prerequisite: Admission to the DNP program

NSG 6210 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 is on providing the scientific basis for the analysis and utilization of research to enhance evidence-based practice in healthcare settings and dissemination of research findings to support innovative change. Students conduct an in-depth analysis of research methods as a framework for studying clinical issues. Ethical issues in research conduct are also discussed.

Prerequisite: NSG 6120 or Admission to the DNP w/Con Nurse Anesthesia

NSG 6220 HEALTHCARE INFORMATICS FOR DOCTORAL NURSING PRACTICE 4-0-0-4

This course focuses on the knowledge and skills needed to use data from information systems to evaluate and improve health care. Students explore informatics-based health applications that support decision making in the four areas of nursing (clinical, administrative, research, and education) to include consideration of tools for data extraction, organization and interpretation of data, evaluation of information sources, and communication/dissemination of findings.

Prerequisite: Admission to the DNP program

NSG 6230 POPULATION HEALTH AND EMERGING DISEASE 4-0-0-4

This course focuses on the integration of evidence-based practice and epidemiological approaches to promote consistent and equitable care for diverse populations. Data analysis is used to mitigate health risks and relevant protective strategies for populations with and without pre-existing disease states. Emerging disease states of concern in current practice and literature, such as SARS-CoV2, are covered as special topics of interest.

Prerequisite: NSG 6110, NSG 6120, NSG 6130

NSG 6310 ORGANIZATIONAL 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. Students evaluate professional ethics in advanced nursing leadership roles and develop an understanding of skills necessary for organization systems leadership.

Prerequisite: NSG 6110

NSG 6320 QUALITY IMPROVEMENT AND PROGRAM EVALUATION 4-0-0-4

This course prepares the student with the knowledge and skills to measure and assess the impact of interventions on healthcare. Students explore the development and use of relevant outcome measures to evaluate research, quality improvement, and programs in order to inform and use new knowledge to provide, change, and evaluate delivery of healthcare initiatives focused on client-centered, clinically demonstrable care.

Prerequisite: NSG 6110, NSG 6120

NSG 6410 HEALTHCARE POLICY & FINANCE 4-0-0-4

This course examines the roles of the nurse leader in healthcare policy as researcher, change agent, advocate, and activist. The factors that influence current healthcare policies and their development are 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 DNP leaders employ to impact policy development at institutional, local, national, and international levels.

Prerequisite: Admission to the DNP program

NSG 6800 DNP SCHOLARLY PROJECT SEMINAR 1-0-0-1

NSG 6801 DNP SCHOLARLY PROJECT SEMINAR 1-0-0-1

NSG 6802 DNP SCHOLARLY PROJECT SEMINAR 1-0-0-1

NSG 6803 DNP SCHOLARLY PROJECT SEMINAR 1-0-0-1

NSG 6804 DNP SCHOLARLY PROJECT SEMINAR 1-0-0-1

NSG 6800-6804 focuses on the DNP Scholarly Project. Students progress through the stages of the project under the supervision of an identified committee.

NSG 6900 DNP TRANSITION SEMINAR 4-0-0-4

Transition and socialization into the Doctor of Nursing Practice (DNP) role is explored in this course. Role transition includes the DNP's professional responsibility and accountability for advancing professional nursing practice. The DNP scholarship portfolio is completed and evaluated which includes reflection on evidence that demonstrates the student is a clinical scholar and documents competency in all domains of DNP practice as outlined in the American Association of Colleges of Nursing (AACN) Essentials of Doctoral education for Advanced Nurse Practice, the DNP Core Competencies by the National Association of Nurse Practitioner Faculties (NONPF) and South College School of Nursing Doctoral Program Outcomes.

NSG 7230 OPERATIONAL PLANNING AND MANAGEMENT 4-0-2-6

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.

NSG 7330 FINANCIAL MANAGEMENT IN HEALTHCARE ORGANIZATIONS 4-0-2-6

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 are included. The emphasis is on practical methods and techniques within a wide variety of healthcare situations. Students have the opportunity to practice and reinforce financial management skills through online simulation modules or technology-enhanced learning experience.

NSG 7440 PRIMARY CARE OF INFANTS, CHILDREN, AND ADOLESCENTS 6-0-0-6
DIDACTIC

This lecture/discussion course covers 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.

NSG 7441 PRIMARY CARE OF INFANTS, CHILDREN, AND ADOLESCENTS 0-0-6-6
PRACTICUM

This clinical course covers 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.

NSG 7520 CLINICAL APPLICATIONS IN PHARMACOLOGY FOR THE FNP 2-0-0-2

This course provides a synthesis of selected advanced pharmacology content and research with the global considerations used in the safe, effective prescribing of therapeutic pharmaceuticals for the treatment of health conditions and patient comorbidities across the lifespan. Emphasis is placed on the effective and proactive monitoring of patient response to pharmacotherapeutics. Legal and regulatory considerations in prescribing are explored and include a special module on best practices in opioid prescribing.

NSG 7525 EMERGING ISSUES & ETHICAL CONSIDERATIONS IN EXECUTIVE LEADERSHIP 5-0-0-5

This course examines the heterogeneous range of the potential effects of executive leadership on care delivery and professional healthcare disciplines. Focus is placed on the intricacies in this realm within both the national and global healthcare environment. The interrelationships and impact of legal, policy, and ethical complexities of leadership are explored within the context of broader socioeconomic disparities and population vulnerabilities. Current and emerging trends of the U.S. healthcare administrative environment are incorporated and analyzed within ethical frameworks.

NSG 7540 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. Students develop the skills and procedures necessary for the clinical management of selected clients. The course focuses on evaluation and management of common acute and chronic adult health care problems and 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. Strategies for the young, middle, and older adult in rural or underserved areas are emphasized.

NSG 7541 PRIMARY CARE FOR ADULTS FAMILIES PRACTICUM 0-0-6-6

This clinical course focuses on developing proficiency in basic diagnostic and therapeutic procedures and the interpretation of the results covering the primary care management of healthy adults through the life span with a focus on health maintenance and disease prevention. Students develop the skills and procedures necessary for the clinical management of selected clients. The course 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.

NSG 7550 HEALTHCARE SYSTEMS MANAGEMENT 4-0-2-6

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.

NSG 7631 NURSE EXECUTIVE PRACTICUM 0-0-8-8

This course emphasizes the application of leadership and management theories and principles in implementation of the nurse executive role. The student demonstrates the competencies essential to the nurse executive as the role is 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 are applied during the practicum experience.

NSG 7641 FAMILY NURSE PRACTITIONER PRACTICUM 0-0-6-6
This clinical course focuses on developing proficiency in basic diagnostic and therapeutic procedures and the interpretation of the results covering the primary care management of all ages through the life span with a focus on health maintenance and disease prevention. Students have the opportunities to develop or perfect the skills and procedures necessary for the clinical management of selected clients. The course 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, middle age, and senescence in all areas where there is a need for health services.

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 1201, ENG 1211, MAT 1100, (all with a grade of C or better) [3rd quarter]

OTA 1325 ANALYSIS OF HUMAN OCCUPATIONS 2-2-0-4
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 1201, ENG 1211, MAT 1100, (all with a grade of C or better) [3rd quarter]

OTA 1335 APPLIED KINESIOLOGY 2-2-0-4
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 1201, ENG 1211, MAT 1100, (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 2-2-0-4
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 2-2-0-4

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 0-0-2-2

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 2-2-0-4

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 PSYICAL DYSFUNCTION 0-0-2-2

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

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 5380 ESSENTIALS OF CARDIOLOGY 2-0-0-2

This course provides an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific cardiology diseases encountered in general practice. Students continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills in cardiology. For each cardiac-related problem, related health promotion, disease prevention, and patient education topics are presented.

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 3-1-0-4

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 3-1-0-4

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 4-1-0-5

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 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 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 are individually evaluated by core and adjunct faculty members.

PAS 5610 INTERNAL MEDICINE 0-0-9-9

This rotation allows 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 offers 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 0-0-9-9

This rotation provides 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 recognizes 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 provides 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 is based on the knowledge, skills, and abilities related to general surgery.

PAS 5630 FAMILY MEDICINE/GERIATRICS 0-0-9-9

This rotation allows the PA student to demonstrate knowledge and core competencies in the discipline of family medicine. The student demonstrates 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 offers 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 are based on the knowledge, skills, and abilities related to family medicine.

PAS 5640 EMERGENCY MEDICINE 0-0-9-9

This clinical rotation provides 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 learns the indications, limitations, and evidence-based methodology of emergency medicine procedures and therapeutic strategies. Students demonstrate knowledge and competencies appropriate to clinical problems encountered and procedures common to the emergency room setting.

PAS 5650 WOMEN'S HEALTH 0-0-9-9

This rotation provides the PA student with the opportunity to learn the basic and practical information in gynecology and women's health. Students 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 offers clinical experience in inpatient and/or outpatient facilities providing medical care for female patients.

PAS 5660 PEDIATRICS 0-0-9-9

This clinical rotation provides 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 demonstrates 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 0-0-9-9

The rotation provides the student with an understanding of the variety of emotional and psychiatric states along with basic psychopathology and pharmacotherapeutics. In this rotation, students 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 enables the student to develop skills to make a mental health assessment. Emphasis is 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 0-0-9-9

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 clinical coordinator or upon request as approved by the Director of Clinical Services. In the elective, the student demonstrates knowledge and core competencies related to that specialty pertaining to the diagnoses, pathophysiology, risk factors, laboratory interpretation, procedures, and therapeutic strategies used. Testing and evaluation for the elective rotation are based on the knowledge, skills, and abilities related to the specialty.

PAS 5691 CLINICAL SUMMATIVE REVIEW 3-0-0-3

This course is intended to assure that students have met defined program objectives for the knowledge, skills, and attitudes suitable for clinical practice. It will include a multi-system approach to assess physical examination and history taking skills, communication skills and the ability to summarize and document findings, make a differential diagnosis and treatment plan. This course includes standardized patient encounters with problem based Objective Structured Clinical Examinations (OSCEs) and/or Objective Structured Long Examination Records (OSLERs), a comprehensive oral case presentation to a faculty member, completion of a comprehensive multi-choice examination, along with other evaluation tools.

PAS 5701 CAPSTONE RESEARCH PROJECT 3-0-0-3

The Capstone Research Project requires the PA student to apply knowledge and skills acquired in the structured competency-based PA curriculum to a specific research or practical clinical experience oriented project. The specific skills developed through this process include the ability to critically evaluate the relevant medical literature, comprehend the research process, and enhance the awareness of potential research questions related to general clinical practice. Each PA student is required to present his/her approved Capstone Research Project to a panel that includes at least two health science faculty members and an outside professional with expertise related to the project. PA students are expected to develop their Capstone Research Project in a format suitable for publication.

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 1100 with a grade of C or better

Co-requisite: PHY 2020 if required

PHY 2020 GENERAL PHYSICS I LAB 0-2-0-2

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.

Prerequisite: MAT 1100 with a grade of C or better

Co-requisite: PHY 2010

PHY 2030 GENERAL PHYSICS II 4-0-0-4

PHY 2030 is a non-calculus based continuation of PHY 2010 that describes and explains the nature of fluids, wave motion (both sound and electromagnetic), temperature and thermodynamics, the kinetic theory of gasses, electrostatics, electrical currents, magnetism, and optics.

Prerequisites: PHY 2010 and PHY 2020 with a grade of C or better

Co-requisite: PHY 2040

PHY 2040 GENERAL PHYSICS II LAB 0-2-0-2

PHY 2040 is a laboratory course designed to be taken concurrently with PHY 2030. Lab experiments supplement the subject matter covered in the lecture. Experiments include Archimedes' principle, measuring specific heats, reflection & refraction of light, lenses and mirrors, electricity and magnetism, wave motion and sound.

Prerequisites: PHY 2010 and PHY 2020 with a grade of C or better

Co-requisite: PHY 2030

PLS 1011 INTRODUCTION TO PARALEGAL STUDIES 4.5-0-0-4.5

This course introduces the student to the paralegal profession and the American legal system with emphasis on ethics and professional responsibility. Students explore ethics, case analysis, legal reasoning, legal research, career opportunities, professional organizations, terminology, and other related topics. Students discuss the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals. Students relate current events to the field of law and visit a nearby courthouse.

Prerequisite: ENG 1201 or concurrent enrollment

PLS 1020 LEGAL RESEARCH & WRITING I 4-0-0-4
This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

Prerequisites: ENG 1201 and PLS 1011 all with a grade of C or better

PLS 1030 LEGAL RESEARCH & WRITING II 4-0-0-4
This course builds upon the skills learned in Legal Research and Writing I. Particular emphasis is placed upon using detailed research to draft professional documents, including client letters, memorandum of law, an appellate brief and court documents. The use of WESTLAW and other computer-based legal research tools is stressed in the course.

Prerequisites: ENG 1201, PLS 1011, and PLS 1020 all with a grade of C or better

PLS 1060 TORTS & REMEDIES 4-0-0-4
This course familiarizes the student with the substantive law of torts. Concentration focuses on three main areas: intentional torts, quasi-intentional torts, and negligence law. This course also examines various equitable remedies.

Prerequisites: PLS 1011 and ENG 1201 all with a grade of C or better

PLS 1140 ETHICS FOR PARALEGALS 4-0-0-4
Ethical and professional issues faced by legal assistants in the legal environment are the focus of this course. Students are 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.

PLS 1161 CONTRACT LAW 4.5-0-0-4.5
This course introduces the students to the area of contract law. Students explore the creation of enforceable contracts that include all the elements of such contracts. Students study the effect of Uniform Commercial Code on contracts, and the duties and responsibilities of the parties in a third-party contract. Students also learn the remedies available for breach of contract. During the course students learn how to draft several kinds of contracts.

PLS 1180 LEGAL DRAFTING AND COMMUNICATION 4-0-0-4
This course is designed to prepare students for the many documents that are the product of legal analysis and research. Instruction is pragmatic and hands-on. Students are introduced to business documents, litigation documents, wills and trusts, and domestic law documents.

Prerequisites: ENG 1201 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 1201 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 1011 and ENG 1201 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 1201 all with a grade of C or better

PLS 2070 COMPUTERS IN THE LEGAL OFFICE 3-1-0-4
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.

PLS 2081 CRIMINAL LAW 4.5-0-0-4.5

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 1011 and ENG 1201 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 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 2091 with a grade of C or better or approval from Department Chair

PLS 2200 PARALEGAL INTERNSHIP 0-0-4-4

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 7th quarter of the Legal Studies Program.

Prerequisites: All basic paralegal coursework or concurrent enrollment with approval from Department Chair

POL 2761 AMERICAN GOVERNMENT 4.5-0-0-4.5

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.

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 INFOMATICS 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 6770. Students go over cases and concepts about pain management in more depth than covered in PPR 6770. 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 learn about the importance of nutritional management for common disease states. Students are introduced to basic concepts regarding nutrition and the GI system. Students are exposed to the metabolism of macronutrients, vitamins, minerals, and dietary supplements. Students gain experience on how to counsel patients on specific dietary measures for various disease states. Utilizing weekly food diaries, students gain an understanding of the challenges patients undergo while modifying their dietary habits. Nutritional management for the following disease states are 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 allows 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 work in assigned groups to identify a research question, search and evaluate the literature, and compose a systematic review. Students 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 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

of the properties of anti-infective agents, including antibiotics, antivirals, and antifungals; and apply this information to patient scenarios that will allow the student to practice guideline and literature-based treatment of complex infections in the acute care patient. Principles of antimicrobial stewardship will be reinforced so that the student will be able to determine appropriate empiric therapy of commonly seen infectious disease syndromes in the acute care patient. This course will also emphasize evidence-based medicine including interpretation of guidelines and primary literature to help determine the best anti-infective course for an acute care patient.

PPR 6026 TREATING CARDIOVASCULAR DISEASE IN ACUTE CARE PATIENTS 2-1-0-3

This course provides an in-depth study of the pathophysiology and treatment of commonly encountered cardiovascular disease states and properties of medications used to treat cardiovascular diseases. The student applies this information to patient scenarios that allows the student to practice guideline and literature-based treatment in the acute care patient. This course also emphasizes evidence-based medicine including interpretation of guidelines and primary literature to help determine the best pharmacotherapy plan for an acute care patient.

PPR 6027 ADVANCED COMMUNITY PHARMACY TOPICS 2-0-0-2

Advanced Community Pharmacy Topics is an elective course designed to introduce students to other areas of service within community pharmacy. Upon the completion of this course, pharmacy students earn a point-of-care testing certificate. This course includes pre-reading from current literature and governmental agencies and culminates with a skills assessment. Students learn how to perform four types of specimen collection (oral swab, nasal swab, throat swab, and finger stick); the legal and management issues associated with point-of-care testing and follow-up care; and using infectious disease models, will learn to assess patients, evaluate vital signs and physical findings to determine if POC testing is appropriate. Students also learn more about collaborative pharmacy practice agreements within community pharmacy settings, diabetes education, and advanced medication management therapy services.

**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 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 0-0-3-3

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 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 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 0-0-3-3

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 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 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 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 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 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 0-0-3-3

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 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 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 document their experiences, activities, and outcomes achievement.

PPR 6570 PHARMACOTHERAPY I 4-0-0-4

Pharmacotherapy I is the first course in a six-course Pharmacotherapy series. The series of courses occur during the second professional year of the PharmD program. The courses in the Pharmacotherapy course series are designed to develop the student's knowledge of pharmacotherapy and to develop the ability to apply pharmacotherapy concepts and principles to different disease states. The course sequence reinforces pathophysiology and pharmacology and emphasizes

clinical symptomatology; diagnostic testing and diagnosis; therapeutic agents and evidence-based medicine supporting agents use; applicable clinical practice guidelines; and therapeutic drug monitoring for each disorder/condition.

PPR 6590 CLINICAL ABILITIES LAB I 0-2-0-2

Clinical Abilities Lab I is the first course in the Clinical Abilities Lab series. The series of courses occur during the second professional year of the PharmD curriculum. This lab-based course provides students with hands-on experiences and practice to achieve proficiency in the abilities, through integration of knowledge, skills, behaviors, and values, that are essential for a pharmacy practitioner to provide patient care using the pharmacists' patient care process. The Clinical Abilities Lab also provides students opportunities to practice and develop trustworthiness when performing entrustable professional activities (EPAs). Students apply and integrate knowledge from the Pharmacotherapy course sequence to patient cases. Throughout the Clinical Abilities Lab series, students practice communication with patients and other health care providers, educating patients and caregivers on medications and self-monitoring devices, patient interviewing skills, physical assessment, performing prescription drug utilization reviews, and prescription verification. Knowledge of commonly prescribed medications, drug information, biostatistics, pharmacy law, and pharmacy calculations are reinforced.

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 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 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 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 & OUTCOMES ASSESSMENT 3-0-0-3

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 6670 PHARMACOTHERAPY II 4-0-0-4

Pharmacotherapy II is the second course in a six-course Pharmacotherapy series. The series of courses occur during the second professional year of the PharmD program. The courses in the Pharmacotherapy course series are designed to develop the student's knowledge of pharmacotherapy and to develop the ability to apply pharmacotherapy concepts and principles to different disease states. The course sequence reinforces pathophysiology and pharmacology and emphasizes clinical symptomatology; diagnostic testing and diagnosis; therapeutic agents and evidence-based medicine supporting agents use; applicable clinical practice guidelines; and therapeutic drug monitoring for each disorder/condition.

PPR 6680 PHARMACOTHERAPY III 4-0-0-4

Pharmacotherapy III is the third course in a six-course Pharmacotherapy series. The series of courses occur during the second professional year of the PharmD program. The courses in the Pharmacotherapy course series are designed to develop the student's knowledge of pharmacotherapy and to develop the ability to apply pharmacotherapy concepts and principles to different disease states. The course sequence reinforces pathophysiology and pharmacology and emphasizes clinical symptomatology; diagnostic testing and diagnosis; therapeutic agents and evidence-based medicine supporting agents use; applicable clinical practice guidelines; and therapeutic drug monitoring for each disorder/condition.

PPR 6690 CLINICAL ABILITIES LAB II 0-2-0-2

Clinical Abilities Lab II is the second course in the Clinical Abilities Lab series. The series of courses occur during the second professional year of the PharmD curriculum. This lab-based course provides students with hands-on experiences and practice to achieve proficiency in the abilities, through integration of knowledge, skills, behaviors, and values, that are essential for a pharmacy practitioner to provide patient care using the pharmacists' patient care process. The Clinical Abilities Lab also provides students opportunities to practice and develop trustworthiness when performing entrustable professional activities (EPAs). Students apply and integrate knowledge from the Pharmacotherapy course sequence to patient cases. Throughout the Clinical Abilities Lab series, students practice communication with patients and other health care providers, educating patients and caregivers on medications and self-monitoring devices, patient interviewing skills, physical assessment, performing prescription drug utilization reviews, and prescription verification. Knowledge of commonly prescribed medications, drug information, biostatistics, pharmacy law, and pharmacy calculations are reinforced.

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 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 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 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 6770 PHARMACOTHERAPY IV 4-0-0-4

Pharmacotherapy IV is the fourth course in a six-course Pharmacotherapy series. The series of courses occur during the second professional year of the PharmD program. The courses in the Pharmacotherapy course series are designed to develop the student's knowledge of pharmacotherapy and to develop the ability to apply pharmacotherapy concepts and principles to different disease states. The course sequence reinforces pathophysiology and pharmacology and emphasizes clinical symptomatology; diagnostic testing and diagnosis; therapeutic agents and evidence-based medicine supporting agents use; applicable clinical practice guidelines; and therapeutic drug monitoring for each disorder/condition.

PPR 6780 PHARMACOTHERAPY V 4-0-0-4

Pharmacotherapy V is the fifth course in a six-course Pharmacotherapy series. The series of courses occur during the second professional year of the PharmD program. The courses in the Pharmacotherapy course series are designed to develop the student's knowledge of pharmacotherapy and to develop the ability to apply pharmacotherapy concepts and principles to different disease states. The course sequence reinforces pathophysiology and pharmacology and emphasizes clinical symptomatology; diagnostic testing and diagnosis; therapeutic agents and evidence-based medicine supporting agents use; applicable clinical practice guidelines; and therapeutic drug monitoring for each disorder/condition.

PPR 6790 CLINICAL ABILITIES LAB III 0-2-0-2

Clinical Abilities Lab III is the third course in the Clinical Abilities Lab series. The series of courses occur during the second professional year of the PharmD curriculum. This lab-based course provides students with hands-on experiences and practice to achieve proficiency in the abilities, through integration of knowledge, skills, behaviors, and values, that are essential for a pharmacy practitioner to provide patient care using the pharmacists' patient care process. The Clinical Abilities Lab also provides students opportunities to practice and develop trustworthiness when performing entrustable professional activities (EPAs). Students apply and integrate knowledge from the Pharmacotherapy course sequence to patient cases. Throughout the Clinical Abilities Lab series, students practice communication with patients and other health care providers, educating patients and caregivers on medications and self-monitoring devices, patient interviewing skills, physical assessment, performing prescription drug utilization reviews, and prescription verification. Knowledge of commonly prescribed medications, drug information, biostatistics, pharmacy law, and pharmacy calculations are reinforced.

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 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 0-0-1-1**

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

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 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 6014 INTRODUCTION TO BIOLOGICS AND BIOSIMILARS 3-0-0-3

This course is designed to introduce the student to the scientific principles that guide the development and manufacture of biological therapeutics (biologics) and their corresponding biosimilar analogs. Furthermore, the student will be exposed to (1) the regulatory requirements that must be met before a biologic is approved, (2) the regulatory requirements before a biosimilar is approved, (3) the differences between a biologic and a biosimilar as well as, (4) the issues associated with the use of biologics and biosimilars in a clinical setting. In addition, concepts regarding the substitution of a corresponding biosimilar for the Innovator's biologic, the interchangeability of the biosimilar, and the ethical use of biosimilars will be presented.

PSC 6015 SELECTED TOPICS IN NATURAL PRODUCT CHEMISTRY 2-0-0-2

Natural products chemistry is the chemistry of metabolite products from natural resources such as plants, animals, and microorganisms. Students are introduced to current theory and research in the field of natural product chemistry. This course is designed to introduce a number of selected classes of bioactive novel compounds isolated from natural resources. In the meanwhile, the students are also be exposed briefly to (1) the general isolation methods used to isolate natural products, (2) spectral methods used to identify new compounds, and (3) examples of structural modifications of lead compounds in new drug development. It is expected that the students also work in small groups or participate in cooperative group learning sessions to discuss on the importance of natural product chemistry and structure elucidation methods. Specifically, this course covers: (1) basic techniques of natural product extraction and isolation; (2) alkaloids; (3) terpenoids; (4) flavonoids; (5) bioactive peptides and proteins; and (6) bioactive nucleosides and nucleotides.

PSC 6016 PRINCIPLES OF CLINICAL RESEARCH: AN INTRODUCTION 2-0-0-2

This course provides an overview of the complex process and procedures required to evaluate the safety, toxicity, and efficacy of a drug in human subjects and patients. Topics include animal testing requirements, design of clinical studies, protocol development, institutional review board approval, establishment of data safety monitoring boards, subject and patient enrollment, study conduct and monitoring, and regulatory requirements for the evaluation and registration of human pharmaceutical products.

PSC 6017 DESIGN, MANAGEMENT, & MONITORING OF CLINICAL TRIALS I 3-0-0-3

This course provides detailed overview of the clinical phase of drug development, including the design, management, and oversight of clinical studies. The student is introduced to the history of clinical evaluation and to principles that define and govern the conduct of Phase 0 through Phase 4 clinical studies. Student are instructed on the major elements of a clinical study including but not limited to the requirements for submitting an IND to initiate a clinical study, the generation of a clinical protocol, clinical site selection and audit, ethical considerations, submission of an NDA, and post-approval quality and regulatory oversight.

PSC 6018 DESIGN, MANAGEMENT, & MONITORING OF CLINICAL TRIALS II 3-0-0-3

This course comprises a comprehensive presentation of the details involved in the conduct of human clinical trials. Building on the knowledge gained in PSC 6017, the student is instructed in concepts including but not limited to protocol development, power and sample size calculations, hypothesis testing, randomization methods, biostatistics, data analysis, and data management in the design of Phase 0 through Phase 4 clinical studies. Other concepts include procedures for assembling clinical results into the electronic common technical document (eCTD) format.

PSC 6019 REGULATION OF PHARMACEUTICAL PRODUCTS 3-0-0-3

This course provides a detailed review of the national and international regulatory requirements for the development, evaluation, and approval of pharmaceutical products. Topics include reviews of worldwide regulatory guidance documents, preparation of regulatory submissions including INDs and NDAs, protocols for formal interactions with regulatory agencies, and regulatory requirements for advertising and promoting of pharmaceutical products. In addition, the necessary requirements to ensure that all steps of a pharmaceutical development program remain compliant with all governmental rules and regulation are presented.

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 6120 PATHOPHYSIOLOGY I 3-0-0-3

The first in a two-course sequence that teaches understanding of disease process and trauma in humans as the basis for medical treatment. Etiology, clinical manifestations, complications, diagnostic findings and common treatment are reviewed by body systems and developmental stages. This course focuses on mechanisms of tissue injury to organs and organ systems during selected disease states with the goal of providing students with a rationale for drug therapy. Emphasis is placed on cell pathology, inflammation, neoplasm, and the cardiovascular, respiratory, GI, and hepatobiliary systems during the disease process.

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 6141 PHARMACY CALCULATIONS 3-0-0-3

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 are 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 6210 PATHOPHYSIOLOGY II 3-0-0-3

The second in a two-course sequence that teaches understanding of disease process and trauma in humans as the basis for medical treatment. Etiology, clinical manifestations, complications, diagnostic findings and common treatment are reviewed by body systems and developmental stages. This course focuses on mechanisms of tissue injury to organs and organ systems during selected disease states with the goal of providing students with a rationale for drug therapy. Emphasis is placed on fluid, electrolytes, acid-base balance, and congenital disorders, and the urinary, musculoskeletal, integument, neurological, endocrine, and sensory systems during the disease process.

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 6321 PHARMACEUTICS I 3-0-0-3

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 2-1-0-3

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 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 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 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 6502	INDEPENDENT RESEARCH	2-0-0-2
PSC 6602		2-0-0-2
PSC 6702		2-0-0-2
PSC 6802		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 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 1811	GENERAL PSYCHOLOGY	4.5-0-0-4.5
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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.

PSY 1821	HUMAN GROWTH AND DEVELOPMENT	4.5-0-0-4.5
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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.

PSY 2801	ABNORMAL PSYCHOLOGY	4.5-0-0-4.5
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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.

PTA 1010	INTRODUCTION TO PTA	4-2-0-5
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This course introduces the student to general/universal precautions, ethical conduct, standards of practice, the role and responsibilities of a physical therapist assistant, the history of physical therapy and the American Physical Therapy Association (APTA), documentation, medical terminology, medical records, and basic computer concepts.
Prerequisites: ENG 1211, AHS 1010, MAT 1200, COM 1261, all with grade of C or above

PTA 1030	PATHOPHYSIOLOGY	4-0-0-4
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Pathophysiology for the Physical Therapist Assistant is a study of human physiological changes which are the cause or result of pathologic processes. This course builds upon and expands core knowledge of human anatomy and physiology as it relates to the loss of homeostasis. Etiology, signs and symptoms, complications, and prognosis are presented including an overview of medical and physical therapy intervention.
Prerequisites: BIO 1130, BIO 1140, all with a grade of C or better

PTA 1500	FUNCTIONAL ANATOMY & KINESIOLOGY	3-6-0-6
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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

- PTA 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: PTA 1010, PTA 1030, and PTA 1500 all with a grade of C or better
- PTA 2010 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, wheelchair 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: PTA 1010, PTA 1030, and PTA 1500 all with a grade of C or better
- PTA 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: PTA 1800 and PTA 2010 all with a grade of C
- PTA 2210 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: PTA 1800 and PTA 2010 all with a grade of C or better
- PTA 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.
Prerequisites: PTA 2100 and PT 2210 all with a grade of C or better
- PTA 2501 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: PTA 2100 and PT 2210 all with a grade of C or better
- PTA 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 validate professional competencies under the direct supervision of a clinical instructor at two different clinical sites. At the end of the first clinical affiliation (192 hours), the students return to the campus for four (4) hours in a classroom setting debriefing and preparing for the second clinical affiliation of two hundred (200) hours. After the second clinical affiliation (200 hours), the students attend four (4) hours in the classroom setting.
Prerequisites: PTA 2300 and PTA 2501 all with a grade of C or better
- PTA 2800 CLINICAL INTERNSHIP II 4-0-24-12**
 This course is a continuation of PT260 through an additional 240 hours of unpaid clinical internship under the direct supervision of a physical therapist or physical therapist assistant. An additional 40 hours of classroom activities is required.
Prerequisite: PTA 2600 with a grade of C or better

RAD 1125 INTRODUCTION TO IMAGING SCIENCES & PATIENT 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. An introduction to legal terminology, concepts, and principles is also presented. Patient care topics include proper transfer techniques, history taking skills, universal precautions, and approaches to managing routine and emergency situations.

RAD 1235 CLINICAL EDUCATION I 0-0-4-4
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 Radiographic Procedures & Pathology under direct supervision.
Prerequisites: Program Admission

RAD 1245 RADIOGRAPHIC PROCEDURES & PATHOLOGY I 4-0-0-4
This course provides the knowledge base to perform standard imaging procedures and concepts related to disease and etiological consideration with emphasis on radiographic appearance of disease and impact on exposure factor selection. Students develop the knowledge and skills of the structure and function, radiographic positioning, and routines of radiographic landmarks.
Prerequisites: Program Admission

RAD 1255 RADIOGRAPHIC PROCEDURES & PATHOLOGY I LAB 0-1-0-1
Under direct supervision, students observe and demonstrate the positioning and production of diagnostic quality radiographs of the thoracic-abdominal cavity and extremities in a laboratory setting. Students critique radiographs for diagnostic quality, anatomy, positioning, present pathology, use of appropriate positioning landmarks and technical factors.
Prerequisite: Program Admission

RAD 1265 PHYSICS & IMAGE PRODUCTION I 4-0-0-4
Course provides a knowledge base in technical factors that govern the image production process. Understanding of the components, principles and operation of digital imaging systems found in diagnostic radiology.
Prerequisite: Program Admission

RAD 1335 CLINICAL EDUCATION II 0-0-4-4
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 Radiographic Procedures & Pathology under direct supervision.
Prerequisite: RAD 1235 with C or better or approval from Department Chair

RAD 1345 RADIOGRAPHIC PROCEDURES & PATHOLOGY 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, lumbar spine, and pathology. 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.
Prerequisite: RAD 1245 with C or better

RAD 1355 RADIOGRAPHIC PROCEDURES & PATHOLOGY II LAB 0-1-0-1
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. Trauma, pediatric, and geriatric radiography considerations are also covered during this course session. Students critique radiographs for diagnostic quality, anatomy, positioning, pathology present, use of appropriate positioning landmarks, and technical factors.
Prerequisite: RAD 1255 with C or better

- RAD 1365 PHYSICS & IMAGE PRODUCTION II 4-0-0-4**
 This course is a continuation of RAD 1265 and provides a knowledge base in technical factors that govern the image production process. Understanding of the components, principles, and operation of digital imaging systems found in diagnostic radiology is emphasized.
Prerequisite: RAD 1265 with C or better
- RAD 1435 CLINICAL EDUCATION III 0-0-5-5**
 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 Radiographic Procedures & Pathology under direct supervision.
Prerequisites: RAD 1335 with C or better or approval by Department Chair
- RAD 1445 RADIOGRAPHIC PROCEDURES & PATHOLOGY III 4-0-0-4**
 This course introduces students to the theoretical causes of disease and the pathophysiology involved in the compromise of healthy systems. There is an examination of etiology, pathophysiologic responses, clinical manifestations, the radiographic appearance of disease, and the management of modifications in body systems.
Prerequisite: RAD 1345 with C or better
- RAD 1455 RADIOGRAPHIC PROCEDURES & PATHOLOGY III LAB 0-1-0-1**
 Under direct supervision, students observe and demonstrate the positioning and production of diagnostic quality radiographs of the upper and lower gastrointestinal systems, skull, and facial radiography, and surgical procedures. Radiography related to traumatic injury/illness receives special attention during this course. Course topics include reference to related medical terminology and patient care issues. Students critique radiographs for diagnostic quality, anatomy, positioning, and use of appropriate positioning landmarks and technical factors.
Prerequisite: RAD 1355 with C or better
- RAD 2535 CLINICAL EDUCATION IV 0-0-5-5**
 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 Radiographic Procedures & Pathology under direct supervision.
Prerequisite: RAD 1435 with C or better or approval by Department Chair
- RAD 2545 RADIATION PROTECTION 4-0-0-4**
 The course explores the effect of radiation on the human body, including cells, tissues, and the body as a whole. There is deep exploration of the biological reactions to radiation, including acute and chronic affects. The course emphasizes the radiographer's responsibilities for ensuring radiation protection for patients, personnel, and the public.
Prerequisite: RAD 1455 with C or better
- RAD 2555 ADVANCED PROCEDURES AND QUALITY ASSURANCE 4-0-0-4**
 This course is designed to help students gain an understanding in the history, physical principles, and clinical aspects associated with the advanced imaging modalities in the field of radiology. Total quality management of a radiology department within a healthcare system is presented, exploring the theory and practice of quality assurance. The use of departmental assurance test tools, interpretation of results, and management of a quality assurance program through record keeping is presented.
Prerequisites: RAD 1365 and RAD 1445, both with grade of C or better
- RAD 2635 CLINICAL EDUCATION V 0-0-5-5**
 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 Radiographic Procedures & Pathology under direct supervision.
Prerequisite: RAD 2535 with C or better or approval by Department Chair

- RAD 2645 PROFESSIONAL SEMINAR I 4-0-0-4**
 This is a capstone course focusing on the synthesis of professional knowledge and skills in preparation for the ARRT Certification Examination and professional employment.
Prerequisite: RAD 2535 with C or better
- RAD 2735 CLINICAL EDUCATION VI 0-0-5-5**
 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 Radiographic Procedures & Pathology under direct supervision.
Prerequisite: RAD 2635 with C or better or approval by Department Chair
- RAD 2745 PROFESSIONAL SEMINAR II 4-0-0-4**
 This is a continuation of the RAD 2645 capstone course focusing on the synthesis of professional knowledge and skills in preparation for the ARRT Certification Examination and professional employment.
Prerequisite: RAD 2645 with C or better
- 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.
Prerequisites: Department Chair Approval, RAD 1125
- 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 0-0-7-7**
 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.
Prerequisite: Department Chair Approval
- RAD 5411 ESSENTIALS OF RADIOLOGY 3-0-0-3**
 This case-based course provides students with a systematic method of interpreting common imaging studies seen in the primary care and emergency setting. Students 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 0-0-6-6

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 0-0-6-6

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.

Prerequisites: RCT 3110, RCT 3120, RCT 3130

Co-Requisite: RCT 3210

RDA 1110 INTRODUCTION TO DENTAL ASSISTING 1-0-0-1

This course introduces the student to the dental profession, general dentistry, focusing on communication, ethics, and jurisprudence, and nutrition. Additional topics include psychology, multicultural interaction, and the Health Information Portability and Accountability Act.

Prerequisite: Program Admission

RDA 1120 DENTAL MATERIALS 2-2-0-4

This course examines chemical and physical properties of dental materials. The laboratory experience includes the manipulation and application of materials commonly utilized in the practice of general dentistry including dental cements, bases, liners, bonding agents, restorative materials, impression materials, endodontic files and filling materials, laboratory materials, and techniques.

Prerequisite: Program Admission

RDA 1130 DENTAL SCIENCE FOR THE DENTAL ASSISTANT 4-0-0-4

This course examines general anatomy and physiology including structure and function of the cell, body systems, planes and directions, and cavities. Additional topics include head and neck anatomy with emphasis on the cranium, brain, cranial nerves, and vascular support to the head and neck. Embryology and histology and tooth morphology, including the embryonic development of the head, neck, face, oral cavity, and tooth development and their eruption, are included in this course. Oral Pathology examines human diseases, emphasis is placed on the mechanism of pathology, systemic manifestations, and oral diseases significant to oral health care providers.

Prerequisite: Program Admission

RDA 1140 DENTAL RADIOGRAPHY I 2-2-0-4

This course examines radiation biology, safety precautions, intraoral and extraoral radiographic techniques, and quality control in the classroom and laboratory. Students receive hands-on instruction and experience exposing intraoral and extraoral radiographs using the bisecting and paralleling techniques, processing and mounting procedures, and identification of anatomic landmarks on radiographs.

Prerequisite: Program Admission

RDA 1150 DENTAL ASSISTING I 2-2-0-4

This course introduces the student to oral health, preventative techniques, dental instruments, categories and usage, dental burs and handpieces, tub and tray system, four-handed dental procedures, instrument grasp and transfer, and treatment of special needs patients. Additional topics include an introduction to the dental specialties, endodontics, oral and maxillofacial surgery, orthodontics, pediatric dentistry, and periodontics.

Prerequisite: Program Admission

RDA 1210 DENTAL PRACTICE MANAGEMENT 3-0-0-3
This course focuses on all aspects of dental practice management, including patient reception, telephone techniques, patient scheduling, business management software, records management, inventory control, accounts payable and receivable, and the office recall system. Additional topics include the importance of proper patient record management, the accuracy of patient records, dental insurance submission, and management of patient accounts.

Prerequisite: Program Admission

RDA 1220 PRECLINIC DENTAL SCIENCE 4-0-0-4
This course examines microorganisms that affect humans, the prevention of oral disease, infection control standards, and management of hazardous materials. Basic pharmacology, drugs utilized to treat systemic diseases, drugs used in dentistry, prescription writing, and types of anesthetics used in dentistry are included in this course. Additional topics include medical emergency preparation, and recognition of common medical and dental office emergencies

Prerequisite: RDA 1130

RDA 1230 DENTAL RADIOGRAPHY II 0-4-0-4
This course is a continuation of RDA 1140 Dental Radiography I. Students work to achieve laboratory competency in exposing intraoral and extraoral radiographs using bisecting and paralleling techniques, processing and mounting procedures, and identification of anatomic landmarks on radiographs.

Prerequisite: RDA 1140

RDA 1240 DENTAL ASSISTING II 2-2-2-6
This course is a continuation of RDA 1150 Dental Assisting I. Students are instructed in patient care, accurate dental charting, anesthesia and sedation, nitrous oxide monitoring, coronal polishing, sealants, and expanded dental function allowable in the State of Tennessee under the State Dental Practice Act. Students begin clinical assisting in the Dental Hygiene Clinic in preparation for the externship.

Prerequisite: RDA 1150

RDA 1310 REVIEW OF DENTAL ASSISTING 1-0-0-1
In preparation for the Dental Assisting National Board Examination, this course provides a comprehensive review of dental assisting focusing on general chairside assisting, radiation health and safety, and infection control.

Prerequisites: Successful completion of the Quarters 1 and 2 of the Dental Assisting program

RDA 1320 DENTAL ASSISTING III 0-0-12-12
Upon successful completion of all courses in Quarters 1 and 2 of the Dental Assisting program, the student participates in a 390-hour externship. The student spends a minimum of 300 hours in a Comprehensive General Dental Office and 90 hours in a Specialty Office applying the principles and practices learned in the Dental Assisting program under the direct supervision of dentist and qualified office personnel. Successful completion of the externship is necessary to fulfill the requirements for graduation.

Prerequisites: Successful completion of the Quarters 1 and 2 of the Dental Assisting program

RDH 1110 HEAD & NECK ANATOMY 4-0-0-4
This course examines head and neck anatomy with emphasis on the cranium, brain, cranial nerves, vascular support to the head and neck, soft tissue, and origin, insertion, action, and innervation of muscles of facial expression and mastication and the Temporomandibular Joint as they pertain to the study of dental science. Examination of the anatomy of local anesthetic, fasciae and spaces, and the spread of dental infections are covered in this course.

Prerequisite: Program Admission

RDH 1120 GENERAL & ORAL PATHOLOGY 4-0-0-4
This course examines human diseases including causes for general pathological conditions, mechanism of disease process, and effects on various organ systems. Emphasis is placed on the mechanism of pathology, systemic manifestations, and oral diseases significant to oral health care providers.

Prerequisite: Program Admission

RDH 1210 OTAL EMBYOLOGY, HISTOLOGY, & DENTAL ANATOMY 4-0-0-4

This course focuses on embryonic development of the head, neck, face, oral cavity, and tooth development and their eruption. Additional topics include microscopic and histological examination of oral tissues including soft tissue, periodontium, enamel, dentin, and pulp.

Prerequisite: Program Admission

RDH 1220 DENTAL MATERIALS 2-2-0-4

This course examines chemical and physical properties of dental materials, manipulation, and application of materials commonly utilized in the practice of dentistry. Laboratory experience include exercises in manipulation and application of commonly used dental materials including manakin and student partner experiences.

Prerequisite: Program Admission

RDH 1230 DENTAL HYGIENE PRACTICE PRE-CLINIC I (Instrumentation) 2-0-3-5

This course examines dental hygiene history and profession growth. Introduction to infection control, medical and dental history review, recording, and acquisition, monitoring of vital signs, and intraoral and extraoral examination. Principles of positioning for periodontal instrumentation, instrument classification, grasp and finger rests, along with instrument movement and orientation are taught with the aid of the manakin to prepare students for clinical hygiene practice.

Prerequisite: Program Admission

RDH 1310 DENTAL PHARMCOLOGY 4-0-0-4

This course examines pharmacology applicable to dental hygiene clinical practice. Drug groups, drug interactions and contraindications, pharmacological effects, adverse reactions, allergies, dental treatment implications, and modifying treatment to ensure patient safety are covered in this course.

Prerequisite: Program Admission

RDH 1320 DENTAL HYGIENE PRACTICE PRE-CLINIC II (Instrumentation) 2-0-3-5

Under direct supervision, the student simulates basic periodontal probing, detection and removal of soft and hard deposits from the tooth surfaces located above and below gums performed in the laboratory/pre-clinical using hygiene principles and protocols in a professional manner.

Prerequisite: RDH 1230 with grade of C or better

RDH 1330 ORAL RADIOGRAPHY 2-2-0-4

This course examines radiation biology, safety precautions, intraoral and extraoral radiographic techniques, digital acquisition, quality control, and radiograph interpretation in the classroom and laboratory. The student will identify anatomic landmarks and recognize pathological conditions on radiographs.

Prerequisite: Program Admission

RDH 1410 DENTAL HYGIENE CLINICAL PRACTICES I 1-0-3-4

This course introduces patient care including the Health Insurance Portability and Accountability Act of 1996 (HIPPA), infection control, medical and dental history review, recording, and acquisition, monitoring of vital signs. Intraoral and extraoral oral cancer screening including charting and observation, and theoretical principles and procedures of oral prophylaxis are included in this course.

Prerequisite: RDH 1230 with grade of C or better

RDH 1420 BIOCHEMISTRY, NUTRITION, CAROLOGY, DISEASE PREVENTION & PATIENT EDUCATION 4-0-0-4

This course examines organic and biochemistry necessary for dental hygiene, including the relationship of diet to caries and periodontal disease. Topics include the processes of dental caries and cariogenesis, disease prevention through oral hygiene, utilization of preventative products, smoking cessation, and dental health teaching including patient education for behavior modification for prevention of dental disease.

Prerequisite: Program Admission

RDH 1430 PAIN MANAGEMENT/ANXIETY CONTROL & MEDICAL EMERGENCIES 3-1-0-4

This course focuses on managing patient pain and anxiety while maintaining patient safety. Local anesthesia principles, anatomy, physiology, pharmacology, instrumentation, technique, and complications are examined. Principles of conscious sedation, administration, and monitoring of nitrous oxide and oxygen are included. Examination of the causes and contributing factors of dental emergencies, prevention techniques, and stress reduction protocols are also examined, as well as the importance of current and accurate patient medical history and recognition of signs and symptoms of possible medical emergencies that may occur in the dental office.

Prerequisite: RDH 1310 with grade C or better

RDH 2510 DENTAL HYGIENE CLINICAL PRACTICES II 0-0-4-4

Under direct supervision, the student gains clinical experience in delivery of dental hygiene services to patients. Emphasis is placed on medical and dental history, infection control, aseptic technique, radiograph acquisition, assessment, dental hygiene treatment plan development, instrumentation, and patient management.

Prerequisite: RDH 1410 with grade of C or better

RDH 2520 PUBLIC DENTAL HEALTH & EPIDEMIOLOGY 4-0-0-4

This course examines community public health and dental health education emphasizing the principles and methods for analyzing, planning, implementing, and evaluating community-based health programs for the prevention of caries, oral disease, and increasing dental health education. Provisions of oral health care services to patients with bloodborne infectious diseases are emphasized. Topics include epidemiology, research, methodology, biostatistics, evidence based dentistry, and the role of the community based dental hygienist.

Prerequisite: Program Admissions

RDH 2610 TREATMENT OF SPECIAL NEEDS PATIENTS 4-0-0-4

This course examines the importance of analyzing medical history before initiating patient treatment. Topics include discovery and research of systemic diseases, conditions, aging processes, impact on dental treatment, and treatment modifications necessary for the delivery of dental care to meet patient's needs.

Prerequisite: Program Admissions

RDH 2620 PERIDONTOLOGY 4-0-0-4

This course examines dental hygiene periodontal practice including normal and diseased periodontium. Topics include periodontal disease classification, assessment, etiology, inflammation, pathology, and treatment rationale.

Prerequisites: RDH 1230, RDH 1320, and RDH 1410 with grades of C or better

RDH 2630 DENTAL HYGIENE CLINICAL PRACTICES III 0-0-4-4

This course is a continuation of RDH2510. Under direct supervision, the student gains clinical experience in delivery of dental hygiene services to patients. Emphasis is placed on medical and dental history, infection control, aseptic technique, radiograph acquisition, assessment, dental hygiene treatment plan development, instrumentation, and patient management.

Prerequisites: RDH 1230, RDH 1320, RDH 1410, and RDH 2510 with grade C or better

RDH 2710 ETHICS, JURISPRUDENCE, & PRACTICE MANAGEMENT 4-0-0-4

This course examines problem solving and ethical decision making in the practice of dental hygiene. Topics include the principles of tort and contract law as they apply to dental hygiene and dental practices, including preparation for the Tennessee State Board of Dental Examiners jurisprudence examination. The study of practice management and the role of the dental hygienist in dental practice success is also addressed in this course.

Prerequisite: Program Admission

RDH 2720 DENTAL HYGIENE CLINICAL PRACTICES IV 0-0-4-4

This course is a continuation of RDH2630. Under direct supervision, the student gains clinical experience in delivery of dental hygiene services to patients. Emphasis is placed on medical and dental history, infection control, aseptic technique, radiograph acquisition, assessment, dental hygiene treatment plan development, instrumentation, and patient management.

Prerequisite: RDH 2630 with grade C or better

RDH 2730 REVIEW OF DENTAL HYGIENE 4-0-0-4
This course provides a comprehensive review of dental hygiene including scientific basis for dental hygiene practice, provision of clinical dental hygiene services, community health, research principles, case review, and case presentation in preparation for the National Board Dental Hygiene Examination.
Prerequisites: All RDH courses for quarters 1-6 with grades of C or better

RDH 2810 DENTAL HYGIENE CLINICAL PRACTICES V 0-0-4-4
This course is a continuation of RDH2720. Under direct supervision, the student will apply techniques and knowledge to gain clinical proficiency in delivery of dental hygiene services to patients. Emphasis is placed on medical and dental history, infection control, aseptic technique, radiograph acquisition, assessment, dental hygiene treatment plan development, instrumentation, patient management, care of special needs patients, and treatment outcomes evaluated. Community outreach supplement the learning experience.
Prerequisite: RDH 2720

RDH 3110 EDUCATIONAL THEORY & METHODS IN DENTAL HYGIENE 4.5-0-0-4.5
This course includes examination of educational theory and methods required for effective dental hygiene instruction. Topics include learner and context analysis, performance objectives, assessment instruments, instructional strategies, and formative and summative evaluations. Emphasis is placed on competency-based instruction.
Prerequisite: Admission

RDH 3120 EDUCATIONAL PRACTICES/INSTRUCTION IN DENTAL HYGIENE 4.5-0-0-4.5
This course builds on the principles of educational methodology which support the role of the dental hygiene educator in didactic and clinical instruction. Students participate in course design, classroom delivery and evaluation, and online and clinical formats with an emphasis on competency-based instruction.
Prerequisite: Admission

RDH 3130 INTERPROFESSIONAL EDUCATION AND PRACTICES 4.5-0-0-4.5
This course focuses on team-based, patient-centered care as the new standard in healthcare integrating healing, education, research, and community service. Collaboration among healthcare professionals and biomedical researchers to improve the quality of patient care and health outcomes is discussed. Additional topics include the nature and need for interprofessional communication, the health care professions, successful team qualities, interprofessional interactions, professional ethics, integrity, values, and communication and decision making in the interprofessional environment.
Prerequisite: Admission

RDH 3140 EVIDENCE-BASED DENTAL HYGIENE PRACTICES & RESEARCH METHODS 4.5-0-0-4.5
In this course, students are introduced to the research processes utilized in dental hygiene. Emphasis is placed on identification and clarity of research questions, research appraisal and interpretation of research articles, evidence-based practice, systematic inquiry, and integration of research findings into the delivery of dental hygiene care.
Prerequisite: Admission

RDH 3150 CULTURAL COMPETENCY & DENTAL HYGIENCE CARE FOR TARGET POPULATIONS 4.5-0-0-4.5
This course focuses on learning to adapt and change in emerging practice areas for dental hygienists that provide care to population groups challenged by access to oral health care. Emphasis is placed on dental hygiene strategies for the delivery of culturally competent care to pediatric, geriatric, medically compromised, and special needs patients. Ethical issues are analyzed regarding care for vulnerable client populations groups.
Prerequisite: Admission

RDH 3160 GRANT WRITING 4.5-0-0-4.5
This course focuses on the fundamentals of grant writing and provides instruction on grant types, general grant application requirements, and application elements. Key parts of a grant proposal including title page, abstract, statement of need, goal, objectives, procedures, budget, qualifications, evaluation, sustainability, dissemination, sources cited, and appendix are covered. Students learn to integrate information into a grant proposal that can be utilized in academic research, local government or nonprofit organizations, or state and local agencies.
Prerequisite: Admission

RDH 4110 LEADERSHIP & ADMINISTRATION 4.5-0-0-4.5

In this course, students are introduced to leadership theories and models with emphasis on self-evaluation and skill development. Administrative concepts in organizations including program planning, strategic planning, and duties and responsibilities for faculty beyond the classroom are presented.

Prerequisite: Admission

RDH 4120 CAPSTONE PROJECT IN DENTAL HYGIENE EDUCATION 4.5-0-0-4.5

This capstone project completed by students should demonstrate writing, organizational, and communication skills associated with the BSDH degree program. The topic must be related to material presented in curriculum. The student will conduct extensive literature review and submit a written and oral presentation to the dental hygiene faculty.

Prerequisite: Approval of Department Chair, RDH 3140

RTE 3150 INTRODUCTION TO PICTURE ARCHIVING & COMMUNICATION SYSTEMS 4-0-0-4

This course focuses on the introduction of digital and picture archiving communication systems (PACS) in the imaging sciences. Students are provided an overview of the history and trends associated with digital imaging. The overall goal of the course is for the student to have a basic understanding and knowledge of the components associated with digital radiology including DICOM & PACS, their effects on medicine, application, and use. Computed Tomography (CT) will be presented, including System Operation and Components, Image Formation, Image Quality, CT Exams, and Image Artifacts.

Prerequisite: Department Chair Approval

RTE 3200 ADVANCED PATIENT CARE CONCEPTS 4-0-0-4

This course is designed to transition the healthcare practitioner to an advanced level of training in patient assessment. Topics include advanced pharmacology, risk management, principles of medical emergencies and response, and electro- physiology and arrhythmias. In addition, this course teaches students the proper procedures governing phlebotomy and EKG. HIPAA law and effects on the provision of healthcare will also be discussed.

Prerequisite: Department Chair Approval

RTE 3400 UNDERSTANDING COMPUTED TOMOGRAPHY 4-0-0-4

In this course, an overview of Computed Tomography is provided that is clinically useful within the field of Radiology. The historical background, benefits, patient care concepts, and image formation associated with Computed Tomography are presented.

Prerequisite: Department Chair Approval

RTE 4200 RADIOLOGY INTERNSHIP (CT) 0-0-7-7

The open format of this course is designed for students to gain additional skills/experience in professional/clinical area of interest. For this particular radiology internship, objectives are developed in the radiographic modality of Computed Tomography. This course is presented as an independent review with clinical enhancement. Students who upon completion of this course meet eligibility requirements as set forth by the American Registry of Radiologic Technologists for certification in Computed Tomography may apply for registry certification.

Prerequisite: Department Chair Approval

RTE 4210 RADIOLOGY INTERNSHIP (MAMMOGRAPHY) 0-0-7-7

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 provides 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 0-0-7-7

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 are practical in nature for the modality of interest.

Prerequisite: Department Chair Approval

RTN 3110 NUCLEAR MEDICINE TECHNOLOGY I 4-0-0-4
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 4-0-0-4
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 0-0-7-7
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 4-0-0-4
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, RTN 3120, RTN 3130
Co-requisites: RTN 3220, RTN 3230

RTN 3220 DIAGNOSTIC PROCEDURES II 4-0-0-4
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, RTN 3120, RTN 3130
Co-requisites: RTN 3210, RTN 3230

RTN 3230 NUCLEAR MEDICINE TECHNOLOGY CLINIC II 0-0-7-7
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, RTN 3120, RTN 3130
Co-requisites: RTN 3210, RTN 3220

RTN 3310 RADIOPHARMACY AND INTERVENTIONAL DRUGS 4-0-0-4
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, RTN 3220, RTN 3230
Co-requisites: RTN 3320, RTN 3330

RTN 3320 RADIONUCLIDE THERAPY 4-0-0-4
An introduction to radionuclide therapy is presented. Malignant and metastatic treatments will be discussed with the use of radionuclide therapy.

Prerequisites: RTN 3210, RTN 3220, RTN 3230
Co-requisites: RTN 3310, RTN 3330

RTN 3330 NUCLEAR MEDICINE TECHNOLOGY CLINIC III 0-0-7-7
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, RTN 3220, RTN 3230

Co-requisites: RTN 3310, RTN 3320

RTN 3410 NUCLEAR PHYSICS 4-0-0-4

This course provides an introduction to nuclear physics. Students study the concepts and physical principles that govern radioactivity and the interactions of radiation with matter.

Prerequisites: RTN 3310, RTN 3320, RTN 3330

Co-requisites: RTN 3420, RTN 3430

RTN 3420 SEMINAR 4-0-0-4

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, RTN 3320, RTN 3330

Co-requisites: RTN 3410, RTN 3430

RTN 3430 NUCLEAR MEDICINE TECHNOLOGY CLINIC IV 0-0-7-7

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, RTN 3320, RTN 3330

Co-requisites: RTN 3410, RTN 3420

SCC 1010 COLLEGE MANAGEMENT 2-0-0-2

This course is designed to empower and assist students in their adjustment and success at South College. The course covers learning styles, self-regulation, study skills, time management, syllabi, test anxiety, plagiarism, netiquette, and self-advocacy. **This course should be taken during the first quarter of enrollment at South College.**

SCC 1031 COMPUTER AND INFORMATION LITERACY 4.5-0-0-4.5

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 in 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, resumes, cover letters, communication skills, job success strategies, professional appearance, personal and business ethics, and goal setting. **This course should be taken the quarter immediately prior to graduation unless permission is granted by the appropriate advisor.**

SCI 1011 EARTH AND SPACE SCIENCE 4.5-0-0-4.5

Through this course, students gain an understanding of the earth and its surrounding space through the study of geology, oceanography, meteorology, and astronomy.

SCI 1601 INTRODUCTION TO PHYSICAL SCIENCE 4.5-0-0-4.5

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 1100 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-5 students are examined in this course, along with practice in designing, implementing, and assessing instructional units/lessons reflecting a constructivist philosophy and accommodating diverse learning styles. Candidates also demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

Prerequisite: Admission to Teacher Education program & Approval by Education Advisor

SCI 5100 GROSS ANATOMY 4-2-0-6

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 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 1861 INTRODUCTION TO SOCIOLOGY 4.5-0-0-4.5

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.

SOC 2901 CULTURAL DIVERSITY 4.5-0-0-4.5

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 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 1011 BEGINNING SPANISH 4.5-0-0-4.5

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 1000 INTRODUCTION TO SURGICAL TECHNOLOGY 3-0-0-3

This course presents an introduction to the field of Surgical Technology. Content topics include the history of the surgical technologist, professional organizations related to the profession, 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 introduces the terminology used in the profession.

Prerequisite: Program Admission

STE 1050 PHARMACOLOGY FOR THE SURGICAL TECH

4-0-0-4

This course is designed to introduce the surgical technology student to pharmacology agents and anesthesia use in the operating room. The learner will be introduced to problem solving techniques used for weights and measurement equivalent. The learner will be introduced to the Post Anesthesia Care Unit.

STE 1100 PATIENT CARE CONCEPTS I

3-0-0-3

This course presents an overview of the principle and practice of surgical technology and the roles and responsibilities of the Surgical Technologist. Emphasis is placed on basic patient care concepts.

Prerequisite: Program Admission

Co-Requisite: STE 1101

STE 1101 PATIENT CARE CONCEPTS I LAB

0-2-0-2

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 identifies 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 required skills.

Prerequisite: Program Admission

Co-Requisite: STE 1100

STE 1105 SURGICAL CLINICAL CARE I

0-0-7-7

Surgical Clinical Care I 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 is assigned a surgical preceptor and begins participating as a sterile member of the operating room team while in an observation and second scrub role. The student also learns 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: AHS 1200, STE 1000, STE 1100, STE 1101

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. These concepts are related to the surgical technologist's role in the perioperative environment. The lab portion of this course provides for practical demonstration of the discussed skills.

Prerequisites: STE 1100, STE 1101

STE 1201 PATIENT CARE CONCEPTS II LAB

0-2-0-2

In this course, students continue to 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 1100, STE 1101

STE 1205 SURGICAL PROCEDURES I

5-0-0-5

This course introduces the student to concepts of diagnostic 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 the events for these types of surgeries will also be discussed along with pre, post and intraoperative responsibilities of the surgical technologist in the scrub role (STSR).

Prerequisites: STE 1200, STE 1201

STE 1300 SURGICAL PROCEDURES II

5-0-0-5

This course provides a comprehensive study of surgical procedures. Emphasis is placed on the relevant anatomy and physiology related to the diagnostic or surgical interventions the patient undergoes. Topics include how to prepare the necessary equipment, supplies, and instrumentation for these procedures. The sequence of events is discussed along with how pre-, post-, and intra-operative procedures will impact the Surgical Technologist.

Prerequisite: STE 1205

STE 1305 SURGICAL CLINICAL CARE II 0-0-7-7
OR

STE 1305A SURGICAL CLINICAL CARE II 0-0-3.5-3.5

STE 1305B SURGICAL CLINICAL CARE II 0-0-3.5-3.5

Surgical Clinical Care II advances 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.

Prerequisite: STE 1105

STE 1405 SURGICAL CLINICAL CARE III 0-0-7-7

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 or surgical centers.

Prerequisite: STE 1305

STE 1500 MICROBIOLOGY FOR SURGICAL TECHNOLOGISTS 2-1-0-3

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.

STE 2100 SURGICAL PROCEDURES III 5-0-0-5

This course continues with a comprehensive study of surgical procedures. Emphasis is 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. Employment skills are also discussed and practiced in detail.

Prerequisite: STE 1300

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.

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CORPORATE OFFICERS

South College is operated by South College of Tennessee, LLC. Policies and procedures are formulated by the Board of Trustees of South College of Tennessee, LLC, d.b.a. South College, and implemented by the President of the college. South Development, Inc. is a related entity to South College of Tennessee, LLC for tax purposes, but has no control over the institution or its Board of Trustees. Articles of Incorporation are available in the office of the President.

Board of Directors for South College of Tennessee, LLC and South Development, Inc.

Stephen A. South, President

Rebecca G. South, Secretary/Treasurer

Nicholas G. South

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James Gill	Instruction Librarian
Sarah Goodacre	Financial Aid Officer
Cathy Gray	Clinical Education Coordinator - Pharmacy
Ron Hall	Director of Administrative Services

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Carolyn Hayes	Clinical Administrative Assistant – PA Studies
Lisa Hickam	Administrative Assistant Supervisor
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Gwendolyn Huff	Admissions Clerk – Physical Therapy
Sara Hussein	Admissions Representative
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Mark Jones	Director of Information Technology
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Cherilyn Love	Financial Aid Officer
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Emily Meyers	Main Campus Maintenance
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Julia Stewart	Admissions High School Coordinator
Russ Strickland	Senior IT Support Specialist
Lisa Susong	Director of Admissions
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Sherry Weaver	Financial Aid Compliance Manager
Tammy Webb	Administrative Coordinator - Nursing
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Nona Camby	Admissions Representative
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Crystal Cheek	High School Coordinator
Michael Ann Cramer	Director of Student Success
Kira Duthu	Director of Admissions
Brenda Fannon	Administrative Assistant/Student Advisor - Nursing
David Handy	Administrative Assistant
Courtney Holmes	Student Success Advisor/Resource Center Clerk
Karissa Keen	Senior Admissions Representative
Hilary Laney	Financial Aid Officer
Michael Roberts	Maintenance
Crystal Roberts	Maintenance
Courtney Robertson	Financial Aid Supervisor
Chole McCleary-Small	Admissions Representative/High School Coordinator
Kelly Satterfield	Maintenance
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Burrell Billingslea	Admissions Representative
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Melissa Dubar	Operations Coordinator – Physician Assistant
Katrina Dudley	Financial Aid Officer
Shyra Duncan	Admissions Representative
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Tia Fowler	Admissions Representative
Sabrina Garity	Resource Center Coordinator
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Andrea Gurske	Director of Admissions
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